



## THE SWAY OF PEACE AND VALUE EDUCATION IN EDUCATIONAL FIELD AND DEVELOPMENT OF DIFFERENT VALUES AMONG LEARNERS

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### Abstract

As defined by UNESCO, Peace and Value Education aims to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of nonviolence, tolerance, equality, respect for differences, and social justice. It is a rigorous process of adopting values, knowledge, skills, behavior, attitudes so that people can live in a perfect unity among diversity of natural environment. In modern times, almost all the educational thinkers and social reformers who discuss about the importance of education in different perspectives have acknowledged the need of peace and value education. They all instructed some common indicators of the devaluation of character of human beings. But in order to indicate the real reason behind this, they become divided into two groups: A group of prominent academics opine that the main reason behind this is rapid improvement of objective based science and technology which has affected in all aspects of human life. But it can't be accepted as a perfect blessing. Though it gives material comforts yet it brings instability to the mind of the people. And that sincere instability is undermining their characters. Modern people, in an effort to instantly adopt to their fast changing lifestyle, are engaging in exceptional behaviour and the result is universal underestimation of their characters. The other group think that the reason is inadequate education or bad education in special cases. They believe that, influencing by science and technology, the development of education is not occurred in accordance with the galaxy of needs of human beings and also with the expeditious change in the societal structure. Fail to awake the fair and right values among human beings' conventional education is concluded in inappropriate education in a different way. That is why they always ask for the essence of peace and value education. They also reflect that appreciatively, in these days when naturalistic tendencies are getting upper hand everywhere, it is necessary to check their rise by giving peace and value education to youngsters. This opinion is universally accepted now. It teaches educators how to manage conflict without violence, tackle all crisis of life, take part in social justice undertakings, recognize intercultural assortment, learn the skill set for peaceful engagements, and visualize a future without warfare. This paper will distinctly pivot the impression of peace and value education in the educational dimension and its outlook in enlarging all-round progress in cases of different types of values-economic, organic, social, aesthetic, intellectual, religious, moral etc. among the learners.

**Keywords:** *Peace and Value Education, Social Justice, Prominent Academics, Acknowledged, Devaluation, Undermining, Expeditious, Conventional Education, Naturalistic Tendencies, Intercultural Assortment*

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## **Concept of Peace and Value Education**

Peace and Value Education is considered as the ways to get rid of personal and social evil forces. The report of the Indian Education Commission said that, "In the life of majority of Indians, religion is a great motivating force and is intimately bound up with the formation of character and inculcation of ethical values. A national system of education that is related to the life, needs, and aspirations of the people is cannot ignore this purposeful force." From this comment, it is gained that Peace and Value Education and Religious and Moral Education-these two concepts are synonymous. But in the life of the common people peace, values, religion and conscience are different kind of meaning. That is why, at the beginning of the discussion of Peace and Value Education; it is better to separate Peace and Value Education from religious ideals and replace them with individualistic ideologies.

## **Psychological and Philosophical notion of Peace and Value Education**

From the point of view of Behaviourism, it can be notified that children grow up on the basis of experience and his own innate normal behaviour tends to change. Due to this change, the new behaviours that they able to perform, are called acquired behaviour. His congenital behaviours are created in such way of some inbred and obtained psycho-physical disposition. At this primary stage, the children build some special habits. In the next stage, they focus on special objects which are based on their repeated experiences and thus they generate interest. And after that, different kind of psycho-physical dispositions like sentiment, attitude have seen in them. Later, in mature age, all these psycho-physical dispositions are integrated based on experiences. This kind of extreme coordination results in the formation of an omnipotent biomechanical organization which is able to control all the behaviours of a person. Psychologists exclaimed this biomechanical organization as Value. Philosophers entitled this as coordinated unifying philosophy of life of a person. According to them, logically and reasonably, the process of removing innate contrast of one's self; is what is called self-integration. So, in the philosophical sense, when a person thinks logically, he/she is able to choose his own course of action by combining his/her possibilities and tendencies, then his/her values awake. And there is no particular difference between this psychological and philosophical inclination of Peace and Value Education. Eminent psychologist G.W. Allport remarked that: "Values are centralized systems of Psycho-physical-disposition capable of making a larger portion of environment functionally equivalent to the individual and generalizing in him appropriate type of adaptive and expressive behaviours."

## **Characteristics of Peace and Value Education**

1. There is no single objective or conceptual medium in it.
2. It is considered as person's generalized behavioural readiness.
3. It brings consistency in the behaviour of the person.
4. It can be described as a kind of centralized coordinate tendency.
5. The development of Peace and Value Education depends fully on person's own experience and partly on social environment.
6. It has two aspects: (a) Internal Structural Aspect and, (b) Expressive Aspect.

## **Types of Peace and Value Education**

1. **Economic peace and value education:** It manifested through the behaviour of the person handling financial matter.
2. **Organic peace and value education:** It intended to satisfy different types of isolated biomechanics of the individual.
3. **Social peace and value education:** It depended on person's healthy and prosperous social living.
4. **Aesthetic peace and value education:** It displayed in the incarnation of realizing the beauty of the universe.
5. **Intellectual peace and value education:** It showed when a person feels joy in the content of knowledge and wisdom.

6. **Religious peace and value education:** It exhibited by associating an event with the omnipotent divine power and considering it as great and sublime.
7. **Moral peace and value education:** It evaluated to judge good and bad, fair and evil in the behaviour of a person.

### **Aim of Education upon Peace and Value Education**

The ultimate aim of education is the all-round development of learners. Undoubtedly, education has a crucial effect on Peace and Value Education too. It can be sum up in the following manners:

EDUCATION > LIFE-STYLE > PEACE AND VALUE EDUCATION > IDEAL-LIFE

So, it can be opined that the updated development of a learner happened through three dimensions-(a)self-determination,(b)self-realization and (c) self-integration; which can be achieved through Peace and Value Education. In this context famous thinker H. S. Broudy observed that: “The more we know about a field, the more highbrow we tend to become and higher the brow, the greater the ultimate satisfaction.” And in so far as knowledge can do anything and everything for the formation and modification of a learner, the influence of Peace and Value Education can have a genuine share in the enterprise.

### **Economic Value through Peace and Value Education**

Learners need to have knowledge of personal and financial management in order to live a good life. Therefore, emphasis is laid on inculcating Economic Value in the learners through Peace and Value Education. There are two ways to awaken this value: First, the learners need to be provided with necessary knowledge so that they can properly understand the financial structure of the society. **Second**, learners need to be made aware of the role that individuals should play in maintaining the financial structure of the society. Through the Peace and Value Education a learner can learn the following important matters: (1) how a different industry is run, (2) basic knowledge about agricultural production, (3) the role of workers in the manufacturing, (4) knowledge about the pricing policy of the goods produced, (5) knowledge of the economic role of the government, (6) the cause of socio-economic investment practices. Without the idea of these things in general, a learner will not be able to manage his/her own finances properly and his/her sense of social responsibility will not be awakened. As soon as learners become aware of their own role in the economic situation, values will be instilled in them. Peace and Value Education teaches some effective measures to bring such personal awareness

1. By providing instruction to the learners about the vocational abilities, through interests and possibilities of the academy, they can be made sincere of the extent to which they can contribute to the socio-economy.
2. By supplying vocational training to the learners of the academy according to their potentiality develop some of the character traits that help them to develop their values.
3. Learners can be trained on how to manage their personal finances. This training will enable students to scientifically collect the material they need. Economists say that consumer training is a permanent characteristic of a learner’s ability to properly choose the content of his/her enjoyment, so training is required.

The learner’s economic values help him/her to make his/her financial decisions independently in the life situation. Economic values help him/her to establish himself/herself in life and his/her various underlying needs. That is to say, if the learners get proper knowledge and training in this subject, their self-determination, self-perception and self-coordination ability will increase. Therefore, focusing on developing these Economic Value in the learners Peace and Value Education emphasized the imperceptibility of that described knowledge and training and fulfil the course and actions of the needed basic demands of the learners.

### **Organic Value through Peace and Value Education**

Organic values such as Economic values can be implanted among learners through Peace and Value Education. Development of Organic values directly contribute to the improvement of individual life. In order to develop organic values through Peace and Value Education, First, learners need to be imparted the necessary knowledge and second, learners need to be aware of the importance of health and recreational activities and finally, learners need to be able to form habit of performing. Peace and Value Education narrates some strategies and techniques by which learners are able to achieve the organic value properly:

(1) Learners need to provide with knowledge related to organic development. In order to impart knowledge about this topic, the help of health sciences can be taken. Information about the structures and functions of physical organs can be also enhanced through health sciences study. Recreational activities regarding health sciences can also invoke some useful information for the development of such activities. The study of Life Science and Physical Science analytically generate this kind of organic value which exquisitely applied by Peace and Value Education.

(2) In order to convey organic values, it is absolutely necessary for learners to realize the significance of prior knowledge. Only pure knowledge can not arouse values. Knowledge will be the foundation of value creation only when knowledge will be associated with personal feelings. So, learners need to be made knocked up of what kind of knowledge has to do with organic value and how physical development and health improvement can help the learners to satisfy their needs. Attempting in a creative and ingenious way, it will gift learners the awareness of an important aspect of personal development that will lead to the expected behaviour in them. Learners then obviously try to identify behavioural errors and change them in the light of the aforesaid knowledge gaining from Peace and Value Education.

(3) Since organic values and recreational values are directly linked to a learner's daily behaviours, these behaviours need to be elevated to the level of habit formed over repetition or practice. So, in this case practice is needed to fix values. This exercise is possible only by performing specific tasks directly so as to ingrain the values of physical and recreational, commission among the learners. The curriculum of Physical Education and Work Education assist in the development of such practices of organic values among learners and we borrow this idea undoubtedly from the field of Peace and Value Education.

### **Social Value through Peace and Value Education**

Between the birth cry and the death rattle men spend their lives in making demands on and meeting the demands of their fellows. A person who is able to have a proper social relationship with another person is a person who has become socially mature. Social values need to be developed to create such appropriate behaviour in a social situation where the socially mature person is able to behave in a way that suits his own expectations of others. The universal desirability of social values can be summarized as it control the social behaviour of the individual as well as give social freedom to the individual which extend the path of acquiring social evolution. Learners need planned education in this matter. First, the basic premise of this universal social values is the successful combination of the individual's own expectations of others from the individual's point of view. Second, the need for education for this coordination, it is possible to fix these cohesive social values in the learners through suitable education. And what will be it except Peace and Value Education? It injects how social value can bestow among the learners through the below mentioned processes:

(1) Learners need to be conscious of their own particular needs. Their congenital, biological needs erect many more needs in their later life. These acquired needs are surely their social needs and if these needs are not related to the other biotic and living needs of the learners in the society then there will be conflict in the life of the learners. so, in order to wrought the perfect social values the learners have to be made acquainted with their own needs in every field. only then, they will be able to make a real assessment of their personal needs by experiencing a variety of experiences towards completion of Peace and Value Education.

(2) To arouse real social values learners again need to be helped to know the true nature of social needs. At the same time, they need to know about the social customs, practices, usages, traditions etc. If they fail to occupy these social trades, they never will be in a position to perceive what society actually and exactly expects from them. In addition, proper evaluation and assessment cannot be come about. Without this gauging, social progressive efforts can't begin. So, Peace and Value Education essentially aids to train learners to assess the kosher standard and adjustment and management of society.

(3) In order to evolve social values, learners obligate to be instructed and coached to combine social needs with their discrete needs. This combination will be possible only when each learner is able to satisfy themselves according to social environmental demands. They will also be able to response independently and freely through the amalgamation of overall social needs and single needs. After adapting these values, they will not only follow the society but also inspire the whole ongoing process of society. Analyzing this process in the development of social values, Peace and Value Education talks about the three elements-knowledge, evaluation and integration. The information is presented at the knowledge acquisition stage. Duties and responsibilities of self-activities are done in the evaluation stage. Opportunity of group activity is given in the integration stage. These learn them to be socially useful and coordinate their own needs and social needs appropriately.

### **Aesthetic Value through Peace and Value Education**

Another element of ideal life is the value of enjoying beauty or the aesthetic values. Discerning that everything in the world is beautiful naturally is a key feature to the individual being. As aestheticism is not all materialistic, it is always mixed with the colour of one's feelings. Similarly, aesthetic appreciation is not a subjective process. At the root of this, there is a kind of mental organization addressed as aesthetic sentiment which produce aesthetic value and there are two behavioural characteristic elements, First, dedicative soul of worshipper of natural beauty and Second, consecutive composition of natural atmosphere and live into it. Peace and Value Education appeals to this lesson by issuing these factors:

- (1) It is created through the practice of creative subjects like singing, dancing, painting among the learners.
- (2) When the teaching level develop to understanding level, aesthetic value automatically transmit among learners.
- (3) Learners must encourage to display their creative aspirants. Though they make anything wrong they forgive. If they can implement and execute their activities freely, they will absolutely obtain the aesthetic value only then.

### **Intellectual Value through Peace and Value Education**

In our conventional educational system, intellectual flourishing cannot brandish properly. This results in, First, failing to achieve the curiosity of shaking knowledge and second, mistaking in coming to any independent situation. Intellectual development is not intellectual value. That is why Peace and Value Education prompts how to induce intellectual values informatively:

- (1) In the field of education knowledge is not ideal but the life of the learners is ideal. If knowledge fails to help in building perfect lifestyle, then it is valueless. So, modern scientific principles must be applied in illustrating intellectual values.
- (2) Learners have to be uploaded not only with information but importance also given on their construction of applying ideas and methodologies as in the case of higher level teaching.
- (3) Companion studies and comparative studies have to be updated in them so that they can be practical and empirical in selecting anything in future life. Peace and Value Education intensifies this lessons of life intellectually and escalate intellectual values among learners.

### **Religious Value through Peace and Value Education**

Although religious control over human behaviour has gained much traction in modern times, a common belief has developed that what is meant by religious values in modern sense; are spiritual values. To enrich religious values, First, make learners honest and second, add useful functions to infuse spiritual values in the curriculum. The way Peace and value Education forwards it:

- (1) Learners should value all religions and do not boost any prejudice among themselves.
- (2) All learners, irrespective of caste, creed, should be encouraged to participate equally in all activities and believe in what they have earned together.
- (3) Narrow mindedness will not be included in their dictionary of religion. All these widen religious values they will learn through the study of Peace and Value Education.

### **Moral Value through Peace and Value Education:**

Moral values are an integral part of one's life. The moral process of the individual is generally governed by a number of social norms. Moral behaviour is considered to be a self-determined act of the individual. Ethical behaviour has to be judged by its basic source i.e., the individual's own right. Thus, when moral values are invoked, one should First, awaken to the one who controls one's soul or the way of life that takes place; Second, through the transmission of the ego entity, the behaviour of the individual is harmonized and they are fully developed. Peace and Value Education examines this matter in a deeper sense:

- (1) Through the teaching of different subjects manufacturing moral ethics, moral values can cause. Peace and Value Education confirms these subjects learning.
- (2) Only broadcasting of knowledge and information can't develop moral values. Experience don't generate driving force until they are consistently linked to personal behaviours. Learners need to be encouraged to engage in standard experience-based behaviour by incorporating repetitive experiences into their behavioural systems. If learners' mind can be built on kindness, honesty, fairness etc. through a variety of subject-centered experiences and work experiences, then these will determine the appropriateness of their behaviour in the future.
- (3) Egoistical sentiment is developed through the formation of habits, acquisition of experience, provision of harmony in behaviour and finally the formation of lasting moral values passed on some abstract ideas. That's why Peace and Value Education considers the education of moral values as a culpability surely given to the learners.

### **Conclusion**

To sum up, any necessary value of human life can be developed through Peace and Value Education. The values of a person are the basic elements of an ideal peaceful life. As the teachers are the backbone of the society, they have to take some responsibilities considering this: First, they need to determine exactly how many and what kind of values they want to develop in the learners contemplating personal and social needs when choosing values; Second, Experience associated with each of the values need to be pointed out by them through practical analysis; Third, they combine the selected experiences to regulate a course which will be consistent with their experience; Fourth, they will also help them to ascertain the content to their real-life experiences; Fifth, they will give scope to the learners to practice and acquire their skills to perform their duties. On the whole, Peace and Value Education decides various subjects teaching and learning of which learners can strengthen their life in right direction of current situations and make their world of living peaceful and pleasant.

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