PEACE EDUCATION PROGRAMME AND ITS EFFECTIVENESS

Dr. Yashpal Netragaonkar

Associate Professor – MIT School of Education

MIT World Peace University, Kothrud, Pune

Abstract

This study explores a Study of Effectiveness of Peace Education Programme to teach to B. Ed Student of Pune City. The objectives of the study are 1) to develop peace education programme. 2) To study the effectiveness of peace education programme. The experimental research method used and single group design was used for this research study. To analyze the data statistical technique mean, SD, graphs, coefficient of correlation and t-test used.

The Major findings of the study is, 1. Student teachers of B. Ed College were not much aware about peace education. 2. PEP is effective than traditional teaching method. 3. Statistical treatment of data shows that the effectiveness of PEP. The Conclusion of the study are: 1) The Peace Education programme is an effective for making the student teacher aware about Peace. 2) PEP leads to the understanding of Peace Education for B. Ed Student-teacher. 3) Student-teacher showed interest in learning PEP. 4) There is a positive gain of learning it is observed by post-test.

Key Words: Peace Education Programme, B. Ed Student, Effectiveness.

Introduction: "There is no way to peace. Peace is the way." This is the perception of peace by Mahatma Gandhi represents a pragmatic understanding of peace. Peace starts Research were violence ends and cooperation begins

Peace is a state of harmony characterized by lack of violent conflict commonly understood as the absence of hostility.

Evidently, education is the base for the all-round development of man. It is the means of development of his personality moreover; it is the process that helps make one's life purposeful. All that may be required for the purpose are also in Research rent in this process. Similarly, peace, despite a state free from disputes, conflict and war is also an active and dynamic state in which there is a call to go forward.
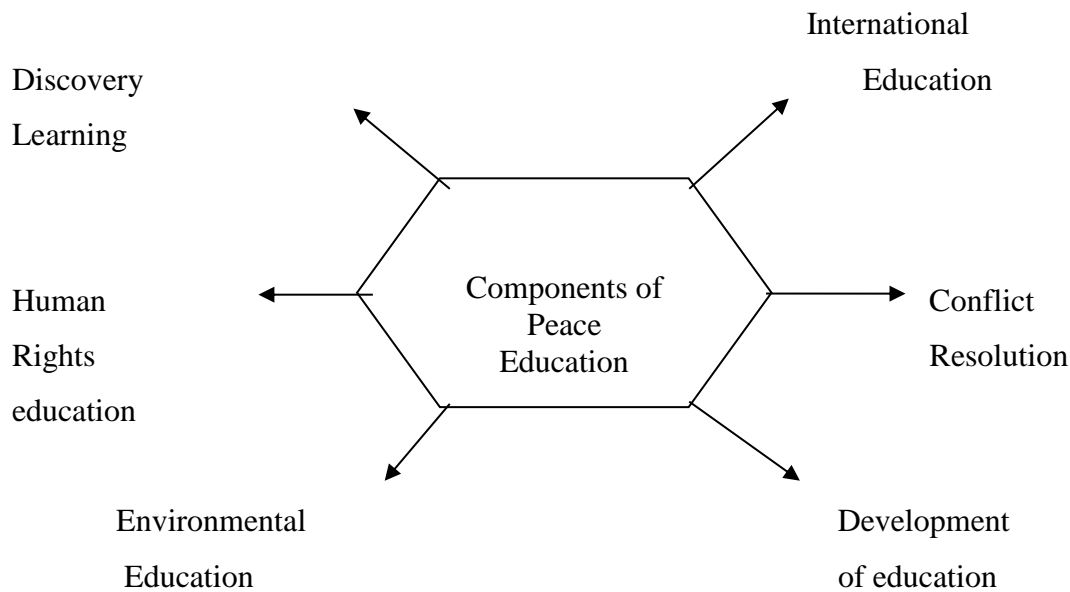
Peace is pathway to progress without fear and confusion; therefore, one can say that education and peace are linked to one another. They supplement each other as both contribute to development and welfare of each human being.

Peace education programme centered on raising awareness of human rights typically focuses at the use of policies that humanity ought to adopt in order to move closer to a peaceful global community.

Researcher felt that peace education programme centered on conflict resolution typically focuses on social behavioral symptoms of conflict, training individual to resolve interpersonal disputes through techniques of negotiation and meditation .Learning to manage anger "Fight fear" and improve communication through skills such as listening turn taking identifying needs and separating facts from emotions constitute the main element of these programme. Peace education programme centered on democracy, human rights and conflict resolution training.

Peace education may be define as the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

Components of Peace Education

Discovery Learning

International Education

Human Rights education

Components of Peace Education

Conflict Resolution

Environmental Education

Development of education

Discovery Learning: The Partnership began in 1997 as a corporate initiative of Discovery Communications, in line with its mission to help people explore their world and satisfy their curiosity. The Partnership extends these opportunities to people living in underserved areas who would otherwise have little access to educational resources.

Discovery Channel Global Education Partnership applies a unique and sustainable approach for bringing information to underserved communities: through Learning Centers. Learning Centers are locally managed, television-based media hubs, located primarily in existing schools and equipped to meet the area's educational needs. Over a three-year period, the Partnership works closely with a community to develop a Center and ensure its on-going impact and success.

Environmental Education: Peace education can be define as education that actualizes children's potentialities in helping them learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and with nature. This definition rests on the following principles: 1. the cardinal prerequisite for world peace is the unity of humankind. 2. World order can be found only on the consciousness of the oneness of humankind. The oneness of humankind has at least three major aspects: [first] All human beings belong to the same species and all humans are related, at least as close as 50th cousins, [second] A common spiritual capacity, [third] A common home—planet earth." Since Hudson

was writing with children aged three or four to around twelve in minds, we can simply add that peace education applies as well to adolescents and adults.

Development of Education: Development education (DE) and peace education are educational approaches whose aims, content and strategies are define according to peace and development agendas, and in which a number of different actors from civil society, international organizations and the current international context take part. It is important to keep in mind the enormous transformations that have occurred within the international system and to identify the principle problems acting as obstacles to the attainment of peace and development. It is also necessary to define the role of education in this context (its limitations and potential) along with its role vis-à-vis other actors at local, national and international levels.

International Education: The United Nations (UN) is an international organization whose stated aims are to facilitate cooperation in international law, international security, economic development, social progress, human rights, and achieving world peace. The UN was founded in 1945 after World War II to replace the League of Nations, to stop wars between countries, and to provide a platform for dialogue.

Conflict Resolution Training: Peace education programs centered on conflict resolution typically focus on the social-behavioral symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation. Learning to manage anger, "fight fair" and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises of beliefs, attitudes, and behaviors…from negative to positive attitudes toward conflict as a basis for preventing violence". "Conflict is very natural and normal, but you can't go through your entire life beating everybody up—you have to learn different ways to resolve conflict"

Human rights: Peace education programs centered on raising awareness of human rights typically focus at the level of policies that humanity ought to adopt in order to move closer to a peaceful global community. The aim is to engender a commitment among participants to a vision of structural peace in which all individual members of the human race can exercise their personal freedoms and be legally protected from violence, oppression and indignity Approaches of this type familiarize participants with the international covenants and

declarations of the United Nations system; train students to recognize violations of the Universal Declaration of Human Rights; and promote tolerance, solidarity, autonomy and self-affirmation at the individual and collective levels. Human rights education "faces continual elaboration, a significant theory-practice gap and frequent challenge as to its validity"

To prevent these outcomes, many such programs are now being combined with aspects of conflict resolution and democracy education schools of thought, along with training in non-violent action.

Need of the research: When the Researcher himself as lecturer at B. Ed College researcher later realized that the curriculum structure within the formal school programme, focusing on the first eight years of schooling, is designed to respond to the psychological and ethical development of the child. It is activity-centered and participatory, based on games and activities and the resulting discussions. Peace Education should be allocated one lesson per class per week.

The need for peace education is by the fact that humanity faces challenge of unprecedented proportions, the continued development of weapons of mass destruction, conflicts between the states and ethnic groups, the spread of racism, community violence, the wide gap between the rich and poor throughout the globalised economy, massive violation of human rights and the degradation of the environment. In order to be equipped to tackle these complex and interwoven problems, the coming generation needs a radically different education in method and approach. The students need the skills to create and maintain peace. The methodology of Peace education therefore encourages (I) Critical thinking and (ii) Preparing students to act on their convictions. Hence, there is no magic wand approach to peace education. It will evolve and grow only through practice. If we wants' develop the peace education among student then we have concentrate on educational development and new trends in education

Therefore, the Researcher wants to know scientific out comings about effectiveness of peace education. It promotes skills that build positive and constructive behaviors for peace and conflict prevention and minimization.

Importance of the research: In general, classroom students come from different economic, social, Intellectual background. Peace education brings about feelings of equality, justice, goodwill among each other that is in the hands of student's.

For students: It will create interest learning something new. The students will get variety of experiences. Learn skills to understand importance of unity. Peace education increase learner's experience being a citizen of such a developed country.

For teacher: To impart proper information regarding Peace education. Use different techniques and activities to make realize importance of peace.

For the society: To lead peaceful harmonious and growth full Development of society.

Peace education intervention will teach skills and values associated with peace education. It allows the learners to practice skills and helps them discover that benefits for them so that they psychologically "own" the skills and behaviors.

Statement of the Problem: A Study of Effectiveness of Peace Education Programme for B. Ed Student of Abhinav College of Education Pune.

Operational definition

1. Peace education programme: A programme based on peace education is prepared with help of different aspects that can enable student teacher to think constructively about issues both physical and social that need solutions and develop constructive attitude of living in community.

2. Effectiveness: - A significant difference between pretest and posttest.

3. B. Ed Student teacher: - Pre service student's teacher adopting training in college of education.

Objectives of the research

1) To develop peace education programme.

2) To study the effectiveness of peace education programme

Assumption: Students can learn techniques of negotiation and meditation. Students can develop unity-promoting attitude. Students can learn principles of governing appropriate human relationship.

Research hypothesis: - There is a significant difference between mean score of Pre- test group and Post- test group of student teacher.

Null hypothesis: - There is a no significant difference between mean score of experimental group and control group of student.

Scope: Area: - Scope of present research is related to Pune City. Content: - Present research is related to the study Effectiveness of peace Education programmers.

Limitations: While implementing Program researcher cannot control on the attitude, interest as well as atmosphere of surroundings.

Delimitations

i) The research is delimited to Pune University.

ii) Research study is carried out for 2014-15 academic year.

 iii) The proposed research study is delimited to 31 students of B. Ed College.

Population of the research: For this research, researcher will take students from B. Ed College in Pune city as a Population.

Sampling technique: The population of all B. Ed College in Pune city is more. From that, colleges' researcher selected Abhinav College of Education Ambegaon Pune for research. Total 31 students as a sample.

For a research Researcher has selected sample by non- probability sampling method in that incidental sampling technique.

Experimental method: Method of research selected by Researcher for present research is Experimental method to find out the effectiveness of Peace Education Programme.

Testing of hypothesis

Test	Mean	S D	Df	r	't' value	Computed 't' value	Remark
Pre Test	11.38	3.45					
Post Test	20.42	6.07	30	0.26	2.46	8.18*	Rejected

significant on the level of 0.05 and 0.01 level

Interpretation

The calculated 't' value is greater than compared with standard values. Therefore, the difference is significant on the level of 0.05 and 0.01 level. Therefore, the research hypothesis is H_1, accepted.

The difference between the means of Pretest and Posttest is trustworthy and dependable to say that Peace education Programme is very effective.

The statistical treatments of data show that significant difference in the mean score of Pretest group and Posttest group.

So Therefore Null hypothesis is rejected it is showed by the implementation of Peace Education Programme. Therefore, it is more effective teaching method than traditional method.

Findings: 1. Student teachers of B. Ed College were not much aware about peace education.

2. PEP is effective than traditional teaching method.

3. Statistical treatment of data shows that the effectiveness of PEP.

Conclusion: 1) The Peace Education programme is an effective for making the student teacher aware about Peace. 2) PEP leads to the understanding of Peace Education for B. Ed Student-teacher. 3) Student-teacher showed interest in learning PEP. 4) There is a positive gain of learning it is observed by post-test.

References

Best, J.W. and Khan, J.V. (2005) Research in education, Prentice Hall of India, New Delhi.,

Balvinder Kaur, "Peace Education" (New Trends & innovations) 2006, Deep Publication, New Delhi.

Biton, Y., & Salomon, G. (2006). Peace in the Eyes of Israeli and Palestinian Youths as Function of Collective Narratives and Participation in a Peace Education Program. Journal of Peace Research, 43, (2), 167-180).

Comas-Diaz, L., Lykes, M. B., & Alarcon, R. D. (1998). Ethnic conflict and the psychology of liberation in Guatemala, Peru, and Puerto Rico. *American Psychologist. 53*, 778– 792.

Garrett, Henry E. (1981) 'Statistics in Psychology and Education' Edition X, Vakis, Feffer and simons Ltd.,\\ Hague building, 9, Ballard Estate, Bombay (P.36)

Husseisi, R. (2009). The relationship between legitimizing the adversary's collective narrative and to one's own narrative as a function of participation in a peace education program. PhD Dissertation, University of Haifa (Hebrew).

Jausi, W. (2009). Restoring the attitudes of peace education participants through Peer-Tutoring. PhD Dissertation, University of Haifa (Hebrew).

K.K. Bhatia, "Principles and Practice of Education" (2006)

Lokesh Kolhal – Research Methodology Best, J. W. & Khan, J.V. (2005) Research in Education Edition IX Pearson Education Printing, Singapore

Maoz, I. (2000). Power relations in intergroup encounters: A case study of Jewish-Arab encounters in Israel. International Journal of intercultural Relations. 24, 259-277.

Salomon, G. (2002). The nature of peace education: Not all programs are created equal. In G. Salomon& B. Nevo (Eds.), *Peace education: The concept, principles and practices around the world* (pp.3–14). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

UNICEF-Croatia. (1997). School based health and peace initiative: Trauma healing and peaceful problem solving programme for primary schools in Western and Eastern Slovenia Evaluation Report Zagreb Croatian Ministry of Education and Sport. UNICEF/CARE/McMaster University