

INCULCATING BEST PRACTICES IN EDUCATION FOR PEACE AND VALUES

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Abstract: Education is a key tool in promoting peace, social justice, human rights, democracy, Cultural diversity and environmental awareness. Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, behavior to live in harmony with oneself, with others and with the natural environment.

Peace education can be given through experiential education which includes holistic, participatory, cooperative and service learning. Experiential education is based on intentionally engaging learners in direct experience which is followed by reflection. Conflict resolution training, democracy education, human right education also contributes towards peace education.

Values are important as they provide strength to person's character. Inculcation is an effort to teach children the values that educators believe lead to moral behavior. This value includes honesty, justice and respect for others. These values can be given indirectly through value based curricular and extracurricular activities, role of mass media, media and behavior. Direct value can be given through deliberate, systematic instruction given in the classrooms.

Key Words: Experiential education, Holistic education, participatory education, cooperative learning, service learning, Value education, mass media, social media and behaviour.

1. INTRODUCTION:

TELL ME AND I WILL FORGET, SHOW ME AND I MAY REMEMBER, INVOLVE ME AND I WILL UNDERSTAND.

The above Chinese proverb is key to experiential education since it promotes active involvement in learning, in contrast to other participatory methods. Experiential education is based on intentionally engaging learners in direct experience which is followed by reflection.

Experiential education is strongly based on philosophies of John Dewey, Maria Montessori and Paulo Freire. It can take on different forms such as holistic, participatory, cooperative and service learning.

Values shape our priorities and guide us in deciding what is right and wrong. Values reflect our attitudes and what we believe about everything. People's values differ and we should all learn to tolerate each other's values. The power of values arises from the fact that they transcend ourselves. Values are what we consider valuable.

Values are ideas, beliefs or norms which a society or the large majorities of society members hold. Value inculcation is building of the values in our inner core. This is a process that happens unconsciously since we start learning, but it is conscious as we start learning about values in schools. This happens when school gives us the moral education.

2. PRINCIPLES OF EXPERIENTIAL EDUCATION:

- Experience should be carefully chosen as they need to support reflection, critical analysis and synthesis.
- Learner must be engaged not simply intellectually but also socially, emotionally, spiritually and physically.
- Learning is a personal process and provides the basis for future experiences.
- The experience must require learner initiative and accountability.
- Relation with self, with others or with world is key to experiential education.

3. TYPES OF EXPERIENTIAL EDUCATION:

3.1 HOLISTIC EDUCATION: It is based on relationships and connections. Holistic educators believe that both interpersonal and intrapersonal aspects of education are important. Holistic education is key to peace education since it looks at the relationships between all the aspects of life. For holistic educators relationship refers to one's relationship with one self, other human beings, animals, nature and ideas.

Students need to form a relationship with their curriculum and what they learn in school. Educators believe in connecting between curriculum and lives of students. Students must learn how to see connections between everything they learn in school and out of school. Holistic educators believe that education today only focuses on the mind, body and spirit since all these aspects are connected and influence each other.

METHOD: It is seen in Waldorf educational system. It was developed by Rudolf Steiner in 1919 and has the goal of engaging the head, hands and heart in developing appropriate manner. Holistic educators use experiential education through creation of environment for experimentation as on Maria Montessori as well as through lots of time spent interacting with nature.

3.2 PARTICIPATORY EDUCATION: In this, students are given an equal voice with their instructors or leaders in determining curriculum and activities. All participants are active and define their needs and desire. Participants work to implement their goals and evaluate the process to achieve goals. Purpose of this method is to improve ones own life as well as lives of others in the world by promoting justice and equality. Hence this method is used for peace education.

METHOD: ROLE PLAYS AND SIMULATION: This method enhances curiosity of students and they learn how to ask important and thoughtful questions and critically analyze the situations.

Research conducted regarding simulations has identified several elements as key to success. For teachers who design their own simulations five elements have been determined as key for planning target audience, duration of simulation, instructor control, the goals of the simulation and how students will debrief the activity.

Additionally, the objective should be clear both in what the students are supposed to achieve during the simulation.

It has been found that simulations are effective when they teach students skills for future professions, empathy or how to navigate intercultural interactions and promote intercultural understanding.

From the perspective of peace education simulations teach and promote skills that are essential to peace education. Simulations have been shown to strongly increase student's enjoyment and engagements with material which is more important in peace education than test scores. Participatory education is very much connected to the philosophies and practice that have been put forth throughout this peace education curriculum since it works to connect the real life of the student to the educational experiences to make the education relevant in student's lives.

3.3 COOPERATIVE LEARNING: It is the learning in a group in an environment that emphasizes working together rather than competition or individualism. Cooperative learning can be a great way to teach all students, as well as to engage in some of the key aspects of peace education.

Cooperative learning has been used as a successful tool in teaching conflict resolution as well as dealing with racial or ethnic tension within a school. True cooperative learning have five tenets that guarantee that students are actually working in a manner that promote cooperation, these tenets are personal interdependence, individual accountability, group processing, social skills, face-2-face interactions.

3.4 COOPERATIVE LEARNING AND PEACE EDUCATION:

Cooperative learning is important in peace education due to values that it promotes.

- A commitment to the common goal-To be successful one also needs to work towards the success of classmates, not just their own. This leads to value to team work and civic responsibility.
- The worth of others comes from the fact that is cooperative learning, learner see that each person has something unique to contribute and that is key to success of entire group. Self worth comes from fact that ones contribution are considered valuable to group. Through cooperative learning difference is valued and cherished rather than ridiculed or shunned.
- Motivation- Cooperative learning places importance on intrinsic motivation. Since no one wins or loses, the goal of student is focused on learning rather than competition.

METHODS

THREE STEP INTERVIEW: In this technique students are also placed in teams. In the first step student, choose a partner and interview him or her using clarifying questions about the lessons. Next, the partners reverse the roles. Finally, the responses are shared with the full team.

THREE MINUTE REVIEW: In this activity, the instructor, at any point during classroom activities, stops and gives teams three minutes to both reviews what has happened up to that point in the class and to ask and answer each other clarifying questions.

NUMBERED HEAD TOGETHER – Each member of a team is given a number. The instructor poses various questions and the group works together to answer them. Then the instructor randomly chooses a number to call. Each person with that number, from each group, then answers the questions.

3.5 SERVICE LEARNING

The best way to find yourself is to lose yourself in the service of others- MAHATMA GANDHI

Learn and serve America defines service learning as an educational strategy that integrates community service with instruction and reflection. The service and education need to be given equal importance and cannot be separated. Service learning takes the community service ethos a step further and engages students in applying critical thinking skills reflection and analysis to take action to improve their communities.

Service learning allows students of all ages to realize the importance of helping others and it provides an opportunity for students to expand their world view and actively work to build a culture of peace in their community.

The essential components of good practice in service learning are when the project

- Articulate clear service and learning goals for everyone involved.
- Clarifies responsibilities of each person and organization involved.
- Genuine, active and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals

3.6 OTHER METHODS

CONFLICT RESOLUTION TRAINING –It focus on social-behavioural symptoms of conflict, training individuals to resolve interpersonal disputes through techniques of negotiations and peer mediation. conflict resolution training aims to alter belief, attitude and behavior from negative to positive attitude towards conflict as a basis for preventing violence.

DEMOCRACY EDUCATION- It focus in training participants in skill of critical thinking, debate and coalition-building, and promote the values of freedom of speech, Individuality, of diversity.

HUMAN RIGHT EDUCATION- Peace education programs centered on raising awareness of human right typically focus at the level of policies that humanity ought to adopt in order to move closer to a peaceful global community.

4. METHODS OF TEACHING VALUES:

VALUE BASED CURRICULAR ACTIVITIES: Teachers are required to design lessons in which the subject matter is used to develop character.

SCIENCE: It is intended to strengthen free enquiry, curiosity, scientific outlook, open mindedness, logical reasoning.

MATHEMATICS: It associates logical thinking, order, decision making, accuracy, reasoning, analysis etc.

SOCIAL SCIENCE: It strengthens children vision of society to become good citizen. It imparts value of patriotism, loyalty, religious tolerance, truth, honesty, national integration.

HISTORY: It imparts value of tolerance, patriotism, bravery, justice, cooperation, loyalty.

CRAFT: Imparts value to cultivate aesthetic beauty, perfection, work ethics, cooperation, team spirit.

GEOGRAPHY: Imparts interdependence of countries and environmental conservation.

LANGUAGE: Inculcates imagination, creativity, sensitivity, beauty, emotional development.

VALUE BASED EXTRACURRICULAR ACTIVITIES: It includes meditation, prayers, religious celebrations, cultural programs, role playing, group singing, group activities.

ROLE OF MASS MEDIA: It includes internet, social media and behavior.

SOCIAL MEDIA AND CHILD DEVELOPMENT: It includes television. Radio, newspaper, magazines.

5. CONCLUSION:

The goal of experiential education is to gain knowledge and skills as well as to give students the forum to clarify their personal values. Experiential education does not need to take place within the classroom or even within a traditional school structure, coaches, camp counselors, therapists and corporate team builders can all be experiential educators.

By these practices of value education teaching teacher direct the pupil towards character building. It creates common vision and means to move towards peaceful and sustainable world. These values should be democratic and include value of integrity, freedom, justice, honesty, responsibility, truthfulness etc. Each person should have a set of values which guide their life towards right path.

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