

The Necessities of Peace Education in the Era of 21st Century A Descriptive Study

Emon Ojha,

Guest Lecture, Department of Education Mahatma Gandhi College Lalpur, Purulia. Purulia, West Bengal, India

Abstract:- Swami Vivekananda once Said- “If in this hell of a world one can bring a little joy and peace even for a day into the heart of a single person, that much alone is true; this I have learnt after suffering all my life; all else is mere moonshine.” Peace Education is becoming popular day by day. The peace education’s purpose is to introduce, amplify, condense and positioned the outset of the thinking of the students regarding the concept of peace. There are many approaches to peace education has lot of thoughts that basically depends on ideology, realistic experience and good passions. Peace is the kind of internal and external mental satisfaction that effect life directly. This is might be rely on educating our next offspring with the skills, attitudes, sights and values and behavioural structures that would help them to make and sustain peace in the era of 21st century. The need for peace education is huger than ever before with a totality approach to get authenticity. Peace education is more relevant in look of the several terrorist attacks and the mounting tension for show down many countries at the present scenario. This paper stresses the idea by which awareness and consciousness about peace education can create peace. The researcher highlighted on inculcating peace education in educational institutions.

Keywords:- Imparting Peace Education for 21st Century, Peace, Peace Education, Peace Transaction.

I. INTRODUCTION

“The peace of God is with them whose mind and soul is in harmony and who are free from desire and wrath, who know their own soul.”

Srimadbhagavad Geeta

All the nations and their peoples must enjoy their peace, freedom of ideal and joyfulness. This point of view indicates to Worldly Peace. It is a concept of worldwide nonviolence and cooperative attitude by which countries readily cooperate with each other to protects war circumstances.

What is Peace?

Once, a great Indian monk, Sri Sri Ramakrishna Pranhansa Dev said- “Shiva gyan e, jiv seva.” That’s mean people have love all the humans including animals by obey them and worshiping them as God Shiva, an Indian God. This is the main process of distributing the main rhythm of peace in mind of all the living organisms in the World.

The concept of Peace means the inexistence of brutality and equality and oneness. From a behavioural point of view, peace is the absence of freedom from the terror of trinity or brutality between individuals and diversified social groups. To get rid of war or violent brutality could be the consequence of greater mutual understanding and compromise.

Peaceful thinking and well controlled emotions lead towards well adjusted person and that point indicates to Psychological Peace. It could be established by behavioural peace. Peaceful behaviour sometimes results from a ‘peaceful inner disposition.’

The Anglo-French word ‘pes’ and the Old French word ‘pais’ is the origin of the term ‘Peace’. It means peace, reconciliation, silence, agreement. (11th century). But the word ‘Pes’ derives from the Latin word ‘pax’ that means peace, agreement, treaty of peace, tranquillity, absence of brutality, parallelism. The English word had been utilized in various personal greetings. The modernized English word ‘Peace’ used as ‘quiet’ which recollecting silent, innocence and mild attitudes to group or family relationships. That must avert quarrelling and look for tranquillity.

II. PEACE EDUCATION

Peace education is the kind of method which helps in obtaining wisdom, experience. It helps to develop attitudes, skills and behaviour to live in oneness with each others. This concept basically apprehended from philosophical ideals. Peace Education helps to nurture the values of non-violence, love, trust worthiness, impartiality, we feeling, respect and devoutness towards humankind and all living organisms on our planet. It is a performance which leads towards peaceful socialization. By this kind of practice men could enshrined values.

There are various declarations of United Nations on the relevance of peace education. Ban Ki Moon, U.N. Secretary General, has dedicated The International Day of Peace was first celebrated in 2013 by Ban Ki Moon, the sectary general of United Nations. According to him peace education in an endeavour to come in to the light again the minds of the peoples and allocating funds to find the ways to cultivate the practices of peace. Koichiro Matsuura, the immediate past Director-General of UNESCO, defined as the "fundamental importance to the mission of UNESCO and the United Nations".

Many researchers like Betty Reardon and Douglas Roche highlighted that Peace education is like the foothold

of any in which is now gradually increased. At the recent times, there has also been an entangled of fundamental rights and education for peace.

III. VARIOUS TYPES OF PEACE EDUCATION

Strategies of Controversy resolving- Peace education programs based on conflict resolution typically focus on the social and behavioural conflict symptoms, training individuals to resolve inter-personal controversies via overtone techniques and peer-mediation. Learning to manage emotions, 'fight fair' and improve better communication through skills such as listening, identifying needs and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on adjustment.

Education for Democracy- Peace education programs based upon education for democracy linked with the controversy that might propagation in republic share holder of all the society. It helps to fix up those controversies and conflicts through cruelty or reduction of battle and fittings to each other.

The well committed citizens are much more valuable for a democratic, republic society. Those citizens must have the ability of tolerance and conflict resolve. Besides, they must have the potentialities of the skill of critical thinking, discussion, skill of creating coalition which helps to promote values of speaking freely, oneness, capabilities of several of tolerance, adjustment or the righteous objection. These ideal democratic citizens make the world peaceful by reducing the possibility of cruelty and battleship. By those assumed essential skills is needed for make a society of peaceful cultural.

Education for Human Rights- Different programs of Peace education based on the awareness building of human rights. It has focused at the level of policies that humanity ought to adopt in order to move nearer to a peaceful global community. The main purpose is to bring forth a commitment among participants to aim of peaceful pattern in which all individuals of the human race can do practice their personal freedoms and be legally protected from violence, oppression and indignity.

Globalization and Peace Education- Globalization and Education is interdependent. The modern concept of peace education is to consider the natural modification of human mental attributes. It is needed when dispute uplifting attitudes and some behavioural patterns are featured of coming stages of human development, attitudes of unity promoting uplifted in upcoming stages of healthy wealthy development. All round healthy development of human awareness is the main focus of peace education. It should be possible through helping people to evaluate themselves. .

Critical peace education and yogic peace education- Now modernised form of peace education linked with new scholarly investigations and applications of techniques that

is used in peace education internationally, in plural communities and with individuals. Critical Peace Education (Bajaj 2008, 2015; Bajaj & Hantzopoulos 2016; Trifonas & Wright 2013) is an extrication accomplishment that quests to connect education to the aims of social justice expostulating incongruity with the help of critical pedagogy (Freire 2003).

IV. CRITICISM OF PEACE EDUCATION

Toh Swee-Hin (1997) visualizes that each of the diverse streams of peace education "inevitably have their own dynamics and 'autonomy' in terms of theory and practice".

Salomon (2002) has defined "How the challenges, goals, and methods of peace education differ substantially between areas characterized by intractable conflict, interethnic tension, or relative tranquility".

Imparting Peace Education in Educational Institutions in 21st Century

The necessity for peace education has logically has never been greater than today. Peace educating often includes an appreciation for diversity within a broad context of nonviolence analysis and resolution. Teaching peace education in schools is a versatile and multidisciplinary perspective which includes teaching peace, nonviolence, conflict resolution and social justice that the human rights take look for preserving the natural environment (Smith 2004).

Highlighting peace education in schools is very much necessary. It begins first with an honest will power to engage educators in the process of learning through which it is an essential and effective mean to modify their selves individually and collectively. The students must be competent to form and maintain peace. Peace Education's system therefore enthusiasm to critical thinking and preparing students to act on their convictions.

Hence, there is no magical way to peace education but it would be evolve and develop only with the help of peace practice.

The Peace Education's methodology could be considered by the several paths that are given in below:

A. *Within the Institution*

The environment of the educational institution should be modifying and developing for inculcating education and practicing of Peace. It is very much relevant. The necessary competencies of culture of peace or the disputes resolving are effectively acquired. All acquired skills are must shaped by environment of educational institutions. (Baldo and Furniss, 1998).

Curriculum is the vital way to ensure pace in an epidemic way.

- *Curriculum Development*

Peace education or the values related with peace is the ultimate goals of education which should be converted into immediate goals of education, these goals of education could be implemented in curriculum. Curriculum developer must observe these areas and considered as a vital part of a curriculum by which practices of peace could be inculcated with effectively. They must concerns regarding peace when they are constructing or developing curriculum. This type of curriculum must provide a peaceful group to peaceful society which leads towards a peaceful planet. In curriculum pupils should build cooperative attitude, respect themselves or to others, we feeling, sustainable attitude etc. These skills should be provided in different subjects that are sports, art and aesthetics, problem solving, meditation and yoga, various science projects, community based activities, excursions, various types of social works and so on.

- *Pre-service Teacher Education*

We all should know that ‘Teachers are the maker of the mankind’ and ‘the backbone of the society’. So, future teacher s must have the potentialities of tolerance, patience, scientific attitude, logical thinking, creative thinking and well philosophy of life. Pre-service teacher education must be upgraded with the quality of life skill, tolerance, conflict resolution etc. Teacher educators must prepare teacher trainees as the sustainers and transmitter of peace for present and for future generations. The above talked skills used with the help of teaching methods which are interactive, interesting and participatory methods, organising cooperative group work and facilitating group discussions. All these tireless efforts promote peace through education.

- *In-service Teacher Education*

A teacher is lifelong learner. Teachers must have the potentialities to upgrade and up to date themselves. In classroom situation, they must be able to manage the classroom environment in an effective and peaceful way. In in-service teacher education programme or training programme professional teachers trained, upgrade and oriented themselves in a various way through this programme like seminars, workshops, faculty development programmes, orientation camps etc. In service Teacher education programme provides various skills and competencies in them tolerance skill, conflict resolve skill, classroom management skill, skill of peace sustaining and transmitting are the popular one. Peaceful living and peace education is more valuable for in service teachers. Through this peace culture, education and practice teachers preserve the values of peace and transfer towards students as well as future makers and for upcoming generations.

B. *Outside the Institution*

There are many ways to inculcate peace in the outside of the educational institution that are given in below-

- Debates in relation with the peace culture and peace practice and tolerance.
- Institution must provide many co-curricular activities. Through this programme students could learn the values of peace and to sustain in their heart.

- Institution must provide seminars, workshops and various training camps regarding peace education, skills and practices through these programmes pupils could gain knowledge and experiences and they could apply themselves in their daily life.
- Also facilitate students to participate in Group discussion, quiz and community participation programmes etc.
- Teacher student relationship outside the classroom.

Different Opportunities of Transferring Peace Education in the Era of 21st Century

There are many more opportunities to transfer peace in an effective way these are given in below-

1. Various websites and Social Medias
2. Fairy Tells or Children’s Books
3. Religious Institutions
4. Traditional folk stories
5. Proverbs
6. Moral values
7. Art work and Aesthetics
8. Life Skill Education
9. Language Teaching
10. Peaceful Home Environment

Need or Importance of Peace Education at Global Scenario

Peace Education is the only way to remove from violence as a way of solving disputes at home and abroad. People must work together to help young people for learning that how negotiating with controversies effectively and peacefully.

1. To prevent continued cycles of violence.
2. To promote peace.
3. To ensure tolerance.
4. To promote understanding attitude to help to formulate a better balanced society for all.
5. To promote equality and equity.
6. To promote social justice.

Opportunities to reform and positive change often enhance simultaneously during and after conflicts, as peace education initiatives helps educators to teach the future generations for better understanding and addressing problems that can ruin the main base of the rules of law and prepare students to serve as the next generation of leaders in creating a more equitable society.

V. CONCLUSION

All humans are ideal social animals their successful life leading is largely dependent on their successful social relations. The use of cooperative learning, so therefore, educates the pupils with various competencies needed to construct and carry on positive peace. The important factors which is essential to be accomplished at different levels of educational institutions to organize peace education in educational institutions. It helps to secure pupils from the

generally opponents for several years. To make confirm that the cooperative disputes and conflict resolution process become spontaneous habit patterns that is the fundamental values to these systems to become steadily or keenly joined. The result from personal experiences help to learn and live together with diversified friends circles for obtaining mutual hits and making knowledgeable thoughts on the basis of open and broad minded talks. The aspects, demands and views of each other are integrative agreements to rectify and correct the outcome of conflicts in a personal understanding of or of mutual benefits. Thus, the meaning and relevance of peace and justice and that has explored a new way of life towards a peaceful world. Indeed Peace is utmost essential in the era of 21st Century which is marked by fires and furies. Around the world, various organizations like UNICEF, UNESCO, WHO, UNO etc have come towards every nation in the world with their helping hand. Once J.F. Kennedy said-“Peace is a daily, a weekly, a monthly, process, gradually changing options, slowly eroding old barriers, quietly building new structures.”

BIBLIOGRAPHIES

- [1]. <http://thelazyyogi.com/>.
- [2]. <http://estudentedavedanta.net/index.html>.
- [3]. https://en.wikipedia.org/wiki/Peace_education .
- [4]. <http://www.co-operation.org/>.
- [5]. <http://peace-education.org.uk/why-education-for-peace-is-important>.
- [6]. Transforming Education for Peace- 2008.
- [7]. tasued.edu.ng.
- [8]. https://www.researchgate.net/publication/289122483_P EACE_EDUCATION_IN_21ST_CENTURYwww.onlineresearchjournals.com/aajoss/art/135.pdf .
- [9]. <https://en.wikipedia.org/wiki/Peace> .
- [10]. <https://www.unicef.org/education/files/PeaceEducation.pdf> .
- [11]. Clark, I. (2001). *The post-Cold War order: The spoils of peace*. Oxford: Oxford University Press.
- [12]. Deutsch, M. (1949). A theory of cooperation and competition. *Human Relations*, 2, 129–152.
- [13]. Johnson D. W., & Johnson, F. (2009). *Joining together: Group theory and group skills* (9th ed.). Boston: Allyn & Bacon.
- [14]. UNESCO: (1994) UNESCOs culture of peace programme (Leaflet).
- [15]. https://www.gppac.net/news/-/asset_publisher/fHv91YcOz0CI/content/the-importance-of-peace-education-world-day-of-social-justice/.
- [16]. <https://www.langlit.org>.
- [17]. <https://www.definitions.net>.
- [18]. <https://Submitted to US Navy Senior Enlisted Academy>.