

Traversing through Peace Education: A Study of Different Levels of Curriculum Evaluation in Present Scenario

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Abstract :

This Paper gazes at the idea of peace education and how it has changed over time in India. It focuses on how it has been included in the National Curriculum Frameworks (NCF) of 1975, 1988, 2000, and 2005. The study examined previous research that has talked about the same topic and stresses how important it is to teach peace at all stages, from elementary school to college, to create values, attitudes, and skills that help stop and solve conflicts. The study looks at peace education at different levels, from teaching basic values in elementary school to giving students a worldview in high school and college. The paper also talks about the reasons for comparing peace education programs at different levels and looks into the connection between curriculum skills and peace education. The conclusion stresses how important peace education is for teaching ideals like fairness, tolerance, and social responsibility, which helps create a generation that can deal with conflicts and work for a world that is fair and peaceful. Peace education, which uses philosophy, history, and world perspectives, is an important part of modern education because it crosses over into other fields.

Keywords: peace education, curriculum, different levels of peace education.

Introduction:

If we look around us worldwide, we see either one country is linked up with another country or a country itself is connected with idealism, depravity, social equality, and radical, corruption which is occurring every single minute. From, the outside or in written documents we see they had a good relationship between country might lead to war in future. This creates a disturbance in

social norms and regulation and ultimately breaks social calm. If we want to stop this cycle, we have to adopt the path of 'peace'. Till now we can see the losses created worldwide in the First World War and Second World War. How the social & economic due to the wars. This war ultimately affects every single country, and this results in the breakdown of a peaceful society. For this reason, peaceful education or educational peaceful education is very necessary.

Literally, the word peace is derived from the original Latin word "pox" which means a pact, a control, or an agreement to end war or any dispute and conflict between two people, two nations, or two antagonistic groups of people. It is a concept of societal friendship and harmony in the absence of hostility and violence. In a social sense, peace is commonly used to mean a lack of conflict and freedom from fear of violence between individuals or groups. Those who want war prepare young people for war, but those who want peace have neglected young children and adolescents so that they are unable to organize them for peace.

Peace is a concept that motivates the imagination, and connotes more than 'nonviolence' .it implies human beings working together to resolve conflicts, respect standards of justice, satisfy basic needs, and honour human rights. Peace involves respect for life and the dignity of each human being without discrimination or produce. positive peace requires the absence of structural violence and emphasizes the promotion of human rights. Negative peace is defined as the absence of direct, organized, physical violence, and efforts to promote it. Negative peace includes disarmament and peacekeeping initiatives. It's being quiet inside. To stay peaceful requires strength and compassion. World peace grew through nonviolence.

Definition:

According to Albert Einstein- "peace cannot be kept by force; it can only be achieved by understanding."

According to John Galtong-"peace is not only the absence of all violence but also the presence of justice and human security in all their forms."

Review of related literature:

- Abdullah Muhammad Ridhuan Tony Lim,mat isa Muhammad pisol , sabian Nur Arfah Abdul, Siraj saedah (2020)studied on “peace education curriculum objectives for Malaysian higher tertiary education: A fuzzy delphi approach. This study focus on develop a peace education curriculum model based on an intercultural context that can be applied at the tertiary level.
- Ali Hasan Naina, Hussain Nasreen (2021)made on executive study on “:An initiative to introduce peace Education in B.Ed (hons) programme”.This study focus on peace education to become a steady insertion be well trained to reduce conflicts within the society. The study used action research methodology & purposive sampling B.ed students were taken as a sample. The result of the study also show that peace education is not included implicitly in B.ed curriculum nor it has been implemented overthring or covertly in the curriculum.
- Ezenwosu Ngozi, Akludolu Lilian Rita Ifeoma(2020)“Developing peace Education curriculum in Nigeria : Team Teaching as a strategy”. This study focus on Peace curriculum is necessary and pointed out how team teaching as a strategy can be used to inculcate peace among students. This study used by multi -ethnic group. The result of the study also show that team teaching teachers can help students develop the ability, skill and values that will help them resolve conflict with violence.

Objectives:

1. To compare of curriculum between primary level & secondary level on peace education.
2. To compare of curriculum between primary level & tertiary level on peace education.
3. To study the relationship between primary level & secondary level curriculum competence on peace education.
4. To find out conjoin effect of curriculum evaluation & peace education among secondary school students.
5. To discuss about understanding the logic , modes and expression of violence of peace education.

6. To study the students among primary school on peace education curriculum.
7. To investigate cause of conflicts and violence.

Characteristics of peace education :

UNICEF refers to peace education, it is the process of promoting the knowledge skills, attitude, and values needed to bring about behavioral changes that will enable children, youth, and adults to prevent conflict and violence both overt and structural to resolve conflict peacefully-

- Peace education help students think at a higher level and learn better throughout their lives.
- Peace education help students to develop human values. Fraternity helps students to learn how to interact with each other by developing friendship, empathy etc.
- Peace education teach student how to get along with each other in their society.
- Peace education help student to become aware of human rights thereby making student to understand their rights in society.
- Peace education helps to develop student's creative and critical thinking. As a result, students are able to develop their own knowledge, evaluate, challenge their own ideas and solve their own problem.
- Diligency, frugality, honesty, discipline, politeness, cleanliness, unity, generosity, are eight moral characters which help students to become a good people. It is the one of the characteristics of peace education.
- Our society doesn't gave much importance to woman rights. peace education help student to learn equal rights in society .so that, women can participate in the economy like man so that they can participate in important decision making as well. So, it can be said that peace education has gave great importance to gender equality.

Different levels of peace education:

Peace education is a multifaceted journey, evolving through distinct phases of academic development. At the primary level,

the emphasis lies on cultivating foundational values for personal growth and fostering social skills crucial for harmonious coexistence. Moving to the secondary level, students delve into the cultural nuances of peace through the lens of history, citizenship education, and an exploration of constitutional principles. Finally, at the tertiary level, the focus expands to a nuanced understanding of violence, honing issue analysis skills, and cultivating a global perspective on peace. This educational continuum equips individuals with the tools needed for personal development, societal harmony, and a holistic grasp of peace within a broader global context.

Primary level:

1. could focus on value foundation for personality formation.
2. Development of social skills necessary to live together in harmony.
3. To enable students to understand the value foundation of peace.
4. The need to promote skills for the peaceful resolution of conflicts.

Secondary level:

1. Could be enable to view the culture of peace from the perspective of Indian history.
2. Education for peace could focus more citizenship Education.
3. A brief introduction to the basic feature & culture of the constitution.
4. The various challenges to national unity.
5. To main emphasis here must be on promoting an attitude need to be made aware of the various obstacles unity.
6. Students also need to be made aware of the various obstacles to unity.

Tertiary level:

1. Understanding logic, modes, and expression of violence.
2. Skills for understanding of issues.
3. Developing a global perspective on peace.

Curriculum of peace education:

Although peace education had started much earlier than the ancient at that time people haven't given it such importance. Slyck (2019) emphasizes the need for curricula to focus on competencies for peacemaking, peacebuilding, and peacekeeping, as well as peaceful attitudes and values. In India, peace education had started during post post-independent period when India started to improve its education structure through various commission-making authorities. where the educational commission left the importance of peace education and introduced the Radhakrishna Commission, Mudaliar Commission, NCF 1975, 1988, 2000, 2005, etc. The importance of peace education is discussed here. Peace education is much more important than moral education mentioned by educationists. NCF 2005 says that peace education encompasses respect for human rights, justice, tolerance, cooperation, social responsibility, respect for cultural diversity, and commitment to democratic values. Curriculum should be developed to affect students' knowledge and comprehension of peace and conflict.

Conclusion:

Peace is crucial in today's interconnected world, as it prevents tensions, conflicts, and violence. Gandhiji's philosophy of peace goes beyond the absence of violence, focusing on harmonious living and resolving conflicts. UNICEF defines peace education as promoting knowledge, skills, attitudes, and values that contribute to behavioral changes for conflict prevention and resolution. It nurtures human values, social skills, and awareness of human rights, emphasizing moral characters, gender equality, and creative thinking. There are different levels of peace education, including primary, secondary, and tertiary. Primary education focuses on personality formation, social skills, and conflict resolution, while secondary education incorporates cultural perspectives, citizenship education, and constitutional principles. Tertiary education aims for a global perspective on

peace, emphasizing understanding of violence, issue analysis, and skill development for contributing to global peace efforts. In India, peace education has evolved within educational commissions and policies post-independence. The National Curriculum Frameworks (NCF) recognizes peace education as encompassing respect for human rights, justice, tolerance, cooperation, social responsibility, cultural diversity, and democratic values. Different levels of peace education contribute to the ongoing discourse on fostering peace in a world grappling with complex challenges. The interdisciplinary nature of peace education, drawing from philosophy, history, and global perspectives, makes it a dynamic and essential component of modern education.

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