

IMPORTANCE OF PEACE AND VALUE EDUCATION IN MODERN WORLD

Md. Farukuddin Mallik

Assistant Professor & Head, Department of Education, Hooghly Women's College, Hooghly, India.

Email - faruk.mallik88@gmail.com

Abstract: *Everyone knows that life is precious- that life is important. We all protect our life because we care it more than anything else. If life is so important, the values and Peace of life are even more important. Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment. Value education is the process by which people give moral values to each other. It can be an activity that can take place in any human organization during which people are assisted by others, who may be older, in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being. Peace Education is gaining popularity, among society, organizations, and government agencies recognize the importance of such education. The aim of peace education is to draw out, enrich, deepen and place in context students' thinking about the concept of peace. There are many approaches to peace education, many of which are based on ideology, practical experience, and good intentions. Peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioural patterns that will enable them to build and maintain peace in 21st century. The need for peace education is greater than ever before with a holistic approach to get credibility, status and accountability. Recently, peace Education and Value Education is more relevant in view of terrorist attacks that occur in different parts of the world including educational institutions at different times, these are due to deterioration of value Education and lack of proper peace education in modern world. Terrorist attacks and communal riots are taking place in different parts of the world today. That's why value and peace education is important in today's world. This article discusses why Value and peace education is very much important in today's world. This article also discusses how peace and value education can be easily imparted among students.*

Keywords: *Peace Education and Value Education, Education, Value-based Education.*

1. INTRODUCTION:

Education has long been recognized as a central element in development. It is considered as a vital input in modernization where the developing countries like India began its drive for social and economic development since its independence.

Value education means inculcating in the children sense humanism, a deep concern for the well-being of others and the nation. This can be accomplished only when we instil in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. A person with proper values will not be afraid to face problems. He or she will expect and accept them as part of life. He or she will not give un necessary importance to anything that happens in life. He or she will have complete faith in God. Such a person will be an example to the rest. We must love our own values in life, to build a strong character. It will help us to lead our life as it should be lead. It is very necessary for the fulfilment of life's purpose. In today's scenario our values have been discarded by the new generation in the upcoming of the new fashion. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life, no matter the stepping stones of success hit us hard we on the basis of these principles can guide our life. Thus value education completes this need very easily with an impact on the young minds making the world a better place to live in with Peace. Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish instead of giving him a fish it is values that make a man.

The definition of value education is educating the child to harmonize every aspect of his being viz. spiritual, physical, emotional, intellectual and psychological so as to develop his personality in a holistic manner.

The word 'education' comes from the Latin word 'educare,' to draw or lead out. Peace education draws out from people their instincts to live peacefully with others and emphasizes peaceful values upon which society should be based. Educators, from early childhood to adult, can use their professional skills to tell their students about peace. The

study of peace attempts to nourish those energies and impulses that make possible a meaningful and life enhancing existence.

Education for peace is "education for the long haul, for on-going struggle" (Reardon, 1988, p. 47). By promoting the development of critical thinking skills that lead toward media, scientific and political literacy, as well as incorporating learning how to cooperate and resolve conflict non-violently, peace education functions to foster the "development of a planetary consciousness that will enable us to function as global citizens and to transform the present human condition by changing societal structures" (Reardon, 1988). Reardon's concept of peace education incorporates a variety of knowledge, skills and attitudes for interpreting ideas as well as the development of reflective and participatory capacities for applying knowledge to overcome problems and achieve possibilities (Reardon, 1999).

2. OBJECTIVES:

- To know value Education and value based Education.
- To state importance of value Education in Society.
- To know importance of Peace Education in Modern World.

3. CONCEPT AND DEFINITION OF VALUES:

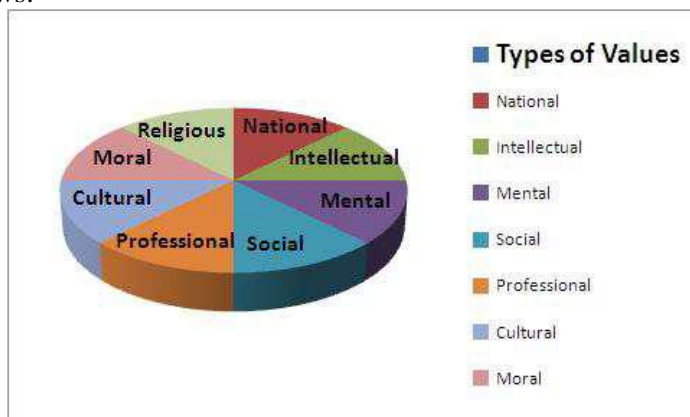
The word "value" is derived from the Latin root "Valere" meaning "to be strong and vigorous" To be a value, is to have a certain value that is the power to be some specific thing. It is the value of a thing or an idea that makes us desirable or useful to us and that can give rise to an urgent demand for or interest in something that we regard as having great value. People can love only what is dear to them (i.e. of very high value) and only what is felt to be of high value can give rise to the energy and motivate for possession. What is a value? Value is one by which men live, for which, they are willing to sacrifice comforts, facilities and even lives to preserve their values. International Encyclopaedia of Social Sciences (1968) defines values as "a set of principles whereby a conduct is directed and regulated as a guide for individual or social groups "Values as defined by Good, are "any characteristic deemed important because of psychological, social moral and aesthetic considerations." Mrs. Saroj Bagheeyaawaalle has done a thorough research on The Cultural Values of Adolescents in 1991. She has nicely shown how values change and control the environment in the following diagram:

Diagram 1: Values change and control the environment



3.1 TYPES OF VALUES:

Broadly speaking there are four types of values viz. Social, Mental, Moral and Intellectual. They are further split into eight types of values as follows:



3.2 MEANING AND ROLE OF VALUE BASED EDUCATION IN SOCIETY:

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person we are meant to be. Value-based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area.

Bikas C. Sanyal, Senior Advisor, International Institute for Educational Planning, Paris, in his paper “Need For Value-Based Education In The Twenty-First Century” take good aadhaavaa of Since the establishment of UNESCO, a number of standard-setting instruments have been developed to delineate basic principles of education for peace and human rights. Among them are the following:

1. The recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedom. (Paris, 1974)
2. World Plan of Action on Education for Human Rights and Democracy. (Montreal, 1993)
3. Vienna Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993)
4. Declaration and Integrated Framework of Action in Education for Peace, Human Rights and Democracy. (Paris, 1995)
5. Plan of Action for the United Nations Decade for Human Rights Education 1995-2004. These action plans are executed under the guidance of the UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance. The educational institutions of the Member States of UNESCO have now the necessary courseware to introduce value-based educational programmes – incorporating both spiritual and secular values to build a culture of peace.



4. ROLE OF VALUE EDUCATION IN CONTEMPORARY SOCIETY:

Every Country develops its own system of education to express and promote its unique Socio-Cultural identity and also to meet the challenges of the times. Although the country has made rapid progress in various areas like scientific technology, economic infrastructure etc. but its value system has been declined. Therefore, Education in general and value education in particular occupies a prestigious place in modern context of contemporary society. The problem of value education of the young has assumed increasing prominence in educational discussion during recent times. Parents, teachers and society at large are concerned about values and value education of children. We are witnessing tremendous value crisis throughout the world today. A lackadaisical attitude towards value and its institutions is pervasive in the world today. The reappearance of barbaric qualities of selfishness, clashes and conflagration give clear indication of the process of degeneration of human society. There is an urgent need for a great effort to revive and reform the values of human life and to rejuvenate the foundation of civilization.

5. IMPORTANCE OF VALUE EDUCATION:

Education is a methodical effort toward learning basic facts about humanity. And the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various mediums like society or government.

Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once, everyone has understood their values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage. The need for value education among the parents, children, teachers etc., is constantly increasing as we continue to witness increasing violent activities, behavioural disorder, lack of unity in the society etc.

The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents it has not been very easy for the parents to impart relevant values in their wards. Therefore many institutes today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc.

5.1 IMPORTANCE OF VALUE EDUCATION IN SCHOOLS:

The importance of value education in schools is highlighted by many a principal. Why is value education important in schools? Often the teacher explains the meaning of value education to children. Value education begins at home and is developed in schools. Stories with quotes on value education are important to help children.

Understand the topics of value education. Many value education videos are also available for value education for kids, students and for children for all ages. At time value education is offered in schools. Moreover value education and character building go hand in hand just the same as national integration does. Don Boscos's School, Jesus and Mary's Convent, St. Xavier's School and St. Michael's in India are fore runners in the field of value education in schools today.

6. HISTORICAL PERSPECTIVE ON EDUCATION FOR PEACE:

Originally a study of the causes of war and its prevention, peace education has evolved into the study of violence in all its manifestations and educating to counteract the war system for the creation of a peace system; a peace system on both the structural and individual level. The content and the methodology of peace education are progressive; promoting egalitarian learning environments, open inquiry and significant learner participation. Peace educators, such as David Hicks, Ian Harris and Betty Reardon, all endorse the power of education as a means of transforming society. By creating an awareness of the links between structural violence and direct violence, these educators strive to create a means for a peaceful future. Understanding of, and support for peace education has never been more necessary. Although there is currently some global recognition that the world is in crisis, it should be noted that this current crisis stems from a long history of structural violence within a global culture of war. Peace educators have long recognized that public support for peace education arises from recognition of economic, social and environmental crises. Although some theorists have framed this perceived crisis in terms of the triumph of capitalism and individual liberty over socialism and equality (Smith and Carson, 1998), it seems more likely that the general perception of crisis arises from more direct threats to national and economic security. In any event, the relevance of peace education derives not just from its perspective on outbreaks of violence in the form of war, terrorism, abuse, etc., but on its attempts to address long-standing and chronic threats to human security.

6.1 GLOBAL SUPPORT FOR PEACE EDUCATION:

Several global education campaigns take into account larger structural issues while addressing the needs of children and all learners striving to create a culture of peace. One example, the UNESCO Declaration and Integrated Framework for Action on Education for Peace, Human Rights and Democracy produced by the United Nations Educational, Scientific and Cultural Organization, came out of the 44th session on the International Conference on Education (1995). The declaration, created out of the need to remove obstacles to peace such as "violence, racism, xenophobia, aggressive nationalism", as well as human rights violations, religious intolerance, and the wide gap between wealthy and poor, stresses the importance of education in the development of individuals who will promote peace, human rights and democracy (UNESCO, 1995, p.4). The document emphasizes that, by improving curricula and pedagogy, the result of education can be caring individuals who are responsible citizens and respectful of human dignity. Furthermore, the UNESCO framework provides comprehensive strategies for achieving a culture of peace, stating that education must be holistic, involve educational partners, and utilize administrative modes that allow for greater autonomy. The UNESCO framework also insists that education must be continuous and consistent, implemented locally, nationally and internationally and include proper resources. Additionally, the content of education should include education for citizenship at an international level and address the conditions necessary for the construction of peace, including conflict resolution, human rights, democracy, an end to racism, and the elimination of sexism. The framework states that "the ultimate goal of education for peace, human rights and democracy is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated, because it is "possible to identify even in different socio-cultural contexts values that are likely to be universally recognized". Perhaps most

importantly, the UNESCO framework insists that content should be developed democratically, including all voices in the design of peace education programs since "no individual or group holds the only answer to problems". It is therefore necessary to "understand and respect each other and negotiate on equal footing, with a view to seeking common ground".

6.2 INTERNATIONAL APPLICATIONS OF EDUCATION FOR PEACE:

Because of its radical nature, peace education inevitably meets with resistance. Those in power want to preserve the status quo, utilizing education as a means to this end. However, inroads are being made and examples of peace education can be seen in many diverse settings. A survey of different peace education applications show a variety of formats, objectives, settings and localized or context/condition dependent ideologies (Petroska-Beska, 2000; Bar-Tal, 2000). Examples of various peace education initiatives include Latin American efforts linked to popular education (Diaz, 1993; Cabezudo, 1993), Balkan efforts focused on conflict resolution and democracy education (Corkalo, 2000; Murdzeva-Skarik, 2000), programs in Cyprus and Northern Ireland that address intercultural understanding (Duffy, 2000; Hadjipavlou-Trigeorgis, 2000), and Asian projects that deal with disarmament and anti-nuclear education (Yamane, 1996; Floresca-Cawagas & Toh, 1993). In each setting, peace education does not function as indoctrination, but rather emerges from the needs and desires of the local population.

7. CONCLUSION:

The values or moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity. In the present time moral degeneration are occurred. The main causes of value degeneration are Lack of respect for the sanctity of human life, Breakdown of parental control of children in families, Lack of respect for authority seen through the brazen breaking of the law and total disregard for rules and regulations, Crime and corruption, Abuse of alcohol and drugs, Abuse of women and children and other vulnerable members of society, Lack of respect for other people and property.

In conclusion, mere desire or aspiration to progress in life is not enough; success should be based on values. And for that value-based education must be imparted in today's institutions. While there are people of goodwill and conviction, there will be peace education. All, humans are social animals; their success in life is largely a matter of successful social relations. The use of cooperative learning, therefore, teaches students the competencies needed to build and maintain consensual peace. The essential elements need to be implemented at all levels of schooling to (a) institutionalize peace education in schools; (b) ensure that students from the formerly adversarial groups experience positive interaction for years; (c) ensure that the cooperative, controversy, and conflict resolution procedures become automatic habit patterns; and (d) ensure that the values underlying these procedures become firmly embedded. The personal experiences resulting from learning together with diverse peers to achieve mutual goals, making informed decisions on the basis of open-minded discussion of each other's perspectives and views, and seeking integrative agreements to resolve conflicts result in a personal understanding of the meaning and relevance of peace and justice and define a way of life.

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