2nd International Conference
on

Education for Achieving
Millennium Development Goals (ICEM 2013)

November 16-18, 2013

11th National Meet of
Alumni Association of Education,
B.H.U.

PROCEEDING

Organised by

Alumni Association of Education, BHU

and

Faculty of Education
Banaras Hindu University
Kamacha, Varanasi -10

Banaras Hindu University

Objectives

- To promote the study of Hindu Shatras and of Sanskrit literature as a means of preserving and popularizing the thought and culture of the Hindus and all that was good and great.
- To promote "learning and research in arts and science in all branches".
- To advance and diffuse such scientific, technical and professional knowledge as is best calculated to help in promoting indigenous industries and in developing the material resources of the country.
- To promote the building up of character in the youth, by making religion and ethics an integral part of Education.

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PANDIT MADAN MOHAN MALAVIYA
The Man, The Spirit, The Vision

Born in an educated orthodox Hindu family at Prayag (Allahabad) in 1861, Madan Mohan Malaviya name to be recognized as an outstanding and noble son of India.

His multifaceted personality made him, at the same time, a great patriot, an educationist with a vision, a social reformer, an ardent journalist, reluctant but effective lawyer, a successful parliamentarian and an outstanding statesman. Among Malaviyaji's many achievements, the most monumental was the establishment of the Banaras Hindu University or Kashi Hindu Vishvidyalaya. In the course of his lifetime Banaras Hindu University came to be known as a Capital of Knowledge acknowledged across India and the World.

Pandit Madan Mohan Malaviya created history in Indian education with this institution - the first of its kind in the country. He chose Banaras as the site, because of the centuries old tradition of learning, wisdom and spirituality inherent to the place. His vision was to blend the best of Indian

Message

Prof. H.C.S Rathore
Head & Dean,
Faculty of Education,
Banaras Hindu University,
Varanasi-221010

Dear Delegates,

It gives me immense pride to convey my heartfelt welcome to the delegates of ICEM – 2013. The issue of achieving millennium development goals remains a primary agenda in the policies and practices of each country of the world. Since, education has been among the most vital agencies to realize goals of the society its services will prove to be a vital one in achieving MDGs too. There is need of a serious discussion on the content and processes of education to expedite the realization of these goals.

Under such premise ICEM – 2013 is being organized and I feel delighted that our department is spearheading this movement.

I convey my heartiest warmth to the delegates for having decided to join our venture and wish the conference a grand success.

(Prof.H.C.S.Rathore)

ACADEMIC SESSION: 1

Resource Lecture I 3.00- 3.45P.M.	Professor Rajeshwar Upadhyaya Memorial Lecture Venue: Faculty Main Hall

ACADEMIC SESSION: 2

Parallel sessions of five subthemes	3:45 to 5:00 P.M.
Departure for Ganga Aarti	5.00 P.M.

Conference Day II
17th November 2013 (SUNDAY)
9.00AM.-11.00AM. General Body Meet of AAE,BHU
9.30AM.-11.00 AM. BREAKFAST
ACADEMIC SESSION – 3

Parallel sessions of five subthemes	11:00A.M. to 2:00 P.M.

	VENUE	SUB THEME
SUB THEME 1	Faculty Main Hall, Ground Floor	Achieving universal primary education
SUB THEME 2	Faculty Seminar Hall First Floor	Education for promoting gender equality and empowering women
SUB THEME 3	New Building Theatre I Ground Floor	Education for ensuring environmental sustainability
SUB THEME 4	New Building Theatre II First Floor	Education for Developing a Global Partnership for Development
SUB THEME 5	New Building Theatre III First Floor	Education and its inter-relevance in solving contemporary issues

ALL POSTERS WILL BE DISPLAYED IN THE NEW BUILDING CONSERVATORY

Lunch 2:00 – 3: 00 P.M.

ACADEMIC SESSION – 4

Round Table sessions of Small group presentations	3:00P.M. to 4:00 P.M.
Venue : Faculty Conference Hall Ground Floor	
Parallel sessions of five subthemes	3:00P.M. to 4:00 P.M.
ALL POSTERS WILL BE DISPLAYED IN THE NEW BUILDING CONSERVATORY	

ACADEMIC SESSION – 5

Resource lecture	4:00P.M. to 4:45 P.M.
Venue Seminar Hall, First Floor	
ALL POSTERS WILL BE DISPLAYED IN THE NEW BUILDING CONSERVATORY	
Departure for DEV DEEPAVALI	5.00 P.M.

Achieving universal primary education:

1. Where do we stand

2. Quality versus quantity

3. Issues in education for disadvantaged group

4. Role of govt. schemes, strategies and NGOs

5. Proceeding ahead from universal primary education

ENSURING CHILD RIGHTS AND MAINTAINING PEACE IN SCHOOLS: THE PRE-REQUISITES FOR EDUCATIONAL SUSTAINABILITY

Ujjwal Paul*

ABSTRACT

In 1968 an Act respecting Human Rights was passed by the legislature to the Universal Declaration of Human Rights passed by the General Assembly of the United Nations. In Article no. 26 it is said that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. 'Peace situation' in Education is an essential topic of discussion all over the world. Restoration of peace is an important task of school at present time. Peace undoubtedly carries a positive connotation; almost nobody admits to opposing peace; world peace is widely seen as one of the noblest goals of humanity. Sustainability in education will be distressed if peace process in school remains in unstable condition. One of the mentionable causes of instability in peace in and around school is violation of rights. It is imperative to ensure child right to receive education along with the ensuring right to learn peacefully in schools. This restores peace in school and helps to proceed with educational program smoothly and it is one of the key factors of maintaining sustainability in education. The full paper discusses the concept of educational sustainability, child rights. peace in school, violation of child right in school, the ways of restoring peace situation in school to maintain sustainability in education.

Keywords: child rights, peace situation, educational sustainability

*Assistant Professor, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah-711202

ENSURING CHILD RIGHTS AND MAINTAINING PEACE IN SCHOOLS: THE PRE-REQUISITES FOR EDUCATIONAL SUSTAINABILITY

Ujjwal Paul [1]

Abstract

In 1968 an Act respecting Human Rights was passed by the legislature to the Universal Declaration of Human Rights passed by the General Assembly of the United Nations. In Article no. 26 it is said that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. 'Peace situation' in Education is an essential topic of discussion all over the world. Restoration of peace is an important task of school at present time. Peace undoubtedly carries a positive connotation; almost nobody admits to opposing peace; world peace is widely seen as one of the noblest goals of humanity. Sustainability in education will be distressed if peace process in school remains in unstable condition. One of the mentionable causes of instability in peace in and around school is violation of rights. It is imperative to ensure child right to receive education along with the ensuring right to learn peacefully in schools. This restores peace in school and helps to proceed with educational program smoothly and it is one of the key factors of maintaining sustainability in education. The full paper discusses the concept of educational sustainability, child rights, peace in school, violation of child right in school, the ways of restoring peace situation in school to maintain sustainability in education.

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Introduction

"Human beings are born equal in dignity and rights. These are moral claims which are inherent in all human individuals by virtue of their humanity alone. These claims are formulated in what we today call human rights. These have been translated into legal rights, established to the new creating processes of societies, both national and international." UNESCO, (1996)

In 1968 an Act, respecting Human Rights was passed by the legislature to the Universal Declaration of Human Rights passed by the General Assembly of the United Nations. In Article no. 26 it is said that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Today's child is the citizen of future world and he will be the most targeted person to be the beneficiary of achieving The Millennium Development Goals (MDGs). To make a child peace loving person and a global citizen, it is imperative to ensure his right as human, his right to education as citizen, nurturing him in a peaceful world and also in surroundings. Thus the school education system has the ample role to make a child as desired by the society; for this purpose sustainable peaceful school environment is essential to ensure child right to education and helps to grow him purposefully with his all round development.

The perspective of Child Rights

'Rights' are things that every child should have or be able to do. In 1989, The Convention on the Rights of the Child (CRC, 1989) created a treaty with the goal to protect child's rights. Including India, 191 ratifying States have freely accepted and pledged to transform the provisions of the CRC into reality through administrative, legislative, judicial and other measures. (Adopted from Teaching about Human Rights, United Nations, 1992). The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable (Jan Martenson, UN Under-Secretary-General for Human Rights at the Convention signing ceremony, 26 January 1990). All the rights of children as mentioned in the conventions are connected to each other, and all are equally important. Out of 54 articles of CRC, Article no. 28 (Right to education) expresses that all children have the right to a primary education, which should be free. To ensure this right, children need to go to schools. For the proper benefit of children, it is essential to establish such environment in school which is peaceful in all senses. The schools must run in an orderly way – without the use of violence. The rule of school discipline should take into account the child's dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any indiscipline practices involving physical or mental violence, abuse or neglect.

The Indian Constitution also contains provisions in respect of ensuring and protecting child rights like the provision of equality before law (Article 14), prohibition of child labor (Article 19), right to life and education (Article21 & 21A), protection of child abuse and provision of equal opportunity (Article 39), provision of equal educational opportunity (Article 44) which proves that India is ready to protect its child and ensures the rights of child by the provision of law.

Peace Situation in school environment

James Page (2008) an Australian educationist suggests 'peace situation' be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working

to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others". Mahatma Gandhi stated that, "If we are to teach real peace in this world and if we are to carry on a real war against war, we shall have to being with the children." 'Peace situation' in Educational settings is crucial all over the world as we are always under the threat of violence and hostility. Presently, the peace ranks among the most desirable wish in human society. Peace undoubtedly carries a positive connotation; almost nobody opposes peace and the world peace is widely seen as one of the noblest goals of humanity. To achieve and retain this goal, we are to comply with the opinion of Gandhiji; and that is to keep peace in the life of children and sustain it. Here lies the importance of review of peace situation in school by the teachers so that school management can intervene in case of peace disturbances in school.

In the time of 'Vedic' era the teaching-learning process was going on under the intensive supervision and custody of 'Guru'(preceptor) and the learners used to stay in the house of the 'Guru' i.e. Gurugrihavasa'. The Pupil-pupil relationship at that time was so interactive and collaborative. Students at that time not only shared their foods and beds but also shared their feelings and thoughts. We can easily imagine the peace situation in educational field that was prevailed in Vedic age. But, in the 21st century's dynamic life, the teaching-learning scenario has been shifted much more from that of 'Vedic' life. Violence in its various forms such as conflict, intolerance, confrontation and discordance has engulfed the global society as well as among the students' community all over the world. Alarming increase in violence such as drug abuse, sex abuse, religious prejudice, physical cruelty, ability discrimination, incidence of shooting, stabbing, suicide as well as other forms of personal and social threats in school life in developed countries and also in our country is a living problem today. It seems schools have become "transmission points of violence" as rightly pointed out in the National Curriculum Framework, 2005. So, ensuring and keeping peace in educational institutions are the urgently felt need of the present society. This may be an important way for the realization of Universal Declaration of Human Rights, particularly Article 26, paragraph 2, which states "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace". We must infuse education with aims purposes of the Charters of UN organizations.

Peace in education: An essential component of quality education

Peace in education is an integral part of the vision of quality basic education possesed by UNICEF (World Declaration on 'Education for All', 1990, Jomtien). Since 1990, a number of UNICEF documents have confirmed this vision of basic education as a process that encompasses the knowledge, skills attitudes and values needed to live peacefully in an interdependent world. 'The Future Global Agenda for Children – Imperatives for the Twenty-First Century' (UNICEF, 1999) makes a commitment to "… ensure that education and learning processes help to form both human capital for economic growth and social capital for tolerance, respect for others and the right of each individual to participate with equality within family, community and economic life; … and to challenge the culture of violence that threatens to destroy family and community life in so many countries." The term 'education' in this context refers to any process – whether in schools, or in informal or non-formal educational contexts – that develops in children or adults the knowledge, skills, attitudes and values leading to behavior change. The term 'peace' does not merely imply the absence of overt violence (sometimes referred to as 'negative peace'). It also encompasses the presence of social, economic and political justice which is essential to the notion of 'positive peace' (Hicks, 1985). 'Structural violence' is a term that is used to refer to injustices such as poverty, discrimination and unequal access to opportunities, which are at the root of much conflict. Structural violence is perhaps the most basic obstacle to peace, which by definition cannot exist in a society in which fundamental human rights are violated. The Convention on the Rights of the Child, like other major human rights treaties, calls for the elimination of all forms of both overt and structural violence, and the creation of a society based on the principles of justice and peace. Peace in school education must address the prevention and resolution of all forms of conflict and violence, whether overt or structural, from the interpersonal level to the societal

and global level. It is significant that the framers of the CRC viewed the promotion of understanding, peace and tolerance through education as a fundamental right of all children, not an optional extra-curricular activity.

The educational sustainability for sustainable development

"We hold the future in our hands. Together, we must ensure that our grandchildren will not have to ask why we failed to do the right thing, and let them suffer the consequences."

- UN Secretary-General Ban Ki-moon, 2007

The concept of sustainable development was described by the Brundtland Commission Report entitled "Our Common Future" (1987) as "development, which meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainability is a paradigm for thinking about a future in which environmental, social and economic considerations are balanced in the pursuit of development and an improved quality of life. The World Summit on Sustainable Development, Johannesburg, August 2002, committed to continue to work for sustainable development in public education, awareness, capacity building and communication and maintain peace in school environment.

Education is a basic component of human development; it's the single most important means for empowerment and sustained improvement in all well being. We have to learn our way out of current social and environmental problems and learn to live sustainably. Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc(Adams, 2006). Education for sustainable development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. Education seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. Thus, this integration will bring the educational sustainability and it utilizes the entire education system to provide students with what they need in order to transform our societies to achieve a sustainable future. It will help students in deepening their understanding of sustainability. Through the sustainability in education, students will be able to contribute to the subjects academically, to the practice of education, to the development of theory, to resolve the environmental, economic, and social issues, enable themselves to handle several hazards in life and to remain in a peaceful societal environment which will, in due course, encompass the considerations of development the environment, society and the economy for sustainable development.

Child rights and sustainability in education for peace

"Learning: the Treasure Within", the report of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, and published by UNESCO in 1996 provides new insights into education for the 21st Century stresses on learning to live together for participating in and co-operating with other people in all human activities. This can be achieved by developing an understanding of others and their history, traditions and spiritual values. We can create a new spirit guided by the recognition of our growing interdependence and a common analysis of the risks and challenges of the future. This may induce people to implement common projects and to manage the inevitable conflicts in an intelligent and peaceful way. Learning to live together is one of the major issues in education today, since the contemporary world is too often suffers from consequences of violence. Therefore, we believe, it is necessary to devise a form of education which will make it possible to avoid conflicts or resolve them peacefully by promoting learning to live together with others, by

developing a spirit of respect for the values of pluralism and the need for mutual understanding and peace. For this purpose we need to ensure the rights of the children in their every walks of life and the school will be the most important place to implement child rights as to provide him an option of freedom of choice to avoid conflict. By ensuring child rights in school or in education system, the child will be able to develop a positive attitude towards peace, love for humankind and the environment, aware of the importance of living in harmony with each other and with the environment, develop skills of interpersonal communication in order to promote understanding, acceptance and tolerance; develop effective democratic decision making that will lead to equity, justice and peace; aware of the need for individual freedom and autonomy with responsibility. The sustainability in education can be the way of sustaining peace in society as well as the stepping towards sustainable development.

Role of Schools

There are a number of cases held in schools which violate the child rights and it is reported frequently in newspapers. In India, though the Right to Education Act, 2009 has been implemented, still the law violation by giving punishment, abusing child physically and sexually, humiliating child to demoralize are common features of occurrence.

A critical area where teachers can contribute in search for peace is through implementing peace education curriculum among other teacher activities. Education for peace is the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, to resolve conflict peacefully and to create the conditions conducive to peace. Education for peace is not a distinct 'subject' in the curriculum (UNESCO, 2006) but a process to be mainstreamed into all quality educational experiences. Education for peace should be seen as a cross cutting issue to be addressed in all fields. For effective implementation of peace process in schools, the training of personnel at all levels of the education system - teachers, planners, managers, teacher educators - has to include education for peace, human rights and democracy. The pre-service and in-service training and retraining should be introduced and apply in methodologies, observing experiments and evaluating their results. In order to perform their tasks successfully, schools, institutions of teacher education and those in charge of non-formal education programmes should seek the assistance of people with experience in the fields of peace, human rights and democracy (politicians, jurists, sociologists and psychologists) and of the NGOs specialized in human rights. Similarly, pedagogy and the actual practice of exchanges should form part of the training courses of all educators. Teacher should provide basic interdisciplinary knowledge of world problems to the students. Teachers should prepare themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them. Some of the important strategies to be accounted for maintaining peace and maintaining child rights in schools which may be managing democratically the classroom, giving opportunity to frame rule by the students so that they can comply with the rule, avoiding punishment by the teacher, creating feel free environment for the students, modifying the behavior of aggressive child with patience, providing all the students to understand that every child has the right to learn in calm and peaceful environment by regular announcement, giving the message that violence is not the way of resolving any problem. Teachers can use the strategy of rotational leadership in classroom for satisfying the power need of child, practicing peer or group learning, assigning small group projects and collaborative learning strategies can also be adopted for creating peaceful environment in the school.

Conclusion
"The principle of 'all children, all rights' is still much too far from being a reality." –Kofi Annan, in 'The Progress of Nations' (2000).
The present global society is facing substantial, complex and interlinked challenges of development. The challenges arising out of values have creating unsustainable societies. Thus, "We need a shared commitment to education that empowers people for change. Such education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society" (Bonn Declaration, UNESCO World Conference on Education for Sustainable Development, Germany, 2009). The culture of peace can be achieved when citizens of the world will understand global

problems; have the skills to resolve conflicts constructively, will know and live by international standards of human rights, as well as child rights, gender and racial equality, appreciate cultural diversity and respect the integrity of the Earth. Building a culture of peace and learning to live together is the responsibility of everyone, and education is the principal means by which this goal can be achieved. Education is the single most important means for empowerment of human beings. Ensuring child right in education system and restoring peace situation in school environment should be our most popular optimism that brings educational sustainability which in turn will lead our nation to a nation with sustainable development.

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