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PEACE AND VALUE EDUCATION IN GLOBAL PERSPECTIVE

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ABSTRACT

Peace and value education is necessary for human beings, but cohesive environment is necessary to be followed. Present problems of terrorism and insurgency are issues, where government is unable to tackle such elements and innocent people are suffering through en-mass killing or compelled to take shelter in other nearby countries. Such critical problems are dangerous for humanity and peace in the world and it is responsibility of the United Nations and all countries to stop activities of terrorists, who are engaged in capturing natural resources, possessing most destructive weapons for destruction of large area of world. Combined efforts of all global countries are necessary to eliminate such destructive problems. After control of such destructive activities, it is possible to think of peace and value education, which starts from family, society and schools of all levels. Learning is process of life of human beings and honesty with helping attitude is gist of success in every sphere of life. Thrusting ideology or religion on others is not good practice and killing people of other ideologies is also not justified in any manner.

Keyword: - Peace and value education, religious fanaticism, global terrorism

I. EDUCATION; AN UNENDING PROCESS

Education relates to all-round development of human being, which starts from family, society before entry into school for formal education. Usually school provide education through books where role of teacher remains to acquaint children with words and interpretation to be understood by students where examination is qualifying system to get admission in further classes. Academic education has mainly three distinct stages comprising of elementary level, secondary level and college level, where course of study and teaching material is prescribed by apex body of education to be adopted by educational institutions of all levels. Skill development is another aspect of learning where candidates are taught specific aspects to learning through best mode of quality and certainly part of livelihood with capacity building of candidates, which is part of professional education in various spheres of disciplines.

In addition to academic and professional education, moral education is part of learning by human beings for peaceful co-existence, where ethnic values remain base of such teachings. Moral education starts from family mainly by mother and family as a whole and society in which people live. Moral education is included in academic education mainly at elementary level of education. Moral education mainly relates to behavioural aspects of children to follow those teachings in total life duration of human beings. Theme of moral education in

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general pertains to peaceful co-existence through honouring feelings of others and not insisting to follow any specific ideology through force or threatening. There are civil laws for maintaining peace and security of life and property of individuals or government.

Abidance of laws of land is mandatory on people for survival of self and others and breakage of laws is punishable offence to prosecute offender. Maintenance of peace is necessary for creating cohesive environment in family, society and country as well as at global level. Similarly value education is part of social system where idea and ideology may differ from each other or groups of society, but maintenance of peace is prime necessity and enforced by country government for stability in any specific area and country. In most of the countries at global level, adoption of ideology, faith and even religion is left on country people with no enforcement from government, with assurance of safety of life of persons having any ideology, faith or religion. Even within family, all members are free to follow any faith, ideology or religion, which has been treated individual aspect, with no binding from government.

II. IDEOLOGY; A VITAL ROLE IN MOULDING A MAN

Peace and values extinct, when any person or group of person force another person or group of persons to follow their ideology or faith or religion and such person or persons are tortured or murdered for non-compliance of such instructions or warnings. Another form of violence is indiscriminate firing on people without disclosing any reason or reporting reason for such devastating acts. Both types of acts are prevailing in societies at global level, which is issue of serious concern, where people are compelled to think for remedial measures from such destructive acts and country government is unable to eliminate or punish such forces or destructors, who are further encouraged to create panic in society. There are countries, where people cannot express their views freely, which is another type of situation where expression of views or ideology is completely banned with serious consequences over such individuals or groups.

Peace and values are tarnished in countries having population of different ideology or faith but similar problems are seen in countries where two different ideologies of same faith or religion become part of disturbed situation with ultimate violence of varied intensity and magnitude. Peace and value education has no relevance for such persons or they keep aside all wise educational teachings while committing such violent and destructive acts. This is serious problem of global magnitude, where solution is not in sight, as people following or committing such acts have their own ideologies or developed destructive thinking for converted into most devastating activities, where no solution is visible for permanent solution of problems. This is biggest problem of global magnitude, where area of operation can be any part of world.

India remained victim of terrorist activities of neighbouring country, where ultimate objective remained to create instability through violent acts and strengthen their power for large scale destructive activities in various parts of country. Now, Syria and Turkey are most affected countries from terrorist activities and large population of these countries is rushing into European countries and America to save life from destructive activities. Gulf countries, Pakistan and Afghanistan are most affected countries with growth of terrorists, where training of terrorists is regular process and Unites States of America could not control problems of terrorists even after direct action and financial help to country governments. Withdrawal process of forces of America

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remained slow in view of ineffectiveness of country governments to control or eliminate terrorists raised by these countries. This is biggest challenge to all countries of world with no solution.

Selection from among unemployed youths started from money provided by America, where selection of youths remained focused on youths disturbed from family environment or from society and training was imparted for hitting target area through most sophisticated weapons to show their presence in any specific country even after tight security network. One hard core terrorist reached for assessment of youths studying in Madarssa, where various youths were most disturbed for family problems and intended to take revenge of such disturbed feelings. Youths were provided regular money for family and own requirements and creating feelings in minds of such youths was ultimate objective to spread hatred for people of different faith or having hatred for religious faith. For this purpose training included teaching of religious feelings in manner to finish persons having different religious faith and in case of death in such efforts, place in heaven was secured for them.

Another form of disturbed feelings among youths is killing students or teachers for anger, as people have facility to own armed weapons with permission of government in United States of America. This is most devastating situation of youths for killing innocent children or elders just to show anger for any reason. America is most developed country in world and such situations created in youths is not genuine from moral or ethnic point of view. Taking revenge from innocent through such means is most heinous act, which cannot be justified and youth managing such acts is penalized for acts performed without thinking for consequences. Usually criminal acts are resultant impact of anger or hatred but person realizes mistake after performance of action or after punishment. Peace and value education has no relevance for both categories of persons, having no sensitivity for their destructive activities.

III. RELIGIOUS FANATICISM

Third form of breakage of peace and values is hatred among people for followers of other religion. This is also calculated and well-thought attempt for creating disturbed situation in country as a whole or any part to create disturbed conditions. Activities for provoking persons of different religion is aimed to create fear in such groups of society and in case of some revengeful acts of such people, controlling widespread violence becomes most difficult task resulting large scale deaths of innocent persons. These trends are instances of global problem where peace and value education becomes ineffective as hatred and violence are spread to destabilize any part of country and there remains every of widespread of problem in other parts of country. Usually victims of such destructive acts remain people having faith in peace and moral values, but such teachings or educations has no relevance as group of persons committing destructive activities have no faith in peace and moral values.

Keeping in view three types prominent problems, thinking for peace and value education in global perspective is most difficult task, with no ultimate solution, as group of persons involved in breakage of peace and values have no fear for their devastating activities and government of such countries remain ineffective to enroot such problems or such governments do not want to eliminate such elements for varied interests. Peace and value education cannot become useful or effective in such unstable conditions as terrorists committing such acts have no fear for being imprisoned or killed as resultant impact. Peace and value education cannot be accepted or become effective in such uncertain or instable situation and accordingly root cause of problem as well as

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remedial measures need to be searched to create cohesive environment where peace and value education can sustain with assured success.

IV. GLOBAL TERRORISM; A BURNING QUESTION

Problems of Syria and Turkey are most critical, as terrorists groups have captured large area, where country government is unable to control problem and forcefully remove terrorists, mainly for reason that terrorists having hold on oilfields can fire those areas to extinct oil resources of country. Many European countries are compelled to allow large population for safety of life but allowing those disturbed families even after knowing consequences of excess expenditure on rehabilitation of large population. American government banned entry of such persons from Gulf countries affected from disturbed conditions, but courts have nullified government orders to stop entry of disturbed people. Problem of Pakistan is controlling terrorists having support of military and civil government is unable to take strict measures to capture terrorists for imprisonment.

In Afghanistan, country government has no control on terrorists concentrated in various parts of country and forcing farmers for growing opium for terrorist activities, as source of origin of money from sale of heroin prepared from opium. Terrorists purchase sophisticated weapons and feared for having most destructive weapons for large scale devastation. Various countries provide money to terrorists for strengthening their capacity to destabilize target countries. India is most affected country for terrorist activities, where main concentration of terrorists remains on bordering area of Kashmir, where terrorists get entry into India through line of actual control and perform their terrorist activities with varied degree and magnitude. Such terrorists get support of local people and in case of any casualty by army or para-military forces, there is large scale protests including demand to remove army from total Kashmir area.

Total country area remained affected with terrorist activities as such persons get entry with forged journey papers with help of neighbouring countries to enter inside country. Problem of terrorism in not very simple to eliminate in areas of concentration but various countries are supporting terrorist activities through sale of sophisticated and destructive weapons having capability to kill population of large area. Terrorists are hitting Indian areas for hatred for origin of Bangladesh and various other reasons, but target of areas of America and many European countries for control of oilfields and contention for elimination of terrorist's activities. China and Russia are helping terrorists and country government to create disturbance in India for various reasons. In addition to India, these countries are creating problems in elimination of terrorism by America and European countries.

Thus peace and value education has least relevance in global perspective in view of various inherent problems of most serious and critical nature. It is certainly true that peace and value education can succeed in attaining global peace and values, when there is peace and conducive environment to think on such lines. First task is elimination of all types of terrorism in name of religion and creating hatred at people intending to create peaceful environment for people of world. Peace can be maintained with efforts of United Nations involving all countries of world where all extremists and terrorists be given tome of twenty four hours to surrender with their weapons or be ready to end their life with weaponry measures. Allowing terrorists or other extremists to

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continue killing innocent people to show their strength is not justified any long and strict measures need to be adopted for vanishing all elements responsible for global peace.

V. PEACE AND VALUE EDUCATION; A SOLUTION OF GLOBEL TERRORISM

After creating peaceful conditions in the world, peace and value education need to be popularize in all countries of the world and persons of each country would understand necessity and importance of peace and value education in all-round development of human beings. Peace can be maintained in world with sovereignty of each country and no person or group of persons be allowed to kill innocent persons mainly for supremacy of any country. Peaceful environment is necessary for creating safe environment. Any country of world is not capable to suffice all required commodities for people and imports and exports of goods, commodities for people. Trade of goods and services in any possible in peaceful environment in the world, which is responsibility of all countries as well as of United Nations as institution to maintain peaceful condition in every part of the world.

Value education is necessary for each country and citizen of every country, where moral values need to be understood by every persons in own interest. Value education is necessary for each country for removing all disturbing elements with forceful efforts and no liberal attitude need to be kept at anti-social elements or groups of persons intending to create instability in specific area or country as a whole. Value education is mode of behaviour to be learnt by each person, where honouring faith and belief need to be maintained and no one person be allowed to make any forceful attempt to compel anti-social or anti-government elements intending to spread hatred in people in view of religion or faith. This is duty of country government to maintain cohesive conditions internally and externally, where creating problems in any country mainly to destabilizing conditions countries.

Value education need to be taught in school at elementary level, tough child starts learning value education with behaviour of family members. Second stage of value education is society, where helping needy persons is visualized by child. There are various aspects of value education for learning of child and third stage of value education is school of elementary level where students learn manners, discipline, respect and regard for elders. Leadership, debate, logical presentation of ideas and ideologies are other aspects to be learnt with friends and teachers. Value education starts from family and continues in whole life of person. Peaceful co-existence and honouring feelings of others is theme of education in life of person. Country like India is ideal place for learning peace and value education, where people of different races, clans, ideologies and religion reside having faith in each other and help in need.

Terrorism, insurgency, creation of violence and hatred in people are situations need to be tackled by government for peaceful co-existence of people of different religions, faiths and ideologies. Honouring feelings of others and attaining path of honesty and integrity of nation are issues to be adopted in life for all round development and attaining success in every sphere of life. Live and let others live in these of peaceful co-existence and spreading hand of friendship to people of different faith and ideologies is specific feature of India. Racial clashes and violent acts are common features of each country, which need to be tackled by government strictly treating issue of creating disturbance in society and country. Small issues among persons or groups can flair up any time,

where vigilance is necessary to be adopted by government. Every country of world has different problems and mode of tacking those problematic issues is necessary.

VI. CONCLUSION

On the whole it can be said that the world can escape disaster created by terrorism if it follows the ideals of peace and value education. The terrorists should be guided and trained to run on the path of peace and universal brotherhood with the ideal of 'Do Good Have Good.'

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