A STUDY ON ROLE OF EDUCATION FOR CREATING PEACE AND SOCIAL HARMONY

Geeta Rani, Ph.D.
Assistant Professor, M.D. College of Education, Abohar, Punjab.

Abstract

Today's age is the age of unprecedented levels of violence, with constant threats posed by intolerance, fanaticism, dispute and discordance. Today children are absorbing the spirit of violence in the atmosphere and our next generation is becoming perpetuators of violence. Therefore, the need of hour is to nurture peace in the hearts of children. It is our endeavour to educate our children about peace from very beginning so that when they grow up, they work towards peace and harmony. The emphasis on education for peace is based on the fact that education and peace are inseparable aspects of civilization. The present study has taken 200 students (100 male and 100 female) as sample from class 11th and 12th of 10 Senior secondary schools of rural and urban areas of Saharanpur district of U.P. A self made questionnaire was used by the investigator to collect the data which includes 30 statements related with the objectives of the study. Mean, Standard deviation and t-test were used to analyse the data. Results showed that male as well as and female students admit the importance of education for creating peace and social harmony. A significant difference was found in the opinions of urban and rural students regarding the role of education in creating peace and harmony in society.

Keywords: Education, Peace, Social Harmony

All human beings intrinsically want to live in peace and harmony and have been making continuous endeavour in this direction from times immemorial - of course, in accordance with their own understanding and worldview about life, happiness, prosperity and relationships with other human beings and the rest of nature. But today's age is the age of unprecedented levels of violence, with constant threats posed by intolerance, fanaticism, dispute and discordance. Ethical action, peace and welfare are facing new challenges. A strong need is being felt by educationists, philosophers, scientists and political leaders to rejuvenate the human values, which may bring long lasting peace on this planet.

India enjoys unity in diversity. People belonging to different religions, castes and creeds live together in the country. The Constitution of India gives its citizens the freedom of equality and various laws are in force to ensure peace and harmony in the country. However, there have been several instances when peace has been disrupted in the country owing to different reasons. The saddest part of the story is that this state of disorder and confusion in the society is affecting the children's innocent minds. Today children are absorbing the spirit of violence in the atmosphere and our next generation is becoming perpetuators of violence. Therefore, the need of hour is to nurture peace in the hearts of children. It is our endeavour

to educate our children about peace from very beginning so that when they grow up, they work towards peace and harmony.

Education is the key to integrate nations, bringing human beings closely together. Value based education which practices peace and harmony are extremely relevant and significant for building society that is characterized by mutual cooperation, fundamental freedom, peace and good conduct. The emphasis on education for peace is based on the fact that education and peace are inseparable aspects of civilization. Education should inculcate values like honesty, dignity, humanity, equality in growing children. This is the reason why all commissions and committees on education in India, like, the Radha Krishnan Commission (1948–49), Mudaliar Commission (1952–53), Sri Prakasha Commission (1959), Kothari Commission (1964–66), Sampurnanand Commission (1961), Rammurti Committee (1992) and Chavan Committee (1999) etc. make important recommendations for incorporation of value education at all levels of education. Consequently, the National Curriculum Frameworks of 1975, 1988 and 2000 had adopted a value-oriented approach to integration of peace concerns in education. While accepting the traditional approach of integration of various peace related values and concern in school curricula, National Curriculum Framework 2005 further adds, that, education for peace must be a concern that permeates the entire school life – curriculum, co-curriculum, classroom environment, school management, teacher pupil relationship, teaching-learning processes, and the entire range of school activities.

Significance of the Study

Peace is man's central pursuit and yet paradoxically there is less peace in our communities, in our school, in our homes, in our countries and the world than before. For promotion of peace and social harmony, education plays a very significant role. Education only can make a man realize what activities and behaviour are expected of him as a human being. Education makes a person realize the difference between good and bad. If we intend to create a peaceful society we must renew our educational society, which has no scope for inculcating the human values. We must train our children for peace. We must create positive attitude towards peace in our young minds. In the changing global scenario the main aim of education should be to help people to develop themselves as responsible citizens of society and the world. The focus of education would be to find and evolve ways of inculcating value of peace and harmony based concept of healthy living, mutual respect, trust, cooperation, social justice, broad thinking and fruitful co existence. Keeping in view the importance of education for creation of peace and social harmony the present investigation was taken up by the investigator.

Objectives

1. To study the significance of difference in opinions of male and female school students regarding the role of education for creating peace and social harmony.
2. To study the significance of difference in opinions of rural and urban school students regarding the role of education for creating peace and social harmony.

Hypotheses

1. There will be no significant difference in opinions of male and female school students regarding the role of education for creating peace and social harmony.
2. There will be no significant difference in opinions of rural and urban school students regarding the role of education for creating peace and social harmony.

Research Methodology

(i) **Research Method**

The investigator has used Survey method of research for the present study.

(ii) **Sample of the study**

Sample of the study comprises 200 students (100 male and 100 female) of 11th and 12th class from 10 Senior Secondary schools (5 Urban and 5 Rural) of Saharanpur district of U.P.

(iii) **Research tool used**

A self developed questionnaire was used by the investigator to collect the data. The questionnaire includes 30 statements related with the objectives of the study having answers in Yes or No. For every Yes 1 mark was given and 0 was given for every No.

(iv) **Statistical techniques used**

The investigator has used mean, standard deviation and t-test for the analysis and interpretation of data.

Results and Interpretation

Table 1. Difference in opinions of male and female school students regarding the role of education for creating peace and social harmony

Groups	N	Mean	SD	t-value	Level of Significance
Male	100	21.4	5.66	.588	Not significant
Female	100	21.88	5.88		

Table 1 shows that no significant difference exists in the opinions of male and female students regarding the role of education for creating peace and harmony. t-value (.588) is less than the t-critical value at 0.05 level and 198 degree of freedom. Therefore null hypothesis that there will be no significant difference in the opinions of male and female school students regarding the role of education for creating peace and social harmony is accepted.

Table 2. Difference in opinions of rural and urban school students regarding the role of education for creating peace and social harmony

Groups	N	Mean	SD	t-value	Level of Significance
Rural	100	20.2	6.14	3.66	Significant at 0.01 level
Urban	100	23.08	4.92		

Table 2 shows a significant difference in the opinions of rural and urban students regarding the role of education for creating peace and harmony. Mean of urban students 23.08 is more than rural students i.e. 20.2. t-value 3.66 is more than the critical value at 0.01 level and 198 degree of freedom. Urban students give more importance to education in creating peace and

harmony as compared to rural students. Therefore null hypothesis there will be no significant difference in opinions of rural and urban school students regarding the role of education for creating peace and social harmony is rejected.

Implications

Education is the key to integrate nations, bringing human beings closely together. Value based teaching which practices peace and harmony are extremely relevant and significant for building society that is characterized by mutual cooperation, fundamental freedom, peace and good conduct. The emphasis on education for peace is based on the fact that education and peace are inseparable aspects of civilization. Teacher has important role in peace education. Teacher's role is to establish harmony towards diversity, cultural differences, tolerance and human dignity and directing their efforts towards achieving fundamental changes. Education can develop good attitude like cooperation, mutual respect etc. To develop healthy emotions conduction of peace making activities as slogan writing, rally, role playing, speech, discussion etc should be organised in schools. Students should be encouraged for participation in scout and guide, NSS and NCC and other social clubs as they help to inculcate team work, develops qualities to do work in a group. The role of teacher is as catalyst the process of promoting social sensitivity, tolerance, cooperation, democratic and secular values and national integration which in turn lead to peace and harmony in society.

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