ICT based Value Education and International Peace: A Synthetic Approach

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Abstract:

Information and communication technology (ICT), mainly computer and internet, is as an unlimited source of Value Education and international peace. Value means importance. To give values to one means to understand the one important. That you think important, you respect it. When you ignore one on the road, it means you give importance to another, and the one on the road becomes less valuable, less important. As every stone cannot be a pearl, so does every teacher on a post cannot be real facilitator of wisdom of knowledge and education of values, since the world has been full of artificial mind not original. Real teacher can now be found in the artificial world inbuilt with ICT. The ICT is acting as a complete knowledge facilitator regarding every aspects of human life, which is never possible by any single teacher or expert in the world. Objectives of the research paper are to explain about how value education can be inculcated by ICT, and secondly how international peace can be established by ICT. It includes three dimensions as ICT wisdom, Value education and International Peace. Findings have been deduced on the basis of secondary sources of qualitative data online and real life observation. It can be inferred that peace is a matter of value which constitutes the level of satisfaction of mind which in turn leads to establish a peaceful environment and society which converse into the peaceful nation, that in turn integrate into establishment of peaceful world. International peace depends on value education and the way how ICT is utilized. Accessibility of ICT wisdom for everyone, everywhere and every time (3E-way target), and free availability for all the deprived are essential requirement for peace establishment process. This study is has its significant place in the field of education, in dissemination of value education and in establishing international peace in the world.

Key words: ICT wisdom, Value Education, International Peace, Knowledge Disseminator and facilitator, accessibility and availability.

Eternal values lie within all human being, but they seek for it outside themselves. This is ICT which originate a possibility of availability of expertise of knowledge and peace without any prejudice, partiality and discrimination, because the ICT in itself is an interconnector and knowledge disseminator.

Research Questions:

1. How can value education be inculcated by ICT among individuals?
2. How can international peace be established by ICT in the world?

Objectives of the study:

1. To explain the way how Value education can be inculcated.
2. To explain the way how international peace can be established.

Research Methodology:

This is a qualitative research paper. It requires no population and sampling. It nature is explanatory. Explanation is based on synthetic approach which includes induct-deduct form from micro level to generalized concluding remarks. Data involves secondary sources and general real life observation. Three dimensions have been involved- ICT wisdom, value education, and International peace.

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A. ICT wisdom:

It seems to a new term 'ICT wisdom', but it is actually not quite new. ICT refers to the set of techniques and mechanical systems utilizable in dissemination of information by interactive communication. Communication is not done in vacuum, but with a purpose or objectives to exchange something, that is called wisdom which enables both the sender and the receiver to get rich in full filling the sink of knowledge and intellectuality. ICT is not only a means of access of knowledge but also a resource of knowledge, since it becomes a means to reach the sources of knowledge and contains a variety of contents of knowledge in itself. The ICT not only leads toward knowledge but it itself has a huge collection of intellectual property in different forms.

The form of knowledge source includes number, symbols, figure, imprint, picture-visual, voice-audio, live movement, live talk, one way communication, bi-lateral communication, audio-conferences, teleconferences, video conferences, exchange of message, textual work, graphical work, pictorial work, artistic work, email, one way teaching, two-way teaching learning, feedback. Documentary, films and animations are some specified sources of knowledge. Similarly, news and publications in the forms of reports, notice, textual as books, journals and encyclopedia are another educationally important sources of knowledge.

Basic nature of ICT involves space, time and individual. That's, ICT is spatial in nature, since it can be accessible anywhere in the world. Thus, it is available everywhere. Second basic nature of ICT involves time, that's ICT is long lasting from morning to evening, January to December, all seasons. Thus it is available every time. And, the third basic nature of the ICT includes individuals, that's, ICT is not confined to any particular age, but available for all children, adults and old age. Thus ICT is for everyone. Another important advantages and features or characters of ICT involves impartiality, that's, ICT doesn't discriminate on the basis of discriminating elements like- age, gender, color, caste, creed, race, religion, culture, area, politics, education or personality. Thus ICT is the best teacher for any learner. ICT doesn't mean by the literary status of user. It has been self evident from general lives that there are a number of illiterate to drive the ICT tools to listen and see any desirable resource by use symbols or characters, or sign or signal only. ICT let you learn and teach others, and so you can build up a mastermind in any subject by means of a variety of contents of instructional material in the audio-visual form. And thus, you become your own master earning and facilitating the wisdom of knowledge by means of ICT.

B. Value Education:

Value is a substitute of something either concrete or abstract. Economically, value is taken as a price and money. Socially, value is seen as prestige and esteem. Educationally, value is intelligence, personality and character. Scientifically, value is correctness, accuracy and significance level. Organizationally, value is called responsibility, management and execution. Politically, value is seen as power of post and leadership. Psychologically, value is consciousness, personality, intelligence and emotion. Philosophically, value is decided on metaphysics, epistemology and axiology. Value is religiously termed as the truth and shelter. Value is spiritually called salvation and emancipation. Democratically, value is freedom, fraternity, equality and equity. Nationally, value is as devotion, sacrifice and service. Where there is a value, there is an importance. Thus, value means importance and that which is valuable is important, prominent and eminent.

How value education can be inculcated among individual:

Value education is the process by which people give values to others. Themes that value education can address to varying degrees are character, moral development, Religious

Education, Spiritual development, citizenship education, personal development, social development and cultural development [10].

Therefore, in the way of inculcation of value education, following are the points to be noted down:

- Character and moral development
- Religious and spiritual development
- Citizenship and personal development
- Social and personal development.

Intelligence plus character—that is the goal of true education [7].-**Martin Luther King, Jr**.

That's, Value Education is destined to develop two aspects:

- Intellectuality, and
- Character.

Education is the most powerful weapon to bring revolution in the world, as Nelson Mandela accepts.

Education is the most powerful weapon which you can use to change the world [6].

- Nelson Mandela

That's, value education need prepare:

- The spirit of social service
- The spirit of universal brotherhood.

Education leads a man to be free from any short of bondage and slavery in the world, as Epictetus assumes.

Only the educated are free [7].-**Epictetus**.

And, so education is valuable when individual are given-

- The lesson of freedom and salvation
- The lesson of the world free from delusion and illusion.

Truth is struggle everyone passes through. Expected results are obtained by hard work, as a Greek Proverb stated.

Whatever is good to know is difficult to learn [7].-**Greek Proverb**.

Therefore, value education is meant to prepare-

- The sense of struggle
- The mind of restlessness.

Learning Procedure keeps every learner engaged in them because of their conscious, attentive and focused concentration. Value education gives importance to learning procedure in behavioural aspect so that every learner may live fearlessly and happily, as L.D. Vince said.

Learning is the only thing the mind never exhausts, never fears, and never regrets [7].

-Leonardo da Vinci.

So, the value education can be accomplished by way of making the individual:

- Never exhausting, but always dynamic.
- Never fearful, but always courageous
- Never regretting, but always full of patience.

The roots of education are bitter, but the fruit is sweet [6]. –**Aristotle**

Complexity is felt by the mind at a work before beginning of a work, and enthusiasm is felt at beginning of work, and again complexity is felt at mid work and at the final stage of work. When it's started, it takes a time and **synthesized thinking** to complete. If thinking is not **consistent**, not **regular**, then the work planned is felt long, complex and exhausting for which **patience** and **penance** are needed. Every rest after exhaustive work brings up best pleasure, as Aristotle accepted.

That education is the life is one of the basic principles of value education. John Dewey accepts education not as preparation but life itself.

Education is not preparation for life; education is life itself [6].-**John Dewey**

Perspectives of Value education:

Nothing is useless, but **valuable in the universe**. That which is not useful in the world is not present in the universe. One is made for other in one or other purposes. Therefore, everyone is valuable in accordance with the time and situation. As an object has several properties and relationship with several other things in the universe, so does a human being is associated and interrelated to many things and many other one. Therefore, one cannot be assumed to be property-less, feature-less but can be assumed characterized with features and traits. So, everyone is respectable and of great values and importance. Thus, in the way of inculcating the value education, everyone is taken as important as 'self' in the universe, since value education is founded on universal perspectives, and it needs universal platform and international connectivity which is possible by interconnectivity of ICT.

C. International Peace: How the International Peace can be established:

International peace is based on value education and peace education. Peace of minds leads to establish the peace in the world, since the world is the integral whole of the human being. A mind thinks of another mind. This mind is always alive till life, even in sleeping state. It is internally dynamic in nature, not static. It continues running throughout the universe in search of satisfaction, but till life, the life cannot get satisfied. One who understands this fact can control the mind and gets satisfied, but keeps oneself **restless**. This **level of satisfaction** determines the **level of peace of the mind**. Albert Einstein states the same fact that peace is not such that can be fed up in an instant by force,

Peace cannot be kept by force; it can only be achieved by understanding [6].

-Albert Einstein

That's, peace of mind is not a instant process that can immediately establish in mind, society and the world, but it is **process of understanding** which take a long period of time. Though it seems impossible to teach all at a time and at a place, this is ICT which have solution for this problem. By use of ICT, billions of people can be enabled to understand the peace and values in the world and universe at a time and at place.

Although peace is a concern of mind and individual, but it is a requirement of the society, nation and the world. That's, one's satisfaction doesn't matter, but it does matter when a group, association, organization, federation and entire continent are included in the field of satisfaction leading towards international peace, as the UNISEF focuses on five different parts of life, viz. family, peer, group, community and society.

The focus on behavioural change in the UNICEF definition of peace education reflects the fact that behaviour does not occur in a vacuum; it is nested within the context of the family, peer, group, the community and the larger society. Behaviour development is intrinsically linked and interdependent with the values and norms of those groups. Existing values and norms can either contribute to or hinder behaviour that promotes peace [8].

Dissemination of message of peace among all these all groups of human being in the world is possible by the optimum proper use of ICT in all institutions including schools, colleges and universities along with the organizations having human resources of spirituality, inspiration and motivation. But, different world organizations need to attain to ICT as a platform and free availability of motivational, inspiring audio, visual and video contents based on peace and values online on internet, that will prove to be useful and helpful in way of establishing peace among all in the world.

International peace flows through teaching in formal and non-formal way:

Peace education tries to build peace into the minds of its students. Peace educators teach about how conflicts get started, the effects of violence, solutions to conflict, and alternatives to violent behavior [9]. Peace education students learn how to resolve dispute nonviolently and peacefully. We learn through peace education the strategies useful at both micro and macro levels to reduce suffering caused by a multitude of different forms of violence, like- wars, ethnic conflicts, domestic violence, civil violence and environmental destruction. Such lessons of peace, non-violence and conflict resolution can be afforded through audio conferencing, video conferencing and teleconferencing based on ICT by the Oscar awarded films, videos and speech of motivating personalities in the world.

International peace depends on Goodwill, Relationship and Friendship, and Interdependence of nations:

To accept others as a friend is to associate them in a thread of unity and integrity. Union is strength and isolated one has no existence. As every particle in an atom are interacted to one another, every element and molecule in our body are associated and concerned to one another, much in the same way everybody is related and interconnected to one another in the world. This is truth and well established factor. Had it not been so, no peer, no family, no community, no society, no group, no organization, no association, no federation, no country and no continent would have been formed, established or structured. Hence, there are several groups in different forms, like international organizations- G5, G6, G7, G8, G10, G15, G18, G20, G21, G22, G23 and many other groups in the world.

- G5, the leading five emerging economies in the mid-2000s (Brazil, China, India, Mexico, and South Africa). G6 group, former group of the largest West European countries (France, Germany, Italy, the United Kingdom, Spain and Poland [1].
- The **Group of 7** (**G7**) is a group consisting of Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States. The European Union is also represented within the G7. These countries are the seven major advanced economies as reported by the International Monetary Fund: The G7 countries represent more than 64% of the net global wealth ($263 trillion). A net national wealth and a very high Human Development Index are the main requirements to be a member of this group. The G7 countries also represent the 46% of the global GDP evaluated at market exchange rates and the 32% of the global purchasing power parity GDP [2].
- The G7 is composed of the seven wealthiest developed countries on earth (by net national wealth or by GDP), and it remained active as a finance ministers' forum even during the period of the G8[3]. Russia was added to the political forum from 1997, which then became known as the G8; Russia was, however, suspended in 2014.Collectively, in 2012 the G8 nations composed 50.1 percent of 2012 global nominal GDP and 40.9 percent of global GDP (PPP). Each calendar year the responsibility of hosting the G8 is rotated through the member states in the following order: France, United States, United Kingdom, Russia, Germany, Japan, Italy, and Canada. The holder of the presidency sets the agenda, hosts the summit for that year, and determines which ministerial meetings will take place. Both France and the United Kingdom have expressed a desire to expand the group to include five developing countries, referred to as the **Outreach Five** (O5) or the Plus Five: Brazil (7th country in the world by nominal GDP) People's Republic of China (2nd country in the world by GDP) India (10th country in the world by GDP) Mexico, and South Africa. These countries have participated as guests in meetings that are sometimes called G8+5[3].
- The **Group of Ten** or **G-10**[4] refers to the group of countries that have agreed to participate in the General Arrangements to Borrow(GAB). The GAB was established in

1962, when the governments of eight International Monetary Fund (IMF) members—Belgium, Canada, France, Italy, Japan, the Netherlands, the United Kingdom, and the United States—and the central banks of two others, Germany and Sweden, agreed to make resources available to the IMF for drawings by participants, and, under certain circumstances, for drawings by nonparticipants. The GAB was strengthened in 1964 by the association of the eleventh member, Switzerland, then a nonmember of the Fund, but the name of the G10 remained the same. The following international organizations are official observers of the activities of the G10: the Bank for International Settlements (BIS), European Commission, International Monetary Fund, and organization for Economic Co-operation and Development. The GAB enables the IMF to borrow specified amounts of currencies from these 11 industrial countries (or their central banks), under certain circumstances. Specifically, a proposal for calls under the GAB may only be made when a proposal for the establishment of an activation period under the New Arrangements to Borrow (NAB) is not accepted by NAB participants, who number 38 countries, amongst which are the BRICS nations and Middle Eastern powers [4].

- The **Group of 15** (**G-15**)[5] is an informal forum set up to foster cooperation and provide input for other international groups, such as the World Trade Organization and the Group of Eight. It was established at the Ninth Non-Aligned Movement Summit Meeting in Belgrade, Yugoslavia, in September 1989, and is composed of countries from Latin America, Africa, and Asia with a common goal of enhanced growth and prosperity. The G-15 focuses on cooperation among developing countries in the areas of investment, trade, and technology. Membership has since expanded to 18 countries, but the name has remained unchanged. Chile, Iran and Kenya have since joined the Group of 15, whereas Yugoslavia is no longer part of the group (see table-1 below); Peru, a founding member-state, decided to leave the G-15 in 2011[5].

Table-1: G-15 countries

Latin America and the Caribbean	Asia	Africa
Argentina	India	Algeria
Brazil	Indonesia	Egypt
Chile	Iran	Kenya
Jamaica	Malaysia	Nigeria
Mexico	Sri Lanka	Senegal
Venezuela		Zimbabwe

- The **G20**, also known as the **Group of 20** (and, occasionally, the **G21**, **G23** or **G20+**) is a bloc of developing nations established on 20 August 2003. Distinct and separate from the G-20 major economies, the group emerged at the 5th Ministerial WTO conference, held in Cancun, Mexico, from 10 September to 14 September 2003. The G-20 accounts for 60% of the world's population, 70% of its farmers and 26% of world's agricultural exports. On 20 August 2003 a document signed by twenty countries and re-issued as a Cancun Ministerial document on 4 September proposed an alternative framework to that of the EC and the United States on agriculture for the Cancun Meeting. The original group of signatories of the 20 August 2003 document went through many changes, being known as such different names as the G-21 or the G-22. The title G20 was finally chosen, in honor of the date of the group's establishment. Since its creation, the group has had a fluctuating membership. Previous members have included: Colombia, Costa Rica, Ecuador, El Salvador, Peru, and Turkey. As of October 2008, the group had 23 members.

All the 'Gs' groups are good in many respects, but any group cannot ever be perfect in all respects. This is why any association or group always faces criticism, but they must not break association, because it's true that nothing is perfect and perpetual in the world. It's good to integrate, not to disintegrate and destruct. At the same time, it's often too hard to construct, create and integrate something or human being, but a baby game to destruct, disintegrate and break in and break down. Therefore, all the 'G' group or associations in the world are appreciable.

All the Gs are individually good, but if some of these groups unite together as a subset, it would be by far better than any other group, and in turn, if all these Gs get united and integrated into one, though these are all indirectly interrelated to one another, it would be the best for existence of the world and the International peace. In this way, such an interrelationship and interconnectivity is of great importance for the welfare of entire human being in the world, and so, strength and intensity of these are highly required property which can increased by way of information and communication technology (ICT).

The ICT is, in the era of technology of 21st century, a means of dissemination of ethical values, moral values and peace. This process of frequent and optimum exchange of information related to value education and peace through group communication and organizational communication increases the intensity and strength of interrelationship and friendship among nations, which can ultimately result into international goodwill, international relationship, friendship, integrity, and international peace.

Conclusion:

Value education is a means of establishing the peace and prosperity in the world for welfare of all human being. Installation of attitude among people to respect others and give importance and value to all human being is the process which is called Value Education. Peace education is the process of inculcating peace into the mind. Giving respect to the elders and the older is to accept them as valuable. Educationally, value is intelligence, personality and character. Value is spiritually called salvation and emancipation. Democratically, value is freedom, fraternity, equality and equity. Nationally, value is as citizenship, devotion, sacrifice and service. Nothing is useless in the universe. That which is not useful is not present in the universe. Entire world is interdependent, and hence interconnected, and ICT brings strength in this international interconnectivity. For this interrelation, value education and peace education based on ICT becomes an essential element to keep entire world stable, integrated and interconnected, since ICT acts as interconnector and knowledge disseminator for all at all time at all places.

Interrelationship and interconnectivity is of great importance for the welfare of entire human being in the world, and so, strength and intensity of these are highly required property which can be increased by way of information and communication technology (ICT). The ICT is a means and resource of dissemination of ethical values, moral values and peace in the era of technology of 21st century. Frequent and optimum exchange of information related to value education and peace through group communication and organizational communication increases the intensity and strength of interrelationship and friendship, and universal brotherhood which can ultimately result into international friendship, international relationship and international peace.

As every particle in an atom are interacted to one another, every element and every molecule in our body are associated and concerned to one another, much in the same way, everybody in the world is related and interconnected to one another. Had it not been so, no peer, no family, no community, no society, no group, no organization, no association, no federation, no country and no continent would have been formed, established or structured.

Hence, there are several groups in different forms, like international organizations- G5, G6, G7, G8, G10, G15, G18, G20, G21, G22, G23 and many other groups in the world. All the Gs are individually good, but if some of these groups unite together as a subset, it would be by far better than any other group, and in turn, if all these Gs get united and integrated in one, though these are all indirectly interrelated to one another, it would be the best for existence of the world and the world of peace. Such unity and integrity of all groups are possible by use of the platform of ICT. Thus, dissemination of the message, knowledge and information regarding value education and peace education through ICT are essential for international relationship and international integration and international peace.

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