

# PEACE AND VALUE EDUCATION

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## INTRODUCTION

The understanding of the concept of peace has changed throughout history, and so has its role and importance in the educational system from the very beginnings of the institutionalized socialization of Children. The end of world war I (1914-1918) brought powerful support for the need international cooperation and understanding and helped instill a desire to include peace education ideas in educational systems. The League of National and Number of nongovernmental organizations worked together on these ideas, especially through the International Institute of Intellectual cooperation, an organization that was the predecessor of the United

Nations Educational, Scientific and cultural organization (UNESCO). The world war-II (1939-1945) ended with millions of victims and the frightening use of atomic weapons against Japan, at Hiroshima and Nagasaki. In 1946 UNESCO was founded as an Umbrella institution of United Nations, and it was charged with planning, developing, and implementing general changes in education according to the international politics of peace and security.

With the witness of the horrors of the first and second world wars there was a reawakening to the need of developing the humanistic side of education at least among a few educationists. In this context Maria Montessori's loud and tireless reiteration on the need for educating for peace should be mentioned here with respect and appreciation. At the beginning of the 21<sup>st</sup> Century today we are only rediscovering her vision of peace Education which she tried to tell the world in the 1930s. Her vision of education provides a meaningful sound basis for peace Education.

Value education has a paramount role to play in creating a society that is tolerant, humane, socially cohesive and ethically righteous. If knowledge is left without being tempered by values and morals, the power generated by such knowledge would only be disastrous and catastrophic in its effects. Education in values is an integral component of the programme of education. Values are integral to the process of education. They are not add-ons. All education is, in a sense, value education. Education is a process of bringing about 'desirable' changes in the way one thinks, feels and acts in accordance with one's concept of the good life. In this sense, education necessarily involves the transmission of values.

**Objectives:**

- After learning this unit, you will be able to:
- To Understand the importance of peace
- To Describe the nature of peace education
- To Know the different approaches to peace
- To Understand the meaning and concept of conflict resolution
- To know the importance of teacher education for peace
  - To know the fostering culture of peace for inner peace
  - To understand the concept of values education.
  - explain the role of values.
  - understand the need and importance of value education

**Meaning of the peace Education:**

The highest form of objective for any education is inculcating peace and it is an essential value to be cherished by every individual. The father and mother is the first teacher to their children and peace is nurtured in the family. The peace nurtured at home again enhanced at school.

Peace is a broad concept with practical and spiritual connotations. It can imply a state of inner calm or end of conflict. "Peace is what you think it is (or wants it to be). Peace has been understood to mean the absence of conflict or violence and conversely as the presence of states of mind and of society such as harmony, accord, security and understanding.

Peace education is a planning strategy of eliminating the conflicts and violence caused by in justice, inequality and human rights, violations, and implementing the ways and means of reducing the same through appropriate teaching and learning tactics by means of producing responsible global citizen to attain and spread the peace in the world. Therefore peace education is a goal of education.

**Concept and meaning of Education of Peace**

Education for peace is a conceptual framework from which schools may devise a programme comprising the transmission of Universal values and enduring attitudes, and the development of skills which enable our students to become active global citizen. The implementation of this conceptual framework recognizes the practice of peaceful relations at all levels: personal, familial, communal, inter-cultural and global. It entails a process of knowledge acquisition and skill – building which affects the behaviour of individuals and groups and provides a model for the formal and informal curriculum of the school. Education for peace is a process and condition which permeates all aspects of school life, with implications for learners, teachers and administrators and it extends beyond the school to society as a whole.

**Definition of the Peace Education:**

According to **Albert Einstein** "Peace is not merely the absence of war but the presence of justice, of law, of order

- "Peace Education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures said by **Laing.R.D.**(1978)

- According to **John Dewey** “Peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem – posing and problem – solving education, and a commitment to transformative action in our societies.”

From these definitions it is understood that the peace education inculcates the higher order human values among the individuals. Further, “Peace education definitions” reveal that it aims at the overall development of the individuals and helps to enhance eternal values in their minds.

## VALUES

### Meaning and Definition

Values means something that is precious, dear, worthwhile, valuable and estimable and hence worthy of possession. Value is a standard. A value may be described as an emotional attitude, which motivates a person directly or indirectly to act in the most desirable way preferred by him or her. Values are defined as ‘beliefs upon which man acts by preferences’. The Oxford Dictionary define value as something of great worth or importance or standard or principle that is valuable in life. Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. They bring quality to life. Thus “Value is something or anything which appeals us, satisfying our needs, whether it is material or non-material, satisfaction and desirability are common elements in it.”

### CONCEPT OF VALUES

The concept of values refers to the criteria used for determining levels of goodness, worth or beauty. Values are estimable and hence worthy of being possessed. The most popular meaning of the concept of values is given by Dewey, John is “To value means primarily to prize, to esteem; but secondarily it means to appraise, to estimate. It means, that is, the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amount of values as compared with something else. To value in the latter sense is to value or evaluate”

Values represent the aspirations of religions and philosophies that aim to guide people along the path to a better existence. Peoples who practice values develop inner strength and can resist common human weaknesses. Values are beauty and grace of life. They are essential constituents of civilisation. Our values given an indication of our character and determine our moral and ethical choices

Values have three basic elements namely, cognitive, affective and volitional. Thus a value goes beyond the cognitive domain to an affective domain to incorporate a volitional element or disposition to act

Thus the concept of value may be concluded as they are priced, precious, worthwhile, estimable, desirable, dear and valuable material things such as property, money, good appearance, children etc., as well as non-material and abstract beliefs/ideas such as truth, desire, justice, honesty, piety, self-respect etc.

### Peace Education in India and its development:

Indian has a long history of promoting peace, international understanding, tolerance and self-restraint which are evident from the Vedas, Puranas and Upanishads. The ancient Indian Rishis Visualized the Earth as a Global village. They visualized it as ‘Vasudaiva Kudumbakam – The whole world is a family.

Swami Vivekananda’s great mission was to preach unto mankind its divinity and how to make it manifest in every movement of life. He said that ultimate aim of education is to establish internal peace and security by strengthening the spiritual foundations of different nations. He preached tolerance in religion and education which

essentially head to peace. He preached the Universal Brotherhood of man. The thoughts and actions for promoting peace by outstanding personalities like Mahatma Gandhi, Iqbal, Rabindra Nath Tagore and Bishnu Prasad Rava Captivated the world's attention. Most disputes between people are solved without violence – but not all. If we are to move away from violence as a way of solving disputes at home and abroad we must work together to help young people learn how to deal with conflict creatively.

### **Gandhiji's Contributions of Peace movement:**

Gandhiji's view on peace emphasizes positive concepts of peace, the power of nonviolence, the discovery of one's own and other's truths, empathy, forgiveness, and community, and proactive peace-making. The most fundamental principle and Gandhiji's philosophy of peace is "Ahimsa" or nonviolence which is the law of love, life and creation as opposed to violence, the cause of hatred, death and destruction. According to him the Universal Human value of Ahimsa ought to be cultivated not merely at a personal level, but at social, national and international levels for avoiding personal, social, national and international conflicts. Gandhi observed "Fasting unto death" is the last step to oppose injustice. Gandhi's approach is ethical, as he believes that moral degeneration is the root cause of all evils including conflicts. Mahatma Gandhi lived, worked, fought and died for peace, equality and respect for all human beings, tolerance and respect for all religious faith and ethnic groups and settlement of difference. Nonviolence, as practiced by Gandhi, is a weapon not of the weak, but of the strong and fearless.

### **Culture of Peace:**

According to UN Resolutions 1998, *"culture of peace is an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information and disarmament."*

This culture of peace can only be implemented by means of an education oriented towards inner peace, Tolerance and solidarity, understanding tolerance, Solidarity, Participatory Communication, sustainable Economic and social development, Non-violence, International Peace and Security. The following description reveal significance of peace.

### **Fostering culture of peace for inner peace:**

**Inner peace** (or **peace of mind**) refers to a state of being mentally and spiritually at peace, with enough knowledge and understanding to keep oneself strong in the face of discord or stress. Being "at peace" is considered by many to be healthy (homeostasis) and the opposite of being stressed or anxious. Peace of mind is generally associated with bliss, happiness and contentment.

Peace of mind, serenity, and calmness are descriptions of a disposition free from the effects of stress. In some cultures, inner peace is considered a state of consciousness or enlightenment that may be cultivated by various forms of training, such as prayer, meditation, yoga, for example. Many spiritual practices refer to this peace as an experience of knowing oneself. Finding inner peace is often associated with traditions religious practices.

People have difficulties embracing their inner spirituality because the everyday stressors get the best of them and finding peace and happiness in the little joys of life can seem like a lot of work, and results don't seem all that gratifying. Achieving spirituality is a step-by-step process; there are ways through which you can get more spiritual every day.

The inner peace of the human being could be understood through the expression of understanding, tolerance and solidarity.

### **Dramatics and Literacy Activities:**

Dramatic play can be defined as a type of play where children accept assign roles, and then act them out. It is a time when they break through the walls of reality, pretend to be someone or something different from themselves, and dramatize situations and actions to go along with the role they have chosen to play. And while this type of play may be viewed as frivolous by some, it remains an integral part of the developmental learning process by allowing children to develop skills in such areas as abstract making, literacy maths and social studies, in a timely natural manner. There are basically six skills children work with and develop as they take part in dramatic play experiences. They are 1. role playing 2. use of materials / props 3. Pretending / make- believe 4. Attention span / length of time 5. Social Skills / interaction 6. Communication. For inculcating peace culture among children social skill / interaction and communication skill are not important. Through dramatic and literacy activities, we can enhance the peace culture in their tender age itself. Further, A dramatic play provide excellent opportunities for teachers to encourage the emerging literacy skills of head start children.

### **Yoga and Meditation:**

Mind itself is the cause of diseases. Yoga and Meditation is no more and no less than a better way of living with peace. Yoga balances the state of mind generate the right kind of attitude. Yoga is a bunch of physical exercise called Asanas. These Asanas help to calm the nerves which in turn gives us peace. It helps us to control our temper, anger. Yoga uses the techniques of relaxation of the body and mind. It is a technique of awareness, which makes an objective evaluation of life's problems. Yoga helps in giving direction to human activities that lead to the Joy of fulfilment. The first attempt in yoga is to calm oneself so that one sees thing clearly – calmness creates enough clarity to throw up essential queries. Asanas like Sukhasana, spreads a feeling of general quietude with peace and calm comes clarity and understanding which help in better coordination of the day's work. When we do vajrasana, it help us to feel peace and turn our mind inwardly to have more concentration.

Connecting inner dimension of peace education is critical for transformative peace efforts aimed at curbing a culture of violence and moving towards a culture of peace. Meditation helps to quieten the body and the mind and thus enables the student to focus his thoughts and become more concentrated. It improve the memory and makes them feel calm and peaceful with regular practice, the students become intuitive and resourceful. Therefore co-curricular approach emphasizes the peace values through yoga and meditation. Teachers have to encourage their students in yoga and encourage their students in yoga and meditation practices. It would enhance their internal peace helps to maintain peace in the world.

**Sports and Games:**

Sound mind in the sound body. For having the mental health, one should have the health body development. Most of the psychosomatic diseases could be prevented through the systematic physical exercise and fitness activities. Therefore, the sports and games to be made compulsory for all pupils in the schools. To turn this society towards peaceful human change we can begin with games and sports. The sports and games help the individuals to build good character and peaceful mind. Moreover games would foster the spirit of cooperation and provide the opportunity to experience sharing and caring behaviour. Players never behave against each other. Motivating the individuals to participate in the sport and games enhance their social behaviour and cooperation mind in a long way. Therefore co-curricular activities of each and every level of education.

**Counselling:**

Millions of people throughout the world suffer from the psychological aftermath of war. Although buildings may be replaced and infrastructure rebuilt, to rebuild the heart and minds of the affected individuals requires a different kind of skilled intervention. After a traumatic experience, people need help to overcome their isolation to mitigate the psychological consequences of the trauma and to again find meaning and purpose in their lives. In the past decades, the effects of war on the psychosocial well beings of children and the responsibility to protect children from the effect of war have become widely recognized in the humanitarian field. For this reasons, counselling have assumed wider role based on the process of helping children understand themselves which will lead to the better understanding of the other aspect of their lives. The problem of the children may stem from home, non-war related causes, congenital causes and /or other disorders. Therefore, the counselling have to be given both parents and students in the schools towards peaceful mind.

**Teacher Education for Peace:**

“Education is the only defence against war. How significant and true it is in a world that sites over huge stockpiles of nuclear explosive in the name of deterrent or right to sovereignty. Through the science and technology developed like any things, the massive loss of human lives at the hands of the powerful, strife, wars, human degradation and the unscrupulous during the twentieth century than hat during the entire human history. To overcome the problems related to fear, teaching peace education at all level of Education is most warranted. The destiny of any nation is being shaped in the classrooms. The teachers are playing key role in shaping the destiny of the future citizen. The teachers are the role models for the students. Therefore, the teachers should be given intensive training/ moulding in the line of several good aspects such as communication skill, value development, science and technology knowledge, and peace culture. Therefore, the teacher education curriculum should be judicially mixed with the peace education components. The NCERT and NCTE have already suggested integrating peace education syllabus in the Teacher education. The curricular and co-curricular activities promoting peace culture must be integrated in the teacher education programmes.

Teacher as role model for the students. A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in our full set potential and see the best in ourselves. We learn through teachers, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. A role model can be anybody a parent, a sibling,

a friend but some of our most influential and life – changing role models are teachers. Therefore, the teacher preparation programmes should plan to give appropriate experience to make each teacher to uphold their responsibilities.

### **Conflict Resolution:**

Conflict exists whenever incompatible activities occur (Dentsch, 1973). It is an activity that is incompatible with another, it is one that prevents, blocks, or interferes with the occurrence or effectiveness of the second activity. Conflict resolution involves recognizing Conflict to manage a Conflict. It is an extremely challenging job. There are different types and models of conflict management practiced in the field of peace education. In this unit, we shall study conflict types and resolution models for better understanding of peace education.

### **Bases of Conflict:**

Conflicts can rise between several characters as conflict is defined as “natural disagreement resulting from individuals or groups that differ in belief, attitudes, values or needs”. Conflict arises due to various reasons. It is very difficult to single out the causes of conflict

#### **a) Positive Aspects of Conflicts**

- Force the individuals to examine a problem and work towards solution.
- Foster the creativity among the individual to explore the innovative ideas.
- When it occurs in groups, working together to solve a problem can increase cohesiveness within the group.
- Confronting and wanting to solve a problem indicates a concern, commitment, and a desire to preserve the relationship.
- Understand more about the people involved in the conflict and grow with each conflict experience.

#### **b) Negative aspects**

- Conflict can lead to negative feeling between the parties involved.
- Can lead individuals or groups to close themselves off from one another (sets a bad precedent for future dealings with conflicting party)
- Can waste time and energy if poor conflict style is used.
- Became less motivated and inactive
- Confused by differences of opinions.
- Increases inter-group tension and diverts attention from objectives.
- Causes negative emotions and possibly violent behaviour
- Creates antagonism among the individuals
- Cause stress and frustration

### **Conflict Resolution:**

According to Bill Warters (200) “conflict resolution is the understanding of dynamics of human negotiation among conflicting interest groups and how to achieve mutual agreement. Conflict resolution involves recognizing

conflict to manage a conflict. Conflict resolution is an extremely challenging job. It requires not only correct understanding of the cause of conflict but also inexhaustible degree of patience. The process of conflict resolution generally includes negotiation, meditation and diplomacy, they are usually described with the phrase dispute resolution, although some refer to them as “Conflict resolution”. These processes help in preventing violence, ensure student and introduce disciplinary measures. Peace education helps to understand where and why conflict occurs, and offers skills to manage, reduce, and work toward minimizing conflict. Further, inclusion of conflict resolution principles in the peace education helps student’s better understanding towards the relationship between academics and the real world.

### Conflict Management:

‘Conflict Management’ may imply a process of learning to live peacefully with differences that may not be resolvable at a given point in time. Conflict is often best understood by examining the consequences of various behaviours at moments in time. Five basic ways of managing conflict were identified by Thomas and Kilmann in 1976. There is no one types superior to other, but it all depends on the people, environment, and the context. However, there is probably one style that is usually utilized in many situations.

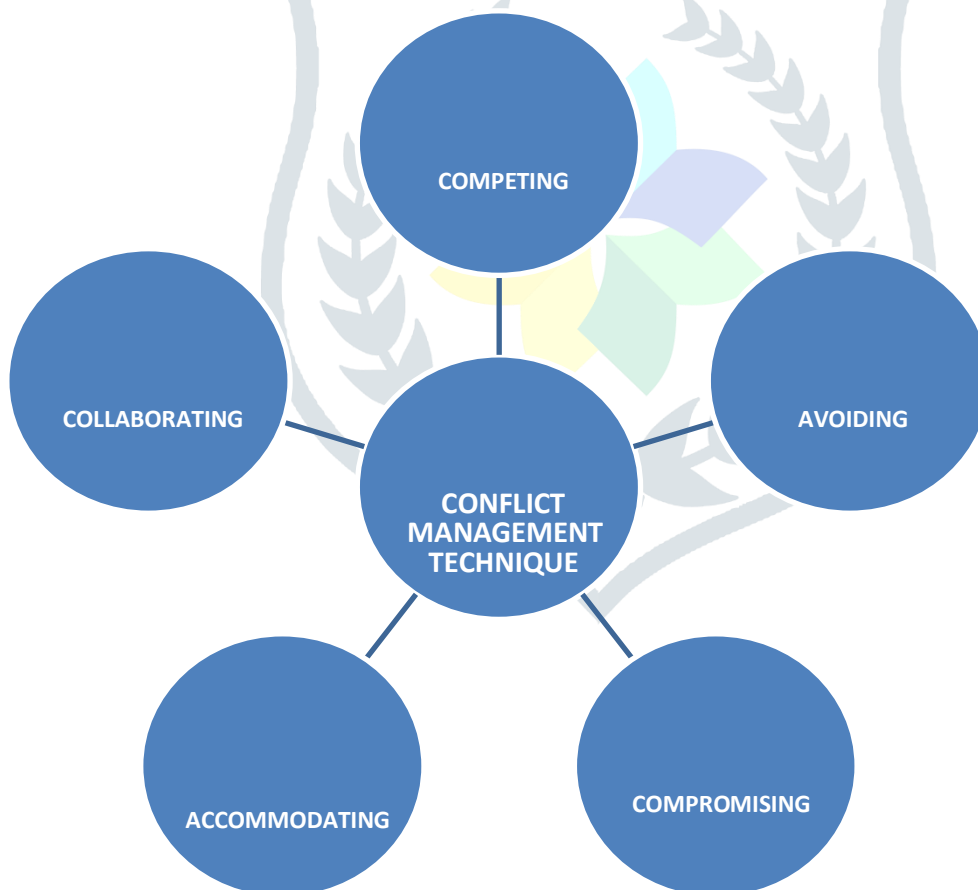


Figure – 7.2. Conflict Management Technique



## 1. Competing

It means “Standing up for rights”, depending on a position which we believe is correct, or simple trying to win. It is a style in which one’s own needs are advocated over the needs of others. It relies on an aggressive style of communication, low regard for future relationships, and the exercise of coercive power. The outcome is “win/lose”. It is generally used when basic rights are at stake or to set a precedent. However, it can cause the conflict to escalate, and losers may try to retaliate.

## 2. Avoiding

It is a common response to the negative perception of conflict. In this process the people neither purpose their own concerns nor those of the other individual. Thus, they do not deal with the conflict. Avoiding might take the form of diplomatically side- stepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation. “Perhaps if we don’t bring it up. It will blow over,” we say to ourselves. The outcome is “lose/lose”. The drawbacks are that important decisions may be made by default.

## 3. Compromising

It is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediately between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, address an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution. It is the pooling of individual needs and goals towards a common goal, often called “win-win problem solving”, collaboration requires assertive communication and cooperation in order to achieve a better solution than either individual could have achieved alone. It brings new time, energy, and ideas to resolve the dispute meaningfully. The outcome is “winsome/lose some”. This strategy is generally used to achieve temporary solution, to avoid destructive power struggles or when time pressures exist. One drawn back is that group members can lose sight of important can also distract the partners from the merits of an issue and create a pessimistic climate.

## 4. Accommodating

It is unassertive but cooperative process which results from a high concern for our group’s own interests, matched with a high concern for the interests of other partners. The outcome is “win/win”. This strategy is generally used when concerns for others are important. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person’s order when you would prefer not to, or yielding to another’s point of view. It is also known as smoothing, is the opposite of competing, person using this style yield their needs to those of others, trying to be diplomatic. This approach helps build commitment and reduce bad feelings. The drawbacks are that it takes time and energy. Generally regarded as the best approach for managing conflict, the objective of collaboration is to reach consensus. The drawbacks are that our own ideas and concerns won’t get attention.

We may also lose credibility and future influence.

## 5. Collaborating

It is both assertive and cooperative – the opposite of avoiding style. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem. It is an approach to conflict in which people gain and give in a series of trade-offs. Compromise is generally not satisfying. We each remain shaped by our individual perceptions of our needs and don't necessarily understand the other side very well. We often retain a lack of trust and avoid risk-taking involved in more collaborative behaviours.

We can use all the above said five conflict – managing modes. It is not watertight compartment that individuals should only one mode of conflict management style. Some people use some mode better than others and, therefore, tend to rely on those modes having than others whether because of temperament or practice. By understanding each style and its consequences, we may normalize the results of our behaviours in various situations.

## CONCLUSION

Values are a matter of developing appropriate behaviour and habits, right attitudes and understanding, ability in discriminating and choosing right from right and wrongs. Values can, therefore, be inculcated by creating the right atmosphere and promoting learning by examples rather than precepts. Education without values is waste. Education should be given with moral values. Educating young minds without value will create a menace in the society. The values are the guiding principles of life which help for the all-round development of children.

## Let us Sump up:

Educating for a culture of peace is mandatory in the present scenario of global technological advancement. Therefore, it is important for the students to understand the historical development of the peace education and role of different national and international organizations promoting peace education.

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