IMPORTANCE AND NECESSITY OF PEACE EDUCATION IN THE SCHOOL CURRICULUM FOR FOSTERING INTERNATIONAL PERSPECTIVE

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Abstract

The rise of materialism and militarism was promoted by the industrial revolution. Indirectly, militarism affected the outbreak of war by encouraging the growth of the armaments industry. In order to create the reality of battle, cultural and educational manipulations are used to reinforce group identification and build images of the enemy as well as their possibilities. Denial of human values leads to the death of innocent civilians, especially children and women, as a result of the tendency to dehumanise the enemy. Love, camaraderie, and worldwide understanding are instilled and built via Peace Education. The term "peace education" is not synonymous with "education for peace." In the case of the latter, peace is included in the curriculum. In the first case, peace is used as a guiding principle in the schooling process. Education for peace is not just training for a job; it is education for life. Education for peace aims to teach people the values, skills, and attitudes they need to be wholesome individuals who live in harmony with others and as responsible citizens. Peace education serves as a preventative measure to keep youngsters from becoming entangled in the societal norms that perpetuate violence. It's about learning the skills, attitudes and values that will help you build and maintain peace.

Keywords: ***Peace Education, Significance and Issues in Peace Education.***

1. INTRODUCTION

There is a global need for peace education. It can be viewed from a variety of angles. Regardless of how one interprets this peace education, there are three key elements that can be summarised. The first strategy is peace education based on facts and figures. According to this perspective, peace education entails keeping an open mind about what can be taught in the classroom. It is described as a collection of abilities and attitudes taught explicitly and not directly as teaching materials for every class. There are a variety of educational settings in which peace education can be studied, taught, and even more quietly integrated. Peace education is considered as a synthesis of the two other approaches: To put it another way, peace education can be taught in schools as a regular subject and also as a tool for developing students' abilities, talents, and attitudes. It doesn't matter whether you're in a school or a non-school setting; education refers to any process that helps children or adults acquire information, skills, attitudes and values that will help them modify their behaviour. "Education," in this context, is defined as the development in children and adults of the information, skills, attitudes, and values that result in a shift in behaviours. Although the absence of overt animosity is one definition of peace, it does not completely define what the word "peace" means. In addition, the idea of "positive peace" necessitates the presence of social, economic, and political justice. Injustices like poverty, prejudice, and uneven access to opportunity are all examples of "structural violence," a phrase used to explain the root causes of many conflicts. The bulk of violent disputes are the result of racial and economic inequities. Structural violence, which may be the most basic impediment to peace, cannot be overcome in a society where fundamental human rights are violated. Convention on the Rights of the Child is a landmark human rights agreement that calls for an end to structural and overt violence, as well as the creation of a society built on the principles of equity and peace.

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1.1. Literature Review

The first step was to do a literature review. First, the review looked at peace education from many angles, including its goals, theoretical underpinnings, various empirical methodologies, as well as critics' and practitioners' answers and problems. Peace education programmes in formal schools were examined using case studies and examples. During the review, the most important concerns were identified and crucial questions were formulated for further investigation.

Caroline Brooks and Basma Hajir, in their work, "*Peace education in formal schools Why is it important and how can it be done?*", examines what school-based peace education looks like, what it can accomplish, and how it can be implemented. It makes the point that formal education may play a critical role in advancing peace goals by enhancing students' knowledge and skills in peace education. Because formal education not only provides knowledge and skills, but also shapes social and cultural values, norms and attitudes and dispositions; this is why formal education is so important.

Dr.Gajanan S.Sharma in her work, "*Peace Education: Why need of today's Education*?", mentions about the basic phenomena which leads to the wars in the international arena. It is Peace Education fosters love, friendship, and international comprehension and works to instil these values.

Paul Chepkuto, Jemimah Ombongi and Stanley Kipsang in their work "*The Role of Education in Fostering Peace, Solidarity and Prosperity in Kenya*" They say that education should establish an atmosphere that is conducive to addressing the emotional, social, and intellectual requirements of various groups of people who are interested in empowering themselves and should do so in a way that is conducive to meeting those needs. The reason that education and peace are given such a high priority is due to the reality that education and peace are inseparable components of civilization. There is no such thing as a truly progressive society that lacks education, and there is no such thing as a properly civilising educational system that does not base its teachings on the universal ideals of peace.

1.2. Objectives of the Study

The study aims to explore the concept of Peace education in a broader sense and analyse the role of peace education in the school curriculum to build a better nation.

1.3. Materials and Methods

Ex post facto and analytical research are both applicable to the current investigation. As a result, the research is conducted using a historical and descriptive approach. As a result, the research relies on both primary and secondary sources. A qualitative approach has been used to analyse the secondary data that has been gathered from reputable sources such as books and websites on the internet and newspaper articles, as well as various international journals and magazines. In addition, the research is based on personal observations.

2. RESULTS AND DISCUSSION

What is Peace Education

Currently, peace education is viewed as both a concept and a set of abilities that includes everything from listening to problem-solving to cooperation and conflict resolution to cooperative problem-solving. Building a safe and sustainable world requires empowering people with the skills, attitudes and knowledge to do so. A nonviolent, loving, compassionate, and reverent approach to life is taught in the philosophy. Teaching about the causes of violence and providing information about alternatives is a form of peace education. As acclaimed educator Betty Reardon puts it, "changing social structures and patterns of thought that have generated it" is another goal of peace education. The teaching of peace education can be found in a wide range of educational environments, from preschool to college and beyond. Adults and children are taught peace education by community groups.

From interpersonal violence to militarism, which has been defined as "the consequence of a process wherein military ideals Theology and patterns in behaviour establish a dominating

influence over the political, social, economic, and diplomatic affairs of the state," violence can be found in our environment. Militarism is a result of society's acceptance of violence and war as valid means of resolving conflicts. A global predicament where nuclear warheads threaten human civilization and arms races squander precious resources is exacerbated by military traditions such as salutes, orders, parades, war movies, paramilitary societies, and other militaristic rituals that are deeply ingrained in minds around the world.

Objectives of Peace Education

Peace education's aims can be summarised in the following way::-

- To develop in students the ability to give space to all living things.
- To improve the student's tolerance towards other religions.
- Educate students about the importance of upholding ethical and religious principles.
- To cultivate a student's interest in global knowledge and rational thinking by cultivating a wide mind.
- A pleasant attitude toward all human beings is an important part of this goal.
- Children, adolescents, and adults of all ages should be made aware of the difference between justice and injustice.

Curriculum for Peace Education

Once the goals of peace education have been established, the next logical question is how to get there. It's only when this is resolved that we can decide on a peace education curriculum. Various activities such as communication, coordination, and problem resolution have been incorporated into many countries' peace education curricula. There are schools in India where students can learn about world peace.

On Primary Level: in the beginning Utilizing low-tech means, such as story-telling, poetry, and basic games.

On Secondary Level: Students up to the age of sixteen are considered secondary school students. Bio-Graphics of ideal people who have given their lives for peace should be used to teach peace education to pupils at this level since they have various mental talents and emotional attitudes.

On Higher Level: The curriculum of peace, its necessity, importance, teaching style, peace education, and the impact on family, society, and the world are all tied to higher education and research. At this level, we can also discuss the work of organisations like the United Nations, UNESCO, the Red Cross, and the Boy Scouts of America. We can learn about many thinkers and their ideas on peace by educating ourselves on the subject.

Teaching Methods for Peace Education

"It is possible to teach students of various grade levels the importance of peace using means such as the following:

- Role Playing
- The Enquiry Method
- Introspection
- Nishedh Vidhi
- Literary Activities
- Social Service Camps
- Yoga & Meditation
- Games & Sports

Jurisprudential Model of Teaching

- This model is used to teach:
- Moral dilemma
- Confront a moral dilemma
- State a position on the original moral dilemma
- Testing the reasoning for a position on moral dilemma
- Reflect on a reason for the position are the steps which consist this model."

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Imparting Peace Education in School in 21st Century: Global challenges become localised almost instantaneously, making peace education essential for fostering harmony among students, families, friends, coworkers, and even inside one's own home and neighbourhood. As a result, there has never been a more pressing need for peace education than there is right now. In a broader context of nonviolence analysis and resolution, peace education frequently involves an appreciation for variety. Teaching peace education in schools is a flexible and multi-disciplinary endeavour. Social justice and human rights concerns for the preservation of the natural environment are also included in this programme. Our educational institutions need to emphasise peace education in schools. As a first step, educators must be honest about their desire to participate in the learning process, which is a crucial and effective means to improve themselves both personally and collectively. Students need to learn how to cultivate and preserve peace. Because of this, Peace Education teaches students to think critically and to put their beliefs into action. As a result, peace education cannot be based on any sort of magic. Only by putting it to use over and over again can it improve. The following methods can be used to teach peace education:

- Creating a safe and encouraging learning environment
- Investing in conflict resolution, violence prevention, and peace building

Creating a supportive Classroom Environment: Teachers who teach peace education are expected to ensure that their own classroom practises are conducive to peace in their students' lives. It is not only via studying the causes and effects of war and peace that students may be taught how to promote peace, but also from the atmosphere in the classroom, which is a product of a well-structured lecture.

Practical approaches to creating a supportive classroom:

"Five unhelpful qualities, according to Ian Harris, should be minimised or eliminated by teachers. He proposes five peace-seeking attributes in their place. In the following table, teachers might examine their own practise and think about where they want to place themselves along the continuum:

No.	Unhelpful Characteristics	Peace Making Qualities
1	Teacher's claim to possession of the truth	Respectful dialogue among teachers and learners
2	Competitive classroom learners	Cooperation among climate
3	Student passivity	Problem solving approaches to learning
4	Student powerlessness	Affirmation of the worth of each learner
5	Teacher's use of authoritative force	Democratic boundary setting of classroom expectations

According to him, both the teacher and the student are constantly in the same place. It is important for teachers to recognise and appreciate pupils' unique talents and interests. In addition, he should promote attitudes of cooperation and activities that foster knowledge and involve students in order to establish a classroom culture."

Practicing Peace:

Practicing peace may begin with a search for "inner peace," which may be useful. Many individuals today are drawn to the idea of finding "inner peace," especially in Western nations, where feelings of isolation and dissatisfaction coexist with record levels of material wealth and consumption. Consequently, students need to be respectful and open-minded, but not uncritically tolerant and accepting of other viewpoints. To be successful, they must be both cooperative and empathic, but also assertive. They must, however, be assertive without coming across as aggressive or domineering in their approach.. They must cultivate a strong sense of social responsibility while also acknowledging that the term "social justice" can mean many different things to different people. Classroom activities that foster self-esteem, trust, cooperation,

empathy, assertiveness, and an appreciation of differences and similarities can be used to promote "practising peace." Specific ways to conflict resolution can be matched to the peace-building strategies just discussed.

The Guiding Principles:

The following ideas have been gleaned from various international covenants and agreements throughout the course of the past half-century. They play an important part in the overall curriculum for Peace Education.

To ensure that these tenets are acknowledged as the bedrock upon which a culture of peace may be constructed, educational institutions are being urged to conduct research and discussions on the subject within their local communities.

Connecting Peace Education In Schools With Wider Community Practices

Consider the context in which your school operates as well as your kids' and your community's experiences when evaluating your school's effectiveness. For peace education programmes to succeed, they need to take a more community-based approach and understand how kids' experiences outside of school affect their views, narratives and influences, according to this paper. Non-formal players like NGOs and CSOs, as well as those outside of the official education system, should work together, according to the findings. When a school works together with a non-governmental organisation (NGO), and when trainers from the NGO come to the school to organise anything with the students, both the instructors and the students benefit since the trainers bring fresh information and new methods to the school."Teachers prefer working with the non-formal sector because they bring the skills and knowledge, new approaches and the amazing new atmosphere at school," stated another practitioner. They unquestionably add fresh value."

The Help the Afghan Children initiative is an effective illustration of a community-based strategy that may be used to deliver peace education to individuals. This non-formal organisation works closely with formal schools in Afghanistan to prevent child abuse and unhealthy gender relations and practises. The organization's teamwork achieved these aims. The initiative built a curriculum to address the concerns, targeted women's CSOs and government personnel, and formed peace committees in each community. This was done in addition to the development of a curriculum that addresses the issues that were targeted. Radio messaging was another method that was utilised to communicate with parents and families.

One other illustration of this kind of cooperative effort may be seen in the activities carried out by the Association for Historical Dialogue and Research (AHDR). The Association for Human Rights and Dignity in the Middle East (AHDR) is a non-profit, non-governmental organisation that was founded in 2003 in Nicosia, Cyprus. In addition to AHDR's effective engagement, other local and international partners, such as the Council of Europe, EUROCLIO, and teacher trade unions that bridge the conflict divide, have also shown their support. "Unique in terms of enabling practitioners to produce sense and participate in critical analysis of all techniques," AHDR is stated

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to be. The reason for this is because they bring in peace education experts from across the globe to provide their instructors a different perspective.

Engage Policymakers and Legislators in Peace Education

To achieve comprehensive and systematic integration, the results of this research call for policies and regulations that encourage peace education in school. Despite this, the political nature of the problems involved makes operating in the policy realm and in connection to legislative changes difficult, impossible, and/or problematic. Policy directive or legislation is often required to implement peace education in schools on the national level. However, in order to be successful, such directives typically need the support and assistance of civil society and non-governmental organisations (NGOs), which may be required to "hold the aim of such changes." The directives may be supported and pushed for using this method. Furthermore, education policy is a political topic by definition. Introducing "extreme political convictions" into the educational system is made easier when certain practises or curriculum are mandated by the government. Because of this, it is difficult to navigate this area, and it may not be appropriate in all situations. Non-formal techniques, bottom-up efforts, and connections and cooperation amongst actors engaged in or interested in expanding peace education in schools should be sought whenever possible, according to the study, which advises that it should be done so whenever possible. This should be done everywhere it is possible to do so.

Explore Global Coordination And Collaboration

In the midst of acknowledging that peace education programmes must be tailored to the individual contexts in which they are implemented, "another theme that emerged from our findings related to the idea of global coordination of these efforts. The significance of creating collaborative partnerships to improve the integration of educational system reforms into broader policy frameworks for social justice and social cohesion" is one of our most important recommendations. In order to accomplish this, stakeholders from both the formal and informal sectors must work together. An method that integrates education with peacebuilding and development is also needed. Coordination and collaboration among peace educators in various contexts, countries, and communities can lead to better learning and sharing, as well as the development of global networks. There is no doubt that there is some value in coordinating efforts for the sake of it, but interviewees stress the importance of having a clear purpose, a diverse group of members (both practitioners and academics, from the North as well as South), and avoiding the temptation to set global standards for peace education.

3. CONCLUSION

In terms of human needs, peace education has different levels than other types of education. Adults, teenagers, and the elderly all have distinct mental states. In peace education, for example, "jurisprudential teaching models, role playing, introspection, and Nishh Vidhi, as well as social service camps and yoga and meditation practises, games and sports, etc"., address the fact that everyone's maturity and comprehension levels differ. There are teaching approaches for peace education that are based on the human level. To sum things up thusly, "peace is a universal reality and necessity of human life. Regardless of how old a person is or how much money he has, the most important thing he needs is tranquilly and nothing else. Peace is a conceptual reality and a universal necessity for everyone, and we can end by saying that we should strive for this through formal and informal education". We have the ability to instil a sense of tranquilly in our surroundings in the next generation. It is through the teaching of peace principles, skills, and actions that students can be instilled with a sense of peace education.

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