

Role of education for peace at school level

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Abstract

The world has transformed into a global village due to advancement in science and technology and this globalization result in social, political, and economical imbalances and socio economic crises. It is only teacher who can lead the way towards peace into class room, school, society, nation and world. As the students are future citizens there is a need to provide peace education. The present study is focused on need of peace education and how education stimulates critical thinking about social issues of world as inequality, gender, global conflict and racism etc.

Keywords: education, peace, teacher's role

Introduction

Today we are living in an age of unimagined level of violence with uncountable reasons in various forms and exploitation of resources. It is the time of violence and conflict with uncountable reasons. People are forgetting human values; hence society is facing new challenges. This state of disorder and confusion is affecting innocent children. Children naturally absorb evils of violence, therefore, we need to nurture peace in the heart of children has arisen as important issue. It is our endeavor to educate our children about peace from very beginning so that when they grow up, they work towards peace and harmony.

Education is the key to integrate nations, bringing human beings closely together. Value based teaching which practices peace and harmony are extremely relevant and significant for building society that is characterized by mutual cooperation, fundamental freedom, peace and good conduct. The emphasis on education for peace is based on the fact that education and peace are inseparable aspects of civilization. In the changing global scenario the main aim of education is to help people to develop themselves as responsible citizens of society and the world. The focus of education would be to find and evolve ways of inculcating value of peace and harmony based concept of healthy living, mutual respect, trust, cooperation, social justice, broad thinking and fruitful co existence. Education for peace stimulates critical thinking about social issues of the world.

Teacher has important role in peace education. The teacher should know the meaning of peace, to inculcate values like honesty, dignity, humanity, equality in growing children. A teacher's prime responsibility is to help students to become good human beings, motivated to fulfill their true potential not only for their own benefits but also for the betterment of society, humanity. Teacher's role is to establish harmony towards diversity, cultural differences, tolerance and human dignity and directing their efforts towards achieving fundamental changes. Teachers should have skills, knowledge, behavior and attitude according to peace. Teacher must prepare students towards peace education since their childhood. Peace education is based

on tolerance so students should get training of tolerance. Teacher's duty is to develop good communication skill, healthy interaction between students and parents, development of problem solving skills. Teacher's role is to incorporate feeling of peace among students, develop social interaction skills to promote peaceful relations. To develop good attitude like cooperation, mutual respect etc. To develop healthy emotions conduction of peace making activities as slogan writing, rally, role playing, speech, discussion etc. To encourage for participation in scout and guide, NSS and NCC and other social clubs as they help to inculcate team work, develops qualities to do work in a group. The role of teacher is as catalyst the process of promoting social sensitivity, tolerance, cooperation, democratic and secular values and national integration.

Peace education develops violence free and peaceful education environment to meet social, intellectual need of students. It is important part of quality education. It is concerned to develop an awareness of the process and skills that are necessary for achieving peace. Thus peace education should seek to transmit such relevant information and other methods of peaceful living in the family, school, work place, society and everywhere.

Peace is all comprehensive supreme value that can be broadly classified as individual and social. Its social aspect includes political, social, economical, cultural, religious or spiritual as well as scientific or technological. The concept has local, national and philosophical dimensions. Peace at individual level is inner peace in which there is perfect harmony among various psychic forces which otherwise become a source of conflict and tension. It is a psychological state when the mind is free from tension, stress, strain, passion, desires and conflicts. The fundamental meaning of peace is totally a perfect state, free from any imperfection.

There is a co relationship between peace and justice in social context and peace and justice in individual context. Peace once achieved may not remain stable. It can't be meaningful if it is not related to values of life. Education is the most powerful instrument to achieve peace. It is a significant dimension of the long term process of building up peace, tolerance, justice,

intercultural understanding and civic responsibility. In schools, families and neighborhood building conflict, violence and destructive behavior are alarming high.

Methodology

Descriptive survey method was applied for study. A survey was conducted to find student's interest and way of peace education.

Finding and Analysis

Table 1: Status of Students Interested in Study of Peace Education

Class	Interested Student (%)	Not Interested (%)	No Response (%)
Class 6-8	88	9	3
Class 9-10	83	12	5
Class 11-12	81	13	6

Table 2: Status of Students Interest in way of Peace Education

Class	Teaching of Moral Education (%)	Teaching of Spiritual Education (%)	Development of Positive Thought (%)	Stories of Famous People (%)
Class 6-8	88	76	84	81
Class 9-10	87	74	87	83
Class 11-12	85	69	88	86

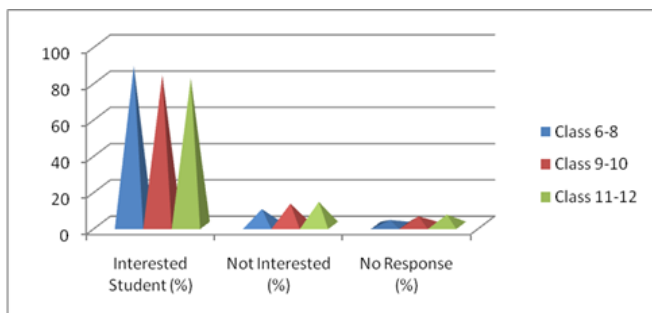


Chart 1: Status of Students Interested in Study of Peace Education

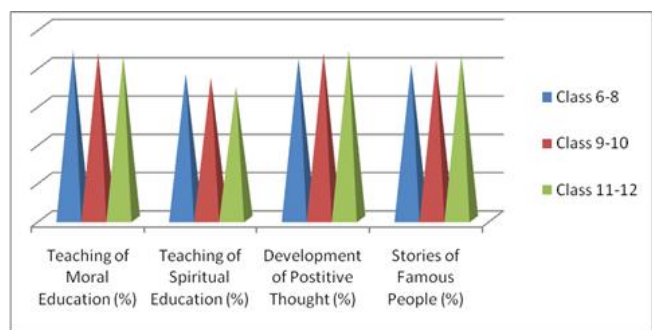


Chart 2: Status of Students Interest in way of Peace Education

Data shows that as studying class upgraded, no. of interested students become less. 88% students of class 6-8, 83% of class 9-10 and 81% of class 11-12 showed interest in peace education. Way of teaching related data indicates that teaching of peace education by moral education was liked by 88%, 87% and 85% students of class 6-8, 9-10 and 11-12 students respectively. Peace education through development of positive thoughts liked by 84%, 87% and 88% of class 6-8, 9-10 and 11-12 students respectively. Stories of famous people also have been found effective way as 81% to 86% students are liked. Peace education through spirituality is favored by 76-69% students.

300 students of class 6 to 12 were selected randomly for study and divided into 3 groups as class 6-8, 9-10 and 11-12. Each group consists of 100 students. Every group consists of 50 boys and 50 girls. A questionnaire was prepared to find student's interest and way of teaching peace education. Collected data was tabulated, converted into percentage and comparatively analyzed.

Conclusion

The peace education is essential for human survival. It is a participatory process which aims at changing society's way of thinking and which promotes learning of peace. It needs a strong strategy to increase teacher's consciousness for peace. Today due to influence of environment, cases of children with hyper activity and aggressive behavior problems are increasingly. It shows state of mind of our children is not peaceful. A more soul oriented education can calm the mind, warm the heart and awaken peaceful nature of students. The school and teacher together may provide a positive, faithful, progressive environment where students are encouraged to maintain inner state of calm and learn more about self awareness, self control and personal responsibility. This will help the child to learn peace with his own self and with outside world.

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