

Teacher's Role in Peace-Education

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Introduction :-

Pace education empowers teachers to cultivate non-violence, social justice and empathy in students making them crucial role models and facilitators who actively teach conflict resolution ,critical thinking and human rights, transforming classrooms and schools into peaceful environments through active learning . Positive interaction and modelling ethical behaviour to build responsible citizen.

Concept of peace

Peace is more than the absence of violence. It is basically a process constructed through research, training and practice. It focuses mainly on human behaviour attitudes and responses to a changing environment. Peace is a social value. It eradicates prejudices and differences. It promotes equality and social justice. Peace is a positive sign in history bringing people together, eliminating suspicion and mistrust put into simpler language when we talk of Peace we expect at least three basic conditions, communication, cooperation, confidence. The ideal is to have the three of them working at the same time . UNESCO'S constitution highlights these as prerequisite in the preamble. " Ignorance of each others ways and lives has been a common cause, throughout the history man kind of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war." Ignorance is a result of lack of communication, suspicion and mistrust show that confidence building has not taken place the fact that differences break into armed conflicts indicates that cooperative techniques have failed to give tangible results. Can the future of peace—education be based upon these fundamental principals.

Peace education :-

Peace education means to learn about and to learn for peace. Learning about peace means

obtaining knowledge and understanding of what contributes to peace. What damages it, what leads to war, what does 'peace' mean on each level anyway, what is y role in it and how are the different levels connected. Education for peace is value oriented, peace being a value itself the primary means to achieve this aim is a growing understanding of what are termed universal human values and the various ways and means of practicing the according to the capacities and potentialities of the learners. Human rights education may be regarded as one of the approaches to peace- education.

According to Fean Senmidt and Alice Friedman (1988) peace- education embraces the physical, emotional and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love ,compassion, trust, fairness, cooperation and reverence for the human family and all life on our planet.

The basic concept embedded in the above definitions are that peace education is a remedial measure to protect children from falling into the ways of violence in society. It tries to inculcate higher human and social values in the mind of the child. In essence, it attempts to develop a set of behavioural skills necessary for peaceful living from which the whole of humanity will benefit. Peace – education is more effective and meaningful when it is adopted according to the social and cultural context and the needs of the country. It should be enriched by its cultural and spiritual values together with the universal human values. It should also be globally relevant.

Need For Peace Education :---

- Conflict Resolution skills –teaches constructive ways to handle disagreements, moving beyond anger or aggression to communication and empathy.

- Promotes Empathy And Tolerance --- Develops and standing and respect for different cultures, perspectives and beliefs, crucial in an interconnected world.
- Fosters Inner And Social Peace --- Cultivates emotional intelligence, self- awareness, and a peaceful inner disposition, leading to healthier relationships and community environments.
- Builds Global Citizenship --- Creates awareness of global issues, human
- rights, and justice, preparing youth to contribute to a united world order.
- Develops Agents Of Change --- Empowers individuals with the values and tools to become active participants in creating positive societal shifts

The Aims of Education for peace –

The aims of EP stated by UNESCO are the following –

- The stimulation of children's emotional and intellectual development..
- The development of certain characteristics like responsibility for and sympathy for under-privileged and the oppressed.
- The development of critical thinking.
- The development of ability to work within a group.
- The development of the ability to make sound decisions and value-judgments based on rational thinking.
- The creation of a learning culture and of the notion that learning is a life long process.

Principal themes in education for peace -

Educating for peace is concerned to help students develop a rich vision of peace with should form part of his personal life. He should understand the fullness of his own religion and appreciate all other religions. Educating for peace is also concerned with developing values and skills to assist the students in striving for the fullness of life that embraces all people. Educating for peace is concerned with helping the students to recognize the many forms and cause of violence and to promote values and skills for living in society.

Educating for peace is helping students to awareness of peace and to find ways of keeping

peace by conflict resolution. Educating for peace is helping students to be aware of interdependence, compassing and sensitivity for the needs of others and to encourage them to help in building a nation and not in destroying it. Education for peace is helping students to enjoy the environment to value the relationship of man and environment, to work individually and collectively for the betterment of the world. Educating for peace is providing students the vision towards a peaceful, loving, and just world use children to save the world. Peace education should be a part of the school syllabus peace is a value. Values involve interaction between intellectual and emotional development of a child. In the subconscious of every child is impulse. Attitude and values give direction and quality to an action. The students accept the stimulus in the form of planned activities. He responds and reacts to them, which brings pleasure or displeasure. He learns to value the feeling of peace and harmony and responds accordingly. He develops thoughts ideas and images consistent with the value of peace as priority in his personal life.

Teacher's Role in peace-Education

Information technology provides open, quick and easy access in global-immense-bank of knowledge and information to the students. Students can get quick response of their problems regarding various fields by the subject experts and also specialists. They have many sources of information , faster media for communication, facility of collaborative learning, electronic devices, digital libraries ,means of mobile-leasing-learning ,etc. However in the name of modernization ,westernization is followed blindly and westernization is considered to be modernization by many students today. Spiritualism , morality character, values and Indian culture is neglected badly. Better teacher taught relationship became bitter relationship. Dr. Kalam has said once that the teacher who loves teaching is an important asset. The whole life of teacher should be a message to the students and the teacher should make teaching as his or her mission. Education foe peace, in its real sense is the pursuit of truth with the teacher in the central position who has to constantly refill and keep informed his or her mind so that the students will

always look up to the teacher as a walking encyclopaedia and a fountain of knowledge.

There are four important roles of teacher –

- Firstly the teacher needs to understand that multicultural multi –ethnic and multi-religious problems in a society are not to be dealt with in isolation in bits and pieces of a good peace-education programme, but being interconnected with all other problems of peace and violence.
- The teacher must be cognizant and wholly supportive of the basic nature and aims of peace-education. The teacher of peace-education in an apparently diverse society must aim at achieving a unified ,peaceful society both globally and within the nation ,where world citizenship is recognized and practiced.
- The teacher should constantly keep in mind that the attainment of any aim is conditioned upon knowledge, Volition and Action. The power needed to accomplish a peaceful world is the unification of human kind. Hence, the teacher has to act intelligently to reduce inter-religious violence and accomplish this, the teacher should develop qualities such as tolerance, respect of appreciation of others.
- Development of teacher's own emotional intelligence is a must. Teachers who are high in Emotional Intelligence, are in a better position to deepen the aspect of peace in them.

Conclusion

Peace-education must safeguard its territory. Traditionally it has been too generous in allocating space for the other disciplines to adjust their requirements within a general philosophy of peace. Similarly peace educators have found it comfortable to adapt knowledge into peace kits and programmes and present this as a coherent whole. In my view ,the future of peace –education depends on our ability to create a sort of scientific symbiosis.

Reference :-

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