

PEACE EDUCATION COMPONENT THROUGH SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM

Prof. Lokanath Mishra. munumishra7@gmail.com

Ms. Rashmirekha Das, Research scholar

Ms. Sanchari Bhunia, Research scholar

Peace is possible for life at all stages and it is up to man to choose his destiny or to suffer from the horrors of war. Today man kind is at the cross road where he has to choose with Courage, determination and imagination: the 21st century is characterized by events of most unprecedented nature and emergency of information era which has brought human kind into the age of universal communication by abolishing distance, with easy access to most sophisticated information technology today the most accurate up to date information can be made available to any one any where in the world within a mouse click . The ease with which money & information can now cross frontiers has facilitated illegal trade of drugs, arms, nuclear armaments and even human beings as well as encouraging a criminal network.

Violence is emerging in an unprecedented manner in human society. Look at the world today any sensible person feels disheartened and even horrified to see the kind of violent acts being committed by man against man & nature. It is sad to realize that we live in the era of unprecedented violence in the forms of terrorism, war, crimes, injustice and oppression and exploitation amidst a seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty struggling for bare survival. The saddest part of the research is that this state of disorder & confusion in the society is affecting the children's innocent minds; children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetuator of violence. Therefore the need to nurture peace in the hearts of children has arisen as an urgent issue.

Nowadays subjected rote and examination oriented learning at school, the purpose and the beauty of the whole education seems to have been lost. The joy of learning is taken away from children. They are trained to cope with the rate of the society.

Today school, college and university is no more a place of leisure or of peace. Today's teachers of various institutes complain about increasing disciplinary problems in the institutions. The public criticizes the youth whom we produce as insensitive to the problems of society, selfish, narrow minded, lacking in intellectual depth and susceptible to the violent and corrupt. Social pressures

Under the present predicament there is a growing realization in the world of education today that children should be educated in the art of peaceful living. As a result, more and more peace concepts, attitudes,

values and behavioral skills are being integrated into school curricula in many countries. There is also renewed interest to develop peace-related disciplines such as values education, moral education, and global education. Etc. In the past we seemed to have assumed that the more knowledge people have the better they are. Accordingly we stressed cognitive learning in schools at the cost of developing children's emotional, social, moral and humanistic aspects. The consequence of such imbalance learning is evident today in the forms of youth unrest with their antisocial attitudes and behavioral problems.

Components of Peaceful Society:

Literature on non-violence has suggested that the concept of non-violence has at least eight components – Peace, Equality, Fearlessness, Humility, Love, Self control, Truth and tolerance. Of course these components are not exclusive of each other and peace appears to be the salient attribute of non-violence. However peace can not be achieved if oppression and exploitation of man by man continues. Through a healthy and learning environment in schools that encourages tolerance, gender equity, cooperative group work, broadening of social imagination and skills of resolving conflicts, a culture of peace may be developed among children. The role of schools, therefore needs to be redefined from institutions involved in social reproduction, replication, to potential sites for negotiating cultures of peace and harmony. Schools in the recent past have ceased to inculcate long term goals of human values and moral principles in the quest for producing more and more literate manpower who can be employed as skilled or semi-skilled work force in various walks of life. Mahatma Gandhi had once said “whatever education we give to children it should be constructive and creative”. The formal education aspect of the Board of Secondary Education Orissa for secondary schools is the scope of the present study. The study was necessitated by the high rate of violence and intolerance manifested by secondary school students which in some cases have resulted in loss of life. To what extent does this aspect of the Social Studies (SS) curriculum reflect the eight areas in the Culture of Peace? How adequate is the SS curriculum for the establishment of a culture of peace in the learners and subsequently in the society? These questions present the problems that necessitated this study.

RESEARCH QUESTIONS

The following questions guided the study:

1. To what extent does the peace education content of Social Studies curriculum cover?
2. How frequently are learners involved in instructional activities that elicit the demonstration of the values and principles in peace education?
3. How frequently do teachers engage learners in activities aimed at the acquisition of peace-making skills?

METHODOLOGY

The survey design was adopted for the study.

SAMPLE

All the High school teachers of Mizoram constituted the population of the study. Researcher selected sample size of 250 high school teachers teaching social study in secondary schools of Mizoram Through simple random sampling procedure

TOOLS USED FOR THE STUDY

The APL (Area of Peace List), and a questionnaire containing 26 items Constructed by the researcher were used as tools of the study The questionnaire items were structured on a five point scale of very frequently, frequently undecided rarely and never. . Reliability was ascertained by administering the instrument once to 10 high school teacher. The scores were analyzed using odd and even numbered items technique and later correlated using the Pearson Product Moment correlation coefficient and this yielded a coefficient of internal consistency of 0.82. The obtained data were analyzed using percentages.

RESULTS

Table 1

The Extent of Curriculum Content Coverage Areas of Peace List (APL)

S/N	Area of Peace List (APL	No of APL topics in SSC frequencies	%
1	Culture of peace through education	3	3
2	Sustainable economic and social development	7	6
3	Respect for all human rights	3	3
4	Equality between women and men	4	3
5	Democratic participation	5	4
6	Understanding, tolerance and solidarity	2	2
7	Participatory communication and the free flow of information and knowledge	1	1
8	International peace and security	2	2
	Total	27	24

Table 1 shows that only 27(approximately 24%) of the total topics in the entire Secondary school syllabus of BSE orissa social Studies curriculum (from class viii to class x) is related to the eight areas of peace.

Table 2

Frequency of Learners’ Involvement in Activities that Demonstrate Values and Principles in Peace Education

Sample =250

S/N	Items	Very Frequently	Frequently	Rarely	never
1	Compassion	6(2%)	12(5%)	89(36%)	143(57%)
2	Solidarity	6(2%)	29(12%)	92(37%)	123(49%)
3	Non-violence	25(10%)	64(26%)	100(40)	61(24%)
4	Patience	11(4%)	29(12%)	163(65%)	47(19%)
5	Hope	15(6%)	48(19%)	98(39%)	89(36%)
6	Justice	3(1%)	27(11%)	112(45%)	108(43%)

7	Forgiveness	16(6%)	60(24%)	95(38%)	79(32%)
8	Respect	54(22%)	51(20%)	73(29%)	72(29%)
9	Sharing	68(27%)	92(37%)	42(17%)	48(19%)
10	Love	52(21%)	48(19%)	52(21%)	52(21%)
11	Democracy	98(39%)	55(22%)	45(18%)	42(17%)

None of the items scored up to 50%. When scores for “very frequently” and “frequently” are put together, only items 8, 9 and 11 had up to a total score of 50%. This indicates that Learners are not frequently involved in instructional activities that demonstrate values and Principles in peace education..

Table 3

**Frequency of Teacher s- Mediated Learners’ Engagement In Peace-Making Skills Acquisition Activities
Sample=250**

S/N	Items	Very Frequently	Frequently	Rarely	Never
1	Engage learners in dialogue to discuss academic problems	2(0.8%)	8(3%)	125(50%)	115(46%)
2	Set up whole class discussion on current social issues	15(6%)	35(14%)	108(43%)	92(37%)
3	Encourage learners to enter into dialogue with others to resolve conflicts	5(2%)	65(26%)	94(38%)	86(34%)
4	Make learners appreciate the value of dialogue in conflict resolution	12(5%)	83(33%)	132	86(34%)
5	Make learners realize themed to mediate in conflict situations	4 (53%)	23(9%)	3(1%)	17(7%)
6	Engage learners in mediation in cases of realer hypothesized conflict situation	(11%)	42(17%)	91(36%)	90(36%)
7	Engage learners in teamwork that requires cooperation	16(6%)	62(25%)	100(40%)	72(29%)
8	Demonstrate tolerance in class management	45(18%)	100(40%)	62(25%)	43(17%)
9	Use classroom situations to teach the value of tolerance	3(1%)	7(3%)	112(45%)	128(51%)
10	Make learners respect the rights of one another	30(12%)	60(24%)	108(43%)	52(21%)
11	Make learners follow their individual turns in classroom activities	41(16%)	64(26%)	70(28%)	85(34%)

12	Discourage violence among learners	55(22%)	40(16%)	70(28%)	85(34%)
13	Make learners show concern for other people’s problems	26(64%)	72(29%)	33(13%)	81(32%)
14	Set up learning activities that encourage non-violent social change	5(2%)	14(6%)	116(46%)	115(46%)

All the items except numbers 1, 9, 11 and 13 scored below 50%. This indicates that the learners do not have enough opportunity to engage in peace-making skills acquisition activities.

DISCUSSION

The findings of this study reveal that the Social Studies curriculum for the MBSE Mizoram contain some peace education topics that are based on the eight action areas of peace education. peace education is not just about adding topics or themes to the curriculum. It is about mind transformation through the acquisition of appropriate skills, values and attitude which will empower the learner to seek and maintain peace. The implication is that peace education goes beyond subject matter issues to include all aspects of learning that touch on the behavior of the learner. The essential thing is to teach every subject with peace education orientation. In this regard, Swee-Hin (2000:) states that Teachers and educators in all levels of schooling undoubtedly constitute a vital link in the web of building a culture of peace and non-violence for the children of the world. For example, non-violence and a holistic peace education framework needs to be integrated into curriculum areas in terms of content (knowledge and texts) and pedagogies (participatory and cooperative).Classroom management skills can endorse non-violence principles and practices of conflict resolution.

The findings that learners are neither involved in activities that demonstrate values and principles in peace education nor do they frequently engage in peace-making skill acquisition activities indicate a lacuna in the implementation of peace education in Mizoram. During the post-questionnaire discussion, most of the respondents told the researcher that they do not have enough time to engage the students in peace oriented activities. They teach these topics like every other topic in the Social Studies curriculum. Peace education is not exactly like the other school subjects. It is more concerned with the affective than the cognitive domain of educational objectives. Consequently experiential learning is the recommended mode of instruction. The learners acquire knowledge by doing or by engaging in appropriate actions. Infact Bar-Tal (2002,) insists that “students need to live under the conditions described in peace education in order to internalize its objectives”. The essential thing is to provide learners with peace infused skill and activity-based lessons “that together build the attitudes, values and behavior of constructive living within the community” (The implication is that teachers should create appropriate scenarios for students to learn the need for peace as well as the strategies for peace. These peace strategies are” peacekeeping, peacemaking and peace building” It is only through the practice of these strategies of peace that learners can internalize the objectives, values and principles in peace education. The findings of this study also imply that teachers should be conversant not only with the concept of peace education but also with its instructional strategies. This will enable these teachers use every opportunity in the instructional process to develop in the learners a culture of peace and non-violence. Apart from the fact that this will lead to the establishment of a society where human beings work together to resolve conflicts, as well as respect human dignity, it will also lead to development.

CONCLUSION AND RECOMMENDATIONS

Findings of this study have shown that peace education is not yet introduced in the secondary school curriculum of MBSE Mizoram The major problem is that a good number of the teachers do not understand the peace education concept or its objectives, principles and strategies. This buttresses the need for adequate teacher preparation in this area of study. This is to ensure that these teachers can effectively help learners develop the

ability to tolerate others and to resolve conflict without violence. In this regard the following recommendations are made:

- Seminars and workshops should be organized for High school teachers to enable them acquire the pedagogical expertise for implementing peace education curriculum.
- Principles and strategies of peace education should be integrated into basic methodology courses taught in teacher training institutions
- Peace education topics should be added to all subjects in the secondary school curriculum
- Text books for the high school syllabus should be reviewed to give them peace education orientation.

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