

## EDUCATION FOR PEACE: GLOBAL INITIATIVES AND THE INDIAN PERSPECTIVES

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### Abstract

*Peace is more meaningful when it is considered taking into account the social and cultural context and the needs of the country. Peace enriched by cultural and spiritual values of the country with the universal human values turns most valuable. Thus peace education is a remedial measures to protect children from falling into the ways of violence in society. The paper attempts to develop focus on the perspectives take for peace education to develop a set of behavioral skills necessary for peaceful living and peace building from which the whole of humanity will benefit.*

**Keywords:** *peace, education, peace education, perspective*

### **With the inception of the UNO and onwards- International Initiatives.**

In 1945, the UNO was established to save succeeding generations from the scourge of war and to re-affirm faith in the dignity of humanity....." Peace education (PE) is a vital means to achieve these goals. In 1989, the notion of 'culture of peace' was first elaborated for UNESCO at the International Congress on Peace: education for peace, human rights and democracy. It is a new vision of peace- develop peace-culture based on the Universal values of respect for life, liberty, justice, tolerance, human rights and the equality.

UNICEF- describes Peace Education as schooling for zones of peace, peaceful and respectful behaviour, and the peace- practices. Later as Universal Declaration of 'Human Rights' (Article, 26) emphasizes development of potentialities for fundamental freedoms & peace. Motivated by the Peace Education Commission of UNESCO, the committed educator researchers are the activist of the global civil society have advanced education for peace by linking ideas with extensive research and practice. The Hague Agenda For Peace (1998) is a significance example of such work.

The Hague Agenda for Peace Education (PE) (1999) is an international organization network that promotes Peace Education among schools, families and communities to transformative culture of violence into the culture of peace.

### **This Global campaign has two aims:**

To build public awareness a political support for introducing the Peace Education into all aspects of education; To promote the education of all teachers to reach for peace.

Subsequently, the interested institution & civil societies are constantly working for Peace Education (PE).

In India, NCERT (New Delhi) is actively providing Peace Education as the part of teacher education and school curriculum for inculcating peace among students in a holistic manner. Since 2006, the Regional Institutes of NCERT are providing training programme with positive feedback from the trained teachers.

### **Action of the Peace Education - For what-**

"PE is a participatory holistic process that includes teaching for and about democracy and human right, non-violence, socio-economic justice, gender quality, environment

sustainability disarmament, traditional peace-practices, international laws and human security."

Thus, the overall or essential function of Peace Education is to support the culture of peace is all that educational institutions of all forms.

**What Peace Education Means:**

It means:

Educating for and about all aspects of peace constitutes peace- education.

PE means learning for peace- It means the learning knowledge, skills and attitudes, values that one needs in order to contribute to peace and help to maintain it.

Thus Peace Education means learning how peace is built and maintained, how it is damaged, how it is re-stored and how I can do for it. Thus, Peace Education mean volitional state of mind or mind-set- filled with peace mind. Part Second: The Indian Perspectives from the down of the Indian culture to uphill now, our stands, and perspectives are very consistent and transparent: Peace is with us- within.

First Perspective: Peace is within- Peace is peaceful and tranquil state of mind. It is natural in-born & spontaneous. Its locus of oracles is intrinsic. So it is already within no need to search elsewhere.

Second Perspective: It is the greatest gift. The God-creator has provided peace-mind in every one of us. The Jagadguru Lord Krishana asserts that- Self-restrained person has the desire intellect and constant peace of mind (Geeta, 2, 60-72). The fully-dedicated person, learns the divine knowledge (Tatva-gyan) and remain in permanent tranquillity of the mind. Discretion & discernment augments peace of mind (Geeta, 5, 39-41). One gets Supreme bliss, never loses, and perceives all of us as the divine units.

Third Perspective: Pacified person gains 'param-purushasthra (Supreme-achievement). Yoga-Kshum vahamyaham. It means God guanless full protection of what one possess and adequate provisions for the future. So self-pacified person has always feelings of the peace of mind.

Fourth Perspective: The whole universe is like a family. All are eternal- inner feelings which promote peace of mind. All negative and inimical feelings, sentiment have no place in peaceful. So the defence for peace is both spontaneous and strong.

Fifth Perspective: The peaceful person respects the dignity of humanity and maintains harmony. He believes in these words: All are created equal; all are the creatures of the God; no need to discriminate or dominate; but to have harmonious relations.

**Peace Implications for the Educators & Teachers:**

With the backdrops these perspectives, along with developed peace principle & practices, educators and teachers must strive to cultivate- the knowledge, skills and attitudes needed to achieve and sustain a global culture of peace. Peace- educators and teachers must keep in mind two guiding principles:

Think globally act locally; You need not work alone. The entire international peace education community is active and growing the network, publications and global campaigns. That is, concerned citizen, educators & activist of all ages around the world are promoting & building peace through education.

In our on;-going Teacher Education programmes Peace Education is dynamic, outer multicultural process. So a careful blending of pedagogy theories, and social interaction is needed in the classrooms.

Following behavioural propensities will enhance peace-education (in the minds of the learners & teachers):

Be internally motivated to think and act for peace; Be competent & confident in content preparation and presentation; Have a sense of self-control and refrain from the emotionality's; Establish harmonic relationship with all key-component of Peace Education; To supportive teaching.

These tendencies will certainly enhance excellence in the scholastic achievement & dignified treatment with all. Surely, these alternatives will prepare the learners as responsible citizen of the future.

### **Conclusion**

These perspective & properties of all the peace-educator and teaches will mitigate unpleasant experiences/ moment of the students. They will recognize & realise Peace is not elsewhere, it is already in ourselves. Mind is by itself peaceful. It leads to this solvation of soul from bondage.

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