

Peace Education for Sustainable Tomorrow: Need of the Hour

Dr. Amar Jyoti

Assistant Professor

Department of Teacher Education

K.M. Government Girls P.G. College

Badalpur, Gautambuddha Nagar, U.P.

Tagore rightly said “Where the mind is without fear and the head is held high, into that kingdom of freedom my father let my country awake”. Peace is the state of being one with life itself. It is more than just sitting still or remaining silent. It is just having a sense of security, serenity and peace. We often think that peace is an international problem, far away from our everyday lives. But what we don't realize is that the prosperity of a nation is only possible when its each & every citizen is peace-loving. Therefore, it follows that a nation can only be peaceful and prosperous if its people live in peace. We all desire peace of mind! There are many problems in the world today, including hunger, poverty and illiteracy, Discrimination against women, lack of healthcare, etc. As a developing country, India is not exempt from these problems. The current challenges of poverty, illiteracy, and unemployment in our country are leading to a state of placelessness in the family, society, and the country as a whole. The Government and various NGOs are attempting to address these issues, but they are having difficulty in achieving their goals. Now a days educating pupils for achieving Peace is a very important issue all over the world for sustainable development and successful democracy. So, Peace education for sustainable tomorrow has become the need of the hour.

Reference to this paper
should be made as follows:

Dr. Amar Jyoti

*Peace Education for
Sustainable Tomorrow:
Need of the Hour*

*Vol. XIV, Special Issue,
Dec. 2023
pp.198-204
Article No.25*

Similarity Check: 24%

Online available at:

[https://anubooks.com/journal/
journal-global-values](https://anubooks.com/journal/journal-global-values)

DOI: [https://doi.org/10.31995/
jgv.2023.v14iS3.025](https://doi.org/10.31995/jgv.2023.v14iS3.025)

Peace education is a vital issue in today's world for the promotion of sustainable development and the development of successful democracy. It is said that "All Education is for Peace". Peace Education is essential for the enhancing peace in the country and globally. It is difficult to define a universal definition of peace education. Peace is more than a society without weapons, or a state without war; it is an environment where all people can experience the highest level of internal calmness. Peace Education is not only rooted in building peace with one self, but it also interconnects and interrelates with every issue of life" (Bull, 2000, p 17). There are six essential components of peace education:

1. Educating for human rights and responsibilities,
2. Educating for personal peace,
3. Educating for environmental care,
4. Educating for inter-cultural solidarity,
5. Educating for living with justice and compassion,
6. Educating for dismantling a culture of war (Toh, 2004).

This educational strategy, which is referred to as "Peace Education," will address all current issues pertaining to both positive and negative peace in society. Peace Education is characterized as training for changing the perspectives towards a culture of Peace and peacefulness. It relies on students being given the tools they need to dismantle a culture of violence and create a peaceful self and world, as well as developing a critical understanding of the underlying causes of conflicts and violence; happens across all modes (formal, non-formal) and levels, depending on participatory, innovative, and basic teaching methods (Groff and Smoker, 1996).

These obviously repeat the significance of peace is instruction and demonstrate that educating a society plagued by distrust, discrimination, hatred, and violence with a focus on peace could be an effective plan or strategy. Even so, the fact that almost all Indian schools are free of violence and crime is remarkable. What we really want is schooling for Peace early on to support Peace, for example, training must be miles from just teaching and this ought to have its establishments just in "experience and practice". This clearly follows the vision of Maria Montessori that the one's life to be of incredible significance for the advancement of tendency towards Peace and equity.

- (NCERT-2006) recommends an arrangement for Peace training at various phases of school. The arrangement is as per the following -
- The **elementary school years** could be focus on character formation, moral development and the advancement of the interactive abilities. It could be

then move continuously for the establishment of Peace, particularly to develop an understanding of value foundation in. at this stage there is a necessity of promoting skills for peaceful conflict resolution.

- In the **upper primary years**, an understanding could be developed in students to enable them to know the culture of peace from the perspective of Indian history, philosophy and culture.
- After that, education for Peace might aimed for citizenship education. This could be shift to peace as a lifestyle movement. • fostering an attitude of respect for diversity and difference must be the primary focus here. Additionally, students must be made aware of the various obstacles to unity.

“The Young mind should be saturated with the idea that it has been born in a human world which is in harmony with the world around it” (Rabindranath Tagore). The approach to education for peace is based on the following fundamental assumptions:

- (a) Schools can serve as peace nurseries;
- (b) Teachers can serve as social healers;
- (c) Education for peace can be formulated education as a whole;
- (d) The skills and orientation of peace enhance lifelong excellence;
- (e) Justice is an essential component of peace.
- d) Acquiring the skills necessary aimed to understand the issues regarding the global perspective on peace.

Skills to be Developed for Peace Education

Students will foster the abilities and attitude essential to be proactive and effective Peace makers. These can be defined under the heading of –

1. **Personal Skills:** Collaboration, adaptability, accountability and respect.
2. **Thinking Abilities:** Persuasive Reasoning, creativity, logical thinking, critical analysis, Reasoning Reflection.
3. **Skills for communication:** Negotiation, active listening, presentation, and nonverbal communication skills.

Peace Development Across the Curriculum

The formal Curriculum

Cross-curricular planning and inter-disciplinary planning will highlight the issues raised regarding peace programs.

The Informal curriculum

Extra-curricular or co-curricular existence of school, guidance & counselling Program and peaceful consideration projects can likewise be given.

The Hidden Curriculum

Intrinsic school - wide objectives of improved communication skill, incorporation, acknowledgment will empower the formation of an overall environment of resilience and regard can be can be enhanced and identified as precepts of peace education.

The Integrated Curriculum

The normal school subjects which foster qualities and abilities with respect to Peace and all aspects of Peace comprise Peace education.

Skills

- *Communication*
- *Active listening and reflection*
- *Co-operation*
- *empathy*
- *critical thinking and problem*
- *solving*
- *responsible citizenship*
- *leadership vision*

The following curriculum planning illustrate the knowledge, skill, attitudes regarding peace education are as follows, which are drawn from the basic of the learning objectives in the learning units.

Attitude

- *Ecological awareness*
- *self-respect and tolerance*
- *respect for human dignity*
- *caring and empathy*
- *inter cultural understanding*
- *social responsibility*
- *resolution*
- *world mindedness*

Knowledge

- *Self-awareness*
- *conflict and war*
- *Environment & Ecology*
- *nuclear and other weapons*
- *globalization*

- **poverty**
- **international economy**

Action Plan for Implimenting Peace Education in Institutions

Based on the above ideals and strategies to manage the mind, the following strategy is suggested:

- (i) **Vision:** Make students aware of the higher, through daily study and reflection so that they can map out their life accordingly.
 - ‘Learning: The Treasure Within’ – UNESCO
 - ‘The Kingdom of God is within you’ – The Bible
 - ‘An-al-haqq’ or ‘I am the truth’ – A Sufi saint (The inner spirit is of utmost importance in building of Islamic personality, ma’ rifah, realization of truth)
- (ii) **Mission:** Inspire, convince and establish students in the mission to realize the vision.
 - ‘Atmano – Moksartham – jagad – hitaye - cha’, striving to manifest our peace and perfection by working for the good of society
 - ‘Seek you first the kingdom of God and his righteousness and everything else will be added unto you’; ‘Be you Perfect’ – The Bible
 - The inner spirit is of utmost importance in building of Islamic personality, ma’ rifah, realization of truth.
- (iii) **Methodologies:** The process to control our mind, awaken Viveka and acquire the ability to choose the long-term good over the immediate pleasures, is strengthened through the 4-fold daily and regular self-development practice of Prayers; Meditation; Fulfilment of all duties and quality in work, done as worship for the good of society.
- (iv) **Action Plan:** Students are with us in school for more than a decade during which we must teach them how to harmonize their thoughts – motives – choices - short and long-term goals with the ultimate Goal of life. We must establish them in the habit of drawing - up their daily and weekly Time - table, supported by monthly plans, 3- and 6-month goals, and backed by their long-term goals and constantly review these and harmonize them with the universal values and our common and ultimate goal of perfection, peace and joy.

Role of Institutions in Enhancing Peace

Child-centred peace education must be taught in schools. Instead of indoor study, it should be focus on practical application. While classroom study is certainly important but actions and activities only have a long-term impact. ***“Our action must be a coordinated work of our hand, head, and heart (ie peace),”*** Gandhi ji stated.

In our classrooms, we should teach our youth principles of peace rather than principles of war. Only a curriculum and education system that emphasize peace can assist nations in bridging the gap instead of creating it and playing a role in international understanding and peace.

We find topic on Peace training in school educational plan. For instance, ever, Ashoka's apology on the consequence of Kalinga War,

- Acknowledgment of Buddhism to practice and engendering message of peacefulness.
- Preparing his own children to carry out the mission of peace and disseminate Lord Buddha's nonviolent teachings.
- (I) For realizing the internal Peace, dramatization with active participation of students will help the teacher in both Realizing the objectives of role-playing in the maintenance of peace.
- (ii) We can make list of Video players, Movies T.V., and Record players for achieving the goal of Preparing channels of communication to promote peace around the world.

Role of Educators in Enhancing Peace

In Peace Education the job of the educator is a higher priority than indoor studies. They must be aware that teachers hold a sacred position and serve as role models for society. Teachers can be peace builders because they are themselves examples of social healing and approach their responsibilities from an expanded perspective of peace. Teachers can be peace builders because they are themselves examples of social healing. Building a peaceful and warless world is a twin program. The first is the undertaking to rethink our instructive necessities, exercise a functional program, infuse the perspective into all our activities and aspects of life. The second is non – violently resisting the veil that war is and its preparation indirect or direct. It is for learning the art of Satyagraha, which combines constructive work and resistance to evil as its two primary assets. It is an arrangement to construct another progress of a new civilization of non-violence (Devi Prasad, Peace instruction or training for Peace Gandhi Peace establishment, 1984).

Hence, Prof. Betty, (Director-Peace education program at Teachers Training College at Columbia University) explored ***“No single profession has greater responsibility and opportunity to enhance the opportunity for the achievement of a culture of peace than that of the teacher.”***

- As an educator your capacity to recognize the value of Peace in their various forms as mentioned above is important.

- Implant Peace concepts, attitude, values and principles appropriate and relevant to the lessons
- Acquire positive feelings to make the lesson realistic, interesting and impressive.
- Humanistic and peaceful viewpoint to present the lesson.
- Guidance of self-development.
- Assist youngsters with building a peaceful vision
- Make students internally creative and develop their imaginations.
- Awaken students' spirituality, wisdom, and intuition that lie deep within

Epilogue

It is the responsibility of every individual and society to educate the young generation for peace; Hence, the university system, the school system as well as the family all need to work for it and do collaborative efforts together to achieve this.

References

1. Swain, S.K., Mishra, L. (2009). Peace Education in school and college oand curriculum; A need of the have. Vivek; *Journal of Education & Research*. Oct 2 (2). Pg. **11-16**.
2. Kumar, Prasanjcel., Pandey, P.S. (2010). *Current state of Peace Education in the Global Scenario*. Peace and Human Right Education: APH Publishing Corporation: New Delhi. Pg. **77-88**.
3. Ben-Porath. S. (2003). War and Peace Education, *Journal of Philosophy of Education*. 7 (3). Pg. **525-533**.
4. Mishra, Loknath. (2009). *Encyclopedia of Peace Education*. APH Publication Corporation: New Delhi.
5. Gangrade, K.D. (2008). *Gandhian perspectives on Global Interdependence. peace and Role of Professional Social Work*. Authors press: Delhi.
6. Rajput, J.S. (Ed.) (2004). *Encyclopedia of Indian Education*. NCERT. Vol. II. (L-Z).
7. Ben – Porath, S. (2003). War and peace education, *Journal of Philosophy of Education*. 37(3). Pg. **525-533**.
8. *National Council of Educational Research and Training (NCERT)*. (2000). *National Curriculum for School Education*. NCERT: New Delhi.
9. Amar, Jyoti. (2015). Promoting Activities To Enhance Peace Education In Schools : Need Of The Day. *The International Research Journal Of Social Sciences And Humanities*. vol. 04(10) oct (2015). ISSN 2320-4702. Pg. **41-49**.