

# PEACE EDUCATION: A PEDAGOGICAL EMERGENT FOR STUDENT WELLBEING

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## ABSTRACT

*In present the entire world is running behind the materialistic living and only self-satisfaction of modern needs instead of thinking about the social world where they exist, which has made the living more complex and miserable. With the passage of time, they realize the concept of peace. The peace is a crucial obligation of human being for living well. If people live well development occur in their own ways. The article narrates the conceptual framework of peace education which has a unique contribution to student wellbeing, including their overall development which not only limited to academic enhancement. It will strongly promote them to make a view of global stakeholder as well as universal brotherhood.*

**KEYWORD:** *Peace education, student wellbeing and academic enhancement.*

## INTRODUCTION

Peace education is known internationally by a number of names, such as Citizenship Education (U.S.A.), Developmental Education (UNICEF), Values Education (Malaysia and Philippines), and Education for Mutual Understanding (Ireland) etc. Each variant has a slightly different meaning but pointing to one unique destination. However all are united in the common belief that arriving into the nonviolent world which is a genuine and progressively important role for teachers and schools to heartily play. The peace education is not an effort to displace the influences of the home but somewhat to supplement them and, where required, to recompense for them because values solely preserve in families and/or religious bodies and that promote schools to functioning best in neutral mode for peace building including academic attainment.

## THE CONCEPT OF PEACE

The great ideal known as Peace which represent the inner peace and outer peace as the two side of a same coin, where the inner peace refer, that is, peace within ourselves, and the outer peace, that is, peace in our society and throughout the world, and the inner and outer peace is highly interconnected to each other. Some trust this inner peace can be strengthened through our relationship with the Divine. Inner peace contains the peace of mind and the absence of fear. In other side Outer peace is the peace in society. In India there is, in general, a greater stress on the

inner peace than in the West, where there is more emphasis on the outer peace. Here the East and West must come together, as the need of world. This is acknowledged as holistic inner-outer peace and it has both spiritual and material dimensions.

." "Peace means having good feelings in inner side." "Peace means having positive thoughts about own self and others." "Peace represent more than the absence of war or conflicts" "Peace refer living in harmony and not fighting with others." "Peace consist the calm and relaxed state of mind." "Peace contains the positive thoughts, pure feelings and good wishes." "The world peace grows through the non-violence, acceptance, fairness and unity." So it is clear that the Peace is the main characteristic of a civilized society.

The Peace is nothing but the state of soul consciousness in where lies the true happiness of human beings. Many of laureates have expressed their views regarding the peace in different context such as on the individual context, the social context and the global context. All of them have their different importance. For example, an individual context, J. Krishnamoorthy states (as cited in Anand, 2014, p. 48) man himself is world. He is the only source of peace in the world. So, it says, that the no other living being has requirement of the peace or soul satisfaction but only humans are the one who desires peace and that the basic requirement to live satisfactory life.

Some thinkers relate the peace to absence of war and some relates it to social justice and secure society. Ian M. Harris (as cited in Upadhyay, 2010, p. 41) explains "Peace is a concept which motivates the imagination, connotes more than the cessation of war, implies human beings working together to resolve conflicts, respect standards of justice, satisfy basic needs and honour human rights".

The Peace is simply having a feeling of the security, calm and relaxation. We repeatedly tend to think of the peace as being an international issue, that far from our daily life, but we do not realize that the global peace may achieved if each country is settled and at peace. The peace and the happiness of every country can only be achieved if every citizen is at the peace. This follows so that a country can be peaceful and progress if her citizen lives tolerantly. We all are want peace of minds.

Is the peace of mind possible at all in our restless life? That is up to us. We must hold ourselves. Nevertheless the world may be full of evils and suffering but we must get the positive side of it all. We need to receive the problem as an opportunity and not as a problem at all. Just as we destroy our enemy instead, make him your friend which can destroy a problem and turn it into happiness. Where there is no peace among the persons, then peace in society is threatened. Sometimes this leads to chain of violence. Lack of peace destroys the identity of a country our mental and creative energies are diverted from useful activities to destructive one. So the need of the age is to cultivate the new generation with the peace consciousness and the significance of conflict resolution.

## PEACE EDUCATION

According to a European peace educator the peace education as: "The initiation of learning processes aiming at the actualization and rational resolution of conflicts regarding man as subject of action." (Staehr, 1974, p. 296) it clears that the peace educators teach peace making skills. A Japanese peace educator defines that "the peace education is concerned with peace less situations" (Mushakoji, 1974, p. 3). These include struggles for power and resources, ethnic conflicts in local communities, child abuse, and wars. An American peace educator, Betty Reardon, stated that the peace education as "learning intended to prepare the learners to contribute toward the achievement of peace" (1982, p. 38). She goes on to state that peace education "might be education for authentic security," (1982, p. 40) where a

need for security motivates humans to form communities and nations.

So, it is clear that the human beings are required to realize the importance of the peace in their living but many of the human beings are unaware of the peace and they are running behind additional unimportant things. For this purpose peace education is required. The Peace education is nothing but an education which assists in development of human beings and leads them to live a better and meaningful life. Today, Human beings are standing in the middle of the cross road unaware of which road to go. The Peace education supports them in walking to the right path and lives the highest sensible life. The Peace education with the every section of life, it teaches human beings about every context of their life such as, social, personal, democracy, religion, conflicts etc. and teaches human beings how to deal with the failures and the high time of their life.

Everyone has right to live their own life according to their choice. The Peace will be the first obligation by which they can live joyfully. Fedenco Mayor (as cited in Doley, 2016, p. 189) said "Peace is possible for life at all stages and it is up to man to choose his destiny or to suffer from the harrows of war". The Education is a better way to advocate how they select a better life for purposeful improvement. It clears that the education is also allied to peace. The Peace Education is a process by which we can adjust our attitudes and behaviour about violent conflicts, acquiring the values, the knowledge and emergent the skill and behaviours to live in harmony with others. It is a path by which we can change our thinking and approaches. Jeffries R. (as cited in Anand, 2014, p. 48)) a pioneer meditation coordinator says that conflict is very natural and normal but you can't go through your entire life beating everybody you have to learn different ways to resolve conflicts.

## PEACE EDUCATION : STUDENT WELLBEING

The report drafted in 1996 by the UNESCO commission for Education in the 21<sup>st</sup> century entitled "Learning: The Treasure Within" reflects on four pillars of Education; two out of the four pillars of education suggested are "Learning to Live Together" and "Learning to be", are related to peaceful living. At matters is integrating peaceful attitudes, values, and skills into the teaching and learning process in school and makes it a part of the total curriculum. So the promotion of peace through education is at the heart of UNESCO's mission.

- I. Educating for the Peace assist students to develop a rich vision of peace which should form part of his personal life. They should understand the richness of their own religion and appreciate all other religions. It is also related with developing values and skills to help the students in determined for the fullness of life that embraces all people.
- II. Educating for the peace is concerned with helping the students to recognize the many forms and causes of violence and to enrich values and skills for living in society.
- III. Educating for the peace is assisting students to the awareness of peace and to find ways of keeping peace by the conflict resolution.
- IV. Educating for the peace is assisting students to be aware of interdependence, compassion and sensitivity for the essentials of others and to encourage them to help in building a nation and not to destroying it.
- V. Education for the peace is helping students to joy the environment, to prioritise the relationship of man and environment, to work individually and collectively for the improvement of the world. Educating for peace is promoting students the vision towards a peaceful, loving world.
- VI. Use of children to save the world. The Peace Education should be a part of the school syllabus. The Peace is a value. The Values involve interaction between intellectual and emotional development of a child. In the subconscious of every child is impulse.
- VII. Educating for the peace is assisting students to develop the positive emotional attitude of co-existence with the family, peer, school as well as with the society.

Koichiro Matsura the Ex Director General of UNESCO, has pointed by recognizing Peace education as being of fundamental significance to the mission of UNESCO and the United Nations. He also states the peace education as training for conflict resolution, such as learning to manage anger, improve communication skill, and resolve interpersonal disputes. Generally, peace education aims at teaching individuals the information, attitude, values and behavioural competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial harmonious relationships. UNICEFF have defined peace education as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflicts peacefully,

and to create the conditions conducive to peace, whether at an intra-personal, inter-personal, inter-group, national and international level”.

Education should be infused with aims and purposes set forth in the charter of the United Nation, the constitution of UNESCO and the universal declaration Human Rights. Articles 26 states, "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace".

World peace is widely seen as one of the noblest goals of humanity. All over the world, a great deal of emphasis is currently being placed upon peace education, as the quest for peace necessitates extensive knowledge and unfailing assiduity. The widespread interest in preparing individuals for peace on earth makes us resort to the teaching-learning process. The inevitability of this emphasis upon education for peace has arisen not only from the need to educate the public opinion of the scourges of war, but also from the necessity to promote understanding, acceptance and friendship among all peoples and nations, and to strengthen respect for human rights and fundamental freedoms. James Page (as cited in Bailliet & Larsen, 2015, p. 420) suggests ‘peace situation’ 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.”

In India Gandhi was one of the great activist theoreticians of the 20th century. At a wider level in terms of Gandhi’s impact on peace education specially in India evolved a new techniques of political action based on moral persuasion non-violence, and a strict adherence to truth as one sees it. Our University Education Commission, 1948-49 also suggests enhancing and inculcating peace education among the students and maintaining the peace situation in our educational institutions.

The Peace education expects to create in the human consciousness a commitment to the ways of peace. Just as a doctor learns in the medical school how to minister to a sick, students in peace education classes acquire how to solve problems caused by violence. Here the social violence and warfare can be termed as a form of pathology, a disease. The Peace education attempts to inject students against the evil effects of

violence by teaching skills to manage conflicts non-violently and by creating a desire to pursue peaceful resolutions of conflicts. The societies spend money and resources to training doctors to heal the ill. Why should not the society also educate their citizens to conduct affairs non-violently? The Peace educators use teaching skills to stop violence by developing a peace consciousness that can offer the foundation for a sustainable future. In another point of view for the sake of argument, people may say that the moral education and the religious education sufficiently covers the principles of the peace education but infect it provides glorification of only one religion or the other but we want our children to go beyond the four walls of religion and spread the human values to build a peaceful world.

Violence in its various forms such as conflict, intolerance, confrontation and discordance has engulfed the global society as well as among the students' community all over the world. Alarming increase in violence such as drug abuse, sex abuse, addiction, religious prejudice, physical cruelty, ability discrimination, incidence of shooting, stabbing, cyber-crime, suicide as well as other forms of personal and social threats in school life in developed countries and also in our country that is a living problem today. So, in this time it is very necessary to ensure that what is the peace situation in our state's as well as our country's educational institutions. It seems schools have become "transmission points of violence" as rightly pointed out in the National Curriculum Framework, 2005.

The propensity to dehumanize the enemy is due to the denial of values resultant in killing of innocent civilians including children and woman. It is the peace education which trains and builds love, compassion, friendship and international understanding. We propose to teach the young minds to promote a peaceful society. The society which maintains to the values of equality, solidarity, freedom, democratic inclination, tolerance, care, respect for others, willingness to change and which humanizes the child, and where the citizen break all the narrow domestic walls of caste, class, creed, race, religion, region etc. to promote the universal brotherhood.

## CONCLUSION

Finally the paper demonstrates that the peace education is reliably go-with greater self-awareness of students and added harmonious social interactions in the classroom to promote them as universal stakeholder. In

such environment, one can find academic diligence and enhancement without any other obvious determining factor. Understood and practiced in this way, peace education can be realized to be a pedagogical emergent for student wellbeing.

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