

**INTEGRATING PRINCIPLES OF PEACE THROUGH
EFFECTIVE TRANSACTION**

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ABSTRACT

It is necessary that children are taught pedagogy of peace that includes recognition and rejection of violence, understanding of differences through dialogue, critical awareness of injustice, social justice and imaginative understanding of peace. The prime responsibility of a teacher is to help students to become good human beings, motivated to fulfil their true potential for their own benefit as well as for the betterment of the society as a whole. An attempt is made here to introduce new longitudinal and durable ideas for education for peace, by suggesting a mandatory peace curriculum. Developing capabilities for peace through broad based education involves behavioural, cognitive, spiritual and attitudinal components. Discourses of empathy and reconciliation in curriculum and pedagogy are critical components of reformation of peace education goals.

Emphasising on critical thinking, problem solving, language and life skills as well as open mindedness, expressiveness, peacefulness, flexibility and sensitivity towards various global issues provide comprehensiveness to peace education. Various strategies recommended are integration of theory and practice to the potential of practical programmes, offering courses in peace and security studies, developing a relevant pedagogy for peace practioners in higher education setting, collective varieties and deeply rooted historical memories and societal beliefs, art-making activities, employing think-aloud strategies and mind\body oriented methods, setting up solidarity camps etc. are suggested.

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The destiny and future of humanity depends on peace and justice. Peace is shaped by our world view-our views of reality, human nature, purpose of life and human relationships. Peace education is a holistic, multifaceted and life-affirming process of skill building that empowers children with creative and non-destructive activities. This emphasise teaching of peace, non-violence, conflict resolution, social justice, economic well being, practical participation and environmental concerns. Peace education is a psychological, social, political, ethical and spiritual state with its expressions in intrapersonal, interpersonal, intergroup, international and global areas of human life.

“Peace education is the transmission of knowledge about the requirements of, the obstacles to and the possibilities for achieving and maintaining peace training in skills for interpreting the knowledge and development of reflective and participatory activities for applying the knowledge to overcoming problems and achieving possibilities” (Betty.A.Reardon ,2000)

The skills of peacemaking to life of children and in their world, rely on four basic concepts: accepting self and others, communicating effectively, resolving conflicts and understanding intercultural differences.

Peace education is comprehensive, interdisciplinary in nature and embraces a wide range of programs and initiatives. It can be classified under five main headings. (Ian. M. Harris , 2003)

1. Environment Education
2. Human Rights Education
3. International Education
4. Development Education
5. Conflict Resolution Education

All the five are partners in the same educational effort. These types of peace education may be more productively combined than originally thought in youth-based programmes.

The different approaches to peace education are 'education for peace' and 'education about peace'. Education for peace is the education in order to create preconditions for the achievement of peace and education about peace involves the developmental and practice of instructions and processes that comprise a peaceful social order. Recent global events in the political, cultural and religious spheres have caused division, discrimination and distrust among the masses, thereby unsettling the mantle of peace and harmony between communities. It is necessary that children are taught a pedagogy of peace that include recognition and rejection of violence, understanding of differences through dialogue, critical awareness of injustice, social justice and imaginative understanding of peace.

Peace education highlights the essential unity of humanity and emphasizes the importance of constantly referring to the principles of empathy, sharing and cooperation in efforts to resolve our common problems. Sowing the seeds for peace and justice in classrooms could nurture a new generation of world leaders and ordinary citizens who have a vision of peaceful and just world and who have both the skill and will to bring this vision to reality. Education at all levels is the key to building a culture of peace.

A teacher's prime responsibility is to help students to become good human beings, motivated to fulfil their true potential not only for their own benefits but also for the betterment of the society as a whole. Good teachers are models of peace values such as the art of listening, the humility to acknowledge and correct one's mistakes, assuming responsibility for one's actions, sharing concerns, and helping each other to solve problems transcending differences.

A teacher from a peace perspective can critically evaluate one's attitudes and habitual modes of thinking and approach to teaching. What one teaches and what one really is, what is taught and how it is taught are all assets for peace education. The teacher must have clear objectives and anticipate learner reactions and optimally network with other teachers to integrate peace education and critical thinking about it into other subject areas. An attempt is to be made to introduce new longitudinal and durable ideas for peace by suggesting a mandatory peace curriculum. This article explores new strategies of transacting peace education.

Developing capabilities for peace through broad based education involves behavioural, cognitive, spiritual and attitudinal components. Peace education should include instructional practices that respect developmental, cognitive and intellectual capacities. It can empower and inspire learners and bring a healthy balance and diversity to activism. Any curriculum of peace must have at its core, teaching of empathy. An infusion or integration of principles of peace into the teacher education programmes is advocated. Discourses of empathy and reconciliation in curriculum and pedagogy are critical components of the reformation of peace education goals. Emphasis should be on critical thinking, problem solving, language and life skills as well as open mindedness, expressiveness, peacefulness, flexibility and sensitivity towards various global issues.

Integration of theory and practice to the potential of practical programmes in order to maximize student learning is advised. Offer courses in peace and security studies as an attempt to increase the number of professional peace workers. They learn to support each other's learning and to treat each other with respect and kindness in spite of differences. Encourage to undertake postgraduate education, training and research on issues related to conflict prevention, security and peace.

Certificate or diploma courses in conflict resolution and peace preparedness help to develop peace-building capacity by empowering people with necessary knowledge to analyse and think about the causes, management, resolution and transformation of violent conflicts in a safe and educationally rewarding context. Efforts have to be initiated to develop a relevant pedagogy for peace practitioners in higher education setting. Teaching of war literature is an essential part of peace education

curriculum. World peace is impossible to achieve without humanity possessing common historical ideas. Peace education must deal with collective varieties and deeply rooted historical memories and societal beliefs.

Encourage and empower all to take necessary roles for responsible global citizenship. Use of mind and body oriented methods to develop non-violent attitudes and behaviour. Using cooperative and reflective learning strategies for acquiring peace values and skills in a large and diverse class are appreciated. Public education efforts such as media campaign and problem-solving workshops are to be promoted. Emphasis should be laid on peace education programmes that use dialogues to foster mutual understanding and respect.

The peace education strategies should aim to nurture student's knowledge of peace with art-making activities that enable them to discover the dynamic events that can develop within its presence. Students and teachers should employ think-aloud strategies as they read literature, compose poems and create artwork related to the theme of peace collaborative teaching among classrooms, art and technology.

Help to recognize contributions and success, act with respect, share power to build a community with peace effective strategies include reflective listening, reading and story telling, journal writing, creative drama, dramatic play and problem solving techniques.

Language and literary experiences can foster peace. Students are introduced to critical thinking, problem solving and peace making strategies. It aids them in developing a range of skills, including research, mapping, dialogue, debate, role-playing, creative writing and informed analysis. A variety of strategies like role-playing, story-telling, game playing, humour, mnemonics and metaphors are encouraged

.Aesthetic literary programmes, interdisciplinary experiences , social\effective education, ecological and social responsibility, literary ,cultural contents for learning are appreciated.

The need to employ sustainable practices which emphasize self-awareness, awareness of others, conflict resolution, problem-solving, global awareness and appreciation of arts of science are stressed. Skills and strategies of problem solving, conflict resolution and peace making can be learnt through well-organised and frequent exposure to literature. Solve problems peacefully through the use activities such as role-playing, modeling, reading, writing, publishing stories with conflict and peace themes, brain storming, doing group projects with peace themes and group discussions are appreciated.

Focus should be on easy –to – implement strategies. Importance of positive role models, visual reminders providing aesthetic experiences that promote peace, telling stories about problem solving etc. should be incorporated properly. Focus on self awareness, community awareness, cultural awareness and environmental awareness should be developed. Peace education is enhanced by a comfortable stress free classroom environment and by literature – based, creative-arts, compassion-building and conflict resolution. The teacher is the key element in creating the environment and modeling. Curriculum based on the peaceable classroom model which emphasizes co-operation, appreciation of diversity, healthy expressions, feelings responsible for decision-making and conflict resolution is emphasized. Curriculum design needs to be informed by a holistic approach to peace education.

Displaying posters, conducting project works, expanding children's global awareness, teaching conflict resolution, modeling how to use it when a problem becomes evident, clipping articles from the newspapers are all advisable. Setting up solidarity camps that brings together children of different cultural groups for recreational activities, sports activities that build character and promote a spirit of teamwork, cooperation and sportsman spirit ,media awareness to reduce violence and increase the peace – content in radio and television programmes, magazines focusing on peace themes, using dance, drama ,songs to educate the community on peace values puppetry and animation to popularize the values of fairness, non-violence and social harmony, participation in role plays, dramas ,composing peace poems, peace songs, participation in various days observed internationally such as Human Rights Day, UN Day, Environment Day etc. are to be promoted.

A Public Education System should be established with compulsory attendance so that students from previously conflicting groups interact and have the opportunity to build positive relationships with each other. Cooperative learning techniques should be encouraged as it has immense value developing peace culture. Students should be taught how to engage in integrative negotiations and peer mediations to resolve conflicts constructively. Civic values should be inculcated that focus students on the long-term common good of society. Set up state level agencies to (a) monitor the implementation of peace education (b) to promote appropriate research in peace education in order to review and reform the curriculum in the light of unfolding data and experiences.

Teacher education programmes at all levels are to be reformed and radically reorganized in the light of the avowed goals of education and the specific

requirements of peace education. The effectiveness of peace education cannot be judged by whether it brings peace to the world but rather by the effect it has on student's thought patterns, attitudes, behaviours, values, knowledge stock.

This paper argues that these new strategies hold the promise of addressing humanity's most perplexing problem: how to resolve conflicts and live in peace and harmony in our culturally diverse society.

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