Abstract
The society of today is faced with the problems of conflict and violence in larger measure. Despite the numerous efforts to prevent, manage and resolve such conflicts, their frequency and intensity in human life are only increasing. Evidently, the methods used commonly are not sufficient to stem the tide of conflict and violence and to create a sustainable culture of peace in the intrapersonal, interpersonal, intergroup, and international life of humanity. The value of peace must be inculcated in children to help them to lead a peaceful life. The present paper is to analyse the significance of peace needed in society and how to instil peace in our lives.

I. NEED & SIGNIFICANCE
There is a growing realization in the world of education today that children should be educated in the art of peaceful living. The question may naturally arise here: 'Is it really necessary to teach peace as such?' But the key question is whether adequate importance and space is given to the component of peace in the existing system and syllabus. Is the peace content in the existing curriculum helpful in bringing up peace-loving and mutually caring young generation? Everyone will agree that the need for generating peace consciousness among the growing generation is vital. This is especially so in the contemporary world where violence is increasing vertically and horizontally. We are living in an era of unprecedented violence in the forms of terrorism, war, crimes, injustice, oppression and exploitation amidst a seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty, struggling for bare survival. There is so much disorder and confusion in the society which man has built for him. Today teachers complain about increasing disciplinary problems in educational institutions. The youth seem to be selfish, narrow minded, lacking in intellectual depth, susceptible to the violent and corrupt social pressures and insensitive to the problems of society.
Peace, of course, is an essential precondition for leading a meaningful life. Peace provides human beings with the atmosphere, space and nourishment essential to evolve in the direction of perfection. However, we have to accept frankly the fact that we still lack a great deal of understanding of what peace really is. On this question, there is considerable confusion in the discipline. The word peace, certainly, has a broad meaning and people tend to define peace according to their own preferred disciplinary perspectives or preferences. No doubt, almost all the perspectives on peace contain the seed of peace, so to say. In order to gain a holistic view peace can be classified under the following heads.

**1.1 Positive Peace and Negative Peace**

The word peace is mostly conceived as the absence of open violence and war. In fact, it means not only the absence of open violence and war but the elimination of violence in all forms such as violent conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty, deprivation, and injustice. Peace cannot become a reality as long as inherently violent social structures exist in society. Naturally, such structures will compel people to react violently. Absence of all such obstructive and destructive factors non-conducive to a good life can be termed as negative peace. This perspective naturally implies that peace is an external phenomenon. There is a different perspective which holds that peace is, predominantly, an inner factor. It would say: 'peace is within you'. It suggests that peace could and should be explained in positive terms. Presence of health, contentment and (economic) well-being, health and contentment, social justice, freedom of expression, support for personal growth at all levels, and happiness and joy are held to be the basic constitutive elements of peace. The prevalence of such a state could be named as positive peace. As mentioned above, peace may arise from political, economic, legal and other social structures that would enable people to live righteously.

**II. COMPONENTS OF PEACE BEHAVIOUR**

The ten basic components of peace behaviour which are regarded as some of the major declared objectives of peace education as given by NCTE are given below. It gives the basic characteristics of a peaceful person that we wish to see developing in children (NCTE, 2001). Efforts must be made by parents, teachers and society to instil these components of peace behaviour in children so that they can lead a peaceful life and build a culture of peace. These components are said to be of great significance in the present global context.

Among the ten components of peace behaviour, five major ones are discussed here.

1. **Positive Thinking**

Positive thinking means trying to see the brighter side of things, with respect to oneself, fellow beings, events of life and nature. It is interesting to note, that peoples’ positive or negative states of mind arise from their self-concept. The negative mind is caught in a vicious circle, difficult to break away from. Psychologists have found that those who have positive self-concepts can face challenges of life courageously and they are not...
broken down easily. Even if broken down they can regain normalcy within a shorter period compared to persons with negative self-concepts. In essence a positive self-concept is empowering.

Core Values

✓ **Positive outlook**: Positive outlook not only builds effective individuality but also kindles solidarity within groups. They charge the social atmosphere with such positive energies that instil joy, creativity, sense of purpose and friendship in people.

✓ **Self-esteem**: One who has a low self-esteem finds it difficult to appreciate others, care for others wholeheartedly, because of the insufficiency within. Only a person with a positive self-esteem can face challenges of life healthily. There is a need in every human being to build a positive self-esteem. It is a basic human need.

✓ **Affirmation**: Affirmation is the interpersonal aspect of the positive outlook. Children should learn ways of expressing affectionate feelings and warmth. Affirmation skills are an integral part of the socializing process in education.

✓ **Positive attitudes to work and learning**: Developing a positive attitude to work is a basic responsibility of education. Every education system has identified the need for it. Period for work experience is named in various systems differently as life skill, creative work, handwork, and pre-vocational subject. However, the above vocational subjects are rarely presented in a manner that evokes enthusiasm in children. School can build working
attitudes by exposing children to the world of work, through visits and interaction with people of different vocations.

**Positive attitudes to the future:** It is often said that youth do not have proper attitudes towards their own future and of the country. It has been shown that this lack of hope can lead to anti-social and self-destructive behaviour like joining terrorist movements and drug abuse. One of the goals of peace education is to create positive attitudes to the future in students.

### 3. Compassion

Compassion refers to that quality which encompasses non-violence, kindness, empathy and equanimity in the highest and purest form. It takes people out of their pursuit of egoistic interests and opens their eyes to the realities of the suffering of others around them. It is the essence of being human. Every religion teaches us to be compassionate and take it as the supreme guiding principle in life. It drives man to be kind, helpful, and caring towards all.

**Core Values**

- **Non-violence:** Non-violence is an integral active quality in compassionate living. It means to abstain from all violent acts and motives. Positively it means Love.
- **Kindness:** It is the state of mind that motivates a person to help and serve those who suffer. Kindness transcends the ego that seeks reward, profit and benefits in return.
- **Empathy:** Empathy is an affective response of concern and tenderness to the joys and suffering in others. With empathy you share the other person's feelings and experience as if you have entered into that person's inner world. In a general and practical sense, it means being sensitive, friendly, warm and caring.
- **Equanimity:** Equanimity means maintaining a detached sense of calmness in mind and temper, in face of stressful and provocative situations in life. It also includes being large hearted and forgiving.

### 4. Inner peace

The statement in the preamble of the UNESCO's Constitution, "Since war begins in the minds of men, it is in the minds of men that the defences of peace must be created" provides a guiding principle for this theme. ‘Learning to be’ means to learn to live peacefully with oneself. Peace can be experienced within ourselves. Inner peace arises out of intrinsic inner richness such as compassion, spiritual joy and wisdom. It is the state of mind where a person experiences the joy of wholesome living.

**Core Values**

- **Resolution of inner conflict:** At the superficial level of mind, inner peace can be experienced through resolution of psychological conflict. As we know conflicts can be either external or internal. In fact most of our conflicts are internal, that is within ourselves. Various psychologists have described the nature of inner conflict. It is evident that a person who is unable to live in peace with himself cannot live in peace with others.
- **Self-knowledge:** To resolve one's inner problems first of all one has to learn to look within and observe how the mind works. The problems distressing the mind have to be perceived...
and understood. The more you understand yourself the more you mature psychologically. Helping children to look within and understand the self is an important life skill.

- **Spiritual needs:** Children's spiritual needs are delicate and strong. They want to experience joy, beauty, love, warmth, kindness and wonder. They want to feel good. Education should cater for these children's spiritual needs. Depriving them of such needs surely withholds the blooming of their wholesome personalities.

- **Meditation:** One of the effective ways of realizing the peace within is meditation. A meditation may be either tranquilizing or insight-producing. One can practise tranquilizing meditation by sitting still and concentrating on breathing in and out. As the mind settles down in concentration an intense sense of peace begins to unravel. Insight meditation awakens wisdom within us. All meditations are exercises in developing awareness and calmness in the mind.

5. **True self**

This theme is primarily concerned about the self-development of students. To live successfully they have to be unique persons. Education should help children to build themselves as persons through such self-empowering processes such as guidance, inspiration for higher life, self-understanding, and skill training.

**Core Values**

- **Assertiveness:** Assertiveness has both positive and negative connotations. Positively, it means standing for oneself in difficult situations, through honest and direct communication of your needs, feelings, concerns and positions. Assertive skills are essential in effective conflict resolution. When a person lacks such personality skills obviously he or she loses self-respect, gives in as a loser and admits defeat. Assertiveness encourages forwardness in social interactions. For genuine expression of affection, warmth, friendship, love and appreciation one needs assertive capacity.

- **Will:** Will is generally thought of as a stern determination built by a person to achieve his personal goals. Most of us live without realizing the immense power lying within us. The will may be discovered by the insights of self-understanding in meditation. When the true will is awakened it provides impetus to action to achieve the desired goal. Will also provides insight into the strategic and creative problem-solving.

- **Self-Understanding:** One of the significant functions of the human intelligence is to look within and understand one's own process of mind. Self-understanding is to look within and observe, probe, examine, inquire the conditions and processes that dictate our behaviour. Such understanding builds self-knowledge that guides us to wise action. In other words, self-knowledge produces wisdom. Wisdom flashes in us as insights. Self-knowledge also fosters our inward growth and it leads to the discovery of the true self.

6. **Harmonious Living**

This theme basically presents the values of co-operation, co-existence, sharing and solidarity in a world that is being pulled apart, by ethnic, religious, individualistic and other separate forces. Learning to live together has been recognized and declared as one of the four pillars of education in the Delors’ Report on education for the 21st century. What we
really need is to enlarge our minds when the world is becoming small. Only then can we capture the global human brotherhood. By learning to live together we broaden our vision, gradually move from self-centeredness, to community, to nation and from there to the global family. It also means to learn to co-operate and share with each other and accept diversity and live in harmony.

**Core Values**

- **Working in groups**: A large part of our life is spent in groups. Inability to work in groups can make one's life a failure at every level. Harmonious working in a good group is satisfying, empowering and leading to growth, not only to the individual but also to the others in the group.

- **Co-operation**: Learning co-operation is gaining significance in the world of today for several reasons. There is growing individualistic, ethnocentric and other divisive forces, which threaten the solidarity of mankind. Peace is living together. As children learn co-operation, a warm and friendly climate emerges in the classroom. Conflict and quarrelling are reduced. Co-operation in groups leads to greater sense of equality of all. It also develops interdependence within the group in place of egoistic independent tendencies.

**III. CONCLUSION**

Peace education has been identified as the most pressing need of the time. In the present era of uncertainty and violence in the forms of terrorism, war, crimes, injustice, oppression and exploitation, peace thinking needs to be in the forefront of mainstream consciousness. Different ways of integrating peace into curriculum also must be adopted. Efforts must be made to make our schools, homes and hearths a good place to start in building a culture of peace by developing all the skills needed for a peaceful living.

**IV. REFERENCES**


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