Deliberation of Peace Education

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ABSTRACT   *Peace education has emerged as the exigency of necessity of the present-day society and life plagued with conflict and confusion all through. Individuals have lost peace of mind, suffering from uncertainty and dubiousness, and are confronted with the challenges of life. A feeling of suspicion and suspense hunts everybody; a sense of insecurity encroaches into life. Peace has become an elusive experience for the people. The early phase of civilization did not have the technological advances which the modern people enjoy, but the early people were blessed in disguise in the sense that technology did not make their life faster than time itself, the problem which the modern generation is put to. Peace is lacking both intra-personally and interpersonally. Each is scared of the other. People within a nation and people of different nations are posing menace for each other. Life has become uncertain of its existence on earth. In this backdrop of such scenario, this paper examines the perspectives of peace education at the school level in Indian context.*

Keywords: Deliberation, Peace, Peace Education, School level

Introduction

Peace education is acquiring knowledge of many forms of non-violence, developing sense of coexistence towards all entities, and establishing harmony with life and nature. Peace education is the development of sensitivity towards all forms of violence, insurgency, atrocity, killings and destruction of life and property. It is prerequisite for a well balanced, symbiotic society. It is the development of feelings that any other entity on earth except the self is only a form of manifestation of the almighty; it is the development of pantheistic feelings among the individuals that leads one to feel the presence of the omnipresent power in existences-living or dead. The philosophy of peace education has got attention because of the danger hovering around the world.

The irony of the civilization is that the more it has journeyed onward, the more it has entered into disbelief and disintegration. Political unrest in different nations around the world, economic inequalities among the nations, unhealthy competitions on collecting arms and ammunitions among the state heads indicates to the perils that loom large around the world. The world is torn into pieces by death and genocide. Life and existence stand hapless in a world without peace. Peace education has become the area of serious concerns to every stake holders in the field of education. There must be some provisions in the education system to sustain life and vitality on earth; and peace education could prove its efficacy in this regard.

Peace education gets one the happiness and ecstasy which is worth experiencing. Put into personality development it helps one to identify the qualities of feelings and emotions of others. Cooperation, responsibility, respect for differences, social justice and equality translate into one's personality through peace education. Activities in the school and learning experiences can be framed to permeate peace education into the life of the pupils. Education in the broader sense must be able to give individuals power to discern the consequences of their actions. When pupils become aware of their actions, they commit less mistakes, and do things right. Peace education ensures that the society grow its potentials to the fullest degree of manifestation. Ethical development of the pupils, which is a step towards peace education, can be best done when the pupils are in schools. At this growing stage they should be taken care of properly to instill peace education into their personality; once they have realized the values of peace education, they will perform it all through their life; at the same time, they will motivate others to follow the path of peace in life, as this is the best way of life to live on earth.

Peace Education Defined:

Ian Harris and John Synotthave described that peace education as a series of "teaching encounters" that draw from people:

- Their desire for peace
- Nonviolent alternatives for managing conflicts, and

- Skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality"

James Page suggests peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others".

Thrust Areas of Peace Education:
1. To promote a culture of peace
2. To make learning a meaningful experience
3. To maintain a balance in the value system
4. To resolve issues of conflict by tacit relationship
5. To negate violence in thought and action
6. To convey peace as a facet of personality
7. To visualize pupils as the trees in the abode of peace
8. To provide pupils global citizenship training
9. To build up international understanding
10. To promote living together in harmony

Policies for Peace Education:
Different policies in India have expressed their concerns for peace education; they visualized that without proper training in character building, moral instructions and personality development pupils cannot be expected to be responsible citizen. Pupils must be given the exposure of peace education for a peaceful society to exist and run. The Mudaliar Commission(1952-53) articulates, "The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the full well-being of the community". The National Policy on Education (1986) expressed its concerns about "the erosion of social values and an increasing cynicism in society", it is also recommended that education should stand-in universal and everlasting values, concerned with the unity and integration of our people. The NPE 1986 by saying that there is the "erosion of the essential social, moral and spiritual values and an increase in cynicism at all levels". The NCF 2005 makes a vociferous declaration that "The space for peace education within the framework of National School Curriculum document is compellingly clear in the light of the escalating trends of, and taste for, violence globally, nationally and locally." The NCF 2005 also warns that "We live in an age of unprecedented levels of violence, with constant threats posed by intolerance, fanaticism, dispute and discordance". Thus, it is seen that the policies and frameworks of education has been concerned over the need of peace education. These documents give peaceful lifestyle a preference to eventful life with bitter recognition. Peace education should be inculcated into the personality of the students through the activities and the workshop put into the school curriculum.

Peace Education in School:
The school is the place where the budding minds unfurl themselves under the guidance of the teachers. Teachers have to be diligent enough to realize the values of peace education among the pupils in school. The following could be the ways to awaken pupils' mind and consciousness towards peace education.
1. School curriculum should have activities that will bring awareness of peace into pupils' consciousness
2. Curriculum should have the scope for the pupils for the cultivation of peace and values in their performance in the school
3. There should also be a manual for the teachers to follow for the conduct of the activities that promote peace in school environment
4. Continuous and comprehensive evaluation should incorporate pupils' actions conducive to establishing peace in the immediate surrounding
5. Participation of pupils in performing art and drama in line with peace education should be encouraged
6. Pupils endeavor in community service should be managed by the school with expertise to establish peace in the locality
7. Debate and discussion in the mock-parliament can be arranged in the school to orient the pupils with peace education

Suggestions for Peace Activities:

There must be some strategies for certain work to take place. The NCF 2005 suggests the following peace activities in school to run with efficacy.

1. Establish special clubs and reading rooms in schools that concentrates on peace news and events that violate the norms of social justice and equality.
2. Compile a list of films-documentaries and feature films-that promote the value of justice and peace.
3. Co-opt the media as a stakeholder in education for peace. Ask for space in news papers and journals for children's views to be published at least once a month
4. Celebrate the cultural and religious diversity of India in schools.
5. Organize programme to promote an attitude of respect and responsibility towards women

Living in Harmony

Living a life of harmony could be a measure to stop violence.Jacques Delors in *Learning: The Treasure Within* identifies the four pillars of education-a)Learning to know, b)Learning to be, c)Learning to do and d)Learning to live together. All these four pillars of education fulfil the need of peace education. One must have the knowledge first regarding what and why of peace education. If one does not have the knowledge of the exigency of necessity of peace education, he cannot practice in life. So, an awareness of, and attitude towards peace education should be built first among the pupils.

Learning to be is the next stage to follow-an individual need to be in life what he has learnt so far about peace in life and society. He is to follow the ways and means that will make him one with other in feelings and emotions. Often, we hear much about certain thing but we do not follow it, here Delors warns that we must be what we need to be.

Learning to do is the crucial phase for establishing core values and peace on earth. At this level the individual has to perform his knowledge. He is to stay away from committing all sorts of violence and discordance. He is to act as per ethics and morality without doing any harm to anything and anybody. Pupils need to be given instructions to follow which is benevolent for peace process in the society.

Learning to live together in harmony is the apex stage of performance for peace in the world. As Tagore also,articulates "The highest education is that which does not merely give us information but makes our life in harmony with all existence". So, the feeling of harmony is the instrumental part of peace education. Teachers must awaken pupils' mind to this sense of harmony to achieve peace in the world. Learning to live in harmony develops the social skills of the individual; he becomes socially accepted by all and he, in turn, accentuates others within his self.

Conclusion:

To establish peace in the world it is better to start with the children at school, as they are in the formative stage of their life, and their mind is open to the new instructions and experiences. If the teachers put some effort in this regard the young pupils will realize the need of peace education and they, hopefully, will work accordingly. The pupils can also influence the locality in cultivating a culture of peace and harmony. Peace for long must prevail for this beautiful world to exist; otherwise human existence will perish by his own activities. Man must stay away from violence and war which only cause loss of life and property. There can be a peaceful resolution of any kind of conflict; we need to look for that instead of causing untoward troubles. With the effective implementation of peace education in school, the outlook of the citizen can be changed to a better-balanced world.

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