

Qualitative Survey of the views of the Lecturers of the College of Education of Surat City for the Role of the teachers for strengthening Global Peace in the World

Riddhi R. Desai

Assistant Professor Shri Mahavir Vidhyamandir Trust B.Ed. College, Surat, Gujarat, India

Abstract

Peace Education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, tolerance, and good-will in the world today. Peace is a comprehensive enterprise that requires a transformation in our thinking, sense of values will, resources and solidarity of all. It is one of the 4 (four) values of life. Educators have the unique opportunity to promote peaceful co-existence by bringing the processes of peacemaking and peacekeeping to the attention of their students in the classroom. To know the views of the B.Ed. College Lecturers, the investigator decided to study with reference to the main objectives, i.e. to know the views and the assess the views qualitatively of B.Ed. Lecturers of the Surat City. The investigator did qualitative research with the help of qualitative data analysis techniques of qualitative data analysis techniques. And came to the conclusion that role of teacher is important and teacher can do so many activities to strengthen the Global Peace.

KEYWORDS: Qualitative Data Analysis, Global Peace, Peacemaking.

Introduction:

There are few who argue that education has no role to play in the creation of Future Society. There are many for whom strengthening and reproducing of present-day society. This majority see no role for education with the respect to societal change. In contrast to this, there are, however, those who see education as a factor in the creation of a better society for the future. It is on this premise that the contribution to the special issue of Peace Education is founded. **Peace Education** is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, tolerance, and good-will in the world today. Educating for peace means:

- Examining and discussing our values and attitudes towards diversity, cultural differences, tolerance, and human dignity
- Developing language and social interaction skills to promote peaceful relations among people, among nations, and between human beings and the natural environment;
- Learning to solve problems and to think critically regarding issues of conflict and violence.

Peace is a comprehensive enterprise that requires a transformation in our thinking, sense of values will, resources and solidarity of all. It is one of the 4 (four) values of life.

Importance of Education for Global Peace:

After the First and Second World War, the movement for Peace Education became international and was subsequently sponsored by the League of Nations. Its aims were preservation of Peace and Security, Peaceful settlement of all international conflicts and prevention of war among the member countries. In 1925, League of Nations, General Assemble instituted a committee of experts for Peace Education. But no appreciable development took place for Peace Education. It was in the United Nations initiatives for a culture of peace, due emphasis had been given on preventing violence by fostering a culture when conflicts are transformed into cooperation before they could degenerate into war and destruction. Our global existence depends on learning to live together without the threat of violence and conflict. Educators have the unique opportunity to promote peaceful co-existence by bringing the processes of peacemaking and peacekeeping to the attention of their students in the classroom. Reasons for educating for peace in the classroom are

- To make learners aware of the basis of conflict and how to resolve conflict in their daily lives;
- To prepare students to become good citizens of their communities, nations, and the world with skills to promote peace and human dignity on all levels of interaction;
- To use the classroom as a microcosm of a just world order, in which the global values of positive interdependence, social justice, and participation in decision-making processes are learned and practiced

Objectives of the study:

1. To know the views of the lecturers of the college of Education of the Surat City for the role of the teachers to strengthen the Global Peace in the World.
2. To assess qualitatively the views of the lecturers of the college of Education of the Surat City for the role of the teachers to strengthen the Global Peace in the World.

Method & Procedure:

Qualitative survey research was used in this study.

Sample:

All Lecturers of all the College of Education of Surat City were the population of the present study. Among them, three Colleges of Education of Surat City were selected purposively. From each selected college, 24 lecturers were selected. So in all, 24 B.Ed. lecturers were the sample for the present study.

Tools:

Open-ended Questionnaire was used as a tool to collect Data.

Statistical Techniques:

Inductive method of Qualitative data analysis with Matrices.

Findings of the study:

Findings with Qualitative Analysis were mentioned below:

Matrix – 1:

Global Peace means....
<ol style="list-style-type: none">1. An atmosphere of peace, security and compassion.2. Peace and calmness which is found out by gradual and continuous growth and development of each and every field and factors of each country of the world.3. An atmosphere of freeness and giving importance to each individual.4. All people of the world live with another without hatred and jealousy.5. No tension of terrorism and war; everywhere calmness, peace and love.6. People are living with the feeling of equality, brotherhood and accepting all religion.7. Everyone accept the thoughts and never complain for others' opinions.8. An atmosphere where people of the world behave with love, compassion, unity with one another; no room for war.

Matrix – 2:

The Role of the Teacher is Important because....
<ol style="list-style-type: none">1. Education is the one place where everyone comes together; and in it, the role of teacher is very important.2. Future of any society is built in the classroom; and teacher and students are important pillars.3. School is the small part of the society and teacher is the person who builds future citizens of the society and world.4. As Chanakya said, " pralay aur nirman shikshak ki gaud me palta hai"; this shows the importance of the teacher in the life of students.5. The teacher is the path maker; teacher is the role model for all students.6. School has two main factors; teacher and students: mostly students knowingly or unknowingly imitate each and every actions and behavior of the teacher.

Matrix – 3:

Characteristics and traits in teacher for maintaining global peace....
<ol style="list-style-type: none">1. Believe in unity, love, compassion, equality.2. Believer of all religions, behaving equally good with all castes people, believer of secularism.3. Calm hearted, honest, having a sense of humour, having positive attitude towards the benefits of the global peace, having the feeling for societal development.4. Having friendly relationship with every person, having loving interaction with other country members, having love for country, having the deep

sense of universal brotherhood.

Matrix – 4:

Educational Objectives for maintaining global peace....

1. To develop the feeling of Universal brotherhood.
2. To develop secularism in school.
3. To aware the students regarding the negativity of malpractices and terrorism.
4. To develop activities for maintaining rapport with world.
5. To develop the principle of brotherhood and equality.
6. To develop the deep understanding regarding global Peace in the students.
7. To develop various activities for strengthening the notion of global peace in the mind of the students.

Matrix – 5:

Role of Teacher in teaching-learning process for maintaining global peace....

1. Teacher should be aware of novel things and trends in the world.
2. Having a sense of Patriotism, having psychological bent of mind.
3. Having a capability of problem-solving, having an imaginative power
4. Should have flexibility and lucidity in his/her thoughts.
5. Should connect one subject to another.
6. Should create interesting activities which will be helpful for maintaining global peace.

Matrix – 6:

Syllabus for strengthening global peace....

1. Should have information of global peace as a part of text book of social science.
2. Should be based on the idea of secularism.
3. Should show the greatness of every religion.
4. Should be creative
5. There should be one textbook named ‘education for global peace’ in school syllabus, it should be taught in mother tongue or national language of every country.
6. There should be one “Universal Song”, which will have the best things of each country of the world and it should be sung every day in all schools of the world.

Matrix – 7:

Co-curricular activities for strengthening global peace....

1. An essay competition, street play, celebration of all festivals, elocution competition, drama; is having central theme of global peace, Painting competition, project work, funfair, arrangement of picnic.
2. Having special one Bulletin Board for the theme 'Global Peace'.

Conclusion:

Peace education is in relation to emotional aspect of personality. In Peace Education, Peace has been redefined. Instead of absence of war, it has been increasingly regarded as a dynamic participative, long-term process based on Universal values and everyday life practices. Peace is not a static condition of life. It is the central driving idea, behind the most active dynamism. Despite the call for an international centre to develop peace education in each country of the world, much of the work remained with small projects and groups. And this work can be started with the school at small scale. Because of this reason, the role of teacher is very important for strengthening global peace in the world.

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