Peace Education: Perspective of GCET'S Principals in Azad Jammu and Kashmir

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Abstract

This study examines the current status of the peace education in the society. The problem of the study was to investigate the role and significance of peace education in the society. The major objectives of the study were to highlight the current status of peace education in society and to assess the need and importance of peace education in our society. The sample consisted of 10 heads of government colleges for elementary teachers. Structured interviews were conducted to get the required information which consisted of 05 items related to the various aspects of peace education. The findings of the study revealed that most of the respondents generally knew about peace education but there is still a need to organize program for better awareness of the importance of peace education. The respondents were of the opinion that electronic and print media can be effectively used for the promotion of the peace education. It was recommended that peace education may be integrated in school curriculum so that the benefits could be disseminated to the future generation of Pakistan on more sustainable basis.

Keywords: Peace education, GCETs, Principals, AJ&K

1. Introduction

Violence badly affects the society. Everyone is disturbed due to such a bad condition of violence. Many conflicts arise in the society the result of which is the fall down of peace. Our needs are becoming enormous. We become selfish and demanding. Therefore our life has become complex and miserable. These are the factors which are affecting our life. Peace is nothing but only a state of mind. When a person is in the state of soul consciousness only then we can say that a man has found true happiness. In other words peace is a virtue which we develop through regular practice. (NCERT, 2006). Therefore, it is important to aware the people about the peace education.

Violence is evolving in our society frequently. Everyone is disgusted due to such a dreadful condition of cruelty. It is painful to recognize that we reside in a period of unparalleled bloodshed in the forms of intimidation, battle, crimes, unfairness, cruelty and exploitation apparently outward development enjoyed

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through a miniature amount of community. The greater part of mankind resides in harsh scarcity, great effort for continued existence. There is a bunch of uncertainty and ambiguity in the society man has prepared for himself (Bhawan, 2015).

There is a difference of opinions which affects the peace. There has been done a lot of work which support the peace. Due to violence there is disturbance in every field of life such as politics, civilization, religious contradictions etc. The reason for this is that people have no information about peace education. When the people are aware about peace education then automatically such type of contradiction can be removed from the society.

There have been several labors in the directions of the anticipation of divergence, which definitely demolishes the accessible peace. More than the ancient times, essential efforts have been projected at the endorsement of peace. Ineffective to articulate, the increase of overall inconsistency is embedded in diversity, which might exist at in provisions of finance, ethnicity, political affairs, customs, race, religious conviction and femininity amongst new one (UNESCO, 2014(

Tolerance is essential for world peace. Tolerance permitting educational, racial and spiritual dissimilarities to coexist is intensely needed in the world to set up long-lasting peace. Tolerance is integral to human rights and peace and it is fundamental to the awareness of individual civil rights and the attainment of peace. So we can say where there is tolerance there is a peace. Patience has been distinct as "the ability intended for a practice of identifying and regarding attitudes of others". Therefore, patience is able to be analyzed from an individual and communal rank. Proceeds of prejudice might on the other hand go by unobserved excluding from side to side self-reconsideration wherever one's standards and injustice may be removed" (Lawrene, 1992).

Peace education is the procedure of attaining the ethics, the information and increasing the manners, abilities, and performances to survive in harmony through oneself, among others, and by means of the accepted atmosphere. It is education that transports about constructive change in manner and enlightens the mind. Access to quality education encourages social unity, fairness, peace and social harmony. Peace education is a wide-ranging meadow and can be complex to describe. Very merely, peace education authorizes students through the familiarity, expertise; thoughts as well as morals essential on the way to stop aggression along with unfairness and endorse a society of harmony have to be produced (UNESCO, 2002).

Peace and education are indivisible features of society. In fact no society is progressive exclusive of education and no education structure is really

enlightening except it is stand on the common doctrine of harmony (Austin, 2012). Peace education is an effort to control the problem of contradiction as well as violence from individual level to international level. It is concerning to create innovative methods for sustainable prospects for peaceful life (Laing, 1978). Peace education has ability to authorize kids to connect imaginative and obstructive way of life to resolve inconsistency and to survive in harmony among themselves, others, and their civilization (Schmidt & Friedman, 1988).

Peace education is a broad concept. It plays an extremely significant function to remove the different difficulties of the society. Peace education is further helpful and considerable while it is put into practiced according to the community and educational point of view and the necessities of the society. Therefore, it is necessary to cultivate peace in the society.

1.1 Objectives of the Study

Following were the objectives of the study:

1. To examine the perspective of GCET principals about peace education.
2. To find out the opinion of GCET principals about importance of peace education.

1.2 Significance of the Study

The role of peace education is to diminish violence, maintain the alteration of conflicts, progress the peace abilities of individuals, groups, societies and institutions. Peace education is significant for the improvement of civilization for our next generation, and we will be able to take benefits of the most recent technologies and scientific evolutions only in times of peace.

Peace education can help to recognize the environment as well as sources of aggression and its belongings on mutually fatality as well as performer and equip people with problem solving skills. Peace education helps to avoid physical violence, structural violence, political violence and cultural violence. Peace education may generate a more calm society where all serve as agents for change by creating proper values and approaches. Effective education can help to develop future citizens having an integrated personality, positive thinking, empathetic attitude, critical thinking etc. to create peaceful society. Peace should be caught, rather than be taught and so starting non-violent institutional civilization is the need of the hour. Teachers need to use successful policies as well as practice to might change educational institutions in a place of harmony.

1.3 Delimitations

Due to shortage of time and financial resources it was difficult to cater all segments of the society. Therefore, the study was delimited to the principals of elementary colleges of AJ&K.

2. Review of Literature

Peace education is not a most recent occurrence. It has presented within human being record in solitary shape or a different as very old period. Its origins preserve the real originated in the traditional Greek era as well. Plato and Aristotle have also stressed on the significance of tranquility and progress in their speculations. It is furthermore credited to Maria Montessori, John Dewey and even Erasmus. They all tried in favor of tranquility and progress from side to side their opinions and speculations (Kester, 2008). "Throughout the old time creatures have educated every one about conflict resolve measures to escape cruelty. Peace education is the procedure of coaching public regarding the difficulties of aggression as well as approaches to arrive at tranquility (Harris, 2008).

Peace education deals with many different features of the tricky nature of aggression in the early hours of the 21st century in modern world. At the global level, peace instructors offers insight regarding why nations depart to conflict and how nations are able to determine arguments devoid of using power. Peace educators at the intellectual level educate about social standards, like prejudice and racial discrimination that encourage aggression. At an interpersonal point, they educate peaceful disagreement declaration abilities. Expressively, they assist scholars appreciate what examples subsist in their personal intellects so as to make a payment in the direction of aggression. Nonviolent teachers give precise direction to an individual for improvement of the standards for peaceful life such as respect for others, broad mindedness, sympathy, collaboration, readiness to help the needy, dedication to person privileges and environmental considerations (Harris, 1996).

The significance of peace for harmony and improvement is easy to understand. Peace is necessary for humankind progress. United Nations (UN) has accepted various statements as well as work collectively for peace and progress (Kester , 2008).The continued existence along with development of nonviolent society depends on diplomatic, optimistic and well-informed intellects. Disciplines are the most excellent spaces wherever the adolescence might be skilled and qualified in the finest achievable behavior.

According to Falade (2010) Peace education is the preparation that supports pleasant livelihood, common accepting as well as determining interpersonal variances in addition to aggression. The instigators went away more to articulate peace teaching as the process of rising inside the beginners manners, principles, skills and aptitudes of existing jointly between constituents of civilization within harmony, faith as well as accepting and be capable to resolve several dissimilarities pleasantly devoid of failing to violence. Peace education defined

by (Ajala, 2003) is similar to the type of teaching that associates in learners the entire values, standards as well as attitudes that could convey about a favorable atmosphere for human being.

There are many national and international organizations which play a significant role in favor of the awareness as well as promotion of peace education in the civilization. Such as peace worldwide (PWW), peace education welfare organization (PEWO) and Pakistan Education and Development organization (PEAD).These all organizations are working in Pakistan on peace education in different context (PEWO, 2009).

The United Nations, still in its most primitive years, expressed similar support for peace education as a medium for global esteem and human privileges, as expressed in its complete affirmation of human constitutional rights. Teaching shall be intended for the complete improvement of the individual persona as well as in addition toward the increase of admiration designed for creature privileges along with basic liberty (United Nations, 1998). According to UNESCO literature, Peace Education is very effectual and significant when it should be implemented according to the societal and cultural perspective and according to the requirements of a nation. It should be enhanced together by the universal human values and also concerned with intellectual and religious standards. Similarly, Peace Education is illustrated by its several definitions (Abebe, 2006).

Peace education in UNICEF submits to the procedure of supporting the information, abilities, manners as well as ethics needed to transport about manners adjusts that will facilitate kids, adolescence as well as matures to stop variance as well as aggression, together obvious along with structural; to determine inconsistency quietly; in addition to make the circumstances favorable to harmony, whether at an intrapersonal, interpersonal, intergroup, state or global level (UNICEF, 2009).

The responsibility of the teacher within promoting social and emotional growth goes beyond choosing literature for the classroom. The teacher plays a critical part in peace education and providing a caring classroom. Research has shown that by modeling, communicating and using cooperative learning opportunities in the classroom, teachers are able to promote prosocial behaviors (Crawford, 2005; Deiro, 2003; Morris, 2000; Weissbourd, 2003). The role of the teacher is a key component to establishing a peaceful classroom in the early childhood setting (Deiro, 2003; Morris, 2000; Weissbourd, 2003). Crawford (2005) describes the early childhood teacher as a model of respect, care and empathy which helped the children to develop the rules for attending a routine classroom. It is important for teachers to express authentic fairness, patience, generosity, empathy, persistence, consistency and idealism (Weissbourd, 2003).

3. Research Methodology

Qualitative research is known as the naturalistic inquiry or reflection on everyday life critical incidences. This research facilities in-depth interviews which involve human experiences, feelings and perception, which cannot be justified by quantitative research. Respondents, perspectives are much more visible and deeper insights are shown through qualitative research a method which is quite invisible in quantitative research (Berg, 2001).

3.1 Research Design

The design for this research was qualitative in nature. The data were collected in the form of individual interviews with the heads of government elementary colleges. Thus, the qualitative method helped to unleash the depth of the significance and role of peace education in our society.

3.2 Sample and Sampling Technique

Purposive sampling gives an inductive approach where the sample size selected is usually on small scale (Suri, 2011). For this research purposive sampling was organized that included the population of heads. There was no limitation of age, gender and education; however, the participants were identified from government elementary colleges of Azad Jammu and Kashmir. Twelve elementary colleges were considered for this particular research. Overall, 12 participants were taken which were heads of elementary colleges.

3.3 Research Instrument

Semi-structured, open ended interview questions were used to extract the required information. The in-depth interview gave actual insight of the role and significance of peace education in our society.

3.4 Data Analysis

This was a qualitative exploratory study with an aim to understand the interviewees' point of view regarding the phenomenon under investigation. The data analysis was done through thematic analysis collected from interviews, which involved manually coding the data transcript and then obtaining various themes and categories from it. The meanings were generated through categorizing segments of the interviews.

4. Findings

The following themes emerged from the interviews conducted:
Knowledge about peace education (b) Importance of peace education
(c) Integration of peace education in curriculum (d) Role of media

4.1 Knowledge about Peace Education

When they were asked about their knowledge of peace education they responded that peace education is a tool to develop sense of peace and harmony; positive

attitudes and behaviors; good social, moral and ethical values in society and it is about imparting knowledge about peace.

Another participant explained:

"*There is no proper system of awareness and there should be proper system of awareness about such an important topics through seminars, debate etc*."

4.2 Importance of Peace Education

In the response of the question about importance of peace education the respondents positively emphasized its need and importance. It is important because it enhances social cooperation, decreases conflicts and intolerance in society. According to a respondent "*society is growing intolerant day by day, we need to pacify and rectify the situation by taking effective measures and peace education is an important tool to generate that kind of awareness*"

4.3 Integration of Peace Education in Curriculum.

The participant revealed that "*peace education should be the part of our curriculum*". Another participant added:

"*It is important that peace education should be included in the courses of teacher training. Core subjects of peace education may be introduced in the content of pre-service teacher training program*".

4.4 Role of Media in the promotion of peace

The participant explained that media is the main source of information and facts of peace education can be easily flourished through media.

5. Discussion

The study was carried out with purpose of finding out current status of peace education in the society. Peace is very important element for the development of a society, and it can be attainable through the promotion of peace education in the society. Most of the finding of this study follows the previous researches. The description of these researches are mentioned with each finding of the study. In our society there is a need of peace education. It was found from the result of the study that most of the participants were aware about the importance of peace education, but there is no proper system of awareness that can be attained through seminars. According to Austin (2012) peace and education are indivisible features of society. In fact no society can be progressive exclusive of education and no education structure is really enlightening except it is stand on common doctrine of peace.

Peace education is a necessary constituent of our education system. The respondents said that peace education should be the part of our curriculum because it helps to develop the sense of harmony and decreases conflicts in the society. According to the report of UNICEF (1995) a figure of nations have

worked on peace education curriculum, typically consisting of tricks something like ideas such as messages, assistance and explaining difficulties.

Media is the main source of information any information can be easily flourished through media. Finding of the study showed that media plays a significant role to introduce peace education in the society. The same finding is supported by UNESCO (1999) that out of school youth have arranged workshops, guidance programmes and activities along with initiative that focus on the media, magazines for youth and community based art programme. Media responsiveness training for parents and children may be one way to help to diminish the contact of violent media programming.

Findings revealed that peace education should be included in teacher training. Core subjects of peace education may be introduced in the content of pre service teacher training program. Government should take initiative to realize the significance of peace education in their policies. According to the report of UNICEF the training of teachers, education workers and all education stakeholders, including staff from ministries of education is essential. Educators promote the development of the whole person, so as to enable everyone to contribute to society in a caring and responsible manner. Governments must also focus on providing attractive working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs (UNICEF, 2009).

6. Conclusion

The study concluded that respondents are aware about peace education but still there is need of proper training to spread awareness in the society. Peace education played significant role in the society. Peace education is a necessary constituent of our education system currently there is dire need of initiating peace education as a subject matter at elementary level. Intolerance and aggressiveness may be the reason of violence in the society and appropriate provision of peace education can reduce their negative effects.

7. Recommendations

So for the improvement of peace education following steps should be taken.
1. The peace education initiatives may also be introduced in our society.
2. Peace education may be integrated in school curriculum so that the benefits could be disseminated to the future generation of Pakistan on more sustainable basis.
3. Government should take initiative to realize the significance of peace education in their policies.

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