

Significance of Peace Studies for Youth in Higher Education System in Tamilnadu

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Abstract

Generally youth are considered the pillars of any society. However over time the Indian youths' view on various issues has not been considered despite their ever increasing numbers and influence in the society. The paper therefore is an investigation into the perspective of youth in relation to peace building, healing and reconciliation in India. This has been a missing component in the handling of national matters, yet the young people's potential cannot be underestimated. The following objectives are 1. To understand problems faced by youths during their Higher Education. 2. To find out the root for pushing of youths from peace to violence mode. 3. To analyse the peace studies curriculum needs in higher education system. The finding is there are 68 percent of the higher education students are committed any one of minor crime during the year. There are 64 percent of the higher education's students are belonging to lower class family status. The higher education students are more than 80 percent of them not aware about the peace studies. There are 88 percent of them felt that the social environment only was deciding that behaviours in higher education. The 100 percent of the higher education students are recommended that the peace studies must be add in curriculum of every higher education courses. As per the current situation the higher education students are most of them was committed with minor crimes within the peer pressure only. If the colleges and other higher education institution are give proper guidance to their students then only the crime rate will be reduce in future. The education institution could be including peace education as one of the subject in all courses that may create awareness about peace education among youth.

Keywords: Education; Crime Committed by Youth; Peace Education in Higher Studies; Youth and Peace Education in India; Peace Education in Colleges.

Introduction

Generally youth are considered the pillars of any society. However over time the Indian youths' view on various issues has not been considered despite their ever increasing numbers and influence in the society. The society generally perceives the old as

having usurped the participation of the youth in many matters of national and international concern. Given this situation the youth need to be fully involved in the societal issues. The aim of the study was to find out the perspective, participation and understanding of youth on the concepts peace-building, healing and reconciliation.

The paper therefore is an investigation into the perspective of youth in relation to peace building, healing and reconciliation in India. This has been a missing component in the handling of national matters, yet the young people's potential cannot be underestimated. Over time now the population of youth in India has outgrown that of the elderly who seem to be competing with the young in nation building; social, political, religious and socio-economic aspects.

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Review of Literature

According to Harris, during this past century there has been growth in social concern about horrific forms of violence, like ecocide, genocide, modern warfare, ethnic hatred, racism, sexual abuse and domestic violence, and a corresponding growth in the field of peace education where educators, from early child care to adult, use their professional skills to warn fellow citizens about imminent dangers and advise them about paths to peace. This paper traces the evolution of peace education theory from its roots in international concerns about the dangers of war to modern theories based on reducing the threats of interpersonal and environmental violence. This paper reviews ways that peace education has become diversified and examines theoretical assumptions behind five different ways in which it is being carried out at the beginning of the twenty-first century: international education, human rights education, development education, environmental education and conflict resolution education (Harris, 2007).

According to Udayakumar S.P, across the world, Peace Education programs are gaining popularity, as states, international agencies and civil society organizations increasingly recognize the importance of such education. However, with this growing recognition there are increasing contestations over both the broader objectives and the specificities of carrying out peace education programs. This article sketches out the various options that are available, and also looks at how a regional perspective on peace through education can be generated. While such a perspective would have to be sensitive to the history, the current reality and the future needs of the different South Asian states, given the shared cultural practices in South Asia, the author proposes, it may not be an impossible undertaking (Udayakumar S.P, 2009)

According to Mitsuo Okamoto, Peace education covers a wide territory, and has many subsidiaries. Mitsuo Okamoto argues that disarmament education, international education, development education and the like can, by broad definition, be included as programs in peace education. The contents denominated by the various titles like world order education, global education, education for international understanding, education for justice, ecological education etc., have been categorized by Okamoto into four types of peace education (Mitsuo Okamoto, 1982).

Monisha Bajaj state that, This article examines the similarities and differences of the fields of Gandhian

studies and peace education through an exploration of their content, institutional development, and globalization since the mid twentieth century. The methods utilized include document review of syllabi and course descriptions in Gandhian studies and peace education, as well as interviews with individuals involved in both fields. Through an examination of the history, emergence and core concepts in each field, this article argues that both fields have the potential to offer each other important lessons based in their own unique trajectories. Specifically, it was found that educational movements, and structural analyses of power and inequality that are often integral to them, in the global South can inform peace education by diversifying the voices deemed canonical in the field. Similarly, Gandhian studies, in responding to the unique dilemma of expanding resources and institutionalization amidst *decreasing* student demand, may do well to broaden its foci and further integrate contemporary social issues related to peace and social justice (Monisha Bajaj, 2010)

Statement of the Problem

Youth is a one of the most power full and highest population in India. The Indian youths are playing one of the most of importance role into development of Indian economy. Now a day's youth group is one of the observable communities in all over India because it's one of the positive ways of development in India the same time to overwhelming group also. But the same time some of negative influences guide them for example most of the recent incidents are followed by youths only. This study was bring out that, what was reason behind the youth violation and find out the way for create peace awareness amount young group.

Objective of the Study

1. To understand problems faced by youths during their Higher Education.
2. To find out the root for pushing of youths from peace to violence mode.
3. To analyse the peace studies curriculum needs in higher education system.

Methodology

The presents study was carried out with primary and secondary sources. The primary source was collected by administrating survey method.

Convenience sampling method was adopted to select the sample which is Higher Education Students in Tamilnadu. Unstructured Interview Schedule was used to collect data from the Higher Education Students. The secondary sources were revived from related websites, Journals, Books, and Records. The analysis was carried out with the statistical tools like percentage analysis, mean score analysis, chi-square test and critical findings were explored and suggestions were also provided.

Research Design

This study seeks to secure the holistic picture of the different problems and the needs as they were felt by the respondents. As the study primarily aims to describe the problems, general needs and Peace Studies Importance in Higher Education Students System, a descriptive design has to be deployed.

Sample Size

The researcher was collected 78 samples from Higher Education Students in Tamilnadu State by using Simple random sampling method.

Tools of Data Collection

The study was carried out with the support of primary sources of data. Unstructured Interview

Schedule was used for the primary data collection.

Analytical Framework

For the analysis of data, statically package for social sciences was utilized similarly cross - variable analysis also carried out to establish cause - effect relationships with regards to Peace Education in Higher Studies.

Perception Analysis of Higher Education Youths

The presents study was carried out with primary and secondary sources. The primary source was collected by administrating survey method. Conveniencesampling method was adopted to select the sample was Youth group in rural areas in Tamil Nadu State. Questionnaire, a datacollection to was used to collect data from the Educated Youths. The secondary sources were revived from related websites, Journals, Books, and Records. Theanalysis was carried out with the statistical tools like percentage analysis, mean score analysis, chi-square test and critical findings were explored and suggestions were also provided.

The Table 1 was shows that, there are 54.00 percent of the respondent are belong to Male and 46.00 percent of respondent are belong to female category. That is only a similar different only in male and female respondent.

Table 1: Age wise classification of youth

Sl. No	Particulars	Number of Respondent	Percentage of Respondent
1	Male	42	54.00
2	Female	36	46.00
	Total	78	100.00

Table 2: Commitments of crimes during studies

Sl. No	Particulars	Number of Respondent	Percentage of Respondent
1	Male	37	73.00
2	Female	14	27.00
	Total	51	100.00

Table 3: Awareness about the peace studies

Sl. No	Particulars	Number of Respondent	Percentage of Respondent
1	Yes	16	20.00
2	No	62	80.00
	Total	78	100.00

The Table 2 was shown that, there are 73.00 percent of the respondents male and 27.00 percent of the respondents belonging to female.

The commitment of crime percentage is compare with female the boys are very higher.

The Table 3 was classifying that, there was 80.00 percent of the respondent are not aware about the peace studies and only 20.00 percent of the respondent are aware about the peace studies. The most of the youth populations are not aware about the peace studies.

Findings of the Study

- There are 68 percent of the higher education students are committed any one of minor crime during the year.
- There are 64 percent of the higher education students are belonging to lower class family status.
- The higher education students are more than 80 percent of them not aware about the peace studies.
- There are 88 percent of them felt that the social environment only was deciding that behaviours in higher education.
- The 100 percent of the higher education students are recommended that the peace studies must be add in curriculum of every higher education courses.

Suggestion

- The University Grant Commission must be add the peace study is one of the compulsory paper in every under graduate courses.
- The colleges must continuously following that the activities of student's behaviours in within the college.
- The every college must arrange the counselling centre for within the college.

Conclusion

As per the current situation the higher education students are most of them was committed with minor crimes within the peer pressure only. If the colleges and other higher education institution are give proper guidance to their students then only the crime rate will be reduce in future. The education institution could be including peace education as one of the subject in all courses that may create awareness about peace education among youth.

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