



Study On The Promoting International Understanding Through Education Among The Students

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ABSTRACT: All the nations are fighting single-handed to defeat poverty and unemployment but they can do nothing separately. The people will have to be international minded giving up narrow national outlook. They will have to co-operate with one-another in defeating poverty and unemployment. The feeling of nationalism must be changed into internationalism. A concern of universal brotherhood friendliness and good will must prevail. As soon as this feeling arises in our mind, the problem of international understanding will arise itself. Students should feel that they are the members of one world, one community. They should be encouraged to practice tolerance, mutual help and respect for others. The feeling of world citizenship is to be fostered among students through co-curricular activities in school. This article is an attempt to flash some light on Education for International Understanding. There are some of the ways and means of organising education for promoting the feelings of internationalism and the teacher plays a very vital role in contributing international understanding.

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INTRODUCTION:

"The world is swinging between two conflicting poles—Peace or War. On one side there gleams the distant beacon of hope for peace, while on the other, dark clouds of war hover on the horizon.

The World, today, is in the worst critical phase of its existence, no one can predict future of modern man whether he is to survive or get extinct, in the event of a Global Nuclear War."— Late Dr. Rajendra Prasad. The world today is passing through one of the most crucial periods in his history. Mankind is standing on the edge of a precipice, banging perilously on the tenuous and fragile stone of peace. The world may be engulfed in the mighty deluge of destruction at any ticking of the deck. There is a mad race for Nuclear-armaments among the most powerful nations of the world; Space-ships are being launched one after another to find new possibilities of world domination. The world is gradually drawing close to the brink of the Third World War. And the Third World War if it breaks out would be a thermo-nuclear war that might erase the very existence of human life from the earth.

As such in a world of tension, living under the shadow of nuclear holocaust, if man has to survive, he will have to fight with the evils of the world and with the forces of destruction and war. As such there is the need of international understanding. The world is full of 'ideologies'. If we want to live in a world free from war and destruction, we will have to break the barriers of 'ideologies' and 'isms'. We will have to accept the principle of peaceful coexistence. We will have to strive for international understanding, for a world authority under which all the nations of the world will be undoubtedly free to change their course of action according to their genuine deed without any consideration of political ideologies. The problems of all the men of all the countries are the same. The people of the world are fighting to conquer nature and to master science and technology. Their aim is to bring peace in the world with prosperity and sufficiency of everything. But this peace, prosperity and sufficiency cannot be achieved without international understanding. If there is tension in the mind of man, if there is the fear of war, man cannot try for peace. People of the world will have to crush

the tension of war and destructive elements to conquer peace and prosperity. For this aim, we will have to fight for international understanding and will have to strive for one world Government.

All the nations are fighting single-handed to defeat poverty and unemployment but they can do nothing separately. The people will have to be international minded giving up narrow national outlook. They will have to co-operate with one-another in defeating poverty and unemployment. The feeling of nationalism must be changed into internationalism. A concern of universal brotherhood friendliness and good will must prevail. As soon as this feeling arises in our mind, the problem of international understanding will arise itself.

REVIEW OF LITERATURE:

Character education is an effort undertaken by the state (Government), society, family, and educational units to make Indonesian people as a nation of noble character. A good character is a righteous living behavior that fits the living philosophy of the Indonesian nation, namely Pancasila. The noble character is Indonesian human behavior in human relationships with God, fellow human beings, the nature of the environment, nation and country, and with themselves. Almerico (2014) and Chou et al (2014) stated that character is characteristic of a person or group of people referring to a series of attitudes, behaviors, motivations, and skills as a manifestation of values, abilities, moral capacities and persistence in the face of adversity and challenges. Shu (2016), Nishimura et al (2016), and Budhiman (2017) said that characters contain distinctly good values, that is to say the value of goodness, to do good, to have a good life, and to have a good impact on the environment that is self-contained and manifested in behavior. The character is also an individual's ability to overcome his physical limitations and his ability to dedicate his life to good values that benefit both yourself and others. Thus, a good and strong character shapes the individual to be a change-maker for himself and the surrounding community.

Ways and Means for education for International Understanding

Education for international understanding implies the promotion of democratic citizenship etc. The following are some of the ways and means of organising education for promoting the feelings of internationalism:

1) Aims

- i) Promotion of world citizenship
- ii) Promotion of world peace

- iii) Promotion of independent and critical thinking
- iv) Promotion of construction rather than destructive feeling
- v) Developing the student's faith.
- vi) Eradicating of racial, religious, cultural and national prejudices

2) Redesigning the curriculum

The traditional curriculum followed in our schools and universities does not fulfill all the possibilities of internationalism. The redesigning curriculum should enable our students:

- i) To learn that the earth is the home of man and other living things
- ii) To gain knowledge about the world we live in
- iii) To learn how to promote better understanding of the interdependence of the world
- iv) To inculcate respect for all major religions of the world
- v) To know something about the long strength of mankind to replace conflicts with co-operation
- vi) To develop a desire and the simple skills
- vii) Knowledge of various cultures of the world

3) Instruction in various school subjects

i) Literature

A UNESCO publication states, "Extracts from the works of the writers such as Dickens, Gorky, Tolstoy, Tagore and Isben can be used to illustrate stages in social progress. So the best of literature of other nations must be included in the curriculum.

ii) Art

True art should be included in the curriculum. The true hope of human feelings should be depicted and shown in art. It is beauty involved in the art that is significant.

iii) Language

It can play a vital part in the peaceful intercourse of the people of the world. The study of modern languages should be the study of modern people.

iv) Science

Students should be told how the scientists of various nations have contributed in fighting against disease. He nourishes in his heart goodwill to the whole of mankind.

v) History

The field of history should be wide enough to enable the students to cultivate international outlook. History should be taught objectively and with a cultural bias. students should be encouraged to study newspapers and magazines.

vi) Economics

The knowledge of consumption, production, taxation, human resources etc can be given our international level.

vii) **Philosophy**

Philosophers throughout the history of the world have been stressing mental peace as the human goal.

vi) **Mathematics**

The language of mathematics is universal, with largely the same symbols, through out the world. It should be impressed that almost all subjects and problems lend themselves to mathematical treatment.

4) **Co - Curricular activities**

Co - Curricular activities which go in the school from time to time can be geared to educating for international understanding. The following activities are suggested:

- i) Celebrating birth anniversaries
- ii) Celebrating international week
- iii) Celebrating days of international importance
- iv) Organising and running UN societies
- v) Organising pen friend's club
- vi) Arranging exhibitions
- vii) Dramatic representation
- viii) School assembly
- ix) International games
- x) News of other countries

5) **Face to Face contacts**

Face to face contacts are of great help in broadening outlook, breaking rigid isolation of individual nation's and in removing imaginary fears and grievances. The following activities are useful in this regard:

- i) International Camps
- ii) Cultural and study tours
- iii) Arranging visits and excursions to foreign students
- iv) International youth festivals
- v) Exchange of teachers and students

Role of teacher in International Understanding

Teachers have to play a very significant role in developing international understanding among the students. Success of such programmes largely depends on the competence of the teacher,; his knowledge, understanding, attitude interest, critical thinking and so on.

Whatever satisfactory the curriculum and method may be unless the teachers have the adequate

knowledge skills and sincerity for utilizing them, no objective can be achieved.

The teacher can impart the facts and information about various nations or countries effectively. He can form suitable habits and create positive attitudes in students for the growth of internationalism.

The teacher should be imaginative and resourceful to make the best use of various occasions and opportunities in the schools for developing international understanding. Different co- curricular activities are to be organized by him for giving actual experiences in life situations. Dramatization, debate, discussion, exhibition etc. on the theme will bring home the realities of the world unity.

So education should play an important role to eradicate poverty, ignorance and prejudice among the people to promote the sense of we feeling, brotherhood and cooperation. Above all awareness about the necessity of international peace and understanding in this Nuclear age.

Education for Peace and International Understanding:

The interrelated areas of education for peace and education for international understanding are subsets of the broader area of values education (see *Values Education in A Changing World*), alongside other subsets such as, moral education; education for justice, equity and freedom; civics and citizenship education; education for democracy and human rights; and education for conflict resolution. Education for peace links closely with another area of educational inquiry, that of school violence and bullying (see *Bullying in Schools*). The two share a number of common goals and teaching strategies, including peace building through peer mediation, conflict resolution and the development of interpersonal harmony. Education for international understanding links closely with education for crossor inter-cultural understanding. While both focus on the exploration of social, political and cultural differences between nations, the latter also can include the study of cultural and social differences within a nation state, with the aim of building national harmony and cohesion. The interrelations between education for peace and education for international understanding require clarification. The former is a broader concept that encompasses the latter. Most writers assume that education for international or cross-cultural understanding is one of the key avenues for the promotion of peace. While this seems a logical assumption we are not aware of any empirical evidence to support it, at least in the Asia-Pacific region. Nevertheless we will accept the assumption,

and from here on use 'peace education' as an inclusive term that includes education for international understanding.

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