



INTEGRATING PEACE EDUCATION IN THE PRESENT CURRICULUM THROUGH CO- CURRICULUM ACTIVITIES



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ABSTRACT

This article highlights the need, content and purpose of Peace Education in the Present Curriculum through Co-Curricular Activities. This paper emphasizes on the importance of empowering the students through curriculum on their education, individual development, social development and professional development. Co-Curricular activities help in peace- education through participating, experiencing, working, playing and learning together. These create a great impact on individual learners particularly in broadening their approach and attitude toward life. Being activity- centered, Co- Curricular activities provide a sense of participation. Their in formal and free atmosphere helps in making learning fun filled or joyful (fun, joyous) and a peaceful experience. A whole- hearted effort should be made to inculcate this value and should be incorporated in the school curriculum and the method of teaching.

KEYWORDS: Peace Education, Curriculum, Co- Curricular activities, Co- operative learning.

INTRODUCTION

People all over the world crave for peace. The educationists, politicians and the leaders of the world are trying to achieve world peace. Peace is not sold in the market. Peace is personal as well as universal. Fortunately the society today present society is awakening. Today we are realizing the importance of peace Education, and the schools are therefore the best places where peace can be imbibed among students through various activities. Giving wide range of experiences through Co- Curricular activities prepares students better for the future, especially in today's uncertain world. Co- Curricular activities should teach children how to handle confronting and difficult situations, how to stand up and make their contribution in public, how to find and develop creative solutions, how to work with others to resolve interpersonal and social issues and the communication skills necessary to build bridges between opposing points of view and how to develop the right kind of attitudes. Today's uncertain world, Peace Education programs should find their way into the Co- Curricular activities which may start in a variety of different ways through Assembly, Games and Sports, Debates, Cultural Meets etc.

OBJECTIVES:

1. To build a co- operative spirit in our classrooms and outside of the classrooms and explore how to do so in larger society.
2. To raise consciousness of human rights.
3. To practice co-operative decision making.
4. To appreciate cultural diversity.
5. To respect the integrity of the earth.

6. To prepare students to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility.
7. To help students to develop the spirit adventure spirit and leadership qualities (For peaceful future).

METHODOLOGY :-

It was a descriptive study consisting of three opinionnaires through which data were collected from-

1. Principals/ headmasters
2. Teachers
3. Students.

A Close- ended interview schedule was used to collect data from parents. It attempted to identify factors of Co- Curricular activities which help promoting effectiveness in 20 boys public and private high schools. For principals/ headmasters an opinionnaire containing 45 items/ statements was fielded to 20 participants. Another opinionnaire was given to 50 sampled teachers that contained 20 items/ statements.

Assembly :-

In school Curriculum an assembly is essential for student's healthy mental health. Assembly should be held for a few minutes in the morning to cultivate peaceful values among students. Each assembly starts with a drama, story or interactive activity, followed by a prayer and reflection and a rhyme or a song. Simple, interesting stories about the lives, speeches and teaching of saints, religions leaders and the freedom fighters can be taught through school assembly. It acts as a medium for communicating matters of significance from one generation to another. Through this activity- social interaction, leadership, healthy recreation, self- discipline and self- confidence of students can be enhanced. It develops a framework for understanding and appreciating diversity and different cultures and provides a cross- cultural learning experience.

Games and sports:-

National education policy and various education commissions recommended, games and sports should be included in regular school time table. To turn this society towards peaceful human change we can start with games and sports. Honestly, fair play, self confidence, mutual respect, adherence to rules and how to cope with victories as well as defeats are all examples of the value education. Moreover games and sports would foster the spirit of Co- operation and provide the opportunity to experience shoring and caring behavior. Through games and sports students learn how to help each other when they are engaged in various sports events, they learn healthy competitions and avoid hatred,bad conditions etc. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation. They develop group spirit, ' we' - feeling, belongingness, unity and ability to be co- operative.

Debate:-

A debate is a useful Co- curricular activity which creates verbal argument five power among students. Debates will promote the values of freedom of speech, individuality, tolerance of diversity, compromise and conscientious objection. Debates have to be structured to have students assume the role of the citizen that chooses, makes decisions, takes positions, argues positions and respects the opinions of others. Teachers should allow their students to research both sides of an issue and then debate and awaken their critical thinking in a powerful way. The teacher's role as a fair moderator is crucial to the success of debate as a method of instruction.

Club Activities:-

Club is an association of two or more people united by a common interest or goal. In relation to the set of goals by Co- curricular activities, we can either organize a one- off function or achieve the goals

through the establishment of regular clubs or groups. In general, co-curricular activities clubs can be categorized into five types, namely- academic, sports, art, interest and social services. Depending on the situation of the individual school, the school itself may set up a balanced number of clubs. With respect to its developmental stage, each club may devise its own activity plan, recruitment method, frequency of meetings and activity content. Each club may also according to its own needs, discuss with the Co-ordinator how to institute the management of club membership- Such as admission standard, membership subscription and withdrawal; the establishment of committee members, subscription fee etc.

NCC:-

The National cadet corp is a vibrant organization which carries out the very important task of molding students into motivated and disciplined citizens. It develops qualities of character, courage, comradeship, leadership, secular outlook, spirit of adventure and the ideals of selfless service amongst the youth of the country.

NSS:-

The motto or watchword of the National Service Scheme is : **'NOT ME BUT YOU'**. This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person's point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of society on the whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

Scouts & Guides:-

The main aim of scouting is character formation. The scouting helps the child to learn the living of an ideal life with his associative and comrades. Every scout is expected to do at least one good deed everyday. In this way the scouts are encouraged to recognize a good deed and to learn the practice of good behavior. The scouting is a practical training in good behavior and co-operative living.

Cultural Meets:-

Diversity of beliefs and views is a natural attribute of humanity. Organising cultural meets such as music, dance and drama in schools will strengthen inter-religious and intercultural co-operation amongst students with a view that they must respect the diversity of views and follow the path of righteousness and humanism. It nature peace mentality.

Music:-

Teachers should help student, to make music in everyday life. If students could more readily participate in live music from their own and other cultures there would be far less division of humanity. Through patriotic songs containing heartfelt words, children can imbibe the idea of peace. They will also learn to resolve conflict in peaceful ways and to encourage appreciation of other cultural values. Throughout music the concepts of beauty, creativity rhythm and harmony are thus skillfully woven into the school curriculum.

Dance and Drama:-

From the point of view of mental hygiene, dramatics has therapeutic value. Play is an innate tendency and so is the tendency to imitate. In dramatics, when the pupils plays varied roles, he satisfies his innate urge to play, to imitate, to express himself and to seek enjoyment.

FINDINGS:-

- Everybody develops a sense of belongingness with the institution and feels that he is a part and parcel of one large family.
- Students advanced in various fields present their programmes and provide inspiration to others to come forward likewise.
- Students get a number of essential lessons in behavior and morality.
- Habits of punctuality, regularity and disciplined participation are also inculcated.
- Students realise that in- spite of diversities, there is unity in the world.
- Develops one's ability to communicate one's thoughts and feelings to others in an effective manner, which is a necessary condition of successful participation in social life.
- Leisure occupations are formative of a person's character. The leisure and interests and pursuits are of significance all through life, but more particularly during formative period of adolescence.

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