# Emerging trends of Peace & Harmony Education in the Modern age of Globalization

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## 1. Introduction

Our modern society is motivated by a culture of violence & materialism while the whole of human life is in a state of chaos due to conflicts & violence in the society. Our world is divided disharmoniously; it is wavering by social conflicts of different nations, groups of people and religious classes, so it is unsustainable. Human peace & spiritual values are decreasing at very fast rate resulting in division of humanity.

"Peace is not only absence of war but giving respect and living with dignity for creating a better world"

In an age of globalization, the struggle for human rights & human dignity has become more complex and challenging. While protections for human rights are increasingly passed by governments and international bodies like the United Nations, grave threats to and gross violations of human rights are also on the rise.

The biggest agenda of 21$^{st}$ century is how to protect human rights & human Dignity in the era of Globalization.

## 2. Education and peace, Harmony and development

In globally developing countries the mutual survival of mankind is education. Education makes a person aware for peace, harmony and development. Democratic values have continued the mankind ever since evolution in civilization gave rise to organized structures in society. However, personal motives have at times dominated over the democratic concerns and a quick erosion of democratic values has at times become widespread to such an extent that the future of democracy becomes a question mark. Notwithstanding all these things, education is normally measured to be an answer to the war, disharmony and destruction to ensure global peace, harmony and development and thus the survival of mankind. Democratic values can foster fundamental and human values and can generate a 'caring and compassionate consciousness'.

## 3. Our globalized world

In the modern age of globalization, the struggle for human rights & human dignity has become more complex and challenging. While protections for human rights are increasingly passed by governments and international bodies like the United Nations, grave fears to and gross violations of human rights are also on the rise. In the Nineteenth Century, the world changed dramatically through the process of globalization, where economic, political, social, cultural and technological factors interacted in complex ways to transform the people, societies and reshape external relations. Globalization is the process by which all peoples and communities come to experience an increasingly common economic, social and cultural environment for creating common good for all.

As the world has been changed into a global village, the globalization process affects everybody across the world. Globalization is having a major impact not only on the business world but also on the whole humanity. Globalization is a multidimensional phenomenon, comprising "numerous complex and

interrelated processes of people, population & poverty; social & cultural issues such as peace, human rights, human dignity & welfare of human beings in 21$^{st}$ century.

Human values are corroding at a very fast rate resulting in a decline in the quality of life of the people. At the beginning of the new millennium, what is required most is Peace, harmony and human dignity for creating peaceful & sustainable society in 21$^{st}$ century. The objective of the paper is to explore how globalization affects the human dignity and rights of the human person in the present and into the future in 21$^{st}$ century?

**4 Importance of teacher education**
When we focus on the question, how to do it in the present context? How to do it in a manner so that it is effective and results in essential alteration in the individuals? How to do it in a manner so that it is universally implementable? etc. etc., then the following factors seem to be significant viz., the clarity about the vision and philosophical framework, appropriate curricular model, content and pedagogical process, suitable environment conducive to value inculcation and lastly but most importantly adequate orientation and development of the teachers for peace and harmony.

In fact, the teacher is the 'kingpin' of the cherished transformation and hence, teacher education is perhaps the most critical task to initiate the education in peace and harmony. The teacher himself/herself has to undergo perception transformation and become the 'agent of change' and a model for emulation. The present seminar is devoted to this important theme, viz., 'Teacher Education for Peace and Harmony'.

**5. Global Peace & Human dignity**
The futures of our planet and humanity are inextricably woven together. Poverty, peace Population explosion, Climate Change, Cultural threat of human values and the threat of nuclear war are the five major threats to humanity. We have reduced the world to its present state of chaos by our prejudices by our egoistic behavior and by our self-centered activities towards nature and towards human being.

**6. Teacher as peace builder**
A teacher is a role model for students the pivotal role that teachers play in learning and infusing values and attitudes among children cannot be undermined. A teacher's prime responsibility is to help and motivate students to become good human being. Teacher is a facilitator who can motivate students to fulfill their true potential and knowledge construction not only for their own benefit but also for the betterment of the society as a whole. Teacher is compared to a gardener who plants seeds of knowledge and good values watered them with care and kindness and removes weeds of ignorance.

The human connection between the teacher and the student is the most critical component of effective teaching. Human connection implies positive interpersonal interaction between a teacher and a student and it is observed that in the present educational system, the emphasis is given more on the discipline in classroom and outcome of teaching rather than the process of it. Teachers are focused to meet the objective of achieving better results and test scores. Towards meeting this objective, teachers fail to notice that students have become disconnected, demotivated and they have disengaged themselves from the entire classroom environment. In such a situation, how we expect to inculcate human values and skills in students in order to achieving the aim of education for peace. If we can't establish a human connection in classroom, our efforts and strive to make students a better human being are useless.

**7. Co-curricular activities for peace education**
The purpose of education for peace is to help significantly, reduce the human costs of violence at personal, national and global level. Education for peace can also be realized through the co-curricular

activities in school. A number of activities and projects embodying peace themes could be organized in school.

- Peace issues can be incorporated in debates, seminar, workshops and audio-visual shows to motivate, to learn and to develop skills for peace making in students.
- Student' participation in various days identified nationally and international important such as Independence day, Children's day, Human rights day, UN day, Day for the disabled, Girl child day, environment day etc.
- Celebration of different religious festivals in the school and in the neighborhood.
- Story telling sessions and discussions could be held to promote tolerance, sensibility and understanding.
- Children could be encouraged to visit homes for senior citizens, disadvantaged group for creating sensitivity and feel their concerns.
- Sports activities are helpful to promote a spirit of team work, togetherness, co-operation and a culture of peace.
- Other activities such as Nukkad Natak, using dance, drama and songs to educate the community on peace values. Television, radio and peace campaigns can also be used to raise public awareness concerning peace and conflict issues.

## 8. Need of Education for peace
We can list out need of peace education as done in following lines:
1. To understand the nature & origin of violence and its effects on both victims and perpetrator.
2. To sharpen awareness about the existence of unpeaceful relationship between people and within and between countries.
3. To investigate the causes of conflicts and non-violence embedded vision within perceptions, values and attitudes of individuals as well as within social and political structure of society.
4. To encourage and equip children and adults with conflict resolution skills and attitudes.
5. To sensitize students towards the responsibilities of an accountable citizen.
6. To develop emotional and rational skills for buildup and maintaining healthy relations with each other.
7. To empower individuals to choose the path of peace rather than the path of violence.

## 9. Education and Global Citizenship
An educated citizen is vital to implementing informed and sustainable development. In fact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's citizens. Majority of developing counties of the Asia-Pacific and Sub-Saharan African regions with high illiteracy rates and unskilled work forces have fewer development options. For the most part, these nations are forced to buy energy and manufactured goods on the international market with hard currency. To acquire hard currency, these countries need international trade; usually this leads to exploitation of natural resources or conversion of lands from self-sufficient family-based farming to cash-crop agriculture. An educated workforce is the key to moving beyond an extractive and agricultural economy.

## 10. Conclusion
Thus education for peace is education for humanity, education for life. It brings together multiple traditions of pedagogy, theories of peace education and international initiatives to help teachers and students to understand the complex dynamics of international affairs and the various forms of violence and its alternatives. Role of teacher, teacher educators and pedagogy related peace are some very crucial points that are discussed in this paper. Actually education for peace revolves around the teachers. They are center point for propagating the culture of peace. Schools role as peace nurseries, teachers as peace builders, pedagogical aspect of oriented education everything demands teacher's peace skills and attitude. Profession of teaching should not be limited Warehousing information. Teachers are the social healers; they can heal social illness if they engage their responsibilities from

the enlarged perspective of peace. Today teaching is driven only by the urgently to cover the syllabus. Syllabus driven teaching is failed to respond to students as human beings.

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