

# **“Peace and Value Education for the Young Generation”**

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## **Abstract**

Peace is a sense of happiness and a feeling of contentment within us and the outside forces amidst the pain. It is the hallmark of civilized society and blessing for mankind. Peace education is a new concept in education. It is the education for the creation of a non-explosive, non-oppressive, non-violent and a just society. Education shall promote understanding, tolerance, friendship among all nations. Peace education is to equip the human beings to build up a social order and to prepare values such as compassion, justice, equity, gender fairness, sharing and caring for life along with active non-violence. Values are the guiding principles of life and part and parcel of the philosophy of nation. Value education has been globally perceived as an answer to the challenge of strengthening moral and social fabric of societies. Fostering of fundamental and human values and generating a caring and compassionate consciousness. Value education means inculcating in the children, a sense of humanism, a deep concern for the well being of others and the nation. It teaches us to preserve whatever is good and worth-while in what we have inherited from our culture. It helps us to accept and respect the behavior of those who differ from us. Value erosion and crisis has become a burning problem among the young generation now. Through this paper the author highlights peace and value education is most important for this present juncture to the young generation.

### **Keywords**

Peace,  
Value,  
Education,  
Society,  
Generation.

## Introduction

Peace is being quiet inside. "Peace is having good feelings inside." Peace begins within each one of us. Peace is more than the absence of war. Peace is living in harmony and not fighting with others. Peace is a calm and relaxed state of mind. It is the main characteristic of a civilized society. From the point of view of not only some children but some adolescents and adults, peace is not just the absence of war; it is the practice of love. Peace education is the process of acquiring the values. The knowledge and developing the attitudes, skills and behaviours to live in harmony with oneself, with others and with the natural environment. Peace Education is more effective when it is adapted according to the social and cultural context and the needs of a society. It is enriched by that society's cultural and spiritual values along with universal human-values. Such values can be included in peace education for schools throughout the world. But at the same time this curriculum, being developed in India, reflects Indian social problems, Indian culture, its strong religious beliefs and the country's needs especially as the curriculum moves up to higher age levels. So, it is enriched by certain widespread Indian spiritual and cultural values as ahimsa that is non-violence and non-killing. "Peace Education can be defined 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. Since, education for peace is value-centered; peace being a value itself, the primary means to achieve, this aim is a growing understanding of what are termed universal human values and the various ways and means of practicing them according to the capacities and potentialities of the learners. Mutual survival of people in a progressive society is value-based. Human and social values have sustained the humanity ever since advances in civilisation gave rise to organised social structures. However, individual and sectarian motives in the progressively rampant complexities of the society have taken precedence over the humanitarian concerns and a rapid erosion of

human and social values has become the order of the day. *Value education* has been globally perceived as an answer to the challenge of strengthening moral and social fabric of societies. Fostering of fundamental and human values and generating a 'caring and compassionate consciousness' (Karan Singh, 2000) has tremendous potential to salvage the human goodness. Schools and their educational aims have, in this scenario of 20<sup>th</sup> and 21<sup>st</sup> century, been expected to be instrumental preserving and restoring humanistic values like peace, calm, respect for humans, social equalities. The need to devise educational methods and approaches which are dynamic, reflective and would help restore values and transform social forces into creative and constructive channels has for long been recognised.

## Objectives of the Study:

The study is conducted with the following objectives:

- (i) To know the peace related issues those are very important for young generation.
- (ii) To study the various types of values exist in our society.
- (iii) To inculcate peace and value education among the young generation.

## Rationale of the Study:

The global movement for a culture of peace is based on the vision of a future world of justice, solidarity, liberty, dignity, harmony and prosperity for all. The culture of peace lies at the heart of fundamental human rights. It is more important today than ever before in view of today's global economy. It provides culturally rich inputs to every learner. That alone would generate respect for the institutions of family and society. Issues like social harmony, respect for traditions, belief and practices of others and an advancement towards a well-knit society would be possible only in such situations. Value education absolutely dire necessity in the present day society. Since ancient times educational

systems have served as a supreme agency of inculcating the values and norms of society in their members. In this sense the role of schools has remained important throughout. It is generally agreed that the main function of education is to promote a balanced development of physical, moral, mental, social and spiritual aspects of the student in order to produce balanced citizens who strive to promote social welfare and progress. In the context of social changes education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. It is the need of hour to provide value education to the young generation and make them peaceful, thereby, society may be calm. Peace educators can help students to develop a healthy self image, build trust with others, promote social growth and address the suffering in the world while learning compassion and empathy.

### Methodology of the Study:

For the present study, descriptive method has been used. This method is the best for the present study "Peace and value education, the best investment for the young generation." Descriptive studies involve description, recording, analysis and interpretation of the existing condition. It is designed to obtain pertinent and precise information concerning the current status of phenomena.

Secondary data is collected from various books and journal.

### Discussion:

To educate the individual and develop the ability to recognize and accept the values which exist in the diversity of individuals to strengthen peace, friendship and solidarity between individuals and people, to develop the ability of non-violent, conflict among the individuals. It encompasses respect for human rights, justice, tolerance, co-operation, social responsibility and respect for cultural diversity, in addition to firm commitment to democracy and non-violent conflict resolution.

Social justice is an important aspect of peace education.

**Different Kinds of Values:** We may discuss some important values for the young generation which are very crucial for the present day society also. The young generation facing many problems and they are effectiveness come to light later on. We may discuss different kinds of values for peace as following:

- (i) **Moral values:** It is an important part of human life. Moral life of an individual is controlled by social norms. Every individual behaves according to his own ideal life. Moral behaviour should be judged in the light of personal moral attitude or sense. Hence, in order to develop moral value, moral attitude or a sense of right or wrong should be developed in the minds of young generation.
- (ii) **Economic values:** Economic values are known as utilitarian values. Economic consciousness and economic value should be developed in young generation.. Economic values are measured subjectively in market places in terms of labour and commodities. Man has both utilitarian wants and non-utilitarian wants, satisfaction of both these wants may be considered as economic values, if they are satisfied in a socially desirable way.
- (iii) **Spiritual value:** Even in this modern technological age, religion has a major role to play in human life. By religion here, we mean universal belief in the existence of a universal-self. This belief is the common element of all religious and generally known as spiritualism. For the sake ideal life, spiritual values should be developed in young generation.
- (iv) **Social values:** As a social animal, man learns different social traits or values by the process of socialisation. Social values have been set by society to make life more safe,

secure, comfortable, civilised and worth living.

- (v) **Aesthetic value:** Values that give us pleasure and happiness are called aesthetic values. Anything that excites appreciation attracts man its irate beauty and creates a feeling of joy and pleasure has aesthetic value. So, the thing which appeals to heart and mind has aesthetic value.

**Peace education in the classroom:** Peace education is an integrated comprehensive education on focusing on life skills covering human rights, democracy, tolerance, non-violence, multi-culturalism and all other values conveyed through the school curriculum. For developing peace awareness in the classroom, the following should be considered:

#### **Knowledge:**

- (i) **Conflict:** Students should study a variety of contemporary conflict situations from the personal to the global level. They should also know about ways of resolving conflicts non-violently in everyday life.
- (ii) **Peace:** Students should study different concepts of peace. They should look an example of the work of individuals and groups who are actively working for peace.
- (iii) **War:** Students should explore some of the key issues and ethical dilemmas to do with conventional war.
- (iv) **Nuclear Issues:** Students should learn about a wide range of the nuclear issues and be aware of the key view points on defenses. They should understand the effects of nuclear war and to work towards a nuclear free world.
- (v) **Justice:** Students should study issues to do with discrimination based on gender.

- (vi) **Environment:** Students should have a concern for the environment welfare of the entire world's people and the natural students on which they depend.

#### **Attitudes:**

- (i) **Self-respect:** Students should have a sense of their own worth and pride in their own particular social, cultural and family background.
- (ii) **Respect for others:** Students should have a sense of the worth of others, particularly of the wit, social, cultural and family background.
- (iii) **Open-mindedness:** Students should be willing to approach different sources of information, people and events with a critical but open mind.
- (iv) **Ecological Concern:** Students should have a sense of respect for the natural environment and our overall place in the web of life. They should have a sense of responsibility for both the local and global environment.
- (v) **Commitment to Justice:** Students should value genuinely democratic principles and processes and be ready to work for a more just and peaceful world at local, national and international level.

#### **Skills:**

- (i) **Critical thinking:** Students should be able to approach issues with a open and critical mind.
- (ii) **Co-operation:** Students should be able to appreciate the value of co-operation and be able to work co-operatively with others.
- (iii) **Empathy:** Students should be able to imagine sensitively the view points and feelings of other people.

- (iv) **Assertiveness:** Students should be able to communicate clearly and assertively with others.
- (v) **Conflict resolution:** Students should be able to analyse different conflicts in an objective and systematic way.

**(vi) Peace education skills:**

- ) Identifying bias
- ) Problem solving
- ) Sharing and co-operation
- ) Shared decision making
- ) Analysis and critical thinking
- ) Enhancing the self-esteem of one self and others
- ) Creative self-expression
- ) Honest talk and sensitive listening
- ) Positive emotional expression
- ) Conflict resolution strategies
- ) Self-reflection
- ) Independent research

**Value Education in the classroom:** Education should foster universal and eternal values and be oriented towards the unity and integration of our people, it is therefore essential to explore and identify the concrete devices for the incorporation of values in education. Educational institutions can inculcate value education through the following ways and means. These are:

- ) Community prayer in the school
- ) Cleanliness programmes in the school
- ) Community service programmes
- ) Social service programmes
- ) First-aid programmes
- ) Celebration of national days and festivals
- ) Dramas, etc. depicting values

- ) Student participation or self-government in schools
- ) Silent meditation
- ) Observation of punctuality by all
- ) Equal treatment to all in the schools
- ) Lectures or talks emphasising on the unity of all religions, harmony among communities and national integration

Teacher's role is very significant in this respect. The most important aspect is that the teachers should set good examples of conduct and behaviour in which the students may imbibe in them.

**Conclusion:**

From the above discussion we may come to the conclusion that for bringing a change among the young generation we should provide peace and value education to them. Because one is related to another. There is close relationship between peace and value. Without peace we cannot expect value and without value, there is no peace. It is like two sides of a same coin. It is the need of hour to inculcate peace and value education among the young generation at this juncture. Young are the backbone of a nation and we should provide this education for the betterment of society.

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	Website: <a href="http://www.ijarm.com">www.ijarm.com</a>
	Subject: Education
Quick Response Code	
DOI: <a href="https://doi.org/10.22192/ijamr.2024.11.05.007">10.22192/ijamr.2024.11.05.007</a>	

How to cite this article:

Ranjit Kumar Das. (2024). "Peace and Value Education for the Young Generation". Int. J. Adv. Multidiscip. Res. 11(5): 68-73.

DOI: <http://dx.doi.org/10.22192/ijamr.2024.11.05.007>