

INTRODUCTION

Peace means being with life itself. Having no fear or bitterness. Peace is more than merely sitting still or in silence. Peace therefore is a state of mind. Ravindranath rightly says that “Where the mind is without fear and the head is held high in to that kingdom of freedom my father let my country awake”¹

Peace has been defined in a variety of ways. It has been defined as:

1. Freedom from, or cessation of, world of hostilities; that condition of a nation or community in which it is not at war with another.
2. A ratification or treaty of peace between two powers previously at war.
3. Freedom from civil commotion and disorder; public order and security.
4. Freedom from disturbance or perturbation”².

Peace has been defined as ‘absence of violence’. This is rather a narrow and negative definition. Peace should mean not only absence of war, but also violence in all forms, such as conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice, and so on. Peace cannot be built as long as violent social structures exist in society. Naturally such structures will lead people to act violently. For instance, an unfair system of resource distribution in a society would lead to frustration of those who are deprived or get less. Frustration in turn could lead people to violence. Presence of all such obstructive and indicative factors can be termed *negative peace*. Peace as ‘absence of violence’ means absence of fistfights or firing or carpet bombing or use of nuclear war heads. This is rather inadequate and incomplete definition Peace is a state of mind.

"Since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed".³ Violence emerges out of intolerance for differences in beliefs, views, cultures and social traditions and more. Hence, peace is more than absence of violence; it is tolerance, understanding, and respect of differences and it is concern for others over concern for self. To quote the Preamble to the UNESCO Constitution, again for guidance and inspiration: That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and distrust between the People of the world through which their differences have all too often broken into war that the great and terrible war which has

¹ Health Administrator VIII, Number 1: 38-42 pg.

² Shorter Oxford Dictionary

³ http://www.icomos.org/unesco/unesco_constitution.html

now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races. That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all nations must fulfill in a spirit of mutual assistance and concern and that peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind

In 1945 the United Nations was established to save succeeding generation from the scourge of the war to reaffirm faith in dignity and worth of the human person in equal right of men and women ‘to establish condition under which justice and respect for the obligation arising from the treaties and other sources of the international law can be maintained and promote social progress and better understanding of the lifelong freedom⁴

Peace Education has developed as means to achieve these goals. It is the education that is directed to full development of the human personality and to strengthening of the respect for the human rights and fundamental freedoms; it promotes understanding, tolerance and friendship among all nations, racial and religious group.⁵ The Universal Declaration of the Human Rights (UDHR) was written in response to the devastating events of the second world war, the declaration states that disregard and contempt for the Human Rights have resulted in the barbarous acts which have outraged the conscience of the mankind and stresses that recognition of the inherent dignity and of the equal and unalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. peace, disarmament development and human rights are interrelated issues. A comprehensive approach to teaching for human rights is teaching for peace and disarmament, as well as for development of environmental awareness.

Everybody wants peace of mind it is responsibility of everyone to make possible peace of mind. Though the world may have many problems and distresses, all of them must see the positive side of it and must accept the problems just as you

⁴ <http://www.un.org/cyberschoolbus/peace/frame2.htm>

⁵ Article 26 universal declaration of human rights

destroy the enemy and make him your friend. One can always destroy a problem and turn it in joy.

Concept of Peace Education

Peace Education is more effective and meaningful when it is imparted taking into account the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values and with the universal human values. It should also be globally relevant. Peace Education, hence, can be defined in many ways. There is no universally accepted definition as such. Here are a few pertinent definitions from the peace literature.

According to R.D. Laing

Peace Education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures

According to FranSchmidt and Alice Friedman

Peace Education is holistic. It embraces the physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. It is based on a philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet.

- Peace Education is skill building. It empowers children to find creative and non-destructive ways to settle conflict and to live in harmony with themselves, others, and their world..... Peace building is the task of every human being and the challenge of the human family

The basic concepts embedded in the above definitions are that Peace Education is a remedial measure to protect child from falling into the ways of violence in society. It aims at the total development of the child. It tries to inculcate higher human and social values in the mind of the child. In essence, it attempts to develop a set of behavioural skills necessary for peaceful living and peace building from which the whole humanity will benefit.

The deliberate killing of the whole people because of the different controversies is not new for the world. However the technology, nuclear age has made this possible on the greater scale than ever before. Over all hangs the daily threat of thermonuclear suicide, since now on the earth destructive power the equivalent of three tons of conventional explosive per man woman and child. The right to life has taken on meaning it has never before immense armories of terrifying weapons stands

ready at the touch of button to eliminate everything since underdevelopment can only fuel the sort of resentment that lead to war and perhaps nuclear war, development issue and human rights are inextricably interlinked the same is true for peace issue. It has been said that without peace development is impossible; without development human rights are illusory and without human rights peace is violence. Education for peace starts with teacher and students learning to realize those feelings of empathy and social tolerance basic to human rights and respect for person and their cultural difference. It involves helping student to develop negotiating to resolve peaceful ways and action with others to solve social problem in their classroom and school

Peace Education and Teacher Education:

Education is the only thing which changes the society. Education plays very important role in changing of the attitude and mentality of the people in society. Peace Education brings together multiple traditions of pedagogy, theories initiative for the advanced of human development through learning. It fundamentally dynamic interdisciplinary multicultural grows out of the work such as John Dewy, Maria Montessori, John Galeton and many others. This means National Educational system all over the world may be designed enable to set their own teaching goals for Peace Education for each class. Teacher should inculcate and strengthen the values of the human rights so that work towards peace and harmony in the country as well as in world should be generated, for this purpose subject matter related to concept and principles of Peace Education are transacted in curriculum area for primary class. All teachers should be trained to identify curriculum elements in the syllabi of their classes where Peace Education trained to develop practical activities. Building on the principles and practice that have evolved overtime, responding to different historical circumstance through Peace Education, cultivation of knowledge, attitudes needs to be achieved and sustained a global culture of peace understanding and transforming peace. The training of the teacher should be implemented by further researches in Peace Education.

Need for Peace Education

Article 26th of Universal Declaration of Human Rights (UDHR) states that “Everyone has the right to education who shall be directed to the full development of

human personality and to the strengthening of respect for Human rights and fundamental freedoms

Amnesty International defines Human Rights Education as a “deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles”.

Vienna Declaration states, that “Human Rights Education should include peace, democracy, development and social justice in order to achieve common understanding and awareness with a view to strengthening commitment to human rights.”

The Plan of Action for the Decade 1995-2004 provides a definition of the concept of Human Rights Education i.e. based on the provisions of international human rights instruments. According to these provisions, human rights education may be defined as “training, disseminator and information efforts aimed at building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the Human personality and the sense of its dignity;
- The promotion of understanding, tolerance, gender equality and friendship among all nations indigenous People and racial, national indigenous People and racial, national, ethnic, religious and linguistic groups;
- The enabling of all persons to participate effectively in a free society;
- The furtherance of the activities of the United Nations for the maintenance of peace.

Review of the related literature

Julie Morton. (2008), has conducted study on Strengthening Peace Education Programming in the United Nations: Recommendation for Inter-Agency Peace Education Working Unit in the UN The thesis focuses on the analysis of the Peace Education programming by the United Nations system.. Based on the analysis with reference to academic theories and the history of peace education, the study concludes that the coordination among the different agencies on Peace Education is very weak,

and it is hindering the effectiveness and the improvement of such initiatives. In order to strengthen the coordination for the improvement of the Peace Education programs, the thesis recommends that the UN create an Interagency Peace Education Working Unit (IPEWU) within its system. The creation of such a unit could be a model for further coordination among various agencies on other issues and initiatives.

Pieterneel de, Bie (2006), has conducted study on Constraints and Possibilities for intercultural Peace curricula: A critical case study of Teacher involvement in multicultural change at a U.S. Midwestern high school. The study of the education of minority and majority groups in pluralistic societies is important for understanding the processes of social and cultural change that are occurring in a culturally, economically, politically, and environmentally interdependent world. The findings study indicates that constraints on teacher time, on teacher energy, on school resources, and dominant Euro-American in-group norms were encountered during the curricula development process. Short-term, additive curricula units were developed and the following long term ideas were suggested but not initiated by teacher inquirers: cultural awareness education that permeates the school curriculum; a diversity course; diversity graduation requirements; and/or a school wide reading. Teacher inquirers reported changes from their involvement in the intercultural peace curricula development process: increased levels of cultural awareness; changes in their feelings toward newcomers and their classroom behaviors in relation to newcomers; and positive changes that they saw in newcomer student attitudes and behaviors.

Ajala E. M. (2007) has conducted a study on The impact of relationship management of Peace Education Lab our- management Relations and Workers Welfare in Selected Industries in Nigeria The study examines the impact of relationship management in peace education The constant re-occurrence of conflicts at industrial level due to the failure of the use of statutory mechanisms of trade dispute resolution necessitate the need for use of alternative approach in the form of relationship management of peace education. It is further recommended that the introduction of relationship management in workers' and management education will create a peaceful workplace culture and at the same time assist in reducing tension, strain, and stress thereby promoting workers' welfare and productivity.

Kamble S. (2006), has done research on “Primary schools teachers Sensitivity about human rights and their emotional intelligence and personality The conclusions of the study were Primary school teachers sensitivity about human rights and emotional intelligence in it support system is positive and not neglectable. Primary school teachers human rights sensitivity and personality in it Co-relation is positive but it is neglect able because it is not remarkable. Primary school teachers human rights sensitivity and teaching experience in it Co-relation is positive but not remarkable. Primary school teachers emotional intelligence and teaching experience in it Co-relation is positive but not remarkable. Primary school teacher’s personality and teaching experience in it co –relation is negative but not remarkable Age wise difference among primary school teachers human rights sensitivity awareness is not remarkable.

Shinde S. (2005-06), conducted research in “First language Marathi textbook human rights. Findings of the study were Right of freedom is most reflected, Right of equality is less reflected compared to the right of freedom ,Right to equality is reflected in standard 8th, 9th and 10th textbook, Right against exploitation is reflected step by step in standard 8th, 9th and 10th textbook ,Right to religion is mostly reflected in standard 9th textbook as compared to std 8th and 10th textbook, Cultural and education right is most reflected in standard 9th textbook, Right to seek constitutional remedy is reflected in standard 8th textbook.

Ankaji R. (2009) conducted research on Peace Education as a tool for effective conflict management in Nigerian work organizations The study examined the concept of peace education in relation to conflict management in Nigerian work organizations. With the use of archival method, it was established that conflict is on the increase in Nigerian industries and it is largely due to the inability of employers and employees to handle conflict effectively. The inability of the two parties was traced to the wrong perception, which both parties have for each other especially during conflict situation. The need to change the orientation and perception of the two actors was therefore identified, thus peace education was offered as the antidote. It was specifically suggested that for peace education to have any chance of success in Nigerian industries, government at all levels, employers of labour in the organized private sector as well as higher institutions and training institutes in Nigeria must be involved

in the peace education programme. It is believed that by so doing, the actors of industrial relations system in Nigeria would be able to acquire the knowledge, skill and attitudes required to have sustainable industrial peace in Nigerian work organizations.

Susan Carson ; Susanne C. (2009) in his paper *Educating higher education and School Leaders in Matters of Peace* discussed that Current reform efforts in the redesign of educational leadership programs in higher education call for rigorous coursework in management and education. Educational leadership models that are grounded in principles of restorative justice and peace education, however, are seldom targeted as part of this reform – although they may significantly enhance student achievement, communication, relationships, and general satisfaction in a learning community. This paper offers three brief case studies exploring experiments in educational reform that have integrated restorative justice principles into higher education and K-12 urban school district contexts. Data were drawn from a wide range of sources, including surveys, formal and informal interviews, student achievement scores, and journal entries. Characteristics are identified that can be integrated into educational leadership programs to promote nonviolence in learning communities.

SAHOO S. (2002) in his study focuses on the basic human right issues concerning the in-school children and out of school children, below the age of 14 years with reference to their locality and sex. Also, an attempt has been made to develop a curriculum framework of human rights education adapted to the children below the age of 14 years. Findings of the study were, there is no wide variation between the boys and girls studying at elementary level in their enjoyment of right to nutrition, clothing and housing. The main cause of deprivation in urban and rural areas is poverty which results mainly from addiction of parents to country liquor. The support of the parents in the matter of education of their ward has been reported to be relatively poor in the tribal areas. Education of girls child is not encouraged in rural areas even in upper caste Brahmin families

Toral S. (2005) conducted a study on Content Analysis of first language English textbook with respect to human rights findings of this study were in STD VIII right to equality is equally reflected in poems, prose, passages, and supplementary reading lessons, but is very less in preposition. Among the articles of right to freedom, protection of life and personal liberty is reflected the highest. Right to freedom of speech and expression is also reflected in good preposition In std X right to equality is reflected in very less proportion in prose passages as well as supplementary reading lessons. It is not at reflected in poems.

Iyer, P. S. (2008) has conducted A Study of the Awareness of Human Rights among Junior College students and their Attitude towards Human Rights Education. Findings of the study were there is significant difference in the awareness about human rights among junior college students on the basis of different streams, the female students from the science stream are more about human rights aware as compared to female students from the commerce and arts streams The students from the science stream are more aware about right to equality as compared to students from the commerce and arts streams There is significant difference in the awareness about right to seek constitutional remedy among junior college students on the basis of streams, There is significant difference in the attitude towards human rights education among junior college students on the basis of different streams

Mittal, (1999) conducted an investigation into the awareness of human rights among secondary school students. The objectives of the study were: to compare awareness of human rights among boys and girls of secondary schools, to compare awareness of human rights among boys and girls of state board, findings of the study were Girls are more aware about human rights as compared to boys. There is no difference in the awareness about human rights on the basis of board of affiliation of schools.

Preeta, (2007) conducted a case study on Mohalla Committees in Mumbai: A Case Report. This report is based on a project on the society initiative in negotiating peace in Mumbai. The chief objective of the Mohalla Committees was communal harmony. Conclusions drawn from the study are the riot-hit areas of Mumbai; intra-ethnic civic networks were weak, if at all. Formation of the Mohalla Committees is, thus, a major step forward. They represent an intra-ethnic network that opens the channels of

communication between the Hindus and the Muslims; and attempt to bridge the gap between the two. Much of the success of the Mohalla Committees in preventing communal violence flows from this fact. Many of their weaknesses, however, emanate from the fact that Mohalla committees represent the everyday forms of engagement, and not the associational forms.

Brendan, (2007) conducted a research on education under attack: a global study on targeted political and military violence against staff, students, teachers, Union and Government Officials, and Institutions. This report reports on how political and military violence targeting educational systems is depriving a growing number of children of the right to education. This study focused on targeted violent attacks, carried out for political, military, ideological, sectarian, ethnic or religious reasons, against students, teachers, academics, education trade unionists, education officials and all those who work in or for education institutions such as schools, colleges and universities. It also included attacks on educational buildings, such as the firebombing of schools. It urged the international community to address the issue of violent attacks, press for an end to impunity for such attacks and extend the application of human rights instruments to cover violence against education.

Susan, C. Elaine C.(2009) in his article in international journal of rights about Educating Higher Education and School Leaders in Matters of Peace, this reform efforts in the redesign of educational leadership programs in higher education call for rigorous coursework in management and education. Educational leadership models that are grounded in principles of restorative justice and peace education, however, are seldom targeted as part of this reform – although they may significantly enhance student achievement, communication, relationships, and general satisfaction in a learning community. This paper offers three brief case studies exploring experiments in educational reform that have integrated restorative justice principles into higher education and K-12 urban school district contexts.

Khemani, E. Hughes, J. (2006) in his article in University of Toronto Medical Journal explains the relation between peace educations i.e. peace has long been known to be an important determinant of health on many levels, including different health problems role of peace through in health science education and also discussed about

challenges in adopting Peace through health in the medical curricula i.e. the health professionals should begin acquiring knowledge and skills in peace through health early in their training for use both locally and internationally

Colardy, E.(2008) in his article in the journal the peace and conflict review titled 1000 peace cranes: exploring children's meaning of peace describe the preliminary findings of the exploratory project of peace education piloted over the course for three months to group children age 7-14 at boys and girls club in Midwest city objectives of the study were to define the peace means to oneself, begin to describe diverse possibility for what peace could look like for the individual family unit organization communities, state nation and world, strengthen the skills of the collaboration in group that shares a comma goal finding of the study The children in this study extended definitions of peace beyond the prevailing absence of violence as identified, they spoke of peace in terms of the presence of positive communication among family, social connections, basic necessities, and support for school success. They articulated an ability to control one's own anger and/or behavior as well as good decision-making as essential elements in their definitions of peaceful actions. These themes were reiterated in the final focus group when children were asked at the end of the peace class to, once again, define what peace meant to them.

Sadatomo, T. (1996) in paper entitled Cooperation for peace and development in North Asia: functionalist approach contains the basic concept and framework for cooperation in the sea rim economic sphere the examines the cooperation in different field such as public administration culture, business and social science in the context of promoting peace and development in the academic field there exist more culture exchange relations. The mass media including newspaper radio and TV have played an importance role in raising the consciousness of regional community among diverse national groups.

Brantmeir, E.(2009) in his study teacher insight form intercultural Peace curricula development project Data garnered from an eight month critical ethnographic action research project tells a story of prejudice and discrimination in a white, Euro-American dominant context at Junction High School in the U.S. Midwest. However, counter-normative efforts aimed at transforming the situation for newcomer students

were conducted by both the researcher and a group of teachers who developed and implemented intercultural peace curricula. White, Euro-American constructions of “others” and teacher reflections on their engagement in the process are presented in this article. The article aims to provide a case study and to encourage deeper dialogue on intercultural peace education in schools for achieving an authentic democracy

Paz, A. (2008) in his paper teacher insights from an intercultural peace curricula development project en Paz program has provided for analyzing various teaching strategies for the development of eight citizenship competencies which are essential for constructive conflict handling and the prevention of aggression – i.e. handling anger, empathy, distance-taking, creative generation of alternatives, considering consequences, active listening, assertiveness, and questioning beliefs. Preliminary results of the *Aulas en Paz* program were published in the previous issue of this Journal. This paper supplements the previous one by highlighting the teaching strategies that have been most successful in getting these citizenship competencies put into practice in an environment which is motivating and signify cant for the students

Hamed, M. Zadeh ; A. Ghaheri ; L. Karp (2009) In his case study A Model of Non-Cooperative Dynamic Game to Conflict Resolution Among Common Natural Resource Operators, studied non-cooperative dynamic game to resolve conflict among common natural resources operators is represented. Bidestan aquifer, where two municipal and agricultural operators are simultaneously pumping common aquifer, is chosen as case study. Based on the cooperation among aquifer operators, aquifer operation is modeled by 3 scenarios (1) non-cooperative static game, (2) non-cooperative dynamic game and (3) cooperative game. Results show the benefits of cooperative model are more than non-cooperative models. Employing proposed dynamic game has lead to 25% more extraction than static game.

Vinay, C. Suvidha K. (2009) conducted research to study the tourism’s contribution to the peace building in Kashmir in terms of residents’ and tourists’ perception. The research concludes that tourism has a significant contribution towards peace building in the study area and the study also suggests a strategic model based on developing guest-host relationship.

Goran, B. (2004) in his study *Positive steps turning into a process* concludes there is no systematic, accountable and structural confrontation with the past in Croatia, but there is growing concern within the civil society about the problems incurred by the lack of such a confrontation. Two different approaches can be discerned: individual work with particular persons or target groups and advocacy that could influence the alteration of the public opinion and decision-making. Both levels are necessary and they should unfold simultaneously. The systematization and regional cooperation of documentation centers, cooperation between victim organizations and peace initiatives, the inclusion of former warriors into peace building processes the cooperation of artists and activists - represent some of the new and promising steps on the civilian scene in Croatia. The constant strengthening of the independent media and the judiciary, coupled with constant efforts on both levels - the personal and the public - raises hopes that the confrontation with the past in Croatia is a process and not a trend

Shinivasan, A. (2009) studied civil society peace education programmes in south Asia. The objective of the study was to identify civil society organizations and individuals who are working in the area of peace and conflict resolution education and understand the work that they have been doing. We wanted to connect with and locate ourselves within a network of similar enterprises so we could learn from them and share our experiences as we grow. Conclusions of the study were there are many peace education projects in South Asia, particularly in India, Pakistan and Sri Lanka; those who initiated them were motivated by many different factors that inevitably intersect between the personal and the political and include both their individual and collective histories; peace education programmes are as much about and for the trainers as they are for the trainees or students; there are several qualified, good-intentioned educators eager to constantly expand the boundaries of learning in their classrooms; there are schools that genuinely want to offer their students education that incorporates ideas of peace and non-violence; in these schools, young people are encouraged to develop their individual capacities to acknowledge and address any violence in their

Marimuthu, J. (2007) in his study *Consensus, terrorism and peace - The role of Malaysia's media to promote world unity in the post-September 11th scenario*. The result of this study shows that while the mainstream media in Malaysia can enlighten

the West on perceived injustices leading to grievances, they are also in a unique position to initiate a reform of moderate and liberal thinking in the Islamic world. The emergent moderate and balanced stances as highlighted in this study lead to the conclusion that the Malaysian media have the scope of fostering greater understanding across religions, cultures and societies, the very foundation needed both to establish a consensus with regard to international terrorism and to build a world of peaceful coexistence for future generations

Shiman, D.(2009) in his study Human Rights education in Costa Rica: More expectation than implementation This research explores human rights curriculum and curriculum policy in Costa Rica and seeks to understand why a nation that views itself as a champion of human rights, and identifies human rights as a core value to be promoted in schools, has failed to develop a national plan for human rights education or provide the curricular and human resources needed for teaching human rights. The explanations are found in the Costa Rican view of their nation as a human rights culture as well as structural and resource conditions that impede efforts to advance human rights through education. However, one state university has made strides in incorporating human rights into its teacher preparation programs. Conducted in Costa Rica in 2007, this research combines interviews with government officials, educators, and researchers, and analyzes Ministry of Public Education policy statements and data gathered by the Inter-American Institute of Human Rights.

Dogan, Y. (2009) studied the concept of war and peace within the content of social sciences course with pictures The propose of the study is to evaluate the peace and war concepts, which are to be internalized by the students in the Social Sciences course, and to investigate these according to gender and section variables, and also to examine students' pictures to see how students perceive these concepts. Findings of the study usually, girls tend to organize their behaviors according to the behaviours of the opposite side. Additionally, when the answers of boys and girls were compared, it was observed that they were conformable since they tried to look for a solution. Boys, in a way, punish the opposite side passively and aggressively. Fourth grade students usually tend to punish the opposite side, and the problems are perceived as the problems of the opposite side. They tend to accuse the opposite side whenever a

problem arises. Fifth grade students are usually sensible. They tend to be more rational, looking for solutions and embrace tolerance mutually.

Haggy, K. & Graviel, S. (2005) studied on Lessons to Be Learned from Research on Peace Education in the Context of Intractable Conflict Research on peace education entails important practical lessons about educational work in regions of intractable conflict. Peace education in this context must deal with collective narratives and deeply rooted historical memories and societal beliefs. Research findings from a series of studies with Israeli and Palestinian students and teachers demonstrate the challenges of attaining durable and worthwhile effects through educational activities: short-term benefits may erode over time, ongoing violence and hostility may block attempts to understand the opponent's perspective, and power and status asymmetries may dictate incompatible agendas or prohibit a mutual common ground for constructive interaction. At the same time, these studies offer several promising directions to enhance the potential of carefully designed peace education programs. Such programs are likely to foster participants' ability to acknowledge the adversary's collective narrative, engage in constructive negotiations over issues of national identity, and express a less monolithic outlook of the conflict.

BABAEI, A. R. (2009) in his study The role of international nongovernmental organization in structuring a peace strategy for twenty first century objectives of the study were to study fundamental purposes and dynamics of INGOs and how to canalize them for the attainment of an effective peace strategy to study modes of interaction between INGOs and governments and how they can be deployed to prevent and resolve conflict within and between states? concluded that what we mean by “peacemaking” and “peacekeeping” depends largely on what we mean by peace, in the short term, neutral outside military forces can sometimes play a useful, even critical role in this process by helping the police and enforce the conditions of cessation of armed conflict that the parties previously at war have agreed. But in the long term, the peace that is being kept will only endure if the conditions that led to the outbreak of war have changed. For lasting and prosperous peace the population of a place or a country needs checks and balances on those who have the potential to transform conflict into abuse and violence.

Statement of the Problem

Development of Peace Education programme for D.Ed Students and its Effectiveness

Variables of the study

1) Dependent variables:

- a. **Awareness about Peace Education.**
- b. **Attitude towards Peace Education.**

2) Independent variables:

Peace Education programme to be developed by researcher

Moderating variables

- 1) Socio Economic Status
- 2) Religion
- 3) Gender

Operational Definitions of the terms

1) Peace Education

Peace Education is to learn about and to learn for peace, for obtaining knowledge and understanding of what contributes to peace and what damage peace is Peace Education.

2) Peace Education Awareness

It refers to the extent of knowledge about Peace Education and different strategies of conflict resolution in democratic way.

3) Attitude towards Peace

It refers to D.Ed students or lack of it to respond in favorable, unfavorable or neutral way towards peaceful living by maintaining human dignity by developing values and skills among student – teachers.

Significance of the Study

The findings of the present study are expected to have manifold uses. The findings of the present study are expected to be helpful to teacher educators and D.Ed. colleges in particular so that they can develop and implement such programmes in their college. The findings are also expected to be helpful to curriculum planners in teacher education that can incorporate such modules in teacher education curricula. The students will be able to understand the concepts of Peace Education, and other related concepts. The study will bring about a drastic change in the attitude of students.

There will be a change in the outlook of students with respect to leading a secured, dignified life.

The findings are also expected to be useful to the larger society who would know the extent of Peace Education awareness and attitude prevalent in student-teachers towards Peace who are supposed to influence a large number of young minds in schools and who are responsible indirectly for a peaceful and progressive society through their role as social change agents. The findings of study may help different local, state, national or international organizations to decide the teacher education programme at different levels.

The findings of the study will reveal the awareness among student teachers about Peace Education which would enable them to protect themselves as well as others from destruction and unfair treatment. It will enable them to mix freely in a democratic society at large. The students are able to contribute globally through international visits, exchange programmes. They were learnt to safeguard individual as well as group interests. The students are able to take responsibility to promote Peace awareness among all persons in urban and rural areas through cultural programmes.

There become actively responsible on the part of the teachers to make their students aware of the various aspects of Peace Education. They able to relate their teachings by providing students better examples related to the concepts of Peace. Teachers and parents can themselves follow the principles of equality and freedom at class and home. By following these principles they are helping students in effective decisions making.

Need of the study

The review of the related literature indicates that few studies have been conducted on Peace Education for Industrial worker, school children organizational level, Also the researches have been done on status of Human Rights Education in India and developing a source material for Peace Education, and the role of NGOS in promoting and protecting Human Rights. But very few studies have been done on Peace Education Programme for B. Ed. Students. The researcher therefore thought that a programme needs to be developed for the Peace Education for D. Ed. Students and its effectiveness are ascertained.

The review also indicates that very few studies have been done on Peace Education. However, various articles on Peace Education are found in journals, and newspaper which propagate the need of Peace Education.

Since no research work is conducted among D.Ed college student teachers the researchers was motivated and decided on conducted the present study which investigates the level of awareness about Peace Education among D.Ed college students and develop their attitude towards Peace. Hence to develop their awareness and attitudes about Peace Education researcher has developed a Peace Education module to see its efficacy.

Aim of the study

The study is conducted with following broad aim:

To Develop a Peace Education programme for D.Ed students and to test its effectiveness

Objectives of the study

The study is conducted by following specific objectives

- 1) To compare pretest scores of following two variable of experimental and control group
 - a. Awareness about Peace Education.
 - b. Attitude towards Peace.
- 2) To compare post test scores of following two variables of experimental and control group.
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 3) To compare retention scores on following two variables of experimental and control group.
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 4) To study interactive effect of Socio Economic Status and treatment on the following two variables of experimental and control group
 - a. Awareness about Peace Education
 - b. Attitude towards Peace

- 5) To study the interactive effect of Category and treatment on following two variables.
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 6) To study interactive effect of Gender and treatment on following two variables.
 - a. Awareness about Peace Education
 - b. Attitude towards Peace

Hypothesis of the study:

- 1) There is no significant difference in the pretest scores of following two variables between experimental and control group
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 2) There is no significant difference in the post-test scores of the following variables between experimental and control groups.
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 3) There is no significant difference in the retention scores of the following variables between experimental and control groups.
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 4) There is no significant interactive effect of Socio-economic status and treatment on following variables between experimental and control
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 5) There is no significant interactive effect of Category and treatment on following variables between experimental and control
 - a. Awareness about Peace Education
 - b. Attitude towards Peace
- 6) There is no significant interactive effect of Gender and treatment on following variables between experimental and control
 - a. Awareness about Peace Education
 - b. Attitude towards Peace

Methodology

The study adopted the quasi-experimental method. In the present research, quasi experimental design of the pre-test-post-test, non equivalent groups' type was used. It can be described as follows:

The pre-test - post-test non-equivalent groups design.

O ₁	X	O ₂	O ₃
O ₄	C	O ₅	O ₆

where,

O₁ and O₄ = Pre-test Scores

O₂ and O₅ = Post-test Scores

O₃ and O₆ = Retention Scores

and

X : Experimental Group

C : Control Group.

The duration of the treatment was 30 hours in the experimental group. There was no treatment given in the control group.

Factorial Design

The researcher used the factorial design to study the interaction effect of the treatment with socio- economic status, Category and gender, prior academic achievements of the students on the two dependent variables, viz, Awareness about Peace and Attitude towards Peace Education

The researcher first administered the pre-test to both, the experimental and control groups. After the pre-test, the experimental group was taught using the programme for Peace Education and the control group was not given any treatment. At the end of programme post-test was administered on the students of both the groups. The retention test was administered to both the groups after the gap of three months and scores were analyzed by using statistical techniques.

Content in Peace Education

- 1) Concept of Peace, origin, and history of Peace Education
- 2) Concept of Peace Education: meaning and scope of Peace Education, relation between Peace Education and teacher education, teacher's role in peace building

- 3) Concept of positive thinking, positive self concept, attitude of accepting others with respect. Developing skill of learning to live together development of different qualities of positive thinking.
- 4) Conflict Resolution and Group Dynamics Conflict identification and prevention capacities how to achieve Peace role in peace building importance of protection of mother earth
- 5) Concept of human dignity, concept of human rights interrelation between Peace Education and human dignity, recognize prejudices
- 6) Teacher as leader in Peace Education
- 7) Youth in peace building
- 8) A New, Clear Solution, environmental awareness, teacher educator role, Peace Education and sustainable development
- 9) Conflict resolution and group dynamics
- 10) Mahatma Gandhi and Peace Education

Strategies and Methods

Constructivist approach was used to inculcate Peace Education among student teachers. According to the learners need, the instructional objectives or the content of the curriculum the strategy was decided. Accordingly various Teaching Learning Strategies were selected during the programme. These included Situated Learning Design, Brainstorming, Cooperative Learning Strategies, Socratic Questioning, The Talking Circle, Role Playing, Discussion, Group Discussion,

Scope and Limitations of the Study

The present study included Peace Education programme for D.Ed. students. Study excluded B.Ed, M.Ed, Ph. D. and other students. The study included the D. Ed. colleges located in Sinnar taluka of Nashik district and excluded D.Ed Colleges other than Sinnar Taluka of Nashik district. The study included D. Ed. colleges affiliated to SCERT and does not include the colleges which are affiliated to other Universities in Maharashtra state and outside.

The study not included the correspondence courses or informal education for teacher training which are conducted by open Universities such as YCMOU and IGNOU. The study included only two dependent variables. Awareness of Peace Education and attitude towards Peace Education and did not include other dependent variables. Only the Peace Education is covered in the present study

Sample

In the present research, the sample of colleges selected included two intact classes of two different colleges in Sinnar Taluka. These two D. Ed. colleges are affiliated to S.C.E.R.T and situated in Sinnar Taluka of Nashik District. The colleges included as a sample had Marathi as the medium of instruction. Out of five such colleges, two colleges were selected randomly using lottery method in which one was assigned as the experimental group and other as the control group. The colleges included in the study are as follows:

1. A.V.E.W.Trust's Jr. College of Education Agaskhind, Nashik
2. S.S.P.M's Jr. College of Education and Research, Nashik – Control Group.

Total number of students in the experimental group was 100 and control group was 100

Tools

The following tools were used to collect data for the present study:

In the present study following readymade tools were used by the researcher to collect the data:

1. Socio-Economic Status Inventory by Patel (1997)
2. Personal Data sheet

In the present study following tools were prepared by the researcher to collect the data:

1. Peace Education Awareness Test.
2. Attitude towards Peace.

Techniques of Data Analysis

1. t- test
2. 2- way ANOVA
3. Wolf's Formula.