



Research Paper

Nonviolence Education: A Pathway to Peace

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Abstract

Throughout history, the concept of nonviolence has consistently been revered as a boon. In the 21st century, the matter of peace has become increasingly intricate and exceedingly sensitive. Peace, in a historical context, is generally associated with the concept of the absence of hostile aggression and organized warfare between nations. Peace, in its collective definition, is inherently interconnected with social fairness among individuals and nations worldwide.

I. Introduction

The majority of individuals are preoccupied with various anxieties and harbor significant apprehension for their personal safety. We fervently anticipate the cessation of warfare by a miraculous occurrence. Contemporary society relies on violence as its foundation, thereby inviting its own demise. If we continue to venerate force, violence will remain our predominant mode of existence. However, if we desire peace, if we seek harmonious interactions among others, and if we aim for our children to become well-rounded individuals, then it is imperative to prioritize education in nonviolence. Peace cannot be attained through piecemeal reform or just by rearranging outdated notions and superstitions. Peace can only be achieved through a deep understanding of what lies under the surface. By doing so, we may put an end to the destructive consequences of our own aggression and fears. Only then can we have hope for our children's future and save the world.

Is it possible to achieve peace through the use of violence? Is peace attainable through a gradual and protracted process over time? To hold the belief that peace can be attained by using violence is to prioritize a future ideal at the expense of the current situation. This pursuit of a desirable outcome by inappropriate methods is one of the factors contributing to the ongoing catastrophe.

Peace education is the acquisition of ideals, knowledge, and the development of attitudes, skills, and behavior that enable individuals to live in harmony with themselves, others, and the natural world. In order to determine the role that education can play in the current crisis, it is necessary to comprehend the factors that have contributed to the emergence of this catastrophe. Clearly, the outcome can be attributed to erroneous values in our interpersonal connections. Peace education aims to foster comprehension, acceptance, and camaraderie among all nations, as well as racial and religious groups. UNICEF and UNESCO are notably proactive in advocating for peace education.

Nonviolence education: A pathway to achieving peace

Non-violence rejects aggression and violence in order to achieve goals or resolve conflicts in a constructive way. It is a fact that we live in a world with conflicts war, torture, ethno-cultural rivalries and violence. Meaningful education is based on trust of human nature and recognition of the conditions required for development of human potential. The development of a civilized society depends on rational or civilized human being. The function of education is to provide optimal conditions for the development of each person as a rational and integrated whole through cultivation of their human potentialities physical, cognitive, intellectual, artistic, psychological, emotional and moral or spiritual we do not need to be locked into violent relationship as any level : personally, locally, nationally or internationally.

WHY IS NON VIOLENCE EDUCATION FOR PEACE IMPORTANT

To prevent continued cycles of violence, education must seek to promote peace and tolerance, not fuel hatred and suspicion. The General Assembly of the United Nations proclaimed the years 2001-2010 the International Decade for Culture of Peace and Nonviolence for the Children of the World. It defines a culture of peace as \all the values, attitudes and forms of behavior that reflect respect for life, for human dignity and for all

human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding between people.

AIMS OF EDUCATION FOR NON VIOLENCE TO DEVELOP PEACE

The overall aim of Education for Non Violence to develop Peace is to help to build a peaceful world. Therefore, we should aim.

- To understand the nature and origins of violence and its effects on both victim and perpetrator.
- To create frameworks for achieving peace.
- To make aware of non-peaceful relationships among people and nations.
- To investigate the causes of conflicts and violence within individuals as well as within social and political structures of society.
- To search for alternatives and possible nonviolent skills.
- To equip children and adults with personal conflict resolution skills.
- To resolve conflict peacefully
- To create a more peaceful world where all of us may become agents for change.
- To create a better learning environment where conflict and relationship may be explored.

CURRICULAM FOR NON VIOLENCE EDUCATION

Suggestions for fostering a culture of non-violence and peace are as follows:

LANGUAGES

Pupils could script and perform a play, or write a short story, about their experiences. Texts, such as military recruitment literature or the front pages of national newspaper in times of war, could be analyzed for the use of language. These activities would increase understanding and awareness of war and peace issues, and promote honest and sensitive listening.

MATHS

By using meaningful data about calculating the amount spent on the military in one particular country, region, continent or conflict, pupils value the learning experience more and take the learnt skills and knowledge beyond the classroom. It would have cost to resolve a conflict non-violently; Graphs, charts and so on could be produced to display some of the relationship.

SCIENCE

A study of the effects of war on the environment could take in all three natural sciences; lessons could consider how the atmosphere and water resources are affected by war and how this in turn affects plants and animals. A discussion of nuclear technology would provide an opportunity to examine the ethics of scientific research and development and how scientific knowledge is used. Alternative forms of energy production- wind, solar, etc also have implications for the social and political world and for the location and type of future conflicts.

SOCIAL SCIENCE

In History lessons, the focus is usually on the events that took place- battles, sinking of ships, declarations of war and declarations of peace. The really challenging questions of why, who was responsible and how can we avoid the same terrible mistakes in the future do not surface in the study of war in history lessons.

Famine, food distributions, refugees, under-development, environmental pollution, natural resources (oil, diamonds, water etc.) trade flows and migration are also intimately tied up with violent conflict and war. The negative effects of war on the human and physical geography of the world should form a major part of any geography course.

ART & DESIGN

The art world is full of images of conflict, death and anger but also of peace, serenity and cooperation. By studying 'peaceful' images and 'violent' images pupils can learn how thoughts and emotions can be expressed through image and form. Signs and symbols have been used for centuries to promote war or peace. Pupils could design their own symbol or logo to promote a culture of peace.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT has greatly increased potential for global co-operation but has also changed the way wars are fought. Pupils could use ICT to research and present their hopes for greater co-operation and understanding in

future by producing a website of multi-media presentation. Pupils could examine the morality of killing people from a keyboard thousands of miles away or the notion of just war in which some are armed with hi-tech equipment and other use military technology centuries old.

SKILLS FOR PEACE BUILDING

Following the cold war, the need for conflict prevention and peace building has increased throughout the world. Chapters 6 and 7 of the UN Charter provide guidelines for mediation and conflict prevention. Dialogue, mediation and negotiations are essential skills that education and educational planning can foster at the individual level, but also within society and its institutions.

DIALOGUE

Dialogue between individuals, within a group, family, educational institutions, the community, intranation and between nations, is the essence of human understanding. Effective dialogue requires the use of peaceful, non-offensive language, especially in international negotiations. In an educational context disputes between students and/or the teacher, professor or administration should be resolved through discussion and consensus rather than punitive action. In many educational systems, opportunities for dialogue have been established and mediation is practiced in the class and community. Consensus is also utilized in educational settings, community and family discussions in the search for common agreement and understanding.

MEDIATION

Mediation is a more formal aspect of dialogue involving a neutral third party. As an arm of international law and diplomacy, effective mediation requires professional training and education. The Security Council can decide to take action by land, sea or air to restore international peace and security, such as demonstrations, blockades, or other operations by air, sea or land forces of members of the UN. Mediation is not only utilized in conflict situations. Many Western European countries have professionally trained mediators or coaches to mediate between staff and management at the workplace. Each UN agency, including UNESCO, has a mediator to address grievances of the staff, with legal recourse. Mediators are often present in schools and at universities to settle disputes amongst peers and the administration.

NEGOTIATION

Negotiation involves direct discussion between the disputing parties. Negotiating skills can be taught and practiced at all educational levels. Peace building at state level is often a mixture of direct negotiation and mediation and the utilization of political and economic incentives. Successful agreements therefore must include Ngos and civil society generally understands the root causes of local problems and can therefore undertake preliminary dialogue between the parties concerned.

APPROACHES FOR NON VIOLENCE

FAMILY APPROACH

As parents, we would like to protect our young minds from the pain and horror of difficult situations such as wars, shootings in schools, natural disasters and deaths at sporting events. The reality of today's world is that news travels far and wide. Adults and children learn about disasters and tragedies through TV and internet shortly after they occur. We should talk about such events to protect children. We should share our feelings with children about mishappenings. It can help them to know that others also are upset by the events. If we tell them about our feelings, we also can tell them about how we deal with the feelings.

SCHOOL APPROACH

Schools can facilitate a pupil's journey of discovery about their own identity, other people and the world around them. The school community can also reinforce the development of aggressive responses to conflict. The interpersonal relationship and the style and approaches to teaching are important as the content of the curriculum.

SOCIETY APPROACH

Respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, political or religious belief, physical or mental ability and a willingness to understand the views of others from their standpoint can foster culture of non violence in society. A belief in positive change by individuals and groups of people and appreciation and respect for diversity can also foster culture of non violence in society. Accepting the value of oneself, commitment to nonviolence, equity and social justice and concern for the environment and understanding of our place in the eco-system are also society's approach for non violence.

As parents and teachers it is our direct responsibility to break away from traditional thinking and not merely rely on the experts and their findings. Efficiency in technique has given us a certain capacity to earn money, and that is why most of us are satisfied with the present social structure. But the true educator is concerned only with right living, right education, and right means of livelihood. Having helped to build the existing social order with all its conflicts, confusion and misery, we now desire to organize a perfect society.

Encouraging peace studies is one of the ways that we will set the stage for the future of the peace movement. It is imperative that we instruct the younger generation in the ways of living in peace and harmony with everyone on earth. The world is becoming a smaller and smaller place as technology puts us in instant communication with places all over the world.

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