# UNIT 9 : PEACE EDUCATION

## UNIT STRUCTURE


9.1 Learning Objectives

9.2 Introduction

9.3 Concept of Peace

9.4 Concept of Peace Education

- 9.4.1 Objectives of Peace in Regional, National and International Level
- 9.4.2 Need for Peace Education
- 9.4.3 Importance of Peace Education
- 9.4.4 Obstacles to Peace

9.5 Role of Education in Promoting Peace

9.6 Basic Principles to Promote Peace in Classroom

9.7 Let Us Sum Up

9.8 Further Reading

9.9 Answer to Check Your Progress

9.10 Possible Questions


## 9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the concept of peace;
- define the concept of peace education;
- explain the need and importance of peace education;
- identify the different obstacles to peace; and
- discuss the role of education towards peace education.

## 9.2 INTRODUCTION

'Peace' has become a buzzword in the present time in view of the current scenario of disorganisations in every sphere of society. The only thing which can solve such disorganisations is nothing but 'peace'. It is the opposite of war or violence, a situation where people can live without any

fear or hesitation, and enjoy their every right and obligation.

Peace education in the past seemed to be an integral part of education in all cultures. But with the advent of western secularism in the 20th century and scientific outlook to education, moral and human values including peace were slowly discouraged away from the school curricula. But if we consider the present situation of society, peace education is the ardent need of the society. This unit introduces you to the concept of peace and peace education, and also enables you to understand the need and importance of peace education. You will also study the obstacles to peace. Here, you will also know about the role of education towards peace education.

## 9.3 CONCEPT OF PEACE

No one can live in an unstable society where there is chaos, corruption, violence and war. Everyone loves to live in a peaceful society. Peace is an occurrence of harmony characterized by lack of violence, conflict behaviours and the freedom from the fear of violence. Commonly understood as the absence of hostility and retribution, peace also suggests sincere attempts at reconciliation, the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.

Peace is a freedom from war and violence, especially when people live and work together happily without disagreements. Peace is a stress-free state of security and calmness that comes when there is no fighting or war, everything coexisting in perfect harmony and freedom.

Etymologically the term 'peace' originates most recently from the Anglo-French "pes", and the Old French "pais" meaning "peace, reconciliation, silence, agreement, treaty of peace, tranquillity, absence of hostility, harmony." The word 'peace' comes from a Latin word "pax", which means tranquillity and absence of war. The English word came into use in various personal greetings since long as a translation of the Hebrew word "shalom", which, according to Jewish theology, comes from a Hebrew verb

meaning 'to restore'. Although 'peace' is the usual translation, however, it is an incomplete one, because "shalom", which is also cognate with the Arabic "salaam", has multiple other meanings in addition to peace, including justice, good health, safety, well-being, prosperity, equity, security, good fortune and friendliness. At a personal level, peaceful behaviour is kind, considerate, respectful, just and tolerant of other's beliefs and behaviour, tending to manifest goodwill.

This latter understanding of peace can also pertain to an individual's introspective sense, as in being "at peace" in one's own mind, as found in European references. The early English term is also used in the sense of "quiet", reflecting calm, serene and meditative approaches to family or group relationships that avoid quarrelling and seek tranquillity—an absence of retribution or agitation.

In many languages the word for peace is also used as a greeting or a farewell, for example the Hawaiian word "aloha", as well as the Arabic word "salaam". In English, the word peace is occasionally used as a farewell, especially for the dead, as in the phrase, 'rest in peace'.

Currently peace is considered to be both a philosophy and a process which involve problem solving, cooperation and conflict resolution. Peace empowers people with the skills, attitudes and knowledge to create a safe world and build a sustainable environment. It also teaches non-violence, love, compassion and reverence for all life.

To quote Spinoza, peace is the absence of war. It is a virtue, an attitude, tendency to good, trust and justice.

According to Jawaharlal Nehru, peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.

According to Joban Galtung, peace is the absence of physical and structural violence.

Albert Einstein said, peace is not merely the absence of war but the presence of justice, of law, of order—in short, of government.

## 9.4 CONCEPT OF PEACE EDUCATION

Peace education is the process of acquiring the values and knowledge and developing attitudes, skills and behaviours to live in harmony with oneself, others, and the natural environment. To make the concept of peace education more clear, we can refer to the aim of peace education in the words of Dr. David Hicks, Director of the Centre for Peace Studies. He stated that peace education is to "develop the skills, attitudes and knowledge necessary to resolve conflict peacefully in order to work towards a more just and less violent world."

Peace education is a holistic approach that includes teaching about democracy, human rights, non-violence, social and economic justice, gender equality, environmental sustainability, international law, human security and so on.

Peace education is learning the way of peace which UNESCO refers to as "the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, intergroup, national or international level."

According to Oskar Brilling, "Peace education should contribute towards changing the world. Peace education should reduce the willingness of individuals to resort to violence, and uncover and eliminate structures of violence in human relations, in all areas of society and between the states". According to R.D. Laing, "Peace education is an attempt to respond to the problem of conflict and violence on scales ranging from global and national to local and personal. It is about ways of creating more just and sustainable futures".

According to Fran Schmidt and Alice Friedman (1988), "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 the philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life

on our beautiful planet".

According to Freire (2006), "Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of 'conscientization'."

Betty Reardon, " Peace education is the attempt to promote the development of an authentic planetary consciousness that will enable us to function as global citizens and to transform the present human condition by changing the social structures and patterns of thought that have created it."

John Dewey said, "Peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem-posing and problem-solving education, and a commitment to transformative action in our societies."

### 9.4.1 Objectives of Peace in Regional, National and International Context

The objectives of peace in regional, national and international contexts are as follows:

- Contribute to the construction of a transparent and effective rule of law system by establishing peace and development initiatives at all the local levels.
- Reduce the level of illicit crop production, conflict and violence and increase reconciliation.
- Extend support to other peace initiatives and focus on vulnerable groups, such as women, youth and ethnic groups.
- Continue to support regional peace and development programmes that have had an impact on violence, conflict and exclusion.
- Support the formulations of a public policy on peace and development.
- Promote the interaction of existing peace activists and organisations and develop interpersonal skills for handling relations and conflict resolution.

### 9.4.2 Need for Peace Education

As told above, no one can live in an unstable society peacefully. Everyone tries to live a peaceful life where there is an absence of conflict and violence. The educational process which helps in acquiring the values and knowledge, and in developing the abilities, skills and behaviours to live in harmony with oneself, others and with the natural environment is called peace education.

UNICEF defines peace education as "the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural, to resolve conflict peacefully, and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level."

The 1990 World Declaration on Education for All, clearly states that basic learning needs comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and values required to live and work in dignity and to participate in development. It further states that the satisfaction of those needs implies the responsibility to promote social justice, acceptance of differences and peace. (Intra agency Commission, WCEFA, 1990).

In the words of James Page, Peace education is "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others."

Ian Harris and John Synott have described peace education

as a series of "teaching encounters" that draw from people:

- their desire for peace,
- non-violent alternatives for managing conflict, and
- skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

According to Garrol Lotha, the need for peace education can be summarised as follows:

1. Peace education is needed to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal.
2. It helps to explore ways of creating more just and sustainable futures.
3. It equips the learners with skills, attitudes and values that one should possess to establish, maintain or contribute to peace.
4. It also enables an individual in preparing the field from where peace should sprout as the natural growth from the individual.
5. It helps one to attain a perfect human social condition for co-existence.
6. It helps us to provide practical tools for peaceful living, including skills and methods for conflict resolution and violence prevention.
7. It also helps in developing the child with an effective, integrated and positive personality.
8. It helps the teachers to identify effective strategies and practices that could transform the school into a place of harmony and peace.

Peace education can be renamed as Conflict Resolution Training, Value Education, Democracy Education, Human Rights Education etc. Education for peace implies that education which can develop qualities like cooperation, unity, brotherhood, value, non-violence, truth, justice, courage, patience, social welfare, responsibility, duty, goodness, humanity etc.

### 9.4.3 Importance of Peace Education

According to Daniel Bar-Tal, 2002, peace education provides a better future for the younger members of society, because it indicates that their society is aware of its ills and is striving to remedy them in order to build a better place to live. Such a hope is essential as it provides goals towards a better future and places it within their grasp, for without such goals society is doomed to decline and decay. The importance of peace education can be discussed as follows:

- To prevent the arising of conflict situation.
- Education must promote peace, tolerance and understanding to create a better society for all.
- It helps in ending violence and conflicts.
- It is needful for national and emotional integration.
- To appreciate the concept of peace.
- To be made aware about our needs, self-consciousness etc.
- It helps to identify the causes of conflict and violence and helps to resolve these problems.
- It also helps to create awareness about cultural heritage.
- Peace education has its value in gender equality.
- It imparts the sense of justice and equality.

Declaration of the 44$^{th}$ session of the International Conference on Education held in Geneva in 1994 has listed the following aims of peace education:

- To develop a sense of universal values in every individual.
- To prepare citizens to cope with difficult and uncertain situations and also for personal autonomy and responsibility.
- To educate the individual and develop the ability to recognize and accept the values which exists in the diversity of individual.
- To strengthen peace, friendship and solidarity between individuals and people.
- To develop the ability of non-violent conflict resolution among individuals.

- To cultivate the ability to make informed choices, basing their judgements and actions not only on the analysis of present situation but also on the vision of a preferred future among the individuals.
- To teach the citizens to respect the cultural heritage, protect the environment and social harmony.
- To cultivate citizens in the line of solidarity feeling and feeling of equity at the national and international levels in the perspectives of a balanced and long term development.

In the National Curriculum Framework 2005 (NCERT) states the importance of peace education in the following lines:

"The space for peace education within the framework of National School Curriculum document is compellingly clear in the light of the escalating trends of, and taste for, violence globally, nationally and locally. Education is a significant dimension of the long-term process of building up peace – tolerance, justice, intercultural understanding and civic responsibility.

Education for peace seeks to nurture ethical development, inculcating the values, attitudes and skills required for living in harmony with oneself and with others, including nature. It embodies the joy of living and personality development with the qualities of love, hope and courage. It encompasses respect for human rights, justice, tolerance, cooperation, social responsibility, and respect for cultural diversity, in addition to a firm commitment to democracy and non-violent conflict resolution. Social justice is an important aspect of peace education. The concern for equality and social justice, which refers to practising non-exploitation towards the have-nots, the poor and the underprivileged and creating a non-violent social system, is the hallmark of education for peace. Similarly, human rights are central to the concept of peace. Peace cannot prevail if the rights of individuals are violated. Basic to human rights are the values of non-discrimination and equality, which contribute to building a culture of peace in society. These issues are inter

related. Peace education is thus a host of overlapping values.

Education in the true sense should empower individuals to clarify their values; to enable them to take conscious and deliberate decisions, taking into consideration the consequences of their actions; to choose the way of peace rather than violence; to enable them to be makers of peace rather than only consumers of peace."



**LET US KNOW**

- Peace is an occurrence of harmony characterized by lack of violence, conflict behaviours and the freedom from fear of violence.
- There are some objectives of peace in regional, national and international levels
- The educational process which helps in acquiring the values, knowledge and developing the abilities, skills and behaviours to live in harmony with oneself, others, and the natural environment is called peace education.



**CHECK YOUR PROGRESS**

**Q. 1:** Define peace education.

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**Q. 2:** Give any two important aims of peace education.

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### 9.4.4 Obstacles to Peace

The different obstacles to peace can be summarised as follows:

- Absence of global democratic leader
- Competition among the members of the society
- Power hunger
- Selfishness

- Lack of common understanding
- Unfair expectations
- Poor communication skills
- Conflict: It arises from different causes which are related to obstacles to peace i.e.
  a) Cultural differences
  b) Individual differences
  c) Clash of interest
  d) Social Change
- Feud
- Litigation
- Impersonal Ideal
- Personal conflict
- Racial Conflict
- Class Conflict
- Political Conflict
- International Conflict
- Cold War

## 9.5 ROLE OF EDUCATION IN PROMOTING PEACE

Education has been treated as one of the most powerful tools to promote peace in the world. We celebrate world peace on "International Peace Day" on September 21st. Education is the process of developing the skills, attitudes and knowledge of human beings. Without education it is not possible to know the meaning of peace. Education for peace includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence. The learning objectives of peace education may include an understanding of the manifestations of violence, the development of capacities to respond constructively to that violence and specific knowledge of alternatives of

violence.

There are two fundamental concepts of peace education—one is respect and the other is skills. Respect refers to the development of respect for self and for others. On the other hand, skills refer to specific communication, cooperation and behavioural skills used in conflict situations.

In many parts of the world, due to violent conflicts and war, human beings suffer a lot. Therefore, education should play a role in bringing peace and restoring the development process in people of those conflicting areas or places.

A culture of peace always generates the substance of fundamental human rights, social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights, child rights, equality between men and women, cultural identity and diversity, indigenous people and minorities rights and the preservation of the natural environment.

Education is the key tool in improving poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness.

Education is considered as a strong tool for promoting peace because of the following reasons:

1. Education boosts confidence and hope.
2. It promotes independent thinking.
3. Education develops problem solving skills.
4. It also builds communication skills.
5. It opens doors for talks.
6. It reduces poverty.
7. It increases political involvement.
8. It reduces support of terrorism and militancy.
9. Education builds empathy and tolerance.
10. Education cultivates respect.

The concept of education is very broad. It can promote peace with the help of different kinds of education which can be discussed as follows:

- Value education along with social, moral and cultural values should be imparted to develop qualities like justice, equality, intra-cultural

understanding etc. needed for creating a peaceful society.

- Human Rights Education should be imparted to create awareness about the duties and responsibilities of human beings and also developing human values.
- Education should be given to eradicate the conflict situation among the members of the society.
- Social qualities like cooperation, discipline, self-consciousness etc. should be developed through the educational process.
- Education should foster national integration and international understanding among the students.
- The curriculum should be constructed in such a way that it includes not only the cultural heritage of one's own country but also of other countries.
- Students should be prepared to resolve the different problems related to society such as food problem, environmental problems, problems of poverty etc.
- Environmental education should be provided among the students to create environmental awareness for prevention of environmental pollution.

From a case study of Guatemala, Liberia and Nepal ( Dupuy, 2008) on "Education for Peace: Building Peace and Transforming Armed Conflict through Education Systems", it has been found that there are four ways that education contributes to peace building – by promoting inclusion, socialization, social capital and social benefits. The study suggested that education programming in post-conflict society should go beyond simple response and seek ways to contribute towards social transformation through education in the following ways:

**Inclusion**

- National policies and laws related to free and compulsory education
- Equality in access to different levels and types of education
- Equality and equity in the distribution of resources
- Merit –based selection practices
- Philosophy and aims of education system ( an elite leadership or

education for all)

- Curriculum content and language of instruction sensitive to diversity

**Socialization**

- Relationships between individuals and groups at school
- Disciplinary methods and attitudes to bullying
- Role of teachers and school staff in socialization and values
- Teaching methods and pedagogy
- The official curriculum, what is included, and how it deals with the past conflict
- The hidden curriculum, norms and values rewarded at school

**Social capital**

- Community-school relationship, school management and parent involvement
- Children's club to learn participatory decision making and discuss peace
- Codes of conduct for teachers and pupils, transparent decision-making process
- State school relationships, central authority and decentralization
- Civil society-school relationship, role of NGOs, voluntary groups in peace building

**Social benefit**

- There needs to be an economic return on schooling, and improved educational opportunity at all levels should reduce the attractions of going to war.
- Education also raises awareness of direct and social costs of conflict and therefore opportunities for educated people and future generations.
- It is low levels of secondary school enrolment, not primary, that lower opportunity costs of participating in armed conflict.
- The social benefits of education include the fact that education may reinforce political stability through improved civic participation and the teaching of values that reinforce participation.

**Role of UNO and UNESCO in the field of education for peace:**

The **United Nations** is an intergovernmental organization to promote international co-operation and to create and maintain international order. It was established on 24th October 1945. The Headquarter of UNO is in New York City.

The following are the purposes of the UN as defined in Article 1 of the UN Charter:

1. To maintain international peace and security and to take adequate steps to avert wars;
2. To develop friendly relations among nations on the basis of equality;
3. To achieve international co-operation in solving international problems of an economic, social, cultural or humanitarian character;
4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.

The different branches of UNO are as follows:

1. The General Assembly
2. UN Security Council (UNSC)
3. Economic and Social Council ( ECOSOC)
4. The Trusteeship Council (Suspended its operations on 1 Nov., 1994)
5. International Court of Justice
6. The UN Secretariat

Some agencies of UNO for world peace are as follows:

1. International Atomic Energy Agency (IAEA), 1957
2. International Labour Organisation (ILO), 1919
3. Food and Agricultural Organisation (FAO), 1945
4. United Nations Educational, Scientific and Cultural Organisation (UNESCO), 1946
5. World Health Organisation (WHO), 1948
6. United Nations Development Programme (UNDP), 1965
7. International Civil Aviation Organisation ( ICAO), 1947
8. United Nations Environmental Programme (UNEP), 1972
9. United Nations International Children's Emergency Fund ( UNICEF)
10. The United Nations Population Fund (UNFPA),1945

11. UN-HABITAT
12. International Fund for Agricultural Development (IFAD), 1977
13. The United Nations Institute for Disarmament Research (UNIDIR)
14. UN WOMEN, 2010

**Role of UNESCO:** The United Nations Educational, Scientific and Cultural Organization was established in 1945. The Headquarter of UNESCO is in Paris. The main objective of this organisation is to create peace and security through educational, scientific and cultural understanding. UNESCO stands for values, human rights, equalities and mutual respect.

Since its inception UNESCO has been playing its role to promote international peace and harmony among the people. For this, UNESCO has been holding various conferences, talks, seminars etc among member countries highlighting various issues and problems related to international peace and harmony. UNESCO believes that peace "must be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind." It contributes to peace, ethics and dialogue in many ways:

1. Giving a voice to young people and providing them with the necessary skills, opportunities and platforms maximises their potential as actors for development.
2. Supporting the development of social inclusion, policies ensures equal opportunities, access to resources and to an enabling environment for the full participation of communities and individuals in shaping their societies, specially women, youth and the most disadvantaged and vulnerable groups like migrants, those living with disabilities and indigenous people.
3. Sport and post disaster education are tools for development, peace and community building. Both foster social inclusion and are a means of increasing social capital.
4. Global environmental change is a major contemporary driver of social transformation and its effects are expected to grow through coming decades, possibly to the point of calling into question not just growth and prosperity but social inclusion and the realisation of human rights.

**Major International Organisations**

The major International Organisations for creating peace are as follows:

1. Colombo Plan ( 1950)
2. European Economic Community, 1957
3. League of Arab States ( Arab League, 1945)
4. North Atlantic Treaty Organisation ( NATO, 1949)
5. Warsaw Treaty Organisation , 1955
6. Organisation of African Unity (OAU, 1963)
7. Organisation of American States ( OAS, 1948)

**Suggestion of International Association of Educators for World Peace (IAEWP)**: The International Association of Educators for World Peace (IAEWP) is part of a global organization that operates as an NGO under the mandate of the United Nations. The main principles of IAEWP to promote world peace are as follows:

1. Promoting international understanding and world peace through education and developing new and innovative educational strategies and pedagogies dedicated to the pursuit of peace.
2. Protecting the environment is intimately connected to preserving the peace.
3. Safeguarding human rights.
4. To encourage peace process and the right of the people to live in a planet where human rights and peace are respected.



**CHECK YOUR PROGRESS**

**Q. 3:** Mention any two roles of education towards peace education?

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**Q. 4:** Write about any two agencies of UNO for world peace?

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## 9.6 BASIC PRINCIPLES TO PROMOTE PEACE IN CLASSROOM

Maria Montessori said "establishing peace is the work of education." One of the basic principles of Montessori system of education is maintaining peace. For this, it is needed to include peace education in the curriculum, by the following of some ways and means as below:

1. It is needed to start by defining the word 'peace' with students.
2. The classroom should be declared a 'peace zone' and any kind of bullying should not be tolerated.
3. Students should be taught conflict resolution skills.
4. Children should be encouraged to participate in the care of their environment, showing respect for materials, plants, animals etc.

Teachers play a pivotal role in nurturing attitudes and values among children for developing a better environment and making them realise their duties and role in preserving the earth.

There are many ways to promote peace in the classroom which can be discussed as follows:

- **Care of environment that is around us**

  The children should be taught to make a healthy environment in the classroom as well as in others around them by showing respect for the materials, animals, plants etc.

- **Care of self and others**

  The teacher should teach the child to take care of himself and help to develop his inner talent.

- **Respect for diversity**

  In school community, it is necessary to celebrate different national and international holidays among children so that it will help to develop a deeper appreciation and understanding of all cultures.

- **Yoga or meditation**

  Yoga practice or meditation is essential to build peace in the inner part of an individual. Yoga promotes concentration among students.

- Celebration of International Peace Day at school (21 September).

- Use of cooperative learning technique in classroom teaching is one of the important techniques to promote peace in classroom in which a smaller group of students study in a face to face interaction, cooperating to complete a common goal.
- Defining the concept of "peace" by the teachers in classroom.
- Peace education should be included at all levels of the curriculum.



**ACTIVITY 9.1**

Identify the different reasons that affect peace in your state and write a note on how to restore peace through different educational programmes.



## 9.7 LET US SUM UP

- Peace is an occurrence of harmony characterized by lack of violence, conflict behaviours and freedom from the fear of violence.
- The educational process which helps in acquiring the values, the knowledge and developing the abilities, skills and behaviours to live in harmony with oneself, others, and the natural environment is called peace education.
- Peace education can be renamed as Conflict Resolution Training, Value Education, Democracy Education, Human Rights Education etc.
- There are different obstacles to peace.
- Education has been treated as one of the most powerful tools to promote world peace.
- We celebrate world peace on "International Peace Day" on September 21st.
- Education is the process of developing the skills, attitudes and knowledge of human beings. Without education it is not possible to know the meaning of peace.
- UNO and UNESCO play significant role in the field of education for

peace.

- There are many ways and means to promote peace in the classroom.



## 9.8 FURTHER READING

1) Allport, G. W. (1979).*The Nature of Prejudice Unabridged.* London:Addison-Wesley Publishing Company.

2) Challiha, B. K. et.al. (2011). *Sikshar Samajtatik Vitti*, Jorhat : Vidyabhavan.

3) Das Sarma, P. et. al. (2015). *Value Education*. Guwahati:Shanti Prakashan.

4) Sarmah, M. K. (2013). *Sikshwer Darshanik aru Samajtattik Vitti*. Dibrugarh : Banalata.

**Websites**

5) https.//iaewp.page.tl

6) http://www.montessoriservices.com/ideas



## 9.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans. to Q. No. 1:** The educational process which helps in acquiring the values, the knowledge and developing the abilities, skills and behaviours to live in harmony with oneself, others, and the natural environment is called peace education.

**Ans. to Q. No. 2:** The two important aims of peace education are:

(a) It helps in ending of violence and conflict.

(b) It is needful in national and emotional integration.

**Ans. to Q. No. 3:** The concept of education is very broad. It can promote

peace with the help of different kind of education. The two important roles of education towards peace education are:

a. Value education along with social, moral and cultural values should be imparted to students to develop the qualities like justice, equality, intra-cultural understanding etc. needed for creating a peaceful society.

b. Human Rights Education should be imparted to create awareness about the duties and responsibilities of human beings and also developing human values.

**Ans. to Q. No. 4:** The two branches of UNO for formation of world peace are as follows-

1. UN Security Council (UNSC)
2. Economic and Social Council (ECOSOC)



## 9.10 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q. 1:** What is the meaning of the word “Peace”?

**Q. 2:** What do you mean by Peace Education?

**Q. 3:** Write any two important aims of peace education.

**Q. 4:** Describe the role of the UN in peace education.

**B) Long Questions** (Answer each question in about 300- 500 words)

**Q. 1:** Why do we need peace education in our society? Explain.

**Q. 2:** Explain the different obstacles to peace in our country.

**Q. 3:** Discuss the basic principles to promote peace in classroom.

**Q. 4:** Discuss the role of education to promoting peace in the society.

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