

**TECAHER EDUCATION IN TRACING ROOTS FOR PEACE AND HARMONY****Shireesh Pal Singh, Ph.D***Associate Professor, School of Education Mahatma Gandhi International Hindi University.**Gandhi Hills, Wardha - 442001 (Maharashtra) INDIA***Abstract**

Peace is a state of well-being that is characterized by non-violence, trust, compassion and justice. Peace encouraged us to explore as well as celebrate our diversity without fear of violence and personal pain. Commonly it can be understood as the absence of hostility and retribution, existence of healthy interpersonal or intrapersonal relationships, social or economical prosperity and establishment of equality where a working political system serves the true interests of all. In the present paper author have discussed about role of education in general and teacher education in particular for developing peace and harmony.

Keywords- *Peace Education, Teacher Education, Harmony*



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INTRODUCTION

Education in the larger term means not to storage and propagation of knowledge, the purpose of education goes beyond the propagation of knowledge. As Daniel Webster said “Knowledge does not comprise all that is contained in the larger term of education. The feelings are to be disciplined (Galtung, 1985).. The passions are to be restrained. True and worthy motives are to be inspired and pure morality is to be inculcated in all circumstances.” Education for peace is different from peace education. Peace education means to learn about and to learn for peace. Learning about peace is concerns with knowledge & understanding of peace, its different levels, what contribute to peace and what damages it. Learning for peace is to learning the skills, attitude and values that one needs in order to contribute and help to maintain it. Education for peace is education for life. It is not merely training for a livelihood, rather than a paradigm shift in the total transaction of education by which individuals are equipped with the skills, values and attitudes they need to be wholesome persons who live in harmony with oneself, with others and with the natural environment. Value education is sometimes considered as synonyms for education for peace but it is not similar with it. Peace is an appropriate and pedagogically gainful point of coherence for values. Peace motivates

internalization of values and facilitates the purpose of value education. Education for peace is, thus, the ideal strategy for making operative and meaningful value education. Experience is the key point for internalization of values which is woefully lacking in our classrooms. Teacher centered teaching methods and cognitive approach of teaching sour the joy of learning and undermines learning and the harmony of life. Education for peace calls for a significant reduction in curriculum load and a liberation of learning from the confines of the classroom and its transformation into a joy experience. Education for peace must be the part of their learning experiences but it is lacking in our schools. Schools are meant to be the nurseries of peace but unfortunately our schools are become origin and transmission points for violence. Today children are becoming violent and their relationships and tastes are also violent.

The seed of violence germinate from Alienation. In alienation, even silence becomes violence. Emotional alienation destroys togetherness and the virtual death of communication at home resulting silent suffering of the children. In school, we are spreading alienation by undermining the affective relational and experiential aspects of learning. As a result children are turns into living machines; those are skilled in psychomotor skills but deficient in emotional and relational skills. Lopsided development makes children accessible to violence. A more achievement oriented person is the less able tends to be relating to people, even dear ones sensitively, reciprocally and responsibly faith in violence as a quick fix problem solver is an emerging epidemic. Agenda wars in workplaces, gender wars in homes, propaganda wars in the public space. The results? Children grow up unwittingly schooled in violence.

Education is a nation's trust for developing peaceful society. The worst dis-service to a nation is to infect the minds of its children with violence. This is done actively by nurturing young minds with, ideologies of violence and faith in violence. The citizens of tomorrow need to be empowered to choose the way of peace, list by default, they stray in to the blind alleys of violence. Peace is a prime requirement for development and integration of a nation. Conflicts dissipate our collective energy and destroy the framework for a better quality of life, even when the material resources for it are available. Education for peace is an appropriate strategy for conflict resolution and conflict avoidance. It is a proactive investment in realizing "The India of our dreams."

TEACHERS AS PEACE BUILDER

A teacher is a role model for students the pivotal role that teachers play in learning and infusing values and attitudes among children cannot be undermined. A teacher's prime responsibility is to help and motivate students to become good human being. Teacher is a

facilitator who can motivate students to fulfill their true potential and knowledge construction not only for their own benefit but also for the betterment of the society as a whole. Teacher is compared to a gardener who plants seeds of knowledge and good values watered them with care and kindness and removes weeds of ignorance.

The human connection between the teacher and the student is the most critical component of effective teaching. Human connection implies positive interpersonal interaction between a teacher and a student and It is observed that in the present educational system, the emphasis is given more on the discipline in classroom and outcome of teaching rather than the process of it. Teachers are focused to meet the objective of achieving better results and test scores. Towards meeting this objective, teachers fail to notice that students have become disconnected, demotivated and they have disengaged themselves from the entire classroom environment. In such a situation, how we expect to inculcate human values and skills in students in order to achieving the aim of education for peace. If we can't establish a human connection in classroom, our efforts and strive to make students a better human being are useless.

As stated in the NCF (2005) position paper national focus group an Education for peace; Good teachers are models of peace and values such as, the art of listening, the humility of knowledge and correct one's mistake, assuming responsibility for one's actions, sharing concerns, and helping each other to solve problems transcending differences, even if they do not preach peace.

When a teacher deeply and regularly involved in teaching peace, this can influence the teacher to take a long deep look at his or her own values and believes. Teachers who, from a peace perspective, can critically evaluate his/her own attitudes, habitual modes of thinking and approach of teaching. By this way, teacher can do self-assessment and can change of inner-self. Then the students can be helped to understand and feel what is a peaceful person ,who is a peacemaker and the teacher will have a powerful, positive influence on children and youth. In our Indian context teachers are respected as the fountainheads of knowledge and wisdom. Students will learn peace values only if these are modelled by their teachers and elders. Students imitate the attitude and behavior done by teachers. So teachers need to be aware of the effect of their behavior on students. if there is a mismatch between what a teacher say what he/she do, children will always close their ears to advices and they will not be able to impart peaceful values and skills. For example, instead of exhorting students to 'care for others', it is more effective to practice this value and let students construct their own understanding of it.

PEDAGOGICAL SKILLS AND STRATEGIES

Peace oriented pedagogy is different from common pedagogy. The common pedagogical goal for teachers is syllabus and examination oriented. In common pedagogy the emphasis is merely on retention and memorization of concept and is compute the syllabus in a certain time. But in peace oriented pedagogy, teacher may practice such pedagogical skills and strategies to integrate with imparting different subject for achieving the aim of peaceful value and attitudes. For this purpose, the teacher must have a peace perspective and wholly supportive of the basic nature of the aims of education for peace (Danesh, 2006). In our curriculum, every topic has peace laden components, which needs to be transacted with a deliberate planning from a positive and humanistic perspective. To accomplish this, the teacher should have the potential of integrating appropriate peace oriented pedagogy to different subjects in a different grade. The teacher should develop qualities such as patience, open mindedness, respect and appreciation of other and willing to consider others point of view looking beyond his or her own self-interest (Leonard,2004). The method of teaching should be child centered, creative, experiential and participatory. In a peace oriented classroom, children are free to reflect, sharing and collaborate with each other. The child-centered pedagogy provided a space for children to create appropriate learning experiences where a teacher may plan context specify strategies to develop among students a sense of openness and comprehension about diverse cultures, histories and fundamental shared values. They also have appropriate learning experiences, discussion, debates, presentation, group projects and experiments in their classroom. In this way, the teaching should help in arriving at an understanding of the self, encourage openness to inquiry by raising questions, exposing and constructing an understanding of values and providing an opportunity for applying the knowledge of value the student has learnt(Leonard,2004). In all of this, what stands but is the crucial role that the teacher plays in an approach to education that promotes a culture of peace. The teacher who are aggressive or adopter of the culture of peace and hence see teaching only as the war causing of information and may remain blind to the exciting scope of offering a cause of peace in every lesson and in every experience.

Some teaching-learning activities are suggested below for integration of peace in the different subject content.

- In language and EVS, teacher can plan many ways to show respect while asking for things, listening or talking to elders. How can one resolve conflicts peacefully through the usage of proper words and gestures? By telling and listening stories which are full of peace messages, poems, songs, writing letters and by role-playing a teacher may be

successful to impart peace values and attitude in students. By developing speaking and listening skills. Students work collaborates with others to reach consensus particularly over controversy and cross cultural issues.

- In social science historical knowledge and understanding can be used for explicit teaching about experiences of violence (war making) and peace building in the past. To analyze the factors that come in the way of peace, to identify the changes we need to bring about and to discuss collaboratively the factors which are destroying peace at intra personally and interpersonally. Geographical skills of using and interpreting sources can help develop awareness of messages and meaning from different perspectives. Learning about places can show how environment and economic factors affect social welfare in different ways in different parts of the world. Identification of problem areas in the community can help to emerge creative solutions and by collecting the works of lesser known people who have contributed to the welfare of society can give an insight of peaceful values and qualities in students.
- In art knowledge and understanding of the arts and crafts of a diversity of societies can higher sensitivity to different ways of seeing the world and so contribute to future perceptions of peace? In music performing and composing collaborate encourage unity while listening and appraising can encourage appreciation of other cultural values.
- In math process of collecting, presenting, interpreting data and calculating probabilities can develop skills in communicating meaning with integrating which contribute to peaceful relationships between different groups of people.
- In science, learning about scientific inventions, discoveries, technology and how they affect out daily life, how can stop mixture of science and technology and how to treat living things and the environment with care and sensitivity require awareness of the ethics of science and social responsibility?
- In spite of these activities conducted in classroom and outside of the classroom, teacher may organize different programmes, workshops, film shows, field visits and some group work to sensitize students about the social and ecological problems.
- For studying problems linked with violence, Teacher may also encourage the students to share their experiences with violence so that with fears and anxieties can be removed and balance life can be promoted among them.

CO-CURRICULAR ACTIVITIES FOR PROMOTING EDUCATION FOR PEACE

The purpose of education for peace is to help significantly, reduce the human costs of violence at personal, national and global level. Education for peace can also be realized

through the co-curricular activities in school. A number of activities and projects embodying peace themes could be organized in school.

- Peace issues can be incorporated in debates, seminar, workshops and audio-visual shows to motivate, to learn and to develop skills for peace making in students.
- Student's participation in various days identified nationally and internationally important such as Independence day, Children's day, Human rights day, UN day, Day for the disabled, Girl child day, environment day etc.
- Celebration of different religious festivals in the school and in the neighbourhood.
- Story telling sessions and discussions could be held to promote tolerance, sensibility and understanding.
- Children could be encouraged to visit homes for senior citizens, disadvantaged group for creating sensitivity and feel their concerns.
- Sports activities are helpful to promote a spirit of team work, togetherness, co-operation and a culture of peace.
- Other activities such as Nukkad Natak, using dance, drama and songs to educate the community on peace values. Television, radio and peace campaigns can also be used to raise public awareness concerning peace and conflict issues.

TEACHER EDUCATION FACILITATING EDUCATION FOR PEACE

The ultimate aim of education for peace is the development of peace culture. Teacher education plays a very crucial role as it prepares the quality teachers who have the responsibility on their pupil teachers to make our students a good citizen of country. Education for peace depends on the teacher's sense of vocation and at personal level what kind of a person he/she is, teachers conduct towards symphony of education. A teacher should have clear understanding of his vocation's demands and realization of their serious responsibility towards society and nation. Is he/she only a transaction machine of instruction or having a sensible attitude by which he/she can impart peace education, through his effective pedagogy and integration of peaceful value with different subjects? Unless a teacher does not possess a peaceful heart, peace value cannot be reflected in his student. Students are the mirror image of teachers with respect to behavioral tendencies and attitude. So teachers should have a clear vision, motivation, skills and awareness for the success of the initiative for education for peace.

The worst part of our existing education system is that it does not equip with the teachers to engage the opportunities of their vocation with innovation, imagination and creativity. Teacher education institutions are providing only a knowledge giving machines that can

transact the bookish knowledge only but can't make an individual a good human being. The skills and approaches inculcated through teacher education are mostly irrelevant and impractical. Teacher education at present promotes more trained incompetence than pedagogy preparedness or motivation. (NCF-2005) for education for peace states that teacher education institutions, in this context, have a very vital role to play as they are the centers that mould the teaching fraternity of the country through their pre-service and in-service teacher programmes. It also states that the teacher education curriculum frameworks of 1978,1988 and 1998 emphasized the role of teachers as catalyst in the promoting social sensitivity, tolerance, co-operation, democratic and secular values, national integration, international understanding etc through inclusion of relevant themes in the "foundation course" and school experience programmes. So it is essential to reconsider the teacher education programmes in order to build peaceful teachers both through pre-service and in-service teacher education.

- Programmes should be compulsory and integrated to facilitate interaction with those from other groups in order to build possible relationships.
- Teacher trainees should be trained in alternative pedagogical skills which may help in resolving conflicts in order to promote culture of peace.
- Be appreciative of our composite culture and national identity from an international perspective.
- Teacher's perceptions of caste, religion, class, gender and other cultures should be based on constitutional values and empirical evidence.
- Be aware of the factors that make unstable peace such as gender disparity, prejudice, ideologies of conflict, violence, harassment, in classroom and between our neighboring.
- Be committed to the professional ethics of the teacher's profession.
- Emphasis should be on fostering civic values by working collaboratively through dialogue, debates, workshops and different healthy competitive situations.
- Development of warm and co-operative relationships with students.
- Realization that they are shouldering a serious responsibility of building the future of the nation and the world.
- Understanding of co-operative learning techniques can be used beneficially in internship programme of pre-service teacher education programme.
- Based on content and pedagogy, in-service teacher training programmes should be organized separately on a regular basis.

Table-1: Components of Peace Education in Teacher Education Curriculum

Knowledge	Skills	Attitudes
Conflict & war Theories of conflict resolution	Identifying biases of Problem solving	Self-esteem Tolerance
Constitutional values	Self-reflection	Empathy
Health care	Conflict resolution strategies	Love and care
Environment	Co-operative and participative learning methods.	Respect for others regardless of caste, gender, age, nationality, class, political and religious belief.
Globalization	Communication and sensitive listening	Commitment to justice equity and non-violence
International understanding	Non-violent action in relation to problem solving.	Social responsibility

NEEDS OF EDUCATION FOR PEACE

In one side, today is the age of globalization where entire world is shrinking into a global village and human interactions are bound to increase but on another side human relation with each other are not peaceful and every nation is facing with one or another kind of conflict or violence. In such a scenario, education for peace becomes a prerequisite to promote planetary stewardship, global citizenship and human relations.

Only peace education can provide a viable answer to structural violence that is used to define injustice such as poverty, discrimination and unequal access to opportunities, which are the root of conflict, is a weapon that can eradicate the structural violence and protect and nurture the human rights. The rationale behind the need of education for peace is very well defined in the UNICEF anti-war agenda set out in the states ;disputes may be inevitable but violence is not to prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion. We can list out need of peace education as done in following lines

- To understand the nature & origin of violence and its effects on both victims and perpetrator.
- To sharpen awareness about the existence of unpeaceful relationship between people and within and between countries.

- To investigate the causes of conflicts and non-violence embedded vision within perceptions, values and attitudes of individuals as well as within social and political structure of society.
- To encourage and equip children and adults with conflict resolution skills and attitudes.
- To sensitize students towards the responsibilities of an accountable citizen.
- To develop emotional and rational skills for buildup and maintaining healthy relations with each other.
- To empower individuals to choose the path of peace rather than the path of violence.

DISCUSSION

Thus education for peace is education for humanity, education for life. It brings together multiple traditions of pedagogy, theories of peace education and international initiatives to help teachers and students to understand the complex dynamics of international affairs and the various forms of violence and its alternatives. Role of teacher, teacher educators and pedagogy related peace are some very crucial points that are discussed in this paper. Actually education for peace revolves around the teachers. They are centre point for propagating the culture of peace. Schools role as peace nurseries, teachers as peace builders, pedagogical aspect of oriented education everything demands teacher's peace skills and attitude. Profession of teaching should not be limited Warehousing information. Teachers are the social healers, they can heal social illness if they engage their responsibilities from the enlarged perspective of peace. Today teaching is driven only by the urgency to cover the syllabus. Syllabus driven teaching is failed to respond to students as human beings. Education for peace provided an exciting opportunity for teachers to refurbish their eroded sense of vocation and to regain its nobler nuances so that they foster a positive and hospitable attitude in themselves and in their students resulting a humanized society. The integrative theory of peace (ITP) which facilitates peace building in an integrated and interdisciplinary manner and the education for peace curriculum (EFP) developed on the basis of this theory helps in creating space for peace in society (Danesh,2006). ITP is based on the concept that peace is, at once, a psychological, social, political, ethical and spiritual state with its expressions in intrapersonal, interpersonal, intergroup, international, and global areas of human life. The theory holds that all human states of being, including peace, are shaped by our worldview—our view of reality, human nature, purpose of life and human relationships. Four prerequisites for effective peace education—unity-based worldview, culture of healing, culture of peace and peace-oriented curriculum—are discussed.

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