

## PEACE EDUCATION: AN IMPORTANT ASPECT OF CURRICULUM

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### **Abstract**

*The investigator conducted a study to know the awareness level of Peace Education among college teachers in Mumbai University. A sample of 547 of Social Science, Medical Science, Engineering, and Education college teachers was selected randomly. Self made tool was used. This tool consisting of four dimensions of Peace Education Conflict Resolution, Non-violence, Human Rights, National Integration. The awareness level of college teachers was analyzed on the basis of faculty and four aspects of peace education. The findings revealed that all the college teachers were aware about Peace education. Significant difference was found in the awareness about peace education as well as dimensions of peace education conflict resolution, non-violence, human rights and national integration. Teachers from education faculty are more aware about peace education than the other three faculties.*

**Key Words-** Awareness about Peace Education, Degree college teachers.

### **INTRODUCTION:**

Peace education means the education which creates humanity, kind, love affection cooperation, coordination, morality, & non violence & results in behavior change. Peace education is a medium for demolition of social discriminations. It is not successful until & unless appropriate & firm try not done at the personal, national & international level.

Basically the absence of war, non-violence and corruption is considered as peace of mind but that's not right, because it's not necessary that where there is no non-violence and war there is love understanding, help etc among the people. Because love, helping nature, friendship, beauty, togetherness etc are all symbol of peace. Human struggle in their life, he becomes successful, collects money; he tries to get all the happiness & facilities. But even after getting all this he doesn't has peace in his life then all it is necessary to think from where we get all this. Education emphasis the whole personality of a human and peace is gained through schools or colleges.

#### **REVIEW OF RELATED LITERATURE:**

**Sarda** (2011) conducted a **study of teacher's awareness for peace education and found that** the awareness level of off service & in service teachers were satisfactory and awareness level of female teachers were high. **Nath** (2011), conducted the study **In reference to peace culture, teachers Educational curriculum in Basic Values and found that** there is basic need in school environment should be peaceful attractive & superior in peace education. The peace feeling from prayer place to sports ground & from class to cultural programmers. There is need in student's evaluation methods for the teaching of peace through teaching methods & ways. **Moharkar** (2007), conducted the study **Role of secondary schools in peace education and found that** Aided schools are active in peace education because they are receiving grants as compare to unaided schools. The role of female teachers is positive towards peace education.

#### **AIM OF THE RESEARCH:-**

To study and compare the awareness level of Peace Education among college teachers on the basis of faculty.

#### **OBJECTIVE OF RESEARCH:**

1. To study the awareness level of Peace Education among college teachers of the following faculty:  
A) Medical Science B) Social Science C) Engineering D) Education
2. To compare the awareness level of Peace Education among college teachers of the following faculty.  
A) Medical Science B) Social Science C) Engineering D) Education
3. To study the awareness level of Peace Education among college teachers of the following dimensions of peace education.

A) Conflict Resolution B) Non-violence C) Human Rights D) National Integration

4. To compare the awareness level of Peace Education among college teachers of the following dimensions of peace education.

A) Conflict Resolution B) Non-violence C) Human Rights D) National Integration

### **NULL-HYPOTHESIS**

1. There is no significant difference in the awareness level of peace education among college teachers of the following faculty

A) Medical Science B) Social Science C) Engineering D) Education

2. There is no significant difference in the awareness level of peace education among college teachers of the following dimensions of peace education.

A) Conflict Resolution B) Non-violence C) Human Rights D) National Integration

### **OPERATIONAL FRAMWORK:-**

**Awareness about Peace Education:** - Awareness about peace education means awareness about Conflicts Resolution, Non- violence, Human Rights and National Integration.

**College Teachers:** - college teachers are those teachers who are teaching in a social science, medical science, engineering and education at degree levels.

### **NEED AND SIGNIFICANCE OF THE STUDY:**

Violence is emerging in an unprecedented manner in human society. Looking at the world today any sensible person feels disheartened and even horrified to see the kind of violent acts being committed by man against man and nature. It is sad to realize that we live in an era of unprecedented violence in the forms of terrorism, war, crimes, injustice and oppression and exploitation amidst a seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty, struggling for bare survival. There is so much disorder and confusion in the society man has built for himself. The saddest part of the story is that this state of disorder and confusion in the society is affecting the children's innocent minds. Children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetrators of violence. Therefore the need to nurture peace in the hearts of children has arisen as urgent issues to be addressed. The teachers play an important role to nurture the peace in the hearts of children's hence the teachers are more aware about peace education automatically they inculcate the peace education in the curriculum.

### **LIMITATION OF THE STUDY**

The study is not a comprehensive one but is confined to degree college teachers of greater Mumbai.

### **DESIGN OF THE STUDY**

**Method**-survey method has been used in the present study because of finding the awareness level about peace education in various aspects of peace education.

**Sample**-547 teachers were selected through probability sampling technique and simple random sampling.

**Tool used**- Self prepared tool was used. The peace education Awareness scale consists of 4 dimensions of peace education Conflict Resolution, Non-violence, Human Rights and National Integration The scale has 51 statements. Each statement is set against five point scale of strongly agree, agree, undecided, disagree and strongly disagree. The positive scoring is of 5,4,3,2,1 and negative scoring is 1,2,3,4,and 5 are given. The reliability is 0.85. Conflict Resolution aspect contain 20 statements, Non-violence aspect contain 13 statements, Human Rights aspect contain 7 statements and National Integration aspect contain 11 statements. The maximum score was 255 and minimum score was 51 .Awareness level is as follows-

<b>Sr.No.</b>	<b>Range of Score</b>	<b>Awareness Level</b>
1.	51-102	Low
2.	102-204	Average
3.	204-255	High

### **DATA ANALYSIS AND INTERPRETATION**

**Table 1.Showing F ratio for Total Awareness about Peace Education (AAPE) scores of Degree College Teachers on the basis of faculties.**

<b>Sources of Variance</b>	<b>SS</b>	<b>df</b>	<b>Mean sum of squares</b>	<b>F ratio</b>	<b>P value</b>	<b>Level of Significance</b>
Between Group	1183081	3	394360.5			
Within	281199.7	543	517.8632	761.51	0.00	<b>Significant</b>

The table 1 indicates that F ratio is significant because from table F ,df=3 and 543 sample f-value at 0.05 level is 2.61 and at 0.01 level is 3.80 .(  $p < 0.05$ ) calculated f- value is 761.51 which is greater than table f-value .hence F ratio is significant at both the levels. Therefore the null

hypothesis is rejected. It can be concluded that there is significant difference in awareness about peace education with respect to the faculties.

**Table 2. Showing F ratio for Awareness about Conflict Resolution (CR) scores of Degree College Teachers on the basis of faculties.**

Sources of Variance	SS	df	Mean sum of squares	F ratio	P value	Level of Significance
Between Group	137117.9	3	45705.97			
Within	34200.75	543	62.98481	725.66	0.00	<b>Significant</b>

The table 2 indicates that F ratio is significant because from table F ,df=3 and 543 sample f-value at 0.05 level is 2.61 and at 0.01 level is 3.80 .(  $p < 0.05$ ) calculated f- value is 725.66 which is greater than table f-value .hence F ratio is significant at both the levels. Therefore the null hypothesis is rejected. It can be concluded that there is significant difference in awareness about conflict resolution with respect to the faculties.

**Table 3. Showing F ratio for Awareness about Non-Violence (NV) scores of Degree College Teachers on the basis of faculties.**

Sources of Variance	SS	df	Mean sum of squares	F ratio	P value	Level of Significance
Between Group	34909.14	3	11636.38			
Within	18312.52	543	33.72471	345.04	0.00	<b>Significant</b>

The table 3 indicates that F ratio is significant because from table F ,df=3 and 543 sample f-value at 0.05 level is 2.61 and at 0.01 level is 3.80 .(  $p < 0.05$ ) calculated f- value is 345.04 which is greater than table f-value .hence F ratio is significant at both the levels. Therefore the null hypothesis is rejected. It can be concluded that there is significant difference in awareness about Non-Violence with respect to the faculties.

**Table 4. Showing F ratio for Awareness about Human Rights (HR) scores of Degree College Teachers on the basis of faculties.**

Sources of Variance	SS	df	Mean sum of squares	F ratio	P value	Level of Significance
Between Group	79970.79	3	26656.93			
Within	30995.73	543	57.08238	466.99	0.00	<b>Significant</b>

The table 4 indicates that F ratio is significant because from table F ,df=3 and 543 sample f-value at 0.05 level is 2.61 and at 0.01 level is 3.80 .(  $p < 0.05$ ) calculated f- value is 466.99 which is greater than table f-value .hence F ratio is significant at both the levels. Therefore the null hypothesis is rejected. It can be concluded that there is significant difference in awareness about human rights with respect to the faculties.

**Table 5.Showing F ratio for Awareness about National Integration (NI) scores of Degree College Teachers on the basis of faculties.**

Sources of Variance	SS	df	Mean sum of squares	F ratio	P value	Level of Significance
Between Group	61851.19	3	20617.06			
Within	25955.88	543	47.80088	431.31	0.00	Significant

The table 5 indicates that F ratio is significant because from table F ,df=3 and 543 sample f-value at 0.05 level is 2.61 and at 0.01 level is 3.80 .(  $p < 0.05$ ) calculated f- value is 431.31 which is greater than table f-value .hence F ratio is significant at both the levels. Therefore the null hypothesis is rejected. It can be concluded that there is significant difference in awareness about national integration with respect to the faculties.

**Table 5.Showing the Mean Score of awareness about peace education**

Faculty	Total Mean Score
Social science	126.47
Medical science	107.90
Education	229.28
Engineering	123.19

Table 6 indicates the teachers from education faculty are more aware about peace education than the other three faculties.

## **FINDINGS**

1. Significant difference was found in the awareness about peace education as well as dimensions of peace education conflict resolution, non-violence, human rights and national integration.
2. Teachers from education faculty are more aware about peace education than the other three faculties.

## **CONCLUSION**

From the analysis, it was found that all the teachers were aware about the peace education and the teachers from education faculty are more aware about peace education than the social, medical and engineering sciences.

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