RESEARCH ARTICLE

ICT IN PEACE AND VALUE EDUCATION

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ARTICLE INFO	ABSTRACT
	In the twenty first century, education is inseparable from technology. The current generation is at ease with rapidly changing technology into technology is all pervasive with smart phones in the pockets of today's youth. The likelihood of using ICTs to fortify or reconstruct societal bonds accurately, just as peace education is concerned with transformation society and providing the means to avoid and resolve violence and conflict, online communities are viewed as a tool of strengthening acquaintance between populace and consequently provide on additional tool to assist in the transformation and avoidance of conflict. These online communities i.e. Google, Face book, Whatsapp, Twitter and Skype etc. value based education, therefore is a part of the educational programmed which cannot be shelved or done away for values based education. Which is a craze for the young of today, should also be used to present value-based programmers through skits, cartoon scripts and the such other means. Value education inculcated among young generation would remain with them permanently. It may just be that the young boy or girl of today is better informed that what their parents had been at their age. He or she may sound smarter with new knowledge but this is due to the modern techniques to which he she stands exposed and of which he or she has the advantage T.V. interest, computer, etc. these were not available to the parents computer and the information received from them or the data fed by them may become outdated but values once inculcated would remain a permanent acquisition for all life. Proper training of teachers should be arranged, So that the teachers acknowledged of their responsibilities. It is necessary that in the teachers training in programme, value oriented education programme; need to be highlighted so that the teachers are trained up to know their mission and method. Use of various material LCD projectors, Video etc. peace and value education change in human life because with connection in the ICT. ICT has bought about many dramatic changes in how teachers teach and how students learn. Education use ICT to design and assess learning activities, to communicate with students.

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INTRODUCTION

"Peace is Possible for life at all stages and it is up to man to choose his destiny or to suffer from the horrors of war. Today mankind is at the crossroad where he has to choose with courage, determination and imagination." The above said statement by Federico Mayor clearly depicts that now it's a high time for the humanity as it has been passing through a crisis. Violence has become an incidence of daily occurrence in every part of the world, Which is a very serious matter of concern. The inhuman acts of violence against women and children, the brutal killings of innocents, terrorism, and injustice have become a bitter truth of our day to day life. It is time to sensitizing human beings to respect life, cultural identity, and the cherished values of love and respect for every living in stark poverty, daily fighting for survival, living hand to mouth.

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What is Peace Education?

- Brings together multiple traditions of pedagogy, theories of education, and international initiatives for the advancement of human development through learning.
- It is fundamentally dynamic, interdisciplinary, and multicultural.
- Aims to cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace.
- Understanding and transforming violence is central.
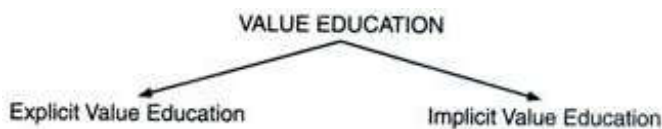
ICT in peace Education

The widespread availability of information and communication Technologies (ICTs) has led to the globalization process and continues to have a large influence of social, economic political and cultural structures around the world. In the context of peace and conflict studies, ICTs can play an important role in many ways. On the positive side,

communication technologies such as the internet can support nonviolent, democratic movements, promote education, capacity building, intercultural dialogue and the establishment of a beneficial global civil society. They can also play a liberating role in processes to overcome authoritarian regimes, as been demonstrated by the 2011 revolutions in the Arab world. On the negative side ICTs can be used for cybercrime cyber warfare surveillance, the spreading of extremist propaganda, the spreading of extremist propaganda, the suppression of democratic processes and other destructive purposes, sabadello (2011).

Value Education

Values' education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. This means that values education can take place at home, as well as in schools, colleges, universities, offender institutions and voluntary youth organizations. There are two main approaches to values education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics. Others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behavior for themselves and their community. Value education also leads to success. It has values of hard work, how nobody is useless and loving studies.

VALUE EDUCATION

Explicit Value Education   Implicit Value Education

Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions. Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum. This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be called education.

Teaching Values – An Experiment in Education

Education is a process that starts at the next moment of birth of every child. Education did not just mean teaching the students how to read, write and get a job. It also included developing the personality of the student to make him, an ideal citizen. So value education is education in values and education towards the inculcation of values. Different aims of education can be listed as follows:

- To impart the practical knowledge, necessary to level a useful life.

- To preserve, transmit and enhance the values from one generation to another.
- To create new values.
- To boost self-expression, self-preservation and. self-confidence.
- To help individual to adjust physically and mentally.
- To enable individuals to control environment and fulfil responsibilities.
- To eradicate communal and social disharmony
- To develop problem solving abilities and positive approaches to life
- To utilize limited resource effectively for better achievements.

Education should train the student to recognize moral values. Teachers, leaders and the society should bet samples before students and should join their hands in creating suitable atmosphere for practicing moral qualities. Teacher should protect the students from the evil influence of the society.
It is easy to talk about value, a beautiful article may also be written on how values should be developed, how an individual should live etc. The crux of the problem is how to practice rather than preaching values. Evaluation of the value attainment is a more complex phenomenon than it appears.

The Parameters of Empowerment

Values are individual as well as social. The values are concerned with two dimensions of human person.

Person as self: physical, spiritual, intellectual and moral values
Person in community: social, economic and political values.

The parameters of empowerment of learners are:

- Building a positive self-image and self-confidence in learners.
- To enhance critical and reflective thinking.
- Building social cohesion and Fostering creativity, problem solving and reasoning.
- Ensuring equal participation in the process of bringing about social change.
- Encouraging individual or group action to bring about positive attitudinal change in the society.

Empowering Learners by Inculcating Values

Value education has a capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life. Education in very general terms is a process of bringing about desirable changes of behavior in the learners, in accordance with standard norm, which is concept of good life. Students may develop some essential values through various curricular and co-curricular activities in the school. Teachers are responsible for inculcating new values and for developing the total personality of the learners. Before devising a plan for imparting value education for the empowerment of learners it is imperative to decide what teachers ought to develop and how to develop, in other words a teacher must know the content of value oriented education and should· be in position

to adopt various approaches strategies and methods for inculcating values and for the empowerment of learners.

Conclusion

It is the need of today to have an education system that is capable of saving humanity from the present crisis. Such an education system must involve the spiritual development of child along with the enhancement of values in him as a human being. It is time to make peace education obligatory in our schools; peace education can be defined as an educational response to the emerging problem of conflicts and violence. It includes certain basic characteristics i.e. aims to protect minds of young ones from being scarred by violence present in the society, prepare them to construct a world full of peace by means of providing essential knowledge, attitudes, and skills.

The vision implicit in this paper is that Peace education can be fostered through the use of ICTs. It has been shown very clearly that ICTs can be used as a potential aid in the providing peace education and also in the empowerment of societal bonding. The role of ICT in dealing with the Millennium Development Goals is being recognized increasingly. However, that technology has a critical role to play in shaping future strategies for peace, if the respective online applications and services are designed in a way that enable the users free and beneficial exchange of thoughts and ideas and a provision to safeguard them and keeping control on them. Certain threats to the idea of creating a Culture of Peace through the use of ICTs exist which needs to be addressed cautiously. It is also important to keep in mind that it is not possible to achieve intercultural interactions, acceptance and understanding through technology alone. It requires some prerequisites such as respect for cultural diversity, open mindedness along with such political and social conditions which encourage peaceful conversation.

It appears that if we think wholeheartedly and creatively about ICTs, keeping in mind that they are best supported by a myriad of other response, then ICTs can be a very effective tool in promoting peace education across the globe, have meaningful communication, and fostering the universal values and behaviors in people on which a culture of peace and non-violence is predicted.

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