CHAPTER II

REVIEW OF RELATED LITERATURE

2.0.0.0 Introduction

The review of the related literature allows the researcher to acquaint himself with the current knowledge, in the field of area in which he is going to conduct the research. In the words of Mertheimer “review of related literature may serve to avoid unnecessary worn out problems and may help to make progress towards solution of new ones “. The time spent in locating, reading and evaluating the past as well as the current literature is invariably a wise investment. Best observes “The research for reference material is a time consuming but fruitful phase of investigation.”

Research can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by the researchers. Research takes advantage of the knowledge, which was accumulated in the past as a result of human endeavor.

The present study was undertaken to find out the effect of Self Designed Instructional Material to develop Peace Awareness among the students of Standard VII. At the beginning of the research the Investigator had encountered a number of issues related to this study. They are presented below in the form of questions and the review of related literature helped the Investigator to answer some of the questions.

a) Is it possible for schools to contribute to “Peace Education”?

b) What measures should be taken in this regard by the schools?

c) What is the existing level of Peace awareness among the standard VII students of English medium schools?

d) Is it possible to develop peace awareness among the standard VII students of English medium schools?
e) What are the ways through which Peace awareness could be developed among the standard VII students of English medium schools?

f) What material could be made use of to develop Peace awareness among the standard VII students of English medium schools?

g) Does the use of Special Instructional Material bring about peace awareness among the students?

In order to throw light on these issues a review of the past knowledge was necessary. Therefore the investigator reviewed books, research journals, theses, abstracts, dissertations and the Internet search.

The research studies related to the existing studies have been presented under the following sections

- Review of articles related to Peace Education
- Review of Research studies related to Peace Education
- Review of paper presentations related to Peace Education
- Review of studies related to Human Rights Awareness
- Review of studies related to Tolerance
- Review of literature related to Value Education
- Review of literature related to Peace
- Review of literature related to Communication

2.1.0.0 Review of the articles related to Peace Education.

Rani Swaroop, J R Priyadarshini (2009) in their article “Peace in integrity-inward and outward” says that peace can’t be achieved through any ideology or by a mere rearrangement of old ideas and superstitions. It doesn’t depend upon any legislation or patchwork reforms of the conditioned society. In the present social set up, the child is caught between the home and the school environment, contaminated by the divisive spirits of class, race, caste and traditional influences. The competitive educational
structure is not only giving scope to physical violence but also sowing the seeds if inner violence of disliking and criticizing people, quarrelling and battling within oneself. We cant have universal brotherhood and human unity when beliefs divide us. Education is supposed to help us to go beyond all these types of violence inward and outward. Peace comes only when individuals and educators begin to understand their own psychological processes, the disorders that disturb the spirit. Education should help the child to grow up free from prejudices within self and within ones environment. Education for peace means education for self knowledge.

Saleem Ghori Sofia (2009) in her article titled “Call For Peace” in Hindu Daily says that “We need to leverage the largest virtual democracy in the world- The internet to achieve world peace “ She says that on the top spot of our agenda should be the world peace. Progress without peace is an impossible notion. She invites everyone to march and work for peace. In an age of constant migration, expatriation and repatriation of world citizens, in an age where the internet brings people together across all borders and barriers it is possible to achieve the world peace. We should reach out to the universal dream- a dream where we are truly a global village and our greatest strength is peace. (January 4-2009 page 3 of magazine section)

Atasi Mohanty (2008) in his article Conflict resolution through Peace education says ‘peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures( R D Laing 1978)

Peace education is skill building, it empowers children to find creative and nondestructive ways to settle conflicts and to live with harmony with themselves, others and their world. Peace building is the task of every human being. And the challenge of the human family.( Schmidt and Alice Friedman 1988)

The word peace is multidimensional. It has many shades of meanings i.e. absence of war, nonviolence, tolerance, compassion, happiness, justice, equality, secularism, democracy, basic human rights etc. All these could be conceptualized under three basic sources.
**Inner Peace**: Harmony and peace with oneself, good health, sense of freedom and joy, absence of inner conflict, insight, creativity, feelings of compassion, contentment, appreciation of art, enlightenment and spiritual peace.

**Social Peace**: Harmony and interpersonal relationship, friendship, unity, tolerance acceptance and mutual understanding, cooperation collaboration, conflict renunciation and resolution, love, brotherhood, human rights, morality, community building and living together.

**Peace with Nature**: Protecting our environment, harmony with natural environment and earth ad world.

Atasi Mohanty (2008) speaking on the role of schools and Universities in the process of Global Peace in his article "Conflict resolution through Peace education" says “when the world is fragmented with competing nuclear armed commandoes peace education is probably the only hope for survival of the life on the earth. The promotion of the culture of peace and nonviolence by which children learn to live together in peace and harmony that will contribute to the strengthening of the international peace and cooperation, should emanate from adults and be installed in children. Peace education is directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. Peace education currently addresses the broader objective of building a culture of peace. Hence a comprehensive system of education and training is needed for all groups of all levels. UNICEF describes peace education as schooling and other education as initiative that handle conflicts in ways that respect the rights and dignity of all involved. Peace education would be more effective and meaningful when it is imparted taking into account the social and cultural contexts and the needs of a country. Peace education could be provided at different levels-individual, school or community, national or Global levels etc. At the school level the predominant need is to have a peaceful climate, a peace culture by developing attitudes and behaviors of appreciation, cooperation belongingness, trust, mutual respect and spirit of learning. In such a culture the children will naturally absorb the spirit of peace and adopt a living
system of peace values, norms and practices into the daily life of the school. Hence it is necessary to change the teacher centered classroom approach to child centered learning. When it is active and participative learning in the classroom, using interesting teaching and learning methods in a friendly and lively atmosphere, marked by creative expressions of potentials and self discipline, peace will emerge naturally. Teachers have to identify effective strategies and practices that could transform the school into a place of harmony.

S. N. Prasad and Suman Shukla (2006) in their article “Peace as the Role and Mission of University” suggests the following proposals.

- The university should train men and women to think for themselves and ultimately for the whole world
- In university, at least feelings of love and brotherhood, among all communities should be fostered and a broad and liberal tolerance should be developed
- The students of university should be trained to struggle against ignorance, injustice, oppression and fear of all men of whole world, and for international understanding and peace.
- The university must seek to create an attitude favourable to the values necessary for peaceful progressive and democratic governments in different parts of the world.
- The university must teach peace, disarmament, human rights and about NGO’s, United Nations, UNESCO and other agencies of UN.
- The university must produce sane leaders for mankind
- The university must be looked after by a Ministry of Peace in the nation for smooth functioning of National Universities to serve the cause of Peace.

Jane Schukoske 2004 in her article Seeking Peace on Earth : Conflict Transformation Curricula in the US and India says that “Center for peace and conflict Resolution Studies at University of Madras was formed in April 2003, by faculty from the department of politics and public administration, International Law,
Anthropology, Christian Studies and Islamic Studies. Its objectives inter alia are to understand the nature of peace and conflict and study the conflict generating situations, to provide educational and scientific support to peace building activity with an ethos of cooperation rather than competition, to increase the effective and informed participation of scholars in India regarding peace and conflict resolution studies and development of a peace culture, to create a network of scholars in the field, to offer possible assistance to victims in terms of policies, practices research and international cooperation. Its activities include peace and conflict resolution course development, research, seminars, resource building and skills training.

IBID) Peace Studies Program of the Social Scientists Association, Colombo-Sri Lanka- The Center for Conflict Resolution, Department of Peace Studies, University of Bradford (England) is collaborating with the peace studies programme of the Social Scientists Association (SSA) of Colombo to offer a diploma in conflict resolution and peace preparedness in Sri Lanka. This course aims to provide the participants an applied framework for peace preparedness and conflict resolution. The diploma in peace preparedness and conflict resolution provides a foundation in conflict resolution, humanitarian intervention and peace building within a peace studies perspective. The modules for the course include- Human rights, Reconciliation and justice, comparative peace process, Dynamics and Analysis of Conflict, Conflict resolution – theory and practice, Gender peace and conflict, culture and conflict resolution, development peace and conflict and religion and conflict transformation.

Gavril .Salomon (2003) in his article “Peace Education in Regions of Tension and Conflict. A conceptual framework and some Dilemmas” says that Peace Education and similar programmes are widespread all over the world in the forms of weekend seminars, ongoing encounter groups between adversaries, joint projects, school based curricula and community initiated continuous meetings. Teaching upon the framework of peace education he poses a question whether the strong and the week sides of a conflict should be subject to the same kind of peace education. He says that the socio psychological aspect of the conflict should be the main target of peace education.
Madhu Gupta, Maharashtra (2003) in their article “Peace Integrated Curriculum” state that peace component should be included in the process of education as it is only antidote to the forces of war, terrorism, violence, aggression and so on. They suggest the following initiatives for the same.

- Teachers should accept the challenging role
- Teachers should work across the ideological boundaries
- Extension lectures on the theme of peace by experts should be organised
- Curriculum should enhance the constructive qualities of the students
- There should be various competitions on the theme of peace like debate, seminars, quiz, etc.
- Efforts of UNO should be included in the curriculum
- Religious education promoting peace and harmony should be a part of curriculum
- The principle of ‘vasudhaiva kutumbakam’ should be followed
- There should be a model course in curriculum for international understanding
- The values of non-violence, co-operation, fraternity and patience should be taught at school level
- Educational institutions should work in the direction of positive peace.

Prof. T. S. Rao (2002) in his article “Let us teach Religions” says that though decades of practice of keeping religion at an arm’s distance from the mainstream education has made us consider it as an ideal, it would be a folly to raise our voice against the NCERT proposal which advocates teaching of religions the NCERT National Curriculum Framework wants the school curriculum to include inculcation of the basic values and an awareness of all the major religions of the country as one of the cultural components. The Framework is not advocating introduction of religious education; but education about the religious. It means that the education about the
basic values inherent therein and a composite study of the philosophy of various religions.

**Abu-Nimer, M. (1 March 2000). Peace Building in Post settlement:** Challenges for Israeli and Palestinian Peace Educators. Peace and Conflict, Peace-building activities are designed to correspond with the different stages of conflict. In the post settlement phase, peace-building activities are most needed but are least explored by researchers and practitioners. This article examines the dynamics of post settlement peace-building activities and priorities as perceived by Israeli and Palestinian educators. The focus is on the perceptions of educators, their role, and the obstacles they face in the aftermath of the Oslo settlement. The Palestinian and Israeli peace educators interviewed have identified separate sets of needs in each community. Timing and differential needs are identified as crucial factors in implementing peace education programs in the aftermath of a political agreement.

**Kreidler, W. J., & Whittall, S. T. (1999). Early Childhood Adventures in Peacemaking: A Conflict Resolution Activity Guide for Early Childhood Educators.** This early childhood curriculum (ages 3-6) uses games, music, art, drama, and storytelling to teach young children effective, nonviolent ways to resolve conflicts and provides caregivers with tools for helping young children develop key conflict resolution skills. Following an introductory chapter, Chapter 2 provides guidance in assessing the needs of an early childhood program and provides strategies for implementing the Peaceable Program. Chapters 3 through 9 focus on the five key themes of the Peaceable Program: communication, cooperation, expressing emotions and managing anger, appreciating diversity, and conflict resolution. Each of these chapters reviews the developmental issues involved in the area; provides guidance in setting goals for children, identifying needed skills, and assessing progress; and includes tips and troubleshooting strategies. Chapters 10 through 15 detail classroom activities using music, puppets, storytelling, and parachute play. Chapter 16 includes ways to involve parents in building a Peaceable Program, and includes letters for parents and reproducible tip sheets with suggested activities to support the classroom program.
Ulric De Vaere (1996) in his article “A Road to Peace” says quoting Mahatma Gandhi “If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children; and if they grow up in their natural innocence, we won’t have to struggle, we won’t have to pass fruitless, idle resolutions but we shall go from love to love and peace to peace until at last all the corners of the world are covered with that peace and love for which consciously or unconsciously the whole world is hungering”. Mother Theresa reminds us that if all the world’s families spend a little time prayer, there would be peace in the world. When family is united in prayer, the peace begins at home. If we violate the teachings of Jesus of Nazareth or ignore and depreciate our fellowmen, we destroy the future and hopes for a united kingdom on earth, and cannot hope to build - in one of the most beautiful and cherished words in the entire human language – Peace, lasting peace.

Terrance R. Carson and Elizabeth Lange (1996) in their article “Signs of Peace Education in Canada” state that the dimension of a reflective, transformative peace education practice would include

1. **Non-violence** which focuses on non-violent alternatives to resolving conflicts globally and locally.

2. **Human Rights**: An education for peace will be concerned with restrictions of human rights, particularly with inequalities suffered by women, children cultural minorities and the poor.

3. **World Mindedness**: questions of peace are global in scope. A comprehensive peace education attempts to make links between the global and the local developing consciousness of structural and direct violence beyond our own communities

4. **Personal Peace**: The dimension of personal peace was often neglected in many previous conceptions of peace education. Peace education urges us to go beyond blaming the individual and to see the source of problem in the relationships between the person and the world.
Terrance R. Carson and Elizabeth Lange (1996) in their article “The Landscape of Peace Education in Canada” state the following details. An extensive survey of Canadian peace education in 1986 described a number of programmes developed by non-governmental organisations, teachers groups and educational authorities. The survey concluded that peace education was best pursued through the incorporation of its goals into provincial curricula. Much work was done then to identify the points of convergence between provincial curricula and peace education. General goals of education and the specific objectives of the social studies curricula correspond with the dimensions of a comprehensive peace education. Most describe the necessity to prepare young people with positive self images, an understanding of common humanity amidst cultural diversity and the skills of participatory democratic citizenship. Conflict resolution remains the cultural concern of peace educators in Canada.

Adams, H. (1994). Peace in the Classroom: Practical Lessons in Living for Elementary-Age Children. The most effective alternative to punishment for violent or disruptive student behavior is to provide children with tools they will need for living peacefully with one another. This guide for elementary school classes examines ways in which a peaceful environment can be achieved and maintained in the classroom. Divided into six units which are geared toward this goal, the guide covers: (1) importance of individualism and the acceptance of others; (2) importance of friendships; (3) improving communication skills; (4) understanding and controlling emotions; (5) conflict resolution; and (6) peacekeeping including ideas for a school-wide peace festival. Approaching these topics through the use of activities, the guide provides objectives, age levels, needed materials, directions, drawings and charts, ways the activities can be expanded, and discussion questions for each unit.

2.1.1.0 Inferences

After going through the above section of the related literature the Investigator drew the following inferences.
1) The present education system is not fostering the universal brotherhood and the human unity. In the present set up the child is caught up between the home and the school environment which is contaminated by the distinction of class, caste and other traditional values. Hence there is an urgent need of imparting quality education whereby the existing prejudices are removed and the spoilt environment is cleansed. (Rani Swarorp and Priya darshini 2009)

2) The world peace should be the top agenda of present education system. No progress is possible without peace. All the technological developments in fact adhere to this need of the time.(Saleem Ghori Sofia, 2009)

3) Peace is multi dimensional. It has many shades of meanings such as absence of war, non violence, tolerance, compassion, happiness, justice, equality, respect for human rights, etc. Hence education towards peace should take into consideration all these aspects of peace (Atasi Mohanty, 2008)

4) Peace is the only antidote to the forces of war, terrorism, violence, aggression and so on. Hence peace should be included in the process of education which is also the need of the time (Madhu Gupta, 2003)

5) The real peace in this world is possible when we war against war by fostering natural innocence in the minds of the children. Hence there is a need to begin with the children (Ulric De Vaere, 1996)

2.2.0.0 Review of the Research Studies related to Peace Education

Vrinda Sharma (2009) in her report in “Hindu” daily quoting Madanjeeth Singh-the UNESCO Goodwill Ambassador says that “Peace can not exist without education among people and economic cooperation among countries. Especially in a region like the South Asia, it is important to seek solutions to issue of education, peace, economy, restoration of heritage and environment as they will strengthen the bonds between the countries “.(Hindu, Monday October 19, 2009, page 11)

Pope Benedict XVI 2008 in his Christmas message , expressing his fears about the future gave a clarion call to the West Asia to shun injustice, terrorism and poverty and
invite peace. He said that the divine light of Bethlehem (Peace) may radiate throughout the West Asia where the horizon seems once again bleak. He condemned the twisted logic of conflict and violence. He hoped that the region of Asia which constantly is under violence may return to the path of peace.

Patil, B.I (2003) in his Doctoral thesis “Formation of Peaceful Human Society through Education (Ph. D) states that the average awareness about education in peace is of medium range with a score of 54/100 among the secondary schools teachers of Gujarat. Sub-scores on the factors included in the test of education in peace also stayed at the medium level as compared to one another.

Sahoo, J. S (2003) A Study on Adolescents’ Conception of Peace, Violence and Strategies to attain Peace in relation to some psychosocial variables and Academic Achievement says that the adolescents conceived of peace as negative/absence of war at global level followed by positive emotions at an individual level, positive emotions at global level, human attitude, sharing, universal rights and disarmament.

Adolescents who have mutual role taking ability demonstrated significantly more inclination towards all areas of the concept of peace as compared to the adolescents of the self reflective role taking ability.

Bush, K. D., Ed., & Saltarelli, D., Ed. (2000). The Two Faces of Education in Ethnic Conflict: Towards a Peace building Education for Children. This study draws on the findings of a project originated and coordinated by Paolo Basurto, former director of the UNICEF International Child Development Centre (now known as the UNICEF Innocenti Research Centre). This report challenges the widely held assumption that education is inevitably a force for good. While the provision of good quality education can be a stabilizing factor, the report shows how educational systems can be manipulated to drive a wedge between people. The report begins by describing the nature of today's armed conflicts, with virtually every conflict of recent years fought within, rather than between, nations. It examines the growing importance of "ethnicity" in conflicts, as clearly seen in recent tragedies such as Rwanda, Kosovo, and Chechnya. The second section of the report describes the two different faces of
education: the negative face shows itself in the uneven distribution of education to create or preserve privilege, the use of education as a weapon of cultural repression, and the production or doctoring of textbooks to promote intolerance; the positive face goes beyond the provision of education for peace programs, reflecting the cumulative benefits of the provision of good quality education. While the report recognizes the value of peace education, it stresses that it is only one of many educational measures needed in the midst of ethnic hatred. It suggests that peace education cannot succeed without measures to tackle the destructive educational practices that fuel hostility, and should be seen as one part of a wider peace building education approach. The report examines possible steps toward the creation of a peace building education, outlining guiding principles and goals, including the demilitarization of the mind, the introduction of alternatives to suspicion, hatred and violence and the value of memory

Bruce, H. E., & Davis, B. D. (2000). Slam Hip-Hop Meets Poetry-A Strategy for Violence Intervention. Paper presented on the Theme: A Curriculum of Peace; describes the strategy used in high school English classrooms to teach for peace and dislodge violence: the poetry slam, a burgeoning pop culture phenomenon that combines poetry and performance art; describes poetry slams that incorporate hip-hop culture; discusses promoting slams in English classrooms to show students the power of words and instruct them in nonviolence, leadership, character, and social change

Maoz, I. (November 2000). An Experiment in Peace: Reconciliation-Aimed Workshops of Jewish-Israeli and Palestinian Youth., The goal of the present study is to examine workshops of Jewish-Israeli and Palestinian youth conducted in the post-Oslo era with the aim of promoting reconciliation and peace building between the sides. The workshops were organized by an Israeli-Palestinian organization, in the framework of a peace education project. In these workshops, youth from pairs of Israeli and Palestinian high schools met for two days to discuss social, cultural and political topics. Each workshop included approximately 20 youths from each side that were led jointly by a Jewish-Israeli and a Palestinian group facilitator. The study examines four facets of these dialogue events, using both quantitative and qualitative research methods: (1) structure of activities and practices of transformative dialogue
used in the encounter events; (2) attitudes and mutual stereotypes held by youth from both sides prior to the beginning of the workshops; (3) mutual perceptions and attitudes expressed by participants during the encounter; (4) effects of participation in the workshops on stereotypes held by the Jewish-Israeli and Palestinian youth.

Miller, V., & Ramos, A. M. (April 1999). *Transformative Teacher Education for a Culture of Peace*. Teacher training across the world has typically assumed a functionalist role in preparing individuals to stand in front of children in classrooms and impart acceptable knowledge. The limitations of this approach have led, in recent years, to the development of new kinds of teacher education which reorient the role of the teacher in powerful ways. This article introduces several transformative approaches to teacher education internationally. It also seeks to extend the notion of transformative teacher education. Building on the aspirations of the Culture of Peace Program initiated by UNESCO (United Nations Educational, Scientific, and Cultural Organization), the paper discusses how teacher education might make a more deliberate contribution to the development of a culture of peace. The paper presents the characteristics of three innovative teacher education programs (in Bolivia, Namibia, and Egypt). Grounding the discussion in the movement from a mechanistic to a holistic world view, the paper uses insights from peace education, conflict transformation, and social capital theory to suggest potential ways in which teacher education might become a peace building enterprise.

Dagan, M., & Al-Aarj, S. (1998). *Proposed Curriculum, Written by: The Peace Education Forum for Palestinian and Israeli Educators,* Supported by "People to People Program." This booklet is the result of more than one year of meetings from 1997 to 1998 between 16 Palestinian and Jewish Israeli educators from both formal and informal educational systems. The establishment of this forum was supported by the "People to People Program" whose main goal is to enhance dialogue and relations between Palestinians and Israelis based on equality and reciprocity. The booklet documents long discussions of difficult issues, of insights from those discussions, and of the will and commitment of all the participants to educate for peace and dialogue in both societies. The booklet includes the description of the group process, activities on
four different subjects, and the impressions of some of the participants. The proposed activities in the booklet represent just the first draft. The group will continue to meet and to use the proposed activities in their schools. After getting feedback from the students about the activities, the educators will work to improve them.

**Gregg, S. (1998). School-Based Programs To Promote Safety and Civility.** Information regarding school-based programs designed to promote safety and civility as well as reduce violence and disrespect toward school personnel and fellow students is provided in this document. It describes primary, secondary, and tertiary interventions. Primary interventions are defined as universally administered to all students and are designed to protect children from the risk of developing antisocial behavior. School-wide programs that teach conflict management and anger fall into this category. Some of the primary intervention programs discussed here include: "Alternatives to Gang Membership," "Child Development Project," "Collaborative Student Mediation Project," "Law-Related Education," "Peace Education Foundation," "Peace Builders," "Peer Mediation in Schools Program," "Project S.T.O.P.(Schools Teaching Options for Peace)," "Promoting Alternative Thinking Strategies (PATHS)," "Resolving Conflict Creatively Program," and "Responding in Peaceful and Positive Ways (RIPP): The Richmond Youth Against Violence Project." Programs that are designed for secondary intervention strategies that target individual students known to be at risk for antisocial behavior are also described and include: "Conflict Resolution Project," "First Steps," "Positive Adolescents Choices Training (PACT) Program," and "Self Enhancement, Inc." Some programs that combine primary and secondary interventions include "FAST Track," and "Metropolitan Area Child Study." Other types of school- based programs, such as "Educators for Social Responsibility" and "Preparing Instructional Teams to Teach Effective Citizenship Education," are also detailed. Tips for developing and implementing school wide programs, along with lists of considerations to be examined by policy makers, are provided. “Woodrow Wilson: Prophet of Peace. Teaching with Historic Places”; This lesson describes President Woodrow Wilson's struggle with and his ultimate failure at achieving lasting world peace through the League of Nations. The lesson focuses on November 23,
1923, the eve of the fifth anniversary of the Armistice that concluded World War I, when a frail and ill Wilson was ready to deliver a commemorative address by radio from the library of his brick home on S Street in Washington, DC. The lesson could be used in teaching units on foreign policy, peace education, presidential history, or the history of World War I. The lesson objectives are to: articulate the ideals of world peace and world order that Wilson espoused; describe the conflict between Wilson's ideals and the Senate's policy of isolationism; and explain why the ideals of a visionary like Wilson are significant in forming the policies of the government. The lesson is divided into the following teaching activities sections: Setting the Stage: Historical Context; Locating the Site: Maps (Washington, DC, 1914; Presidential Tour, 1919); Determining the Facts: Readings (Wilson's Passion for the League of Nations; The Collision of Ideals and Policy; Wilson's Final Campaign); Visual Evidence: Images (Origin of the League of Nations; The Covenant; The Wilson House; Wilson's Library and Drawing Room; "Three Little Elephants"); Putting It All Together: Activities (Public Speaking; Current Events and Wilson's Peace; Partisan Political Cartoons); and Supplementary Resource.

Lantieri, L., & Patti, J. (1996). Waging Peace in Our Schools., The Resolving Conflicts Creatively Program (RCCP) described in this book asserts that schools must educate the child's heart as well as the mind. RCCP began in 1985 as a joint initiative of Educators for Social Responsibility Metropolitan Area and the New York City Board of Education. The program started in 3 schools in New York City and has expanded to more than 325 schools nationwide, serving over 150,000 students. RCCP focuses on three dimensions of creating safe and caring schools: (1) conflict resolution; (2) valuing diversity; and (3) enhancing social and emotional learning. Chapter 1 describes a vision of learning that promotes emotional literacy, conflict resolution, and diversity education. Chapter 2 describes the "peaceable" classroom in which this vision is enacted. In Chapter 3, "How To Wage Peace: The Skills of Conflict Resolution," and Chapter 4, "Valuing Diversity: Creating Inclusive Schools and Communities," the specific concepts and skills the program teaches students and adults are described. Chapter 5 focuses on the role of the teacher in creating a safe and
caring learning environment. Chapter 6 describes the work of mediation in the schools, and Chapter 7, "Signs of Hope," presents the reactions of young people who have served as mediators. In Chapter 8, the parent component of RCCP is described. Chapter 9 describes the beginnings of the RCCP and its model. In Chapter 10, the peaceable school is described. Chapter 11 considers the importance of community involvement and the steps necessary to sustain the peaceable classroom and school.

Bjerstedt, A. (Apr 1994). Peace-Related Education in Schools - Then and Now. Fifty Experts Look Back on Their Own School and Evaluate the Present Situation in Their Country. The project group "Preparedness for Peace" at the Malmo School of Education in Sweden studies various prerequisites for peace education in school and various possibilities of carrying out peace-related activities at different school levels. A broad goal is to increase knowledge of possible ways of helping children and young people to deal constructively with the issues of peace and war. As a part of that work, viewpoints are collected via interviews with people who have worked with peace education issues theoretically and practically. In this report, answers related to the "then and now" aspect of peace-related education in schools are dealt with. On the one hand, were there some aspects in the interviewees' old schools that might be considered attempts at peace education? On the other hand, do they believe that schools in their own country, as they know them today, contribute to peace education? Answers to these questions from 50 experts representing 22 countries are documented and discussed. Mapping of ideas and generation of ideas are solicited. Even though such viewpoints are obviously different from fact collecting surveys, the interviewers considered memories and judgments from an expert group to be of some interest per se and thought that such reported impressions could also contribute to understanding of how peace education is conceptualized by these experts. Part 1 of this report presents an attempt to summarize some major aspects of the two themes, while parts 2 and 3 give a more detailed documentation of the interview answers. More information about the 50 experts is available in a separate report.

Bjerstedt, A. (Feb 1994). The Meaning of "Peace Education": Associations, Emphases, and Sub-categories. Included in an interview with 50 experts who have a
special interest in peace education and represent 22 countries, this report documents and discusses answers to the question: "What do you think of first when you hear the words 'peace education'?" Part 1 of the report presents a summary of some of the major aspects of the answers related to the meaning of the term peace education. Part 2 gives a more detailed documentation of the interview answers regarding the question. The reactions vary and testify to the fact that peace education is a changeable field in an early stage of development. The responses show a strong tendency to take up a discussion of possible sub-categories within the field using more specific labels.

This book examines the powerful and motivating kinds of learning that take place when one is in the presence of enemies, such as oppressive employers, bigots, racists, or polluters. It is intended for people interested in education for social action, community development, and political change. The book looks at this kind of learning in aboriginal adult education, trade union training, feminist adult education, peace education, and environmental education. It critically reviews some currently fashionable adult education theories, concluding that a number are simply too nice, too unfocused, too inward looking, or too mechanical to help people who are engaged in social action. It canvasses the ideas of a number of adult educators who have confronted and helped their learners confront exploitation, imposition, and injustice. It proposes some processes that adult educators might use to help people learn how to identify, define, and then deal with their enemies. The argument is developed in clusters of ideas. Links are made using songs, anecdotes, a poem, and quotation from a play. Personal accounts are interwoven with analysis and extensive reference to the literature of adult education. The afterword examines the author's own position in relation to adult education, social action, and violence. Appendixes contain a 140-item bibliography, glossary, and index.

State University, has a long term interest in research on cooperation, competition, and conflict resolution and in the promotion of instruction about conflict and peace. Nelson answers 13 questions regarding his perspective on Peace education issues. He summarizes his primary concerns with school and peace education as assessing outcomes of instruction, identifying the basic processes of critical thinking and problem solving as educational objectives, and teaching conflict resolution principles that generalize from interpersonal to international.

Speirs, R. (1994). Decreasing Suspensions in Grades Nine through Twelve through the Implementation of a Peace Curriculum. This practicum was designed because out of school suspensions as a disciplinary procedure were not effective in changing students' behaviors. The students felt angry and rejected by the teachers, and they did not feel part of the school culture. The practicum offered a peace curriculum designed to be used in content academic areas, small groups, and with mentors. The study involved a peace curriculum that included problem-solving activities that encouraged students to develop alternatives to oppositional, defiant, and disruptive behaviors. The peace curriculum offered students the opportunity to participate in class discussion without the fear of failure. By preventing behaviors that emerged when students became frustrated because they did not know how to control their behaviors, the peace curriculum offered students the opportunity to develop fair and just attitudes. Analysis of the data revealed that out of 292 students referred for discipline, more than 83 students received an alternative form of discipline rather than out of school discipline or suspension. The cumulative number of out-of-school suspensions received by exceptional education students was reduced. The number of classroom teachers implementing behavior strategies in their classrooms increased because of the introduction of the peace curriculum. Nine appendices conclude the paper: (1) discipline system student listing; (2) teacher survey; (3) disciplinary referral form; (4) student assistance team response form; (5) lessons for mentors; (6) lessons for small groups; (7) content specific lessons for the classroom teacher; (8) mentor survey; and (9) rules for small group instruction.
Nass, M., & Nass, M. (1993). Songs for Peacemakers: Conflict Resolution: This teacher's guide was designed as part of a kit that includes a video tape and sound cassette recording, but may be adapted for independent use. The resource is based on the premise that teaching conflict resolution is becoming a necessity in an increasingly violent world, and that using music to teach peace education is successful with young children. This guide presents 12 lesson plans based on 12 original songs. Ideas for interdisciplinary activities, games, role-playing and brainstorming exercises, writing activities, take home assignments, and tips for teachers are included. Reproducible activity masters and song lyric sheets are included.

Peterson, J. P. (Dec 1993). Teaching Nonviolent Living Skills in Preschool: Parental Perspective. A study sought to determine whether or not parents felt that education in nonviolent living skills was important to their choice of a preschool for their child. Questionnaires were distributed to parents at four preschools and to parents of children attending a test site preschool with a peace studies program. A teacher focus group was also surveyed, as well as spokespersons from local alternative schools. Results of the study indicated that: (1) parents thought teaching children nonviolent living skills was important, and they would pay more and participate to get such programs for their child; (2) the quality and quantity of parent-staff communication and parent education is critical to a peace program; (3) parent involvement is important in promoting the benefits of such a program; (4) parents do not view preschoolers as too young to start learning nonviolent living skills; (5) teachers need a supportive environment in which to implement a peace program; (6) a preschool curriculum for this kind of program needs development; and (7) longitudinal studies of children who have participated in preschool peace studies programs would be helpful in ensuring optimum outcomes for children in future programs. This report is divided into four chapters: "Introduction", "Literature Review," "Methods and Results" and "Discussion" (conclusions). A list of organizations involved with peace studies and copies of the surveys are appended.

Bjerstedt, A. (Sep 1993). Peace Education Approaches among Younger and Older Students in Schools. This report used data from an interview study with
international experts to examine the extent that peace education is relevant at various ages and to look at how the age of pupils affect the design of a pedagogy for peace. The two parts of the report provided replies from 50 experts representing 22 countries. Part 1 attempts to summarize major aspects of the relationship of age level to education for peace. In several cases, the interviewees made general comments claiming that in actual fact, age differences were of considerably less importance than imagined. Some interviewees emphasized the fact that little is known in the area. Part 2 provides detailed documentation of the 50 interview answers.

**Bjerstedt, A. (Aug 1992). Peace Education around the World at the Beginning of the 1990s: Some Data from Questionnaires to Ministries of Education and Members of the Peace Education Commission.** Two questionnaire studies on the status of peace education in different countries or regions are presented in this paper. One of the studies approached school authorities, ministries of education or similar offices. This study involved analyses of the responses received from 125 geographical units in 1991-92 as well as the responses from a special "comparison group" of 100 areas that were surveyed in both 1985-86 and in 1991-92. The other study collected views from a group of educators and researchers with a special interest in peace education members of the Peace Education Commission. It was observed, among other things, that to date many countries do not have any recommendations on peace education in their official school texts. Nevertheless, there was a substantial minority of countries where such recommendations existed. While there are developments that give peace educators hope for the future, there are many indications that it is still difficult to get peace education generally accepted. The study concluded that it should be an important task in the coming years for educators and researchers interested in peace education to try to understand the character of the resistance or the difficulties in each particular area better and to use this understanding to find ways to overcome the barriers.

**Brock-Utne, B. (Jan 1991). The Raising of a Peaceful Boy.** During the years 1986-1988, a Swedish research project called "Sons" tried to provide some tentative answers to questions raised by the recent focus on gender issues in peace education. A
total of 20 feminist and 20 traditional mothers of sons were interviewed concerning their ideas about the development of their sons and about the difficulties they had encountered in providing their sons with peace education. The interviews revealed that almost all the mothers wanted to raise a nonsexist son and gentle boy, and thus wanted to provide them with an alternative education. Nevertheless, most of the mothers felt that they did not succeed in educating their sons the way they had originally wanted to. Feminist mothers never used a biological argument when their sons developed into more typical males than the mothers had wanted them to. Feminist mothers deplored the influence of sports clubs to which their sons belonged, noting that they fostered a competitive and rough spirit. More than half the feminist mothers, as opposed to a quarter of the traditional mothers, had given their sons dolls. In many cases, the mothers in general saw the children's father as the main obstacle to the boy's peace education, insofar as the father wanted his sons to be treated tougher and rougher than the mothers wanted them to be treated. Other adverse social influences, such as those of other parents or the father's friends, were noted. Brief concluding remarks address the strength of environmental pressures on boys to conform to the traditional male model.

Gerritsma, H. B., & Verbaan, D. (Apr 1991). Research and Development Related to Peace Education in the Netherlands. Views from the Polemological Institute, University of Groningen. The project group, "Preparedness for Peace," at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of war and peace. As part of this work, experts with special interests and competence in areas related to peace education are interviewed. This interview explores the views of Henk B. Gerritsma and Daan Verbaan, both of whom work at the Polemological Institute, University of Groningen, the Netherlands. Interview questions concern such issues as the definition of peace education, ways in which schools can contribute, how students can become more aware of, and more prepared for, problems of peace, and what can be done to provide better teacher training in the area of peace education.
Kauppinen, H. (1991). Peace Education in Art: Focus on Gender. Art education can be used as a focal point in studying peace education and gender issues. One aspect of peace education is the field of human relations and that can include issues of gender. Basic concepts of patriarchy, sexism, feminism, and women's liberation can be studied through art. Finnish art education curriculum provides three areas for peace education with a focus on gender: (1) art history; (2) folk art; and (3) mass media. Art history features an image of Finnish women as successful artists and creators of culture. Twenty-five percent of the art works cited in art history books are by women and in the history of design women's artworks are in the majority. In the study of folk art much attention is given to the study of decorative and utility textiles designed and made by women. Study of folk art also emphasizes equal achievement by men and women. Students study mass media by examining newspapers, magazines, television, and film to develop their understanding of gender differences. A case study concludes the document and describes Finnish women in various occupations, including art education, indicating the continuous evolution of equality between genders.

Hudson, D. L. (1991). Develop and Implement a Peace Education Curriculum for Elementary School Students through a Planned Program of Instruction. This practicum was designed to provide K-6 grade children with peace making tools. The curriculum was piloted in a public school for one year. The goal was to teach children how to make peace with themselves and with others. The writer used a combination of strategies in the curriculum to meet the needs of the children; provided self-esteem lessons; utilized conflict resolution techniques, including a new approach to group consultation; utilized parent participation/moral education lessons designed to involve the family; and emphasized social skill training. The results of the practicum were encouraging. Analysis of the data revealed that the children showed significant gains in the areas of social skills, self-esteem, and conflict resolution skills. Teachers indicated that most of the children did learn how to make peace with themselves and with others.

The aims and tasks of a set of research and development studies carried out at the Malmo School of Education at Lund University in Sweden, under the umbrella term "Preparedness for peace," are outlined. The general aim of the studies was to increase knowledge of possible ways of helping children and young people at school to deal constructively with questions of war and peace. The work involved a variety of tasks, for example: (1) an inventory and analysis of experiences of peace education in different countries; (2) studies of conceptions (peace, war, enemy images) among children and young people; (3) a collection and analysis of viewpoints on the role of schools in pursuit of "preparedness for peace"; (4) documentation and experiments focusing on practical ways in which schools can organize peace-oriented activities; and (5) publication of brief information pamphlets from the project work that might be used to stimulate discussion and to generate ideas among teachers and teacher trainees.

Rajaram G. (1990) had conducted a study titled "A study of peace concepts in the higher secondary text books of Tamilnadu." The researcher attempted to study the peace concepts in school textbooks so as to give suggestions for promoting education for peace which is the urgent need of today and which perhaps is the one powerful way to peace itself.

The researcher made use of higher secondary textbooks as sampling documents for the study. English, Tamil, history, Economics and commerce textbooks were taken as they have greater scope for celebration and explanation of peace concepts. It was found out that the distribution of peace concepts was greater in history textbooks and less in commerce books. Among the four forms of concepts, the social concepts had larger distribution and the international concepts had less distribution at higher secondary level. (5th Survey of ednl research.1988-89 vol II NCERT 2000)

Bjerstedt, A. (Jan 1990). Education for Global Perspectives and Non-Violent Relations. This document presents a selective bibliography on education for global perspectives and nonviolent relations. The major emphasis is on recent books, reports, and articles in English or in the Scandinavian languages. The document groups the
literature in seven content categories and presents introductory comments both in English and in Swedish. Items include: (1) examples of monographs and collections of papers explicitly dealing with peace education; (2) examples of shorter items explicitly addressing peace education; (3) examples of study materials or study guides on peace education; (4) books and articles dealing with such related topics as international understanding or global perspectives in schools; (5) examples of publications dealing with psychological aspects of war, peace, etc.; (6) examples of items dealing more generally with global survival; and (7) examples of Malmo School of Education research and deBjerstedt, A. (Jan 1990). Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zlmarian Jeanne Walker (Brazil). Sponsored by the "Preparedness for Peace" project. As a means of studying ways to help children and young people deal constructively with questions of peace and war, Anima Bose and Zlmarian Jeanne Walker, who have worked to promote peace education in India and Brazil respectively, are interviewed. The influence of Gandhi on the concept of peace in India is emphasized. One cannot teach peace, it must be learned through practice. Peace education must include a form of apprenticeship where students go out into the real world to find out what violence is and what solutions are. Peace education is especially important in this day and time because all of society seems to be overcome by violence, even in entertainment. Peace must not be viewed as "no war." A nation with no war but with injustice, poverty, economic discrimination, and inequity cannot be said to have peace. The teacher is the most responsible person in any peace education course at any level. At the elementary level the examples of parents and teachers and cooperation between them is very important for teaching peace. The interviewees emphasize the lack of materials available to be used in peace education. Peace education should not be taught as a separate subject in elementary school, but included in various subjects. In higher grades it may be emphasized in one particular subject. In secondary school it can be dealt with through the study of international organization, transnational concepts, and the reality of interdependence.

This resource guide provides activities related to the concepts of peace and conflict. The activities are not, for the most part, sequenced and can be used singly to introduce concepts or to supplement other lessons. The activities also can be grouped into a unit of study, and each activity contains the grade levels from kindergarten to grade 6, objectives, the subject area it fits, materials needed, instructions, discussion questions, suggestions for additional work, and handouts when required. Each chapter contains a basic concept and poses several questions related to that concept: (1) the meaning of peace; (2) peace and community building; (3) peace and conflict; (4) peace and diversity; (5) peace and enemies; and (6) visions of peace. Appendix A provides guidelines for discussing controversial issues with elementary children. Appendix B lists 77 children's books with peace-related themes, and appendix C provides information of 39 curricula and other resources for teachers.

Lewinski, M. (1990). *Perspectives on Peace: A Resource for Teaching Peace and Security Issues*. Designed to help teachers discuss and explore with students the many aspects of peace and security in a rapidly changing world, this teaching manual examines the issues from many different points of view. Students are encouraged to examine the issues, collect information, and present their own views and opinions based on the facts. The book contains six chapters, each of which explores a particular aspect of peace and security. Chapter 1, "Perspectives on Peace," looks at the concept of peace itself and asks if a nation can have peace without a security apparatus. Chapter 2, "Eye on the Soviet Union," is an examination of U.S.-Soviet relations and the impact the two superpowers have had on peace and security issues for the last 50 years. Chapter 3, "The Human Condition: Poverty and Peace," asks the question: can a nation be at "peace" if poverty, hunger, and human suffering exist within its borders? Recent democratic movements in Eastern Europe and Central America have raised many questions concerning peace and security issues not just for the United States, but for the rest of the world as well. Chapter 4, "Democracy: The Road to Peace?" looks at these movements and studies the impact they will have on global stability. Chapter
5, "The Global Environment: A Common Trust," discusses an issue that many experts believe will serve as a bridge to unite former enemies behind the common cause of solving the world's massive environmental problems. Chapter 6, "The World Economy," examines the concept of interdependence and how trade and business relations can work to bring the world closer together but also can create "economic conflicts" among friends and enemies. The book suggests a variety of instructional strategies, and each chapter contains activities that list objectives, outline a procedure, and offer additional suggestions. Twenty-two student handouts are included, as are lists of resources on peace and security issues corresponding to each chapter of the book.

Murphy, B. C. (1990). Peace Education, Activism, and the Role of the Psychology Professor, Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August, 1990). This paper discusses the experiences of teaching a college course entitled "Psychology in the Nuclear Age" and highlights how research, clinical work, and activism influence the professional role of the teacher. The paper sought to raise a number of questions, including: What is meant by peace education? Should teachers remain objective or do they have an educational as well as moral responsibility to state their personal positions in the classroom? Is teaching a course on peace or nuclear issues a political action? What do students report about how they are affected by the course? How do teachers handle the intense feelings that these topics may evoke in students? and Do teachers have a responsibility to help their students take political action?.

2.2.1.0 Inferences: The following inferences were drawn after going through the articles related to peace education.

1. Different strategies like the poetry slams, art, prose and drama could be made use of to bring about peace culture. Peace education can be imparted by making use of the different types of literature available. (Kreidler W.J 1999).

2. The Schools must educate the child’s heart as well as the mind. It means that it is the duty of the present educational system to educate a child not only at the head
level but also at the heart level (Lantieri1996). Things like video tape and sound cassette recording be used to impart peace education. Making use of music to teach peace to children is a successful activity.

3. 3). Parents think that it is important to impart peace education to their children. The quantity and quality of parent-staff communication is also essential to this end. (Bjerstedt, A 1993) Projects related to peace have always been a success all over the world because it was always well relieved by both parents and the students.

4. Art could be used as a focal point in studying peace education. The field of human relations is an aspect of peace education (Kaupinnen H 1991) Therefore art history, Folk art and mass media or dramatics could be used in this regard.

5. 5) Peace education programmes can be developed and implemented in elementary schools through planned programe of Instruction. It teaches children how to make peace with themselves and with others. When such programes are used there is going to be a significant increase in the areas of social skills, self esteem and conflict resolution skills (Hudson, D L 1991)

2.3.0.0 Review of the Paper presentations related to Peace Education

Brawdy, P. (2001). Exploring Human Kindness through the Pedagogy of Aikido., Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This paper considers the origins of kindness in relation to the martial art known as Aikido. It also attempts to discover the underlying constitutional elements of Aikido's pedagogy of self learning, learning about others, and instructional practices that promote interpersonal relatedness. A teacher and four students of the Aikido Dojo were interviewed. Analysis revealed major structural constituents were associated with the pedagogy of Aikido. All of the Aikido practitioners described experiences where knowledge of self was mediated by an awareness of how invested they were in a given moment. Aikido offers one possible model for instruction that focuses on promotion of peace through the content it teaches. It demonstrates the value of a discipline in the process of self-discovery; it
provides a cultural model for learning that is shaped by an interest in peaceful relations; and it provides a pedagogical model that is shaped by themes of blending, integration, wholeness, and unity.

Harris, I. M. (2001). Challenges for Peace Educators at the Beginning of the Twenty-First Century., Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001. This paper provides a description of the history and advancements made in peace education during the past century. By the end of the 20th century, 200 colleges in the United States had peace studies programs and approximately 1 in 10 of the public schools had conflict resolution programs. The paper focuses on four challenges faced by peace educators today, including: (1) how to replace a military culture with a nonviolent culture; (2) how to convince policymakers and educators to put resources into supporting peace education; (3) how to produce research that demonstrates the value of teaching young people how to behave peacefully; and (4) how to develop peace building strategies in schools. At the beginning of the 21st century, peace education is being used to challenge stereotypes where there is a long history of humiliation, victimization, and ethnic, racial, and religious hatred. Peace educators concerned with violent behavior of youth use violence prevention strategies to help students learn how to avoid weapons, bullying, crime, and drugs. Peace educators need to help convince legislators, school boards, administrators, and general citizens to put resources into peace-building approaches to violence prevention.

Schmidt, F. (2000). My Journey as a Peace Educator., Revised version of a paper presented at the World Conference on Higher Education (Paris, France, October 1998). This paper discusses the need to prepare teachers as agents for a culture of peace. It notes that the core values in a culture of peace are environmental sustainability, cultural diversity, human solidarity, social responsibility, and gender equality. For each of these values, there is a complementary human capacity to be developed through teacher education, making it possible for teachers to cultivate these values and capacities in their students. These capacities are ecological awareness, cultural competency, global agency, conflict proficiency, and gender sensitivity. The
paper suggests a number of recommendations to help promote developments in these directions, addressing them to UNESCO, ministries of education, and educational and professional associations

**Birthistle, U. (2000). Peace Education: The Importance of Social Engagement Skills and a Human Rights Framework.** Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). This paper is set in the context of the political problems facing Northern Ireland and the educational responses to these problems. It focuses on the importance of globally accepted human rights values to a divided society and the role of education in promulgating these. The paper discusses the methodology of human rights education in the light of educational theory about the value of experiential learning, and the importance of self-esteem and positive attitudes toward others. It defines peace as on-going conflict resolution. Examples are given of good practice where schools have transformed the atmosphere and relationships through the introduction of democratic structures and the teaching of conflict resolution skills. Educational responses to the conflict in Northern Ireland are described, set against the backdrop of recent debates about values in education and education for democratic citizenship. Finally, the paper discusses some of the debates and research which, it is hoped, will help to inform curriculum development in Northern Ireland for the 21st century. The key messages from these presentations lend support to the arguments in the paper for a greater emphasis on the development of the core social engagement skills required for the maintenance of peaceful relationships at all levels of society locally, nationally, and globally

**Bruning, M. D. (2000). Positive, Peaceful Interactions between Adults and Young Children. Growing Together: Building a Peaceful Community.** Adapted from paper presented at the 2000 Early Childhood Conference (South Bend, IN, March 4, 2000). This paper discusses classroom practices contributing to positive, peaceful interactions between adults and young children. The paper begins with reminders about the development of self-control as a crucial aspect of peacefulness, the role of the toddler's developing autonomy, and the development of a sense of fairness in pre
kindergarten children. The paper notes the importance of positive adult role models who have a daily quiet time, engage in meditation or prayer, and are mindful of their vocal inflection and body language. Suggestions for fostering peaceful environments are given, including using visual reminders, having orderly homes and classrooms, providing aesthetic experiences that promote peace, telling stories about problem solving, and limiting and monitoring television viewing. Inappropriate strategies for dealing with conflict are delineated, including the avoidance of threats, physical reactions, name calling, bringing up the past, and inattentive listening. Appropriate strategies are described, such as identifying the real problems, and demonstrating mutual respect for everyone's feelings, procedures to help adults keep perspective as they help children work through steps of conflict resolution. The paper concludes by asserting that peace starts with positive interactions at home, in the community, and at school, and that each individual has the responsibility to respond rather than react to conflict, violence, and the value of memory.

Fitch, T., & Marshall, J. L. (1999). The Teaching Students To Be Peacemakers: Program Overview and Review of the Literature. This paper provides a program overview and review of the literature on the Teaching Students to be Peacemakers Program (TSPP), which offers peer mediation and conflict resolution to students of all ages. The program features seven steps: creating a cooperative environment; teaching students the nature of conflict; teaching all students the problem solving negotiation procedure; teaching all students to mediate conflict; implementing the TSPP; refining and upgrading resolution skills; and repeating the steps yearly through grade 12. A key barrier to the program's success can be teacher commitment to the TSPP. This can be addressed by displaying administrative support, providing education on the benefits of the program, and having frequent contact with designated trainers. Peer mediation programs can be a significant part of a school's safety plan. Multiple studies have shown that involved students retain the mediation skills, teachers spend less time dealing with student conflict, and administrators can almost eliminate time spent on conflict resolution. While many programs train a few select students to serve as mediators, the TSPP trains all students to be mediators
Hinitz, B. F., & Stomfay-Stitz, A. M. (February 26, 1999). Peace Education and Conflict Resolution through the Expressive Arts in Early Childhood Education and Teacher Education. Paper presented at the Annual conference of the Eastern Educational Research Association (Hilton Head, SC, February 26, 1999). Several modes of expressive arts may be especially appropriate for peace education and conflict resolution instruction in early childhood and teacher education classrooms. This paper explores the integration of the concepts and processes of peace education and conflict resolution through an examination of current research and professional development publications, as well as observations made in selected U.S. early education and teacher education classrooms. The paper focuses on the role of the dramatic and language arts in fostering peace education and conflict resolution. With regard to early education, the paper is informed by several sources, including literature on brain-based learning and multiple intelligences. Also discussed is the effective use of reflective listening, reading and storytelling, journal writing, creative drama, dramatic play, and problem-solving techniques. The report concludes that peace education strategies developed through appropriate dramatic and puppet play and other language and communication experiences can counteract the violent images depicted in the media and many children's toys. Language and literacy experiences can foster peace education and conflict resolution and play an important role in early childhood teacher education.

Reardon, B. A. (May 1999). Educating the Educators: The Preparation of Teachers for a Culture of Peace. Revised version of a paper presented at the World Conference on Higher Education, UNESCO (Paris, France, October 1998). This paper discusses the need to prepare teachers for the role of agents for a culture of peace. The paper calls for the cultivation of vision, a capacity to see the potential for positive development in learners and constructive change in society. It notes that the core values in a culture of peace are: environmental sustainability, cultural diversity, human solidarity, social responsibility, and gender equality. For each of these values there is a complementary human capacity to be developed through teacher education, making it possible for teachers to cultivate these values and capacities in their
students. These capacities are: ecological awareness, cultural competency, global agency, conflict proficiency, and gender sensitivity. The paper suggests a number of recommendations to help promote developments in these directions, addressing them to UNESCO, ministries of education, and educational and professional associations

Reardon, B. A. (1999). Peace Education: A Review and Projection. This report presents reflections on the substance, evolution, and future of peace education. Within an area of common purposes, a broad range of varying approaches are noted. The report discusses, for example: conflict resolution training, disarmament education, education for the prevention of war, environmental education, global education, human rights education, multicultural education, nuclear education, and world-order studies. The report finds that peace education, always marginal in the past in relation to mainstream education, now faces less resistance than earlier and that the culture of peace concept steadily gains currency. Outlines recommendations for future work with peace education. Contains 41 notes and a 55-item selected bibliography

McGinnis, J. (1998). The School as a Peacemaking Community: 10 Key Ingredients. This report describes the Pledge of Nonviolence, a peace-educated program designed for all levels of schooling. The seven components of the Pledge expand the value of respect for others to focus on the understanding of, tolerance for, and cooperation with those who are different. The Pledge also acknowledges the need to respect the whole of creation, encouraging the attitudes and skills necessary for appreciating, protecting, and enhancing the earth. The Pledge helps students understand the culture of violence and stresses the urgency of action against violence and injustice in communities. The seven components of the Pledge are the following: respect self, others, communicate better, listen carefully, forgive, respect nature, play creatively, and be courageous. Three additional goals are appended to the Pledge: proclaim visually the commitment to being a peacemaking community through drawings and symbols, celebrate peacemaking through holidays and special events, and involve parents in all peacemaking activities. The Pledge of Nonviolence offers schools a vision, a strategy, and the concrete skills and values for becoming a peacemaking community.
Stomfay-Stitz, A. M., & Hinitz, B. F. (1998). Integration of Peace Education Conflict Resolution with the Arts and Humanities: A New Agenda for a New Century., Paper presented at the Annual Conference of the Eastern Educational Research Association (Tampa, FL, February 1998). This paper discusses the integration of peace education into early childhood education through the arts and humanities curricula, considering several pedagogical developments which indicate a more favorable climate for this integration, including: (1) aesthetic literacy programs, including peace museums and the role of children's literature; (2) neuroscience developments such as whole brain learning which recognizes the importance of infant and early childhood development; (3) interdisciplinary experiences within an integrated curriculum framework; (4) social/affective education beginning with early childhood; (5) ecological and social responsibility as an expression of the integration of learning in science and social studies; (6) technological literacy; (7) cultural contexts for learning; and (8) spiritual and philosophical hopes for humanity expressed as goals for the new century. The paper argues that these new insights hold the promise of addressing humanity's most perplexing problem: how to resolve conflicts and live in peace and harmony in our culturally diverse society.

Hinitz, B. F., & Stomfay-Stitz, A. M. (November 21, 1998). Peace Education in the Early Childhood/Elementary Education Classroom: Setting the Agenda for a Humane World., Paper presented at the Annual Conference of the National Council for the Social Studies (Anaheim, CA, November 21, 1998). Peace Education is now considered by many as a viable curriculum that could be integrated into many school programs. This paper identifies and clarifies the role that peace education can play in the creation of a humane, nonviolent learning environment; highlights recent research on brain-based learning that holds significance for the inclusion of peace education in the curriculum, especially with integration of the arts and humanities; and demonstrates and invites participation in workshop activities that enhance the quest for a peaceful school and classroom. The paper maintains that peace education can enfold integrated, brain-based, multi sensory learning, and a problem-solving approach. Integration of the arts and humanities in peace education can be a form of
art therapy for children living in violent communities. The paper further maintains that peace education ensures enhanced citizenship skills for a new century. Appended to the paper are lists of: resources for brain-based learning; books and curriculum guides for peace education/conflict resolution/violence prevention/human rights/global education; and online resources.

**Bodine, R. (Oct 1996). Conflict Resolution Education.** A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings... This guide was developed for educators, juvenile justice practitioners, others in youth-serving organizations to increase awareness of conflict resolution education and its potential for the peaceful settlement of disputes. Conflict resolution programs can help schools promote both the individual behavior changes necessary for responsible citizenship and the systemic change necessary for a safe learning environment. The guide is designed to provide sufficient information and tools to initiate the development of comprehensive youth-centered conflict resolution programs. Chapter 1, "Understanding Conflict Resolution," defines conflict as a natural condition and presents the essential principles of conflict resolution. Each of the next four chapters discusses one of the following approaches to conflict resolution: (1) the process curriculum approach; (2) the mediation program approach (peer or other mediation); (3) the peaceable classroom approach; and (4) the peaceable school approach, a comprehensive whole-school approach. The next two chapters address conflict resolution in juvenile justice settings and in parent and community initiatives. The final three chapters consider research on conflict resolution, developmentally appropriate practices, and conflict resolution program development and implementation. Nine appendixes offer a variety of resources for establishing conflict resolution education programs, including lists for further reading Collinge, J. (Nov 1993). Peace Education across the Curriculum: Some Perspectives from New Zealand. Peace Education Miniprints No. 52., 24p. This paper argues that issues of peace and war and related environmental and social questions ought to form part of the curriculum of a truly democratic education system. The aim of these studies is not to indoctrinate young people into predetermined positions with respect to controversial
questions, but, quite the opposite, to help them develop into independently thinking and questioning adults. An emphasis is placed on the skills students should develop in peace education, such as the principles of presenting a well-considered argument, concern for evidence and logic, and an awareness of bias. One model put forward is Paolo Freire's education for critical consciousness through the study of generative themes. Controversial issues such as those dealt with in peace education should not be limited to older students. Even quite complex issues, such as nuclear weapons, are of concern to young children and should be dealt with at a level appropriate to their development. This is true even in early childhood education, where the desire of some children to play war games could be the basis for political and social education. The second part of the paper looked at curriculum developments in New Zealand education, in which, even though there is no official support for peace education, there is scope within the new curriculum for concerned teachers to deal with peace issues. Learning peace, however, is more than just curriculum development; it is concerned with the process of education as much as with content.

Hinitz, B. (Apr 1994). Peace Education for Children: Research on Resources., Paper presented at the Annual American Educational Research Association (New Orleans, LA, April 4-8, 1994). Peace education is and will continue to be a goal of early childhood educators around the world. A variety of definitions of peace and peace education can be found in the literature. A plethora of resources has become available during the past decade for those wishing to teach peace in educational settings for young children. The literature is replete with statements and examples regarding the necessity of peace education for the child's optimal social-emotional development. However, the literature dealing with peace education for infants and toddlers is severely limited. Three recent articles provide concrete examples of appropriate peace education practices for infants and toddlers. The classroom setting for 3- to 6-year-olds should offer space, materials, and opportunities for harmonious and interactive play. Planned program or curriculum activities can also enhance the peaceful classroom. Children's literature can be a powerful vehicle for strengthening communication skills and teaching peaceful conflict resolution. Therefore, books used
with children should be screened and evaluated beforehand to determine the values they convey about peace and conflict. Some books can provide information that children can use to solve their own problems of dealing with anger. Writing books can also be a wonderful experience for primary level children. Some items in the peace literature are more appropriate for primary level and older children; many of the concepts in these books are at an adult level, and must be adapted to the children's cognitive and affective developmental levels. Others books are designed specifically for adults. For instance, Maria Montessori's work, "Peace and Education," puts forth many concepts that still hold true today, including the observation that, to set about a sane, spiritual rebuilding of the human race, we must go back to the child. (A 150-item bibliography lists adult and children's resources on peace education.)

Bjerstedt, A. (Mar 1994). Peace Education How? A Discussion of Steps and Measures To Be Taken. Peace Education. This document discusses and documents the answers that 50 experts representing 22 countries gave to two questions: (1) Do you think it is at all possible for schools to contribute to a "peace education"? and (2) If so, what are some of the steps and measures to be taken that you think of first? Part 1 of the report attempts to summarize some major aspects of the answers, while part II gives a more detailed documentation of the interview areas in this area. The interviews had the character of relatively free conversation. The usual main questions were employed, but these main questions often had a very open character, the interviewer allowed and encouraged the respondents to converse in a natural manner. The group interviewed had a multifarious and usually long experience related to peace issues and peace education. The answers to the first question are rather brief probably because the interviewees are from a group of people who were chosen because of their interest in and knowledge about the topic of peace education. In addition to that they had already had the opportunity to make comments on the introductory questions of the interview; the answers, therefore, would be fairly predictable. The second question was formulated to elicit some examples of what the respondent thought could be done by the teacher in the classroom situation to contribute to peace education. Promotion
strategies suggested include concerned individuals, flexible strategy, collaborative efforts at the local level, and teacher training.


Rohrs, H. (Aug 1994). The Pedagogy of Peace as a Central Element in Peace Studies: A Critical Review and an Outlook on the Future. This document discusses peace education not as a subject but as part of the teaching of various academic subjects depending on the extent to which they lend themselves to this. The intention is to produce educational situations where young people can develop skills in the art of peace and a peaceful approach to conflict resolution. The pedagogy of peace is understood here as the sum of scholarly and scientific thinking on the nature of peace education and the way it should be organized. The pedagogy of peace is an interdisciplinary branch of science using a broad range of methods, including observation, description, and analysis of peace-educational processes and interrogation of participants with regard to their motives. There is a strong need for intensified peace-pedagogical research efforts and for documentation and coordination of work in this field. This report reflects an approach in three stages: (1) a discussion of the structure of peace education; (2) an interpretation of the pedagogy of peace in its relationship to peace education (in cooperation with peace studies); and (3) prospects for peace education in developing nations

Blumberg, H. H. (Nov 1993). Perception and Misperception of Others: Social-Cognition Implications for Peace Education. Educational and Psychological Interactions.. Supported in part by a grant from the Niwano Peace Foundation. This
document discusses personal perception or social cognition, as it affects relationships between people and nations. An important part of living together in harmony is for people to be able to perceive each other accurately, for individuals to understand one another's values, customs, goals, and resources. The need for accurate and sympathetic understanding among parties is true at the international and intercultural levels as well as interpersonally. Topics in social cognition that may be adapted for peace education include: (1) the nature and use of categories; (2) dimensional analysis of social interaction; (3) cognitive consistency; (4) prototypes and stereotypes; and (5) two-stage theories of inference-making. Additional topics, considered briefly, are: attribution analysis, biases in attributions, heuristics, and implicit personality theory. For each topic, an exercise relevant to peace education is described. Better understanding of the principles of social cognition and attendant biases can help in structuring a more peaceful and just world. Given both the challenges and opportunities in the world today the seemingly intractable conflicts in some places, and the need to nurture newly emergent democratic ideals in others, it is important to stress both prevention and cure of hostility. At least one facet of prevention of bias, and in the reinforcing of a meaningful and just peace, is to facilitate knowledge about the perceptual origins of at least some forms of bias and misunderstanding. Contains 30 references

Bjerstedt, A. (Dec 1993). The "Didactic Locus" of Peace Education: Extra-Curricular, Mono-Curricular, Cross-Curricular, or Trans-Curricular Approaches. Didakometry. This document discusses various models of peace education. Peace education can be handled in a number of different ways in relation to the traditional "Didactic space" of schools, for example: (1) peace education can be made into a special subject, a mono-curricular approach; (2) peace related issues can be handled by means of special efforts outside of the normal system of classes, an extra-curricular or special event approach; (3) peace education can be seen as a common assignment for several or all school subjects, a cross-curricular approach; or (4) peace education may be viewed as aiming at education for peace values and nonviolent interaction with others, whereby the question of school subject attachment
moves into the background, a trans-curricular approach. Interview illustrations on the possible contributions of different school subjects are presented. The document is divided into two parts. The first part is an introductory discussion on the place of peace education in the didactic space of schools. The second part contains excerpts from interviews with 50 experts from different nations.

Duffy, T. (Nov 1992). Peace Education in a Hostile Environment: This paper explores the issue of peace education in Northern Ireland in its broadest sense. It looks not merely at peace education per se but also at the sectarian context of schooling and at a variety of anti-sectarian initiatives. In recent years there have been several peace education ventures in Northern Ireland reflecting the statutory responsibility of the education and training agencies in the promotion of peace. These efforts have occurred at a variety of levels (none of them mutually exclusive from one another) but the principal venues have been the schools, youth and community agencies, and the higher education and adult education sectors. The schemes pioneered by these diverse organizations have ranged from holiday projects involving groups of Catholic and Protestant children to programs of study on Northern Ireland history and politics to various types of cross-community contact schemes in a variety of institutional and non-institutional settings. A relatively new feature on the scene is the work of the Community Relations Council (CRC) which has programs in the areas of reconciliation and community skills training. The CRC was established in January 1990 as an independent organization (with substantial government funding) and charged with the task of promoting better community relations and the recognition of cultural diversity. In recent years the Department of Education in Northern Ireland has developed the notion of Education for Mutual Understanding as a basic strategy of encouraging appreciation of a divided heritage and community. The possibilities as well as the problems of implementation of many of these ideas are the subject of this paper.

Fujita, H., & Ito, T. (Nov 1992). Peace Education in Japanese Universities. This paper contends that peace education is necessary for all university students in Japan for several reasons: students are going to take leading roles in society; the world is
changing rapidly; and university teachers have a social responsibility not to repeat the
faults of Japanese teachers in World War II. Japanese peace education has been
provided by many elementary and high school teachers since World War II. Peace
education in universities expanded rapidly through the impact of the Special Session
of Disarmament of the United Nations in 1978. The paper is based on three national
surveys of peace education in Japanese universities. These surveys showed that
multidisciplinary lectures were provided in many universities that the contents were
expanded to include structural violence, and that teachers used diverse teaching
methods

Ostertag, V. (Jun 1992). *Strategies for Dissemination of Principles and Concepts of Education for Peace.*, Paper presented at the Conference for Non-Violence in Education (Moscow, Russia, June 12-15, 1992). World political changes since 1988 have ended the Cold War era of constant threats of confrontation and nuclear annihilation. The culture of militarism that influenced business, industry, and education served a purpose by dividing the world into good and evil. The changes that have removed the threat of militarism require a redefinition of the peace movement. The greatest task for teachers is the conversion of the war structure into a peace structure by converting the association of peace in the context of a nuclear catastrophe to the idea of peace as man's humanity to man. Educators must be ready to eradicate physical, economic, psychological, and ecological violence. In order to promote peace education, teachers must define global, national, and personal goals that are comprehensive enough to include many aspects of peace. These include personal relationships, economic equality, the value of human rights, and the elimination of violence toward the environment. U.S. and Russian teachers should (1) define common goals of peace education for children, (2) strive to make experiences in peace education a mandatory part of the curriculum in both countries, (3) organize a course focusing on common teaching objectives, (4) develop instructional materials on peace in a multicultural mode, and (5) develop a common teacher training program.

Association (98th, Boston, MA, August 10-14, 1991). Peace education research typically is designed to evaluate the effects of a single lesson or a group of lessons (unit) on some attitudinal or learning outcomes. The current research was designed to evaluate a set of procedures for identifying a mix of peace education lessons that desirably impact on students. Three curriculum consultants were employed to review and rate more than 300 commercially available lessons in terms of the expected impact of each lesson on four psychological constructs: ethnocentrism, political efficacy, conflict resolution skills, and pro social orientation. Subsequently, the most highly rated lessons for each construct were assembled into four curricula (units) and then field tested with a sample of 1,398 eighth through twelfth grade students. Students were assigned to one of the curriculum groups or to a no-curriculum control group. Measures of the four psychological constructs were administered in a pre-posttest fashion. Critical thinking, political orientation (liberal- conservative) and other measures were also obtained. Results indicated that while all the psychological measures were affected by some of the lessons, curriculum consultants were unable to predict which particular measures would be affected by which particular lessons. Since well-trained and experienced curriculum consultants were unable to predict the impact of lessons on students, the results suggest that the outcomes of peace education instruction should be carefully evaluated. Psychologists and the emerging field of peace psychology can make a major contribution to peace education. A collaborative relationship between psychologists and peace educators is recommended with psychologists developing tools for measurement, assisting in program design and analysis, and providing theory guided peace education content. A list of 28 references is included.

Rogers, P. (Nov 1991). Education for Peace in the Classroom Curriculum Development Strategies and Materials: A Case Study from Ireland. This paper describes the curriculum development process involved in the production of a set of peace education materials developed by the churches in Ireland during the past 13 years. Peace education is concerned primarily with a positive approach to peacemaking and the development of people who internalize a positive vision of
peace, have a real sense of justice, personal and social, and who are sensitized and helped to cope with the various social manifestations of violence and conflict in their own lives and the wider world. The document examines the educational rationale of this project in the context of the two educational systems operating in Ireland. The process by which the materials are produced fall under six headings: (1) Teacher Workshops; (2) Writing Phase; (3) Piloting Phase; (4) Editing and Rewriting; (5) Dissemination; and (6) Evaluation. The document outlines some of the issues facing the development of peace education in Ireland in the next decade. Some of these are learning from past experiences, avoiding raising expectations that are not fulfilled, appreciating the difficulties of implementation of curriculum innovation in a climate of financial cutbacks, understanding past inconsistencies in policy in this area, giving adequate resources to agencies that are supportive to schools, and appreciating the greater emphasis in society on competitiveness and a strong utilitarian thrust. One important issue for future development is an understanding that much of the theory of peace, for example in areas of conflict resolution and human rights education and nonviolence, has yet to be translated into concrete programs for school use.

Renner, C. E. (Jun 1991). Using the Language of Justice and Peace: Integrating Peace Education into EFL Curriculum. Paper presented at the International Conference of Teachers for Peace (4th, Paris, France, June 1991). The integration of peace education into the English-as-a-Foreign-Language (EFL) and English-as-a-Second-Language (ESL) curriculum is discussed. Peace education is designed to break the negative chain of violence in interpersonal and international relations, and offers learners humanistic approaches to difficult questions that may leave individuals feeling powerless over their lives. Three interconnected areas of peace education are noted: personal peace; peace in the human family; and peace with nature. These three areas are discussed, and approaches to curriculum development to incorporate them are described. Methods for adapting authentic materials for instructional use are also discussed, with specific suggestions for vocabulary enhancement and instruction of young learners. It is proposed that the instructor must have clear objectives and anticipate learner reactions and, optimally, network with other teachers to integrate the
topic and critical thinking about it into other subject areas. It is concluded that peace education in the context of EFL/ESL instruction can be effective and dynamic, providing motivation for intercultural communication, a dimension of social consciousness within the curriculum, and potential for interconnecting disciplines and addressing complex issues. A substantial bibliography and a list of instructional materials and resources are appended.

2.3.1.0 Inferences: As the Investigator went through the papers presented on the peace education topic he came across several ideas that would support his idea of developing Instructional Package on Peace Education.

1. Efforts are on to replace the military culture with a non violent culture and policy makers and educators are made to convince the need of resources to introduce peace education. Efforts also on to develop peace building strategies is schools. Peace education is used at the beginning of 21st century to challenge stereotypes where there is a long history of humiliation, victimization and ethnic, racial and religious hared.( Harris I M 2001)

2. Teachers are to be prepared as the agents for a culture of peace. There is a need of Human Rights values to a divided society. The class room interactions always contribute towards peace existence. Development f self control is a crucial aspect of peacefulness.( Bruning M.D 2000)

3. Several modes of expressive arts are appropriate for peace education and conflict resolution instruction in early childhood and teacher’s education classrooms. The role of dramas and language arts is of great importance in this regard. Besides use of reflective listening, reading and story telling, journal writing, creative drama, dramatic play and problem solving techniques is very much supported.( Hinitz B. F 1999)

4. Arts and Humanities subjects could be integrated to impart peace education. Programs like aesthetic literacy items, peace museums, and children’s literature are the means of achieving peace education. ( Stomfay-Stitz 1998) Peace
Education is considered by many as a viable curriculum that could be integrated into many school programs. It plays an important role in the creation of humane and non-violent learning environments. It ensures enhanced citizenship skills for a new century. (Hinitz B F 1998) Peace Education is the goal of early childhood educators around the world. A plethora of resources are available for the peace educators which guarantees child’s optimal social-emotional development.

5. Peace Education is a part of the teaching of various subjects in the school. The pedagogy of peace is an interdisciplinary branch of science using a broad range of methods including observations, description and analysis of peace educational processes and interrogation of participants with regard to their motives. The churches of Ireland have produced peace education material for the past 13 years. Peace education is concerned primarily with a positive approach to peace-making and the development of people who internalize the positive vision of peace. (Rogers P 1991)

2.4.0.0 Review of Literature Related to Human Right’s Awareness

Human Rights are the universal rights, the natural rights which ‘the law of nature gives to the human beings’. The twenty first century is destined to promote human dignity, prosperity for all humankind.

A few researches have been done in relation to Human rights’ awareness. Certain research related to this aspect is presented below.

K A Pradeep Kumar, Anil Kumar K (2009) Conducted a study to compare human rights awareness among the tribal and non-tribal higher secondary school students. The investigators used stratified random sampling methods to collect the data. Due representation was given to the factors while selecting the sample. It was found that the Human Rights Awareness among the Non Tribal Students was more as compared to the tribal students as the secondary level. Boys were more aware about Human Rights compared to girls among the non-tribal students.
J. S. Dhillon, Navdeep Kaur (2009) in their article “Human Rights Education – Suggestions for School Curriculum” stressing on the need for Human Rights Education they aver that it is the only guarantee of demonstrating our commitment to human dignity, and promotion of world peace and prosperity for all. Human Rights Education develops essential human qualities and accord respect and protection to the inherent dignity and worth of each human being. The all round development of individual’s personality and universal peace and harmony can be promoted through sustainable Human Rights Education. In primary schools, what is most important is to develop attitudes of respect for human dignity and diversity. Knowledge of the natural world is linked at one and the same time to science, social science, literature and the arts. Lessons in these subjects can directly highlight the complexity of the ecology of the earth and its different regions and localities. Teachers can point out how human life depends on everyone’s responsibility for his or her own natural environment. When these ideas have been presented, teachers can encourage pupils to explore the various ways chosen by human beings to meet the same needs by relating stories, illustrations, lessons of history and geography etc.

Navdeep Kaur (2009) in her article “Reframing the curriculum for Human Rights” says that the quality of education that we provide to our children depends to a large extent upon the quality of teachers we inject into the educational system. Further she says that the teachers should be trained in communicating Human Rights in their day to day class. The teachers should be encouraged to utilize role playing, role modeling and story telling methods of teaching for the awareness of the Human rights.

Lobo Veera Renuka (2007) conducted a study titled: A study on awareness of Human rights among the women of Dakshina Kannada:. The result was that the awareness of Human Rights among the women of Dakshina Kannada was above average. There was no significant difference among women on their awareness of human rights based on gender and educational qualification.

Reena Agarwal and Ranjana Agarwal (2006) in their article “Educating for Human Rights by Inculcating Values” say that Education of Human Rights involves all the three phases of personality – knowledge, feeling and doing. The child should be made
aware of rights and good, to feel the appropriate emotions and internalize the values in thought and deed. Students need to be sensitized as to how the observance of human rights in their day-to-day life enhances the qualities of life in the society. They suggest the following strategies for the same:

- Regular classroom instruction
- Talks and discussions to develop knowledge and understanding of Human Rights and Human Rights Education
- Discussion of situation related to violation of Human Rights
- Presenting students with value dilemmas and developing the ability to make sound value judgments
- Stories drawn from religion, mythology, history and literature
- Biographies of great men and women who have exemplified in their lives, different values cherished by our culture
- Play ground, assembly places for the awareness of voter’s rights, fundamental rights, consumer rights and duties as well.

Jayadeba Saho(2006) in his article “Human Rights, Indian Cultural Heritage, Values and Education” says that Education should have a paradigm shift – a shift of values, social practice and global vies based on universal set of Human Rights Values i.e. freedom, fraternity, equality, cooperation, peace, social, justice, etc. Therefore, we need radical humanism, dynamic secularism, and synthesis of material and spiritual values instilled through our educational system to root out socio-cultural disbeliefs and Human Rights Violations which this planet earth cab bear no more. It is rightly said “you take care of spirituality, it will take care of you all.” These will be “appropriate educational strategies for Human Rights” at all levels through all agencies as desired by International Congress on Education for Human Rights and Democracy.
Digumurthi Bhaskar Rao (2005) in his article “Human Rights Education” tracing the evolution of Human Rights Education in schools, the author asserts that Human Rights develop essential human qualities and accord respect and protection to the inherent dignity and the worth of each human being. He suggests the following various courses of action for a sustainable, comprehensive and effective national strategy for infusing human rights education into educational systems.

- The incorporation of human rights education in national legislation regulating education in schools.
- The revision of curricula and text books
- Pre-service and in service training for teachers to include training on human rights and human rights education methodologies
- The organisation of extra-curricular activities, covering the schools and reaching out to the family and community
- The development of educational materials
- The establishment of support network of teachers and other professionals from human rights groups, teacher’s unions, non governmental organisations or professional associations and so on.

In the classroom, human rights education should be developed with due attention to the developmental stage of children and heir social and cultural contexts in order to make human rights principles meaningful to them.

Amrita Maheshwari (2005) in her article “Education – A Human Right” says: all Human Rights documents give a prominent place to Education. They also stress the importance of Education in promoting Human Rights. UNESCO played a leading role in promoting education in human rights and issued comprehensive recommendations dealing with various aspects of “Education in Human Rights in November 1974”. A world plan of Action on Education for Human Rights and Democracy was adopted in 1993 by the international congress on Education for Human Rights and Democracy at
Montreal. It emphasized that human rights education must be viewed as an exercise in democracy and teaching of human rights and democracy should be included in the curricula at all levels of the school system.

**Vanaoja M (2005)** in her article “Contest and Constructs of Human Rights Education” states that Human Rights is as old as mankind. Therefore there is a need for creating an awareness of Human Rights through Human Rights Education to ensure that every human being leads a meaningful life with dignity. The kind of knowledge that we possess today has weakened our sense of value for human abilities. Our intelligence has hardened our hearts. We think a lot but don’t feel. What we need today more than richness is humanness (Charlie Chaplin).

Serious human rights violations caused by the upsurge of racism, xenophobia, sexism, religious intolerance, etc, has made us to think whether we are living in a civilized world. Human Rights violations also occur everyday when a parent abuses a child, when a family is homeless, when a school provides inadequate education, when women are paid less than men, etc. Human Rights education provides shared value system. Peace education incorporates human dignity and the right to peace and security.

**K.Sudha Rao, Arthi Chatrapathi (2004)** in their article “Human Rights in education –College Administration viewpoint” say that “In the recent past globalization and Human Rights are the two major concepts which have influenced one and all in the society. The digital divide and its impact on the students studying in different institutions is immense. In this conflict the higher education institutions are expected to be role models in creating a “human rights aware” society with special emphasis on providing higher education to all.

Detro’s Commission has highly highlighted the importance of education in its report” Learning the Treasures within”. It states “In confronting the challenges that the future held in store, human kind sees in education an indispensable asset in its attempt to attain the ideas of peace, freedom and social justice”. Education has always been seen as a means of social communication. It is considered instrumental in the
long term for the individual transformation and also in terms of nurturing human values and cultural heritage of the society

S K Swain, Niladri Pradhan (2004) in an article titled “Human Rights Education: The significant Role of Teachers”. Say that “For the development of values such as moral, social and spiritual in children, the place of teacher is a matter of great significance. The little student looks to teacher as his ideal. Teacher is considered as friend, philosopher and guide. Teacher should try to develop personality values in child. The child should be enabled to know and appreciate that he is the main architect of his personality. This sense of attitude of personality development will be of immense help in eliminating racial, cultural and religious prejudices.

Jyothi P (2004) conducted a study on “Relationship between awareness of Human Rights and Social Intelligence among the pupils of Standard Nine”. The result was that awareness of Human Rights was average. Pupils of rural areas had better Human Rights awareness than that of urban areas.

Amith Kumar (2004) conducted a study on “Effect of activity based instructional material on developing awareness in selected Human Rights among the pupils of standard nine. The material had a positive effect in developing human rights awareness especially on Right to Freedom and Right to equality.

Jagannath Mohanty (2004) in his article “Human Rights: A Global Challenge facing to Education” states that human rights concept is an emerging one and assuming a global phenomenon that should be taken as a challenge to mankind and multi-pronged attempts are needed to make Human Rights Education a fact and not a fiction in our life.

The concept of human rights is found to be ingrained in our Indian civilization - in its relation, literature, philosophy and other human activities. The Constitution of India also incorporates most of the Human Rights under fundamental rights. The Government of India has also set up various national institutions for promotion and protection of the interests of the most vulnerable sections of the society. The National
Human Rights Commission has been established to deal with institutions of human rights in different parts of the country. As per the UN Declaration, 10th December is being observed as the Human Rights Day in most of the educational institutions for bringing about awareness regarding human rights. Since education is a potent instrument for bringing about desired changes in the society and teachers are to play a crucial role in this noble venture, human rights can be achieved and sustained mostly through education and training.

Y Bhaskaracharyalu (2004) in his article “Implementation of Human Rights in India” states that the establishment of Human Rights culture demands elimination of all kinds of exploitation, not only by the state, but also by the members of the civil society. Many times, members belonging to civil society using their social status use force and indulge in practices, which are derogatory to human dignity. Employing bonded labour, practicing untouchability, perpetrating sati are some of the examples that necessitate Human Rights education to evolve strategies and schemes for attacking such attitudes and help members internalize more human and egalitarian approach in their social relations. Human Rights is a symbol of hope, the need of the hour.

Y Bhaskaracharyalu (2003) in his article “Right to Education and Human Rights Education” says that Human Rights is a dynamic concept that will find expanded expression and constantly cover new areas as human society continues to evolve to higher levels of development. Majority of the Indian citizens are still living in a “culture of silence” due to illiteracy, ignorance, poverty and consequent pitiable conditions. Establishment of Human Rights culture demands elimination of all kinds of exploitation, not only at the hands of the state, but also by the members of the civil society. Many times, members belonging to civil society using their social status use force and indulge in practices which are derogatory to human dignity. Human Rights Education is also recognized as one of the important weapons to eradicate social evils.

Suhasini A (2003) in her article “Human Rights and Duties Education” asserts that the task of education is to bring about a healthy, sustainable and harmonious growth oriented society by making people aware of their rights and duties.
Human Rights are the foundation of human existence and co-existence. Human Rights are universal, indivisible and interdependent. Human Rights are what make us human. They are the principles by which we create the sacred home for human dignity. Human Rights are the expression of those traditions of tolerance in all religions and cultures that are the basis of peace and progress. Human Rights are foreign to no culture and native to all nations. Tolerance and mercy have always and in all culture been ideals of government rule and human behaviour. Peace cannot be achieved without human dignity. Human dignity involves implementation of Human Rights. Human Rights protect unity and solidarity of mankind. The need to make people aware of the rights and duties is of paramount importance at this juncture. It is the imperative task of education to bring about a healthy, sustainable, harmonious and growth oriented society.

Maria Ancel (2002) conducted a study titled “Awareness of Women’s Rights among the student teachers. The study indicated that the student teachers had high awareness of the women’s Rights. The female student teachers had a higher level of awareness when compared to male teachers

Singh Vinitha (2002) Conducted a study titled “Correlation between basic poverty and violation of Human rights”. The study was carried out for three long years. The investigator had taken into account the domestic workers. The findings revealed that all the domestic workers were females and out of which only 16% were literate and 84% were illiterate. The domestic workers were not privileged to have any kind of leave. The 70% claimed that they were not given any kind of leisure time.

Talukdar Daisy Bora (2002) made a study on “Social Awareness among the girl students of Dibrugarh University”. Respondents were found to be conscious of their rights and duties but mere awareness was not sufficient. There was difference of opinion on reservation seats in politics, education, jobs or public transport. While one section were of the opinion that reservation was not necessary as that would indicate that women were not equal to men, while another section felt that there should be
reservation for them. Regarding the selection of their marriage partners 50% opined that the parent should give them a chance to select their own partners.

**Punita Govil (2002)** conducted a study on “Entrepreneurship and Development of the status of women”. It was found that the voluntary organizations, educational institutions and particularly universities can play a vital role in imparting knowledge of their rights. Literacy was considered as the need of the hour to fight against inequality and exploitation.

**Pandey Ajay (2002)** in his article “Prevention of sexual harassment of women at work place” gives an account on women’s harassment and also suggestions to overcome it. He says that the draft bill and vishaka guidelines do not appear to be concerned with providing a conducive atmosphere for women in different situations where they can feel at par with their male counter parts. He emphasizes a need for an atmosphere for women especially at work place so that they enjoy basic human dignity.

**Dabha Ahmed (2000)** made a study to find out the “Position of women and children in Kashmir” This study is based on a detailed field work carried out in all the six districts of Kashmir valley. The study shows that widows are looked down by the society, paid less respect and are avoided. The survey reveals that the crucial problems which the orphans faced just after the death of their fathers included economic hardships, psychological setback, denial of love, apathy and affection by the relatives and friends etc.

**Read (1999)** conducted a preliminary survey with the help of Department of Education of Karnataka on the feasibility of teaching Human Rights in Schools. The survey was done in 30 villages covering 12 schools where Read Works. It was found that the general public was not aware of Human Rights Education. Parents do not know what kind of facilities are available within the constitutional framework to address Human rights issues.
Rama Krishna (1999) in his study titled “Human Rights Education” said that the Human Rights education can be conceptualized in any one of the three ways. The first is to acquaint the students with national and international documents that speak of Human Rights. The second is to emphasize on the history of Human Rights. A third way of teaching for Human Rights is to focus on aiding students to respect Human Rights in their daily lives.

Kunja Kusum Kakati (1999) made a study on “Adult Education and Human Rights for women”. The study was conducted in rural areas of Barpeta district of Assam. The result showed that only 37.5% of them were familiar with the provision of the knowledge of property rights for women and girls. Only 31.25% of the respondents knew about the anti dowry act passed by the government. 52% of the people were unaware of the widow remarriage legal facility. 87.5% of the respondents were unaware about the minimum age of voting and contesting for elections.

2.4.1.0 Inferences: The following inferences were drawn from the above studies

1. World Peace and prosperity could be achieved through the imparting of Human Rights Education. By developing a curriculum that contains Human Rights Education we can guarantee that we are committed to world peace and prosperity. Human Rights Education develops essential human qualities and accord respect and protection to the inherent dignity and worth of every human being. The all round development of individual’s personality and universal peace and harmony can be promoted through the sustainable Human Rights Education (J.S Dilhon, 2009)

2. Human Rights Education shows the paradigm shift required for the present times. It promotes values like freedom, fraternity, equality, cooperation, peace, social justice, etc. There is a need of radical humanism, dynamic secularism and
synthesis of material and spiritual values instilled through our educational system. Human Rights education takes care of these aspects (Jayadeba Saho, 2006)

3. Human Rights education develops essential human qualities. There is a need of developing educational material different than what it used to be. There is need of restructuring of curricula and text books. Human Rights education should be developed with due attention to the developmental stages of the children and their social and cultural contexts. (Digumurthi B Rao, 2005)

4. Peace education incorporates human dignity and the right to peace and security. Human Rights violations have made us to think of its effects such as racism, xenophobia, sexism, religious intolerance etc. Human Rights education attempts to inculcate ideas of peace, freedom and social justice (Vanaoja M 2005)

2.5.0.0 Review of Literature Related to Tolerance

Sukhjeet Kaur and S. K. Saini (2006) in their article “Value based Education: Solution of Today’s Problems” say that Value education can be integrated with teaching methods, instructional materials and co-curricular activities. Teachers of every subject must teach fundamental values like democracy, tolerance, co-operation and respect for others views. Even television can be used for teaching value education through cartoons, plays and story telling. The values should be projected in a manner that children can relate to their lives and should have earthly qualities. The innocent but impressionable minds should be able to connect what they see or hear with ordinary human beings they are familiar with.

Narasimha Rao (1995) inaugurating the Asia-Pacific Regional meeting on Tolerance held in New Delhi says that “Tolerance is a tool for peace. It is an acceptance of and respect for differences and diversities. Tolerance is a moral imperative and an efficacious strategy to negotiate through the paradoxes of the contemporary world. A tradition of tolerance exists in the Asia-Pacific Region. Gandhiji was the pioneering advocate of non-violence and Satyagraha. Tolerance cultivates the ability to live in
peace, harmony and friendship amidst social and intellectual plurality. But tolerance is not to be seen as simply passive, neutral and indifferent. All manifestations of violence, in particular terrorism, directed against innocents such as children, elders, women and civilians are to be discouraged and eliminated.

**Federic Mayor** in his article “Gandhi and Tolerance” says Tolerance is never passive indifference or concession, never the imposition of uniformity upon social diversity, never compromise with oppression or acquiescence to evil. Tolerance is respect, acceptance and appreciation of the endless richness of our world’s culture, our forms of expression and ways of being human. It is fastened by knowledge, openness and liberty of conscience and by direct contact and dialogue among individuals and groups. Tolerance is harmony in difference.

### 2.5.1.0 Inferences: The following inferences were drawn from the above limited studies on Tolerance section.

1) It is possible to develop values among the children through value education integrated with teaching methods, instructional materials and co curricular activities. Teachers of every subject must teach fundamental values like democracy, tolerance, co operation etc. Even television could be used for teaching value education through cartoons, plays and story telling.( Sukhjeet Kaur, 2006)

2) Tolerance is a tool for peace. It is an acceptance of and respect for differences and diversities. Tolerance is a moral imperative and an efficacious strategy to negotiate the contemporary world. Tolerance cultivates the ability to live in peace, harmony and friendship amidst social and intellectual plurality. (Narasimha Rao, 1995)

3) Tolerance is not passive. It is respect, acceptance and appreciation of the endless richness of our world’s culture, forms of expression and ways of being human. Tolerance is harmony in difference (Federic Mayor)
2.6.0.0 Review of Literature related to Value Education

Kulwant Pathania and Anita Pathania (2010) their article “Fostering Values in Education: Some Suggestions” state that – Experiments have shown that development of values is best stimulated when problems and challenges are presented before the student in a way in which he is gradually brought to see things for himself. Liberal education can in fact develop in the students the ability to make relevant value judgments. Liberal education also develops the ability to discriminate among values. They give following suggestions for the development of values.

- Use appropriate methods of teaching such as problem solving, discussion, leading questions which will facilitate active learning of values like leadership, cooperation, group harmony, mutual respect, etc.

- Room should be provided for the practice. It is not enough to point out relationships alone. Pupils should be given practice in finding relationships of their own values like punctuality and discipline, sympathy and tolerance, democratic rights and responsibilities may be taught in applied situations.

- Sound steps should be devised by the Department of Education both at the centre and in the states to stop political interference in the educational institutions.

- Stories of great persons and values they cherished always have a salutary effect on the minds of young people. While commenting upon great persons, the important thing to bear in mind is to impress upon the students, the qualities of head and heart that made them great as they were.

- Youth today has a lot of impatience and little enthusiasm for life - a restlessness to achieve too much in too little time. The aim of education should be to put everything in its proper place in mind, so that they are able to stand in equilibrium with the rest of the world.

- To convert latent into talent, communication skills need to be developed constructively, building confidence and curiosity, therefore leading to self
motivation. The power of expression truly can empower the youth, and drive them away from violent manifestations.

Kulwant Sing Pathania and Anuradha D. Pathak (2010) in their article “Imbibing Values among Students” state that values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. Teachers should encourage pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop a reflective learning and grow to be stable, educated and civilised adults. The values learnt in school help them a great deal in their professional lives. Nowadays children are constantly bombarded with negative messages which adversely affect their mental, emotional and spiritual development. They are repeatedly being given the impression that happiness is totally obtainable from the material world. For a class teacher value education provides a clear reference point for talking about things that pertain to all children in school – such as behaviour, relationships, self worth, courage, truth, tolerance, respect, patience and many other everyday issues. Many schools teach values as subjects, but values cannot be taught, they are to be caught by the young minds from their environment and good role models. Education should be a means for getting in touch with our innate values like love, happiness and truth.

Surekha Ksheerasagar (2010) in her article “Value Oriented Education – The Need of the Hour” says value education creates harmony in all aspects of educational philosophy. It also provides the foundation of character and moral development, besides inculcating in children humanity, truthfulness, tolerance, sincerity, courtesy, affection and a spirit of sacrifice.

Value education touches everyone and every aspect of life. It creates harmony in all aspects of educational philosophy. It makes the pupil more dynamic and enlightened. It creates a broader attitude towards life. It helps in resolving different types of social and ethical conflicts such as old beliefs and new ones, old values and the new ones. It helps pupils in developing democratic qualities like liberty, equality, fraternity, justice and co-operative living.
Jayashree Samantaray (2008) in her article “Inculcation of Values through Education” states that true education must humanize a person and that the futuristic perspective on values and curriculum should relate to development of desirable core of universal values.

It is essential that right from the earliest school stage, deliberate, planned and sustained efforts be made to inculcate basic human values among children. School is the period in life of an individual when seeds of right values need to be imparted in their impressionable minds so that they evolve emotionally, ethically and spiritually into responsible human beings. The teaching of certain procedural values such as logical or critical thinking is essential for pedagogical effectiveness. In the present day many methods are used for inculcating values among the students. They are – lecture method, providing religious education, silent sitting, role-playing, activeness, providing assembly programmes, providing moral ideology, social science programmes, story telling, goldfish bowl method, teacher behaviours and books and supplementary reading, etc.

A Prameela (2007) in her article “Value Education a True Perspective” states that the present malady in our society is the absence of ethical conduct and being enslaved to material civilisation. The author asserts that the challenge before us is to rejuvenate our country and all other sections of the society by inculcating ethical, social and spiritual values. Values are the guiding principles of life, which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Through value education we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education had the capacity to transform a diseased mind into a very young, fresh innocent, healthy, natural and attentive mind. The value could be taught through class room learning activities/ methods/ approach, practical activities method, socialised techniques and activities, and incidental learning method. For this purpose – biographies, stories, extract from essays, articles, classes and newspapers, parables, proverbs, quotations, poems, classroom incidents, anecdotes could be used.
Chandrika Raval (2006) in her article “Indiscipline among students: An Indian Perspective” says that there is a wide spread concern about the lack of discipline in our university and college campuses. Disturbances created by students have become common today. Student unrest and indiscipline is alarming. She suggests following preventive measures for the remedy:

- It is necessary to create and maintain an academic ethos that is, the pursuit of higher learning.
- Teachers and administrators and eminent academicians should create an academic atmosphere on the campus that can serve as a powerful antidote and indiscipline.
- Most of the cases of indiscipline among students were found to be reactions to grievances of the students that have not been properly handled.
- Most of the psychological factors responsible for the occurrence of indiscipline can be prevented through good counseling services.

Neelanjana Pathak (2006) in his article ‘Good Means for Good Ends: Towards Value Centred Higher Education’ highlights the need of value based education. India, a land where ethics, spirituality, psychology, philosophy and education are meant to be intertwined to secure the aim of self-realisation – is paradoxically the land where relations are turning brittle, contractual, relative and temporary. The youth of the nation where truth has been the key word, a part of the national motto “Satyameva Jayate” is brimming with falsehood, fraud and dishonesty. Today, in spite of the outward paraphernalia and enhanced techniques the students are forced with a sense of inner crisis, frustration and discontent. The root cause that leaves a void is the fast erosion of ethical values which have gained a new urgency in the context of population explosion, scientific revolution and environmental threats. It is only by transcending individualistic concerns that a communitarian outlook can be fostered. Today’s students are self-centered, grasp at fleeting promise of pleasure, psychologically conflicted and therefore dysfunctional. All kinds of ethical values whether related self like self esteem, self respect, self actualization or interpersonal
like tolerance, forgiveness, concern or social like patriotism, equality and co-operation are conspicuously lacking even in the so called highly educated young generation.

Indian culture and heritage offer a rich spectrum of ethical and spiritual renderings which can give students an edge over other contemporaries from other parts of the world. A return to the seeds of knowledge in Vedic sciences and the practice of meditation can become a positive step in resolving inner turmoil.

**Geetanjali S. Patil (2005)** in her article “Basis of Value Education – A Philosophical Analysis” states that stories, prayers, policies and good thoughts are the main components of value education in schools, but they are not very useful until the student is told why he has to behave in a good manner and how his/her good or bad behaviour would benefit or harm him.

No one can deny the necessity of light in the life of a person. We get light from Atman in our spiritual life as we get it from sun in our external life. If darkness or dim light prevails in his or her internal life, the person can neither see nor do anything worthy either for himself or for the society. He/she fumble in every step like a blind. The good values could be developed by bringing good thoughts to mind such as praying and wishing good for others, thoughts regarding helping others, etc. Reading and thinking on good thoughts, living in the company of good people and listening to them, etc.

**Meera Guru (2004)** in her article “Value Education and School Curriculum” says that modern school education system has greatly contributed to shaping not only individuals but also society as a whole. Hence every country has to engage in educational reforms from time to time. Twentieth century had witnessed a unparalleled destruction and unimagined progress, the cruelest mass killing in human history and the most amazing breakthrough in human warfare. But with the dawn of the 21st century, humanity is at the thresh hold of a transition to a global society. Humanity can hardly recognise itself in the distorting mirror in which the ills affecting our societies take the form of marks and scars. At this juncture, values in various fields and forms are undoubtedly much sought after. Values are and have always been
an integral part of human life. They add to the very quality and meaning of human existence. Man devoid of values is equal to any other animal. Every individual’s behaviour is the reflection of his personal values.

Several curricular activities like NCC, NSS, Scouts and Guides, Games, Plays, Drama, Exhibition, Children’s fair, etc are a potent medium of value development in children in the school.

**Neena Dash (2003)** in her article “Strategies for Value Education” says that value orientation must begin at the grass root level, so as to have a lasting effect on the conduct and the way of life of the adult. Values are not inborn in nature. No one is born with a set of values relating to events, situations, practices, individuals or institutions. These are shaped, nurtured and developed at home and educational institutions. Various commissions and committees at national and international levels have advocated in favour of giving a value orientation to education. In order to foster the values in children - Direct method, Indirect method, Incidental approach, Value classification approach could be used. At the Elementary level – school assembly, group singing, practicing silence, simple and interesting stories about the lives and teachings of prophets, saints and sacred texts of different religions, etc. could be made use of.

**Dr. V. K. Sunwani (2003)** in his article “Need for value Education” says that the erosion of values in society is a matter of great concern to every right thinking citizen. Values are not taught, they are inculcated through the house, the family and the society. One of the most celebrated thinkers on education, Mahatma Gandhi, considers values as an inseparable component in the full flowering and development personality. Values are determinants of human behaviour. They play a vital role in the lives of every individual. Values are endearing and they facilitate standards that guard and conduct of human beings. The National Policy on Education, 1986, too highlights the need for the inculcation of values “The growing concern over the erosion of values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful food for the cultivation of social and moral needs.
Y N Shridhar and Abbas Madaudar Arani (2003) in their article “Status of Value Education in Iran and India – A Critical Analysis” say that despite spectacular advancement in science and technology, there is still a general consensus on the need for the sustenance of human values in the contemporary world. Value orientation in education has become a worldwide concern. The emerging global conscious of our times is derived from fundamental changes in science and technology, and the urgency and magnitude of such global problems as in the establishment of Peace in the World. Education must provide a climate for the nurture of personal, national and global values. The educational system plays a fundamental role in the protection, transmission and reconstruction of values.

2.6.1.0 Inferences: As the Investigator went through the above literature he came across following inferences:

1) Development of values is best stimulated when problems and challenges are presented before the students in a way in which they are brought to see things for themselves. Liberal education develops value judgments in them. Use of methods like discussion, leading questions and problem solving facilitates values like cooperation, harmony and mutual respect (Kulwant Pathania 2010)

2) Value education touches everyone and every aspect of life. It creates harmony and in all aspects of educational philosophy. It creates broader attitude towards life. It develops democratic values like liberty, equality, fraternity and cooperative living (Surekha Ksheersagar 2010)

3) The students have a lot of grievances and hurt feelings which are not redressed at the school level. It is alarming. It could be controlled by creating academic ethos and antidotes towards indiscipline. (Chandrika Raval, 2006). We need to rejuvenate our country by inculcating ethical, social and spiritual values (A Prameela 2007). School is the period of life of an individual when seeds of right values need to be imparted in their impressionable minds (Jayashree S 2007).
4) Stories, prayers, policies and good thoughts should be components of value education. All these things are not useful if the students in not properly catechized in this regard. Values are the determinants of human behaviour (V.K Sunwani 2003).

5) Erosion of values in the society is a great concern to every right thinking citizen. Values are not taught but are inculcated through families, society and schools. The National Policy on Education 0f 1986 stresses the need of value education for children. Despite the spectacular advancement in science and technology still there is a need for sustenance of human values. Value orientation is a concern of the present education system. (Sunwani and Arani 2003)

2.7.0.0 Review of Literature related to Peace

Khan Wahiduddin Maulana (2010) in his article “The Power of Peace” says that the power of peace is greater than the power of violence. Constructive goals can be achieved only through peaceful means, while violent ways lead to destruction and ruin. Since 1857 some of the freedom fighters wanted to achieve freedom through violent means but Mahatma Gandhi achieved it through peace even though he entered the freedom struggle only in 1919. Gandhi used the bombs of peace as against the bombs of violence used by other leaders. The violent methods give the adversaries the justification to use violent methods in retaliation but the use of peaceful methods do not provide any grounds for violent methods. The peaceful methods hits the conscience of a man which makes him to surrender to you. The peaceful method is the method of nature. The peaceful methods saves one from wasting time and energy. Peace fosters love and compassion.

A Ranga Reddy (2007) highlights in the article “Needed Global Peace Universities for Sustainable Gandhism” that the Indian mind has reflected on the true nature of universe and man and their relationship. He gives the following genuine suggestions for Peace University Education:
Abolish armies and destroy arms and ammunitions; divert this money for Peace University Education.

The Peace University must be autonomous with national character, should extend the whole world.

In universities, at least, feeling of love and brotherhood among all communities should be fostered.

The students of universities should be trained to struggle against ignorance, injustice, oppression and fear of all men of whole world, and for international understanding and peace.

The universities should create attitude favourable to the values necessary for a peaceful progressive and democratic governments in different parts of the world.

The universities must teach peace, disarmament, human rights and about NGO’s, United Nations, UNESCO and other agencies of UN.

The Universities should be a Sanctuary of international awakening and peace and a lighthouse of perpetual learning.

There must be a university of peace in each nation having affiliation with the United Nations.

Ravi P. Bhatia (2003) in his article “An Appeal for Religious harmony and Peace” speaks about the 19th International Peace Research Association (IPRA) Conference in which the role of religion in achieving peace was discussed. All the deliberations and the interactions by the delegates were fruitful, lively and stressed upon the peaceful role of religion and its importance in today’s stressed and divided world. There is tension conflict and violence that often lead to terrorism and devastation. But with a proper understanding of its root causes and given a broad minded sympathetic attitude, religion can play an important role in healing people’s wounds and bringing reconciliation, rehabilitation and religious harmony in the contemporary polarized and divided world.
Senthil Ram(2000) in his article “The face of Global Peace in the New Millennium” comments the twentieth century has been the bloodiest ever recorded span in the history of human civilisation. In the sight of continued violence and threat to peace, colossal efforts were launched to pursue the path of peace and non-violence. Peace was not only perceived as the dichotomous opposition to war but a new paradigm in which the business of global politics could be conducted and transacted. In the meantime peace studies became cardinal to the pedagogy and curriculum of international relations as the doctrine of war became necessary during the inception of international relations. Bjorn Moeller, the Secretary General of IPRA, in his speech confirmed that it is important to pursue peace research so as to make this world a better place to live. He was referring to “stable peace” by Kenneth Boulding and “positive peace” by Johan Galtung.

2.7.1.0 Inferences: The inferences drawn by the Investigator after going through the above literature are as follows.

1. The Power of peace is greater than the power of violence. Mahatma Gandhi achieved freedom through peace. HE used bombs of peace as against the bombs of violence. The violence gives the adversaries justification to use violence but peaceful methods compels them to be peaceful. It is the method of the nature. Peace fosters love and compassion(K.W Maulana,2010)

2. the University of peace is the need of the time. The money spent for arms and ammunitions should be spent for peace studies. These type of universities should impart education to strive for peace, brotherhood, justice etc( A Ranga Reddy, 2007)

3. The twentieth century has been the bloodiest ever. In the path of continual violence, we are bound to tread the path of peace. It is important to pursue peace research so as to make this world a better place to live ( Senthil Ram,2000)

2.8.0.0 Review of Literature Related to Communication
Stamp, G. H. (1999). *A qualitatively constructed interpersonal communication model*. *Human Communication Research, 25*(4), 531-548. In this study, a new model of interpersonal communication was created based on an examination of 288 interpersonal research articles published in the 25 years of Human Communication Research. By categorizing each article into one of 17 groups, the author was able to form relationships among the groups and represent them in the seven components of the interpersonal communication model. The components are: culture, internal states, interpersonal competencies, communication apprehension, message behaviors, interaction/relationship, and interpersonal effect.

Ralph, E. G. (1998). *Insights on effective communication: Some "sabbatical" observations*. *Education, 119*(1), 20-29. The author of this article observed the communication behaviors of 426 individuals whom he met in the course of the travel itinerary during his sabbatical leave. He assumed the role of participant observer in order to address two essential questions: (a) What communicative skills, attributes, or behaviors - positive or negative - did the subject demonstrate? and (b) What emotional response, if any, did he personally experience during the exchange? His goals were to identify individuals who demonstrated excellence in communication and to analyze their communication skills. Results show that most communication events were not exceptional, nor did he experience extraordinary emotional responses. Overall, he rated the group as exhibiting satisfactory or competent communication skills. Article also discusses components of proficient communication.

Martin, M. M. & Anderson, C. M. (1998). *The Cognitive Flexibility Scale: Three validity studies*. *Communication Reports, 11*(1), 1-10. Cognitive flexibility is discussed in this article as an essential component of communication competence, referring to a person's awareness of communication alternatives, willingness to adapt to the situation, and confidence in adapting. This article presents three studies which support the validity of the Cognitive Flexibility Scale.

185-197. The purpose of this article was to examine the relationship between conflict styles and communication competence, using the Conflict Management Message Style instrument and the Communicative Adaptability Scale. It discusses the nature and forms of communication competence, as well as the relationship of communication competence to conflict management. Authors hypothesize that highly competent communicators should tend to use conflict message styles that are more likely to be effective and/or more appropriate for the specific conflict situation that should less competent communicators. The study also investigates whether or not more communicatively adaptable individuals use different conflict styles than less adaptable people.

Evers, F. T. & Rush, J. C. (1996). The bases of competence: Skill development during the transition from university to work. Management Learning, 27(3), 275-300. This article presents a model of four 'base competencies' which combine to form a generic skill set necessary for advanced-level corporate jobs, managerial and otherwise. The base competencies - mobilizing innovation and change, managing people and tasks, communicating, and managing self are derived from 18 workplace skills, and are designed to complement technical expertise. The communicating competency consists of four components: interpersonal, listening, oral communication, and written communication. It involves interacting effectively with various groups and individuals to facilitate the gathering, integrating, and transfer of information in a variety of forms. The study defines communication as the process by which people develop and maintain a mutual understanding of their environment, which occurs when information is shared in so the receiver understands it the same as the sender. Article includes questionnaire items categorized within the four base competencies.

Duran, R. L. & Spitzberg, B. H. (1995). Toward the development and validation of a measure of cognitive communication competence. Communication Quarterly, 43(3), 259-275. This article describes how the authors developed a measure of cognitive communication competence and illustrates preliminary validity data. It covers an extensive review of literature concerning communicative competence, and describes it
as a function of four mental processes: 1) anticipation of variables in the situation that could influence one's communication behaviors, 2) perception of the consequences of one's communication choices, 3) immediate reflection, and 4) extended reflection upon the choices one has made. Using these components, the authors developed the Cognitive Communication Competence Scale.

**Powers, J. H. (1995).** *On the intellectual structure of the human communication discipline. Communication Education, 44*(3), 191-222*. The four-tiered structure of human communication theory and research is developed in this article, proposing that the discipline of human communication can be arranged into four tiers of research and pedagogical interest. Tiers one and two explore the concept of message as central to all human communication, and the communicators as essential elements of the process. The third tier builds on the first two, clustering information from them into public, small group, and interpersonal communication situations. The fourth tier examines human communication behavior as it occurs in specific recurring situations.

**Wayne, F. S. & Mitchell, R. B. (1992).** *Vital communication skills and competencies in the workforce of the 1990s. Journal of Education for Business, 67*(3), 141-147*. The purpose of this study is to determine the value of specific skills in interpersonal communication in relation to job success. Twenty-two current communication/organizational behavior textbooks were reviewed to compile a list of 31 overall interpersonal communication behaviors or interactions, which were then classified into three interpersonal skills groups: verbal, nonverbal, and group interaction. Results indicate that instruction in business communication and organizational behavior should emphasize competency development relative to the process of communication in small groups, and basic verbal communication skills should be more refined and adapted to the demands of small-group/one-on-one communication situations. Results suggest that much of the interpersonal communication that occurs in business today and in the future will be informal, spontaneous, and in small group settings. Article includes list of questionnaire items and response rate.
Pavitt, C. (1990). *The ideal communicator as the basis for competence judgements of self and friend.* Communication Reports, 3(1), 9-15. This article deals with the issue of competence of communicators and concerns about judging one's competence against that of the "ideal" communicator. Results of the study indicate that prior researchers are correct in their assumptions that the ideal form of communication is the basis for competence evaluation. The study also reveals areas where further research is needed.

Rubin, R. B. (1990). *Communication Competence*. In G. M. Phillips & J. T. Wood (Eds.), Speech Communication: Essays to commemorate the 75th anniversary of the Speech Communication Association (p. 94-129). Carbondale, IL: Southern Illinois University Press. This article provides an overview of how various researchers have defined competence and studied the topic of communicative competence throughout history. In this overview, Rubin examines the social movements, educational factors, and prevailing theories in how communication competence has been studied throughout history. Following this overview, the author uncovers controversies and areas of disagreement in the literature concerning communicative competence, discusses the impacts of these controversies on current beliefs and understanding, and provides questions which need further research and consideration. Rubin deals with the controversies of various perspectives, state versus trait arguments, measurement issues, impression or judgement evaluations, appropriateness and effectiveness, the differences between skill, knowledge, and motivation, and the impact of training on communicative competence.

Bowman, J. P. & Targowski, A. S. (1987). *Modeling the communication process: The map is not the territory.* Journal of Business Communication, 24(4), 21-34. The purpose of this article is to give an overview of several of the most significant models of the communication process. The authors then evaluate these models based on current research in the field, and present the need for a new paradigm in the area of communication process models. They contend that the models created throughout the study of the communication process actually create more questions than they answer. However, they also recognize the important contributions of the mentioned models to the understanding of the process.
Lysaught, J. P. (1984). *Toward a comprehensive theory of communications: A review of selected contributions*. *Educational Administration Quarterly*, 20(3), 101-127. In this article, Lysaught provides a discussion of current communication theory, as well as a review of historical models of communication which have built upon one another in an attempt to understand the process of communication. He begins by identifying key elements in the definition of communication, recognizing that there is no one definition commonly accepted by all researchers in this area. The author then discusses four aspects communication: language, interpersonal communications, organizational communications, and conceptual understanding. He concludes by providing recommendations for future research.

Spitzberg, B. H. (1983). *Communication competence as knowledge, skill, and impression*. *Communication Education*, 32, 323-329. This article was written in response to the 1982 article in this same publication, written by McCroskey. Spitzberg focuses on the argument that the distinction among motivation, knowledge, and skills is important because any and all of these components can either enhance or inhibit performance. Therefore, the author argues, the exclusion of performance in a definition of communicative competence would render the definition useless. Spitzberg defines relational competence, and lists five assumptions one should realize from that definition. He contends that competence is contextual, that competence is dependent upon appropriateness and effectiveness, and is judged on a continuum of effectiveness and appropriateness, that communication is functional, and that competence is an interpersonal impression. He concludes that the concepts of motivation, knowledge, and skills are related and integral to one another and to the concept of communicative competence.

McCroskey, J. C. (1982). *Communication competence and performance: A research and pedagogical perspective*. *Communication Education*, 31, 1-7. McCroskey begins this article by examining the historical foundations of the study of communicative competence, and looks closely at three similar current definitions of communication competence, given by Wiemann, Allan and Brown, and Larson, Backlund, Redmond and Barbour. In these definitions, he presents major problems: equating competence
with effectiveness, and equating competence with performance. McCroskey then discusses the confusion between communication competence and communication skills, and presents an explanation of the cognitive, psychomotor, and affective domains of communication learning.

**Wiemann, J. M. & Backlund, P. (1980).** *Current theory and research in communicative competence. Review of Educational Research, 50(1), 185-199.* The concept of communicative competency is basically undefined, according to this article. Authors suggest definitions for competence, from both the cognitive and behavioral perspectives. They deal with the issue of recognizing competence and the educational implications of measurements and criteria. Through an extensive review of literature, the authors list several dimensions of communicative competence and develop a list of essential aspects of it. They also discuss advantages/disadvantages of research strategies, areas of applied research, and conclude with suggestions that students should have the knowledge of communication as well as the ability to communicate. According to the authors, effective communication instruction teaches students to be empathetic, to adapt one's behavior according to the situation, and to manage conversations.

**Cochran, D. S. & Gibson, C. K. (1979).** *Putting a square peg into a round hole: Communication models and their application. Journal of Business Communication, 17(1), 27-36.* Educators have long been using communication models to "teach" communications, according to Cochran and Gibson. However, they believe this has not been effective instruction. The authors propose in this article a combination of an integrated communication model, systems theory, and the case method as a teaching package that should prepare the students to communicate effectively in the work environment. The article discusses several communication models and applications of a model. Authors propose this teaching package should help to bridge the gap between communication theory and its application.

**Norton, R. W. (1978).** *Foundation of a communicator style construct. Human Communication Research, 4, 99-112.* Norton explains in this article the importance of
not only researching what is communicated or why it is communicated, but also how it is communicated. This article presents a foundation for a communicator style construct consisting of nine independent variables and one dependent variable. The independent variables are dominant, dramatic, contentious, animated, impression leaving, relaxed, attentive, open, and friendly. The dependent variable is communicator image. Norton defines communicator style as the way an individual interacts to signal how meanings should be understood or interpreted. Following the descriptions of two independent studies, the author concludes that context, situation, and time to some extent influence styles of communicating.

Wiemann, J. M. (1977). Explication and test of a model of communicative competence. Human Communication Research, 3(3), 195-213. Wiemann counters that it is communicative competence which allows an individual to establish a social identity. The author developed a model which describes the competent communicator to be other-oriented, empathic, affiliative, supportive, and relaxed while interacting with others. He also explains that the competent communicator has the ability to adapt to changes in the situation or encounter. This article includes a study of two hypotheses proving these points. The results also strengthened the hypothesis that the ability of the communicator to manage the interaction influenced the fellow interactants' perceptions of the communicator. Wiemann's five-part model of communicative competence includes the following components: interaction management, empathy, affiliation/support, behavioral flexibility, and social relaxation.

Baldwin, T. L. & Garvey, C. J. (1973). Components of accurate problem-solving communications. American Educational Research Journal, 10(1), 39-48. This article describes a study which attempts to identify components of accurate, two-person communication. Researchers identified problem-solving communication as a type which would make it possible to identify accurate communication behaviors. They assigned three tasks to research subjects, each approximately 10 years old, in order to provide measures of communication accuracy and also measures of three hypothesized components: orientation of one to the other's situation, identification and communication of essential information, and verification of solutions. Results of the
study suggest that communication components can be identified which are related to accuracy in certain situations.

2.8.1.0 Inferences: The above study of the related literature helped the Investigator to arrive at following inferences.

- The ideas like communication can be taught in relation to situations (Baldwin T L 1973)
- Communication can be taught during the process of education (Cochran D S 1979).
- It is also the feeling and belief of the Investigator that better communication skills would better the human relation and strengthen the bond.
- It leads to cooperation and better living conditions.
- In other words good communication skills foster peace within and with each other and one another.

2.9.0.0 General Conclusion: The present review of Literature helped the Investigator to come to the following conclusions.

- **Need of Peace Education**: The investigator along with many of the contributors to the related literature feels that Peace Education is the need of the time. In the present social set up where the child is caught up between the home and the school environment, contaminated by the divisive spirits of class, race, caste and traditional influences, mere intellectual formation doesn’t help in the real sense of the education. Peace education is a strong weapon that can face any type of inhuman challenges. The students have a lot of hurt feelings, emotional disturbances, and moral confusions which the present educational system does not redress. Hence there is a need of special education where not only the mind and the intellect of the child is aimed but also the heart and the emotions are taken care of. (Rani Swaroop 2009, Saleem G Sofia 2009, Atasi Mohanty 2003)

- **Possibility of Creating Peace Awareness**: As the Investigator went through some of the related literature, the possibility of creating Peace Awareness took a definite
• Creating Peace Awareness is causing a behavioral change within a child through different measures like dramatics, poems, arts, group discussions etc.

• **Aspects of Peace Awareness:** Peace Awareness is not an abstract idea. It is realized when different aspects of it are infused into a child’s mind. The different aspects could be Respect to Human Rights, Cooperation, Communication, Tolerance, Justice, Conflict resolution, Problem solving etc. (Adams H 1994)

• **Level of imparting peace Education:** Though there are different views about imparting peace education like peace university etc but still the Investigator is of the opinion that it is best imparted at the primary level itself. As it is strengthened by the related literature that Primary level is best suited for such type of education and the pupils will be in a better position to receive the instruction which would be of a greater help at a later stage in life, subsequently to the society.

• **Modes of Instruction:** As the Investigator went through the related literature, he came across different modes used for instructional purpose such as discussion, role play, dramatics, film show, stories, poetry etc. hence even the Investigator too decided to stick to the similar strategies during instruction.

• **Parent’s cooperation and need:** The Peace education has always been a success wherever it was implemented. Moreover the parents have accepted it as the best antidote against the violent behaviour of their wards and a harmless medicine towards moral growth.

• **Investigator’s Decision:** Thus as the Investigator browsed through the related literature he was convinced of the need of peace education, type of the instruction, strategies to be used, the target group and the different modalities. He came across several studies where peace education had been a tremendous success. Hence he decided to develop a set of Instructional package with a purpose of developing peace awareness.