UNIT 13 : EDUCATION FOR PEACE

UNIT STRUCTURE

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13.1 LEARNING OBJECTIVES

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

- conceptualize and define peace;
- know about education for peace;
- describe the role of UN in maintaining peace;
- develop understanding about the significance of UNESCO and SAARC in restoration of peace through educational programme.

13.2 INTRODUCTION

Understanding of peace, social justice and moral values, and of their application to the real life of individuals, can be inculcated through education offered in school and colleges. Peace is not merely an absence of violence. It is something more since it is also a positive state of mankind

as well as a constructive goal of person, society and mankind. In this unit, you will get to learn about the concept of peace as well as education for peace. Moreover, for your further knowledge, the role of UNESCO, UN and SAARC for maintaining world peace are added in this unit.

13.3 CONCEPT OF PEACE

The term peace is used in a wide sphere. It seems that peace has a variety of meanings that are different in accordance with the context of usage. Literally, the word peace is derived from the original Latin word “pax”, which means a pact, a control or an agreement to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people. According to the American military history, the word peace essentially means the absence of war. Therefore, by militaries views, they fight wars to win the peace, or they use force to maintain peace. In military paradigms, peace is seen as an ultimate or ideal goal rather than a means to an end. Historically and politically considering in accordance with the American military history‘s point of view, it is understood as to why peace is mostly defined as an absence of war. This is because in the history of human society, wars of various kinds were fought. Whenever wars occur, people need peace and ask for peace. Peace that people needed and asked for is the state of the absence of wars, the state of having no fights. However, many peace scholars do not agree with giving an emphasis on peace in the sense of an absence of war only. Peace, in their opinions, is something more meaningful, valuable and important than that.

13.4 DEFINITIONS OF PEACE

Peace has been defined by different renowned persons according to their perspectives. Some of them are stated bellow for our better understanding.

According to Albert Einstein‘s view, peace is not only an absence of war, but it means or includes the presence of justice, law, order or government in the society as he said – Peace is not merely the absence of

war but the presence of justice, of law, of order – in short, of government.

Martin Luther King, Jr., a famous human rights activist is the one who was not satisfied with the definition of peace focusing only on the absence of the unhappy situations. In his view, peace must include justice in society too as in his saying. True peace is not merely the absence of tension: It is the presence of justice.

His Holiness, the 14th Dalai Lama, said – Peace, in the sense of the absence of war is of little value…peace can only last where human rights are respected, where people are fed, and where individuals and nations are free. From his point, we can say that peace means respect for human rights, well-being of people and freedom of individuals and nations.

Baruch Spinoza (1632-1677), one of the famous philosophers in second half of 17th century gave his point of view on peace that peace was not an absence of war, it was a virtue, a state of mind, and a disposition for benevolence, confidence and justice.6 He gave importance to a virtue and a state of mind.

Jawaharlal Nehru (1889-1964) emphasized peace in the sense of a state of mind. Here is his view – 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 Johan Gultung, Norwegian peace scholar, the term peace and violence are linked. Peace is the absence of violence and should be used as the social goal. Gultung further stated that like a coin peace has two sides: negative peace and positive peace. Negative peace is the absence of personal violence; positive peace is an absence of structural violence or social justice.

As per the definitions and explanations shown above, peace is defined and explained in different ways. It has various meanings depending on the context of usage namely, peace literally defined seems to be something as a tool or means to end war or conflict. Peace if discussed and desired during the wartime or the time after war is the thing that is opposite to war. It means an absence of war and/or other hostilities. Peace in this

sense seems to be a main definition undeniably. However, even during the time without war it does not mean people are at peace and society is peaceful. Problems or hostilities are still there. That is why some peace scholars are not satisfied with only that meaning. From their own views, peace is a presence of more other good things like virtue, justice, order, good law, good government, good relationship, well-being, freedom, respect for human rights, security etc., or an absence of violence. On the other hand, if we focus on the state of mind, peace is calm, serenity, tranquility or peacefulness of mind. Furthermore, if we refer to the state of a place or an



CHECK YOUR PROGRESS

Q 1: What is the meaning of Latin word “Pax”?

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Q 2: Define the term peace.

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13.5 TYPES OF PEACE

Generally, peace is classified into two types: Internal peace and External peace.

Internal Peace

Internal peace is also known as inner peace. It is peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements. Internal peace is peace within oneself; it is derived from practicing or training of mind of an individual. Sometimes, a man can create and maintain his inner peace in the noisy surrounding or in the un-peaceful society. Internal peace is stressed in the field of religion, especially religions in the East. In the view of religions, this type of peace can be reached by means of prayer, meditation, wisdom

and other ways. Internal peace is essential; it is generally regarded as true peace and as a real foundation of peace in society or peace in the world.

External Peace

External peace is peace that occurs in society, nations and the world; it is a normal state of society, countries and the world and it is a state of peaceful and happy co-existence of people as well as nature. External peace, in order to see it clearly, can be described in its negative and positive sense as follows; negative sense: the absence of war, hostility, agitation, social disorder, disturbances, social injustice, social inequality, violence, violation of human rights, riot, terrorism, ecological imbalance, etc., positive sense: a state of social harmony, social justice, social equality, friendship or friendly relation, concord, public order and security, respect for human rights and ecological balance, etc.

However, types of peace, according to the World Council of curriculum and instruction, can be sub-classified into nine as follows:

1. **Intrapersonal peace:** The state of peace within man himself that means there is no conflict inside one's mind.
2. **Interpersonal peace:** The state of peace between a man and men; there are no conflicts between a man and men or one another.
3. **Intragroup peace:** The state of peace within groups; the state of having no conflicts in groups.
4. **Intergroup peace:** The state of peace between group and group; the state of having no conflicts among groups.
5. **Interracial peace:** The state of peace within race; the state of having no conflicts in each race.
6. **Interracial peace:** The state of peace between race and races; the state of having no conflicts among races.
7. **Intranational peace:** The state of peace within nations or countries; the state of having no conflicts in each nation or country.
8. **International peace:** The state of peace between a nation and the nations; the state of having no conflicts among nations.
9. **World peace:** It means that the countries throughout the world are said to be in the state of normalcy, absence of wars and conflicts, presence of justice and balance of control.

13.6 PEACE EDUCATION

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. Peace education is about helping students to understand and transform conflict in their own lives, in the community and in the world at large. It is part of all learning areas and is reinforced by people treating each other in positive ways in classrooms, playgrounds and in their families and communities.

James Page suggests peace education be thought of as "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" .

Peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence.

13.7 EDUCATION FOR PEACE

An important statement that the E-9 Summit in New Delhi in 1993 made was: "Education is the only defence against war". World peace can be promoted through education. Peace education therefore is an important aspect to deal with this situation. Any attempt to define education in strict terms, would prove futile, as the most important features that characterize the notion of peace education are many and varied. Important works for peace education has been done in the past including works done by United Nations Educational Scientific and Cultural Organization (UNESCO). This includes the recommendation of 1994, on education for international understanding, peace, human rights and fundamental freedom. But in the present World of COVID 19 Pandemic, the challenge for educators in respect

to Peace Education all over the globe is to choose between going ahead with the present educational system, or preparing our younger generation for the kind of life each and every one of us aspires. In the contemporary situation, a culture of peace will be achieved only when the citizens of the world understand this global problem of COVID 19 Pandemic and empathetically participate to resolve conflicts and struggle for justice non-violently. They must live by the international standard of human rights and equality, and appreciate cultural diversity.

In the present World of COVID 19 Pandemic, Peace Education should be made an integral part of the curriculum. Parents, teachers, educators and peer-groups should be involved in the process of educating and upbringing of the children/learners. The educational institution is an extended family with the teacher acting as a role model or an example to be demonstrated to the students. In the present situation, the themes of justice, tolerance and peace have to be interwoven into the integral part of the curriculum at all the levels of education. The educational institutes thereby should focus on emotional well-being, focus on defining values and learning about peace, world citizenship, social responsibility, peace issues and religious values.



CHECK YOUR PROGRESS

Q 3: What is meant by external and internal peace?

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Q 4: What is international peace?

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Q 5: Fill in the blank

World peace can be promoted through .....

13.8 ROLE OF UNITED NATION (UN) IN MAINTAINING PEACE

The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective. The UN Security Council has the primary responsibility for international peace and security. The General Assembly and the Secretary-General play major, important, and complementary roles, along with other UN offices and bodies.

Security Council

The Security Council takes the lead in determining the existence of a threat to the peace or an act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. Under Chapter VII of the Charter, the Security Council can take enforcement measures to maintain or restore international peace and security. Such measures range from economic sanctions to international military action. The Council also establishes UN Peacekeeping Operations and Special Political Missions.

General Assembly

The General Assembly is the main deliberative, policymaking and representative organ of the UN. Through regular meetings, the General Assembly provides a forum for Member States to express their views to the entire membership and find consensus on difficult issues. It makes recommendations in the form of General Assembly Resolutions. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority, but other questions are decided by simple majority.

Preventive Diplomacy and Mediation

The most effective way to diminish human suffering and the massive

economic costs of conflicts and their aftermath is to prevent conflicts in the first place. The United Nations plays an important role in conflict prevention, using diplomacy, good offices and mediation. Among the tools the Organization uses to bring peace are special envoys and political missions in the field.

Peacekeeping

Peacekeeping has proven to be one of the most effective tools available to the UN to assist host countries navigate the difficult path from conflict to peace. Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate political processes, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; support constitutional processes and the organization of elections, protect and promote human rights and assist in restoring the rule of law and extending legitimate state authority. Peacekeeping operations get their mandates from the UN Security Council; their troops and police are contributed by Members States; and they are managed by the Department of Peace Operations and supported by the Department of Operational Support at the UN Headquarters in New York. There are 14 UN peacekeeping operations currently deployed and there have been a total of 71 deployed since 1948. In 2019, the Secretary-General launched the Action for Peacekeeping Initiative (A4P) to renew mutual political commitment to peacekeeping operations.

Peacebuilding

United Nations peacebuilding activities are aimed at assisting countries emerging from conflict, reducing the risk of relapsing into conflict and at laying the foundation for sustainable peace and development. The UN peacebuilding architecture comprises the Peacebuilding Commission, the Peacebuilding Fund and the Peacebuilding Support Office. The Peacebuilding Support Office assists and supports the Peacebuilding Commission with strategic advice and policy guidance, administers the Peacebuilding Fund and serves the Secretary-General in coordinating United Nations agencies in their peacebuilding efforts.

Countering Terrorism

The United Nations is being increasingly called upon to coordinate the global fight against terrorism. Eighteen universal instruments against international terrorism have been elaborated within the framework of the United Nations system relating to specific terrorist activities. In September 2006, UN Member States adopted the United Nations Global Counter-Terrorism Strategy. This was the first time that Member States agreed to a common strategic and operational framework against terrorism.

Disarmament

The General Assembly and other bodies of the United Nations, supported by the Office for Disarmament Affairs, work to advance international peace and security through the pursuit of the elimination of nuclear weapons and other weapons of mass destruction and the regulation of conventional arms.

13.9 EDUCATIONAL PROGRAMMES OF UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

United Nations Educational, Scientific and Cultural Organization (UNESCO) was formed on 16 November 1945. UNESCO has 195 Members and 8 Associate Members and is governed by the General Conference and the Executive Board. The Secretariat, headed by the Director-General, implements the decisions of these two bodies. The Organization has more than 50 field offices around the world and its headquarters are located in Paris.

UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights,

mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's mission and activities. UNESCO focuses on

- Attaining quality education for all and lifelong learning
- Mobilizing science knowledge and policy for sustainable development
- Addressing emerging social and ethical challenges
- Fostering cultural diversity, intercultural dialogue and a culture of peace
- Building inclusive knowledge societies through information and communication.

Education Sector of UNESCO

UNESCO's Education Sector is the largest in UNESCO with some 400 staff working at the Paris headquarters and spread across a global network of 53 field offices and specialized institutes and centres.

Since 2015, UNESCO has a new role leading the coordination and monitoring of the Global Education 2030 Agenda. The vision of the Education Sector, under the authority of the Assistant Director-General for Education, is captured in Sustainable Development Goal 4, which aims to "***ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***". The roadmap for the agenda is the Framework for Action.

With its close links with education ministries and other partners in 193 countries, UNESCO is in a key position to press for action and change.

Headquarters

Some 120 staff members work in the Education Sector in Paris. The Sector is composed of the Executive Office and four Divisions (Policies and Lifelong Learning Systems; Inclusion, Peace and Sustainable Development; Education 2030 Support and Coordination and the Global Education Monitoring Report).

Field Offices

UNESCO has 53 field offices where staff devoted to education maintain close relations with governments, development partners and civil society.

UNESCO Category 1 Institutes

UNESCO Category 1 Institutes work as part of UNESCO's Education

Sector to assist countries in tackling their particular education challenges.

- The International Bureau of Education (IBE) (Geneva Switzerland): works to enhance curriculum development and reform.
- The International Institute for Education Planning (IIEP) (Paris, France, Buenos Aires, Argentina and Dakar, Senegal): helps countries design, plan and manage their education systems.
- The UNESCO Institute for Lifelong Learning (UIL) (Hamburg, Germany): promotes lifelong learning policy and practice, with a focus on adult education literacy and non-formal education.
- The Institute for Information Technologies in Education (IITE) (Moscow, Russian Federation): assists countries in the use of information and communication technologies in education.
- The International Institute for Higher Education in Latin American and the Caribbean (IESALC) (Caracas, Venezuela): promotes the development of higher education in the region.
- The International Institute for Capacity Building in Africa (IICBA) (Addis Ababa, Ethiopia): helps strengthen Africa's educational institutions with a focus on teachers.
- The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) (New Delhi, India): specializes in research, knowledge-sharing and policy formulation for peace, sustainability and global citizenship.
- The UNESCO Institute for Statistics (UIS) (Montreal, Canada): as the official statistical agency of UNESCO, the UIS produces a wide range of indicators in UNESCO's fields of action by working with national statistical offices, line ministries and other statistical organizations.

Category 2 Centres

Category 2 Centres are recognized as an important extension of UNESCO's programme delivery arm and a means to raise UNESCO's profile in Member States. UNESCO's Education Sector works closely with 15 Category 2 Centres.

- Asia-Pacific Centre of Education for International Understanding (APCEIU).

- International Centre for Girls' and Women's Education in Africa (CIEFFA).
- International Centre for Higher Education Innovation.
- International Centre for the UNESCO ASPNET (ICUA)
- International Mother Language Institute (IMLI).
- International Research and Training Centre for Rural Education.
- Office for Climate Education (OCE)
- Regional Centre for Adult Education (ASFEC)
- Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE)
- Regional Centre for Educational Planning (RCEP)
- South Asian Centre for Teacher Development (SACTD)
- Teacher Education Centre
- Regional Centre of Quality and Excellence in Education (RCQE)
- Institute for Educational Planning and Administration) (IEPA)
- Institute of Early Childhood Development (IECD)

13.10 THE SOUTH ASIAN ASSOCIATION FOR REGIONAL COOPERATION (SAARC)

The South Asian Association for Regional Cooperation (SAARC) was conceived in 1985 with the vision to increase cooperation among the nations of South Asia. The member states are all developing, post-colonial nations and this geopolitical organization was perceived to usher in an era of collective development through economic cooperation and regional integration.

The South Asian Free Trade Area (implemented from January 1, 2006) has been a notable achievement of this regional organization as it has increased trade. However, SAARC as a regional organization has not flourished because peace in the Indian sub-continent has been elusive and two major member states (India and Pakistan) remain hostile to each other. Deteriorating regional security environment and growth of terrorism in Pakistan and Afghanistan along with inter-state disputes remain the major limiting factors for this regional organization. However, there is scope and

need for greater cooperation. The member states are all plagued by problems of poverty, energy, and terrorism among many others. Collective functioning can help members achieve many of their developmental goals. The role of India as the regional powerhouse is crucial. India and Pakistan need to reconcile their differences and improve bilateral ties so as to ensure the full functionality of this regional organization.

SAARC member states have given special attention to enhance the level of literacy in the region by promoting the quality of education. Right from its inception, SAARC has focused on greater contacts among the people of the region through regular and frequent interchanges of scholars and academics. During the fourth SAARC Summit (Islamabad 1988) education was sought to be included as an important area of cooperation. In the eighth summit (New Delhi, 1995) member states pledged to initiate more concrete programmes aimed at eradicating illiteracy in the region. The year 1996 was observed as the 'SAARC Year of Literacy'.

The regional body has incessantly worked to ensure universal access to quality education and has undertaken several strategies to ensure that all children, particularly the girl child, have access to quality primary education. SAARC has recently pledged to promote greater cooperation in the field of vocational education. The success of such plans can have a positive impact on the problem of unemployment that affects the South Asian states.

SAARC nations have recently focused on implementing the New Delhi Declaration on Education which has been brought about by the BRICS states. The declaration aims to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. It envisions initiating actions to formulate country-specific targets within the broader scope of the Sustainable Development Goal 4 (SDG4) and integrate the SDG4 related targets with the national and subnational level education sector development programmes.

SAARC also promotes education by sponsoring scholarships for individuals from the member states in various fields like medicine, rehabilitation science, rural development and forest management.

The South Asian University (SAU) has been a major achievement of SAARC. This University was predominantly envisioned by India. Presently it offers post-graduate and doctoral programmes in various disciplines like development economics, computer science, biotechnology, mathematics, sociology, international relations and law. It attracts students from all member nations and its degrees are recognized by all the eight SAARC countries. SAU conducted its first convocation on June 11, 2016 in New Delhi and 652 students were conferred postgraduate degrees. SAARC also promotes distance and open learning programmes and works closely with other international organizations in promoting education. SAARC and UNESCO have agreed to cooperate mutually so as to help member states achieve educational goals.

Culture

SAARC has been focused on encouraging greater cultural exchanges among its member states. In the tenth SAARC Summit (Colombo, 1998) the organization recognized the profound cultural continuum of South Asia as a historical basis for sustaining harmonious relations among the people of the region and welcomed the offer of Sri Lanka to host a meeting on the agenda of establishing a South Asian Cultural Centre. The organization has since then strived for protection, conservation and maintenance of South Asian Cultural Heritage and has taken various measures to enhance cultural cooperation among the member states. SAARC has organized numerous international film festivals to uphold various aspects of South Asian films. Such initiatives have significantly contributed to the promotion of culture among the SAARC countries.

The regional body has recognized culture as an important tool to bring the people of South Asia closer. They also stressed that cooperation in the area of culture was vital for reinforcing and projecting the distinct identity of South Asia. In 2007, SAARC planned to establish a SAARC Cultural Centre in Sri Lanka and a SAARC Museum of Textiles and Handicrafts in India. In 2014, the member states agreed to take measures to preserve and restitute the South Asian cultural property and create a SAARC heritage list.

The SAARC Cultural Centre (SCC) is an important achievement and was established in 2009 in Colombo. It is intended to function as a major meeting point for the artistic communities of the member states. It will provide the necessary facilities and conditions for individuals and groups in various fields of interest to meet and interact in a conducive environment. It is intended to cater to all forms of art such as performing arts, visual art and literature. It organizes a number of cultural activities annually among member states.

The SAARC Museum of Textiles and Handicrafts could be another important venue of cultural exchanges. The Government of India informed in 2016 that the infrastructural work of the museum been completed and the interior work was under process.

The way forward

The political mistrust between the two key members of SAARC, namely India and Pakistan remains the major limiting factor for this organization. Enhanced people to people contact may eventually lead to greater cooperation. In such a scenario, greater emphasis needs to be put on educational and cultural exchanges.

One can expect that with greater interactions and cooperation in education and culture, the political hostility between the two key South Asian players will diminish and the regional organisation will be able to realise its full potential. The role of the other member states in diffusing the tension through cultural and educational exchanges encompassing all the member states remains vital.



CHECK YOUR PROGRESS

Q 6: What is the role of UN Security Council in keeping international peace?

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Q 7: What is the full form of SAARC?

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Q 8: Mention the main mission of UNESCO.

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Education is a major peace-building process; it is important to note that it has two aspects. There is evidence that when equally accessible, of good quality, relevant and sensitive to conflict, education can help promote peace and ensure a safe environment. On the other hand, it is characterized by exclusion and inequality; this can strengthen the conflict. It is for this reason that efforts must be made to put in place the necessary strategies and strategies to maximize the positive effects of education on peace. Peacebuilding in education is a more active attitude that peace education is used as a means of building a more stable and peaceful culture, thus preventing violent incidents. Peace education is essential for building a culture that reduces the need to consolidate peace and maintain peace through a comprehensive program that teaches people to interact with others and avoid unnecessary aggression.



13.11 LET US SUM UP

In this unit, we have discussed the following matters:

- Peace is not merely an absence of violence. It is something more since it is also a positive state of mankind as well as a constructive goal of person, society and mankind.
- Literally, the word peace is derived from the original Latin word “pax”, which means a pact, a control or an agreement to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people. According to the American military history, the word peace essentially means the absence of war.
- Internal peace is also known as inner peace. It is peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise

due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements.

- External peace is peace that occurs in society, nations and the world; it is a normal state of society, countries and the world and it is a state of peaceful and happy co-existence of people as well as nature.
- Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.
- In the present World of COVID 19 Pandemic, Peace Education should be made an integral part of the curriculum. Parents, teachers, educators and peer-groups should be involved in the process of educating and upbringing of the children/learners. The educational institution is an extended family with the teacher acting as a role model or an example to be demonstrated to the students.
- The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish.
- United Nations Educational, Scientific and Cultural Organization (UNESCO) was formed on 16 November 1945. UNESCO has 195 Members and 8 Associate Members and is governed by the General Conference and the Executive Board.
- UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.
- The South Asian Association for Regional Cooperation (SAARC) was conceived in 1985 with the vision to increase cooperation among the nations of South Asia. The member states are all developing, post-colonial nations and this geopolitical organization was perceived to usher in an era of collective development through economic cooperation and regional integration.



13.12 FURTHER READING

1) Kumar, Ravindra (1999). Essays on Gandhism and Peace: Krishna Publication.

2) Singh, Kaul, Chaudhury (2010). Peace and Human Rights Education: APH Publishing Corporation, New Delhi.

3) Kumar Ravindra (2012). Education, Peace and Development: Kalpaz Publication, Delhi.



13.13 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Latin word "pax", means a pact, a control or an agreement to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people.

Ans to Q No 2: Peace has been defined by different renowned persons according to their perspectives. Some of them are stated bellow for our better understanding.

According to Albert Einstein's view, peace is not only an absence of war, but it means or includes the presence of justice, law, order or government in the society as he said –Peace is not merely the absence of war but the presence of justice, of law, of order – in short, of government.

Martin Luther King, Jr., a famous human rights activist is the one who was not satisfied with the definition of peace focusing only on the absence of the unhappy situations. In his view, peace must include justice in society too as in his saying –True peace is not merely the absence of tension: It is the presence of justice.

His Holiness, the 14th Dalai Lama, said –Peace, in the sense of the

absence of war is of little value…peace can only last where human rights are respected, where people are fed, and where individuals and nations are free. From his point, we can say that peace means respect for human rights, well-being of people and freedom of individuals and nations.

Ans to Q No 3: Internal Peace

Internal peace is also known as inner peace. It is peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements.

External Peace

External peace is peace that occurs in society, nations and the world; it is a normal state of society, countries and the world and it is a state of peaceful and happy co-existence of people as well as nature. External peace, in order to see it clearly, can be described in its negative and positive sense as follows; negative sense: the absence of war, hostility, agitation, social disorder, disturbances, social injustice, social inequality, violence, violation of human rights, riot, terrorism, ecological imbalance, etc., positive sense: a state of social harmony, social justice, social equality, friendship or friendly relation, concord, public order and security, respect for human rights and ecological balance, etc.

Ans to Q No 4:

Intranational peace: the state of peace within nations or countries; the state of having no conflicts in each nation or country.

Ans to Q No 5: World peace can be promoted through education.

Ans to Q No. 6: The Security Council takes the lead in determining the existence of a threat to the peace or an act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement.

Ans to Q No. 7: Full form of SAARC is The South Asian Association for Regional Cooperation.

Ans to Q No. 8: UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development

and intercultural dialogue through education, the sciences, culture, communication and information.



13.14 POSSIBLE QUESTIONS

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

Q 1: Define peace.

Q 2: What is the difference between internal and external peace?

Q 3: What is meant by intra personal peace?

Q 4: What is world peace?

Q 5: What do you mean by peace education?

Q 6: Mention the purpose of establishment of the UN.

Q 7: What is the role of General Assembly of UN?

Q 8: Write the main objective of UNESCO.

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

Q 1: Discuss the different types of peace.

Q 2: Explain the role of UN in maintaining peace.

Q 3: Discuss the role of SAARC in cultural exchange.

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