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APPROACHES TO TRANSACTING PEACE PEDAGOGY

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Abstract:

Pedagogy is the art and science of teaching. Peace education is a transformative form of education that aims at developing the cognitive, physical and emotional aspects of the personality of the students in order to achieve the goal of a peaceful society. Hence it requires an integrative and effective pedagogy that is different from the conventional pedagogy which places greater emphasis on contents than values. There are various approaches to transact peace pedagogy viz: curricular, co- curricular and extracurricular. Peace values relevant in the present times can be inculcated and peace behaviour can be enhanced with the help of these approaches among the students.

Key words: Peace, pedagogy, values, approaches, activities.

Introduction:

The methodologies used by the teachers in making the teaching learning process more effective can never be undermined. It is not only about teaching the subject content but the entire gamut of processes, strategies and relationships which are designed to enhance the process of learning. Peace education is teaching about peace and for peace. The pedagogy for peace is grounded on the philosophy that children construct their own theories of how the world functions, though their minds are less developed as compared to educated adults. Teaching for peace is about teaching the learner how to think, reflect, critically evaluate and appreciate one's own values and those of others, develop better communication, better decision-making so that the peace concepts ultimately find their ways into pupil's behaviours and actions. It is therefore not confined to the cognitive level but covers the affective and behavioural levels. For example, knowing or understanding of any concept such as 'cooperation' is not enough. Ultimately, the task is to ensure that cooperation becomes a part of one's internal disposition. Peace attitudes, values and skills cannot be developed by forcing students to memorise words, and also not by impositions, but suitable experiences and opportunities must be provided to internalise such attitudes and values, which can be sustained in the long run.

The learner takes the decision of practising values, consciously and responsibly. As there can be many ways to instil the understanding of compassion; by studying the lives of people who are famous for their compassion; by

experiencing the environment of love and kindness at home and school; by exposing students to the sufferings of others and by learning to serve the needy or disadvantaged. The pedagogical demand for such a kind of learning is thus to drift away from the traditional model to an experiential or participatory model that stresses that it is not what you teach but how you teach, that is important, and that is the real essence of education for peace. It has to be the adoption of different ways of interacting, relating and being with students and using ways of teaching and learning to provide a concrete learning experience.

There are three main approaches to transact peace pedagogy:

1. Curricular
2. Co-curricular
3. Extra-curricular

1. THE CURRICULAR APPROACH:

The various subjects taught at the school stage such as - Social Sciences, Science, Languages, Mathematics etc. seek to provide the knowledge, attitudes and values intrinsic to the particular discipline. In this act or process of acquiring knowledge, that is not however the same as memorization and reproduction of information, certain attitudes, values and habits of thinking that are concomitant to the pursuit of that particular knowledge get transmitted. The various Peace components can be integrated with the subject specific curriculum.

Science teaching aims at developing the understanding of the concepts, facts, principles, theories and laws that describe the physical and natural world. It is therefore intended to strengthen the commitment to enquiry, curiosity, objectivity or scientific outlook and open mindedness and the search for truth etc. Mathematics is associated more with logical thinking, order, decision making, speed, accuracy and perseverance etc. The Social Sciences at school stage intend to broaden children's vision of a good society and good citizenship. History presents the values of patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. Geography communicates interconnection and interdependence of different countries stressing unity in diversity, environmental conservation etc. Languages, besides encouraging communication and listening skills, are intended to inculcate imagination, creativity, sensitivity, appreciation and emotional development of the learner. It is therefore evident that objectives of teaching different school subjects also include development of different attitudes, appreciations, values and skills, which are appropriate to that subject and helpful in developing a peace personality. Some peace values may be more adequately inculcated while teaching a particular subject at a particular stage or grade while others may be more appropriately integrated with the other subjects at a particular grade. Thus subject appropriate and level/grade appropriate strategies with peace values need to be delineated.

A good pedagogy of a subject implies teaching the subject in such a way that the students gain an insight into the nature of the subject, its logical structure and methodologies and also imbibe the attitudes and values associated with that particular subject. Presenting the lesson from a humanistic and positive perspective is thus

very important. An inspiring lesson awakens positive feelings and experiences, helps in understanding the self, encourages openness and spirit of inquiry and questioning, exploring, discovering and constructing understanding of concepts and values and provides the opportunity to put knowledge of Peace into practice.

The universe of knowledge, seemingly have been bifurcated into two worlds, one of facts and the other of values. The subject science deals with the material world and brings forth the facts underlying this phenomenon. It has least concern for the world of values. In the science class, the teacher can reduce the gap between these two worlds by focusing on both the aspects, such as while teaching the concept of 'rainbow' in the classroom, the teacher can explain the facts related to the rainbow along with the aesthetic aspects of it. The various scientific discoveries must be taught by giving the examples of their use and abuse. The implications of science for a better life and for the welfare of human being should also be brought into light. The character sketches of great scientists and their qualities which helped them towards greatness should also be part of discussion in the classroom. Similarly, the biological interpretations of the facts of life should be made not only in terms of human struggle for existence, but also with reference and relation to the emergence of values. Symbiotic relationship between humans, animals and plants should be emphasized in the classroom.

There is no denying the fact that most of the subjects in the humanity stream have great scope for inculcation of values. These subjects have great opportunities for the imaginative considerations of human condition. History is one of the most important subjects of humanities and thus a history teacher has a greater opportunity to inculcate peace values through her/his teaching. Indian culture is the rich source of human values. Life stories embedded with peace values of great men and women should be highlighted in the classroom. Peace values like unity, integrity, patriotism, peace, tolerance, non-violence, secularism etc. can be imparted through history of freedom struggle and life history of philosophers, saints and patriots of the India and all over the world. Similarly the subject Geography can be taught highlighting the peace values such as unity in diversity, curiosity, sensitivity, environment consciousness, interdependence etc. The teacher of Economics should emphasize dignity of labour, equitable distribution for resources, trusteeship, respect for public property in the classroom etc. as these are very important peace behaviours. Civic sense, international understanding, democratic values, sense of belongingness, protecting public property, abiding by the law and respect for rules and regulations can be developed through civics teaching.

The role of teacher is to provide the opportunity for expressing creative powers that can be promoted through the teaching of language as it helps develops reflective thinking and creative ability among students. Drawing and painting also play a vital role in fostering aesthetic values among the students and helps to stimulate the creative attitude of the students with the use of various shapes, forms, patterns and colours. To prepare a new colour by mixing two or more colours give a joy of creativeness to the youngsters. Hence, the opportunity to develop creative ability must be provided in school curriculum. As stated by Read, (1948) "The only habit that is ennobling, penetrating to the frame and physique as well as the soul of man, is the creative activity in all its rituals, exercises, festivals and practical services". Music also is a very important source of inculcating peace

values. Besides the aesthetic values, various moral and social values like national integration, devotion, kindness, respect for other religions etc. can be inculcated with it. This is the reason for which Mahatma Gandhi had also included it in his Basic Education Scheme and insisted upon teaching music as a subject in school.

2. THE CO-CURRICULAR APPROACH:

The curricular transaction needs to be enhanced for making the process of teaching – learning more effective. With the help of surveys, field trips and exhibitions, teacher may develop sympathetic attitude in pupils towards social evils and exploitation. There are various strategies such as questioning, story-telling, anecdotes, games, experimenting, discussions, dialogues, value clarification, examples, analogies, metaphors, role play and simulation which are very helpful in promoting Peace knowledge, skills and attitudes during the teaching-learning process.

STORY TELLING: Stories have always been considered to be one of the best ways to get across an important value based message. Our mind certainly has a preference for stories. Persuasive and authentic tales/anecdotes rooted in real life setting communicated in ways that are comprehensible and appealing to the students can be especially useful for understanding values. The stories and anecdotes may present accounts of the personal view of people about life, people, things, and events. These could be around personal life experience or someone else's experience; could be either obtained first hand or by word of mouth or drawn from literature. These experiences can serve the purpose of providing inspiration to people especially to boost their spirits in times of stress and conflict and may give a new direction. Stories of the lives of men of eminence can highlight that greatness achieved is not sudden but through patience, perseverance and practice. Story telling is a powerful technique as it leaves a long lasting impression on the minds of children.

ROLE PLAYS: Role plays are used as a methodology for inculcating peace values where the emphasis is not on the acting capabilities but on the projection of ideas/values and analysis of the same. The analysis helps in bringing out why a person should or should not accept the value in question and act on all occasions accordingly upholding the same. The process of acting out certainly helps in a better understanding and reinforce the importance of peace values. Role plays can be conducted according to the different age groups. The whole process of teaching through role plays encompasses: acting out the story, depicting certain values, miming, reporting involving the processes of Viewing, Judging, Acting, and Internalizing. The presentation of the role play is followed by the more crucial part of reflection through which the change of attitude and development of peace values take place in. The art of conducting suitable and significant role plays and using them in an age appropriate manner particularly for younger students requires orientation and practice.

ANECDOTES: Like stories, they present a variety of perspectives on certain life situations and various ways one could experience and understand things that are important in one's life. Anecdotes are accounts of real life experiences which portray genuine human feelings and expressions. It could be an event that created a lasting impression on a person's mind and touched the core of heart bringing about a shift in the course of life. The

anecdotes help in communicating the matter in a very user friendly manner, understanding it by making abstract concrete and easily comprehensible; and thus motivating and inspiring people to reflect and think deeply about the situations. These also help in identifying with those living by the peace values; providing a contextual understanding of the varied situations; learning about different perspectives, choices and skills in dealing with conflicts, situations of crisis, events and daily situations; evoking emotions and feelings. The anecdotes that depict conflicts, dilemmas, human acts and approaches in dealing with different life situations, that are drawn from home, school, classroom contexts, portraying values important for students can be integrated with curricular areas to make them more effective.

GROUP SINGING: is important as the peace values in the lyrics of the song would remain in the consciousness for a long time. A group signifies unity, towards a common purpose or goal, co-operation, discipline, self-restraint and the spirit of accommodation. Selection of song is very important. These could be chosen on the basis of reflecting good thoughts and feelings of sacrifice, universal love, love of nature, motherland, respect for one's heritage and other's culture. Some of the concepts of different subjects could be taught only through the medium of songs at primary stage.

GROUP ACTIVITIES: They provide opportunities for learning of many peace values concurrently. The development of fundamental peace values of love, tolerance, cooperation, peaceful co-existence, and respect for others is important. By working in groups, students can learn the value of each other's sincere efforts, the joy of doing one's best for the good of the whole group. Role plays, games, group discussion, group projects etc. are all part of group activities which should be used in teaching of subjects as well. The manner in which such activities are meaningfully organised is thus important.

QUESTIONING: It is one of the most commonly used techniques in traditional classroom teaching to test knowledge and grasp of information learnt by students. Its intended purpose is basically to raise curiosity of students and thus elicit involvement for active learning. Questioning is an art and skill which can also be used for assessment, development of creativity and imagination, value clarification etc. Therefore the type of thinking it provokes depends on the type of questions asked. The questions asked in the classroom are highly structured. Open-ended questions are rarely used. Open-ended question provide opportunities for students to explore new ways of looking at or thinking about problems. There are different types of questions such as hypothetical questions which involve problem solving abilities; Consequential questions elicit more divergent ideas; redefinition questions make the child go beyond the obvious and learn to look at things from a new perspective; futuristic questions helps the child assume a situation or problem and try to solve it; analogy type of questions helps the child compare two objects, events or persons and try to find out new relationship between them. Context and format of questioning are important in formulating questions. Format can be verbal, non-verbal, symbolic, and pictorial depending on the subject area and the context. Relevance, appropriate wording, clarity in expression etc. are important to communicate the intended peace value. In peace development, processing questions are helpful in making the students understand better their feelings and thoughts about the

value being developed. These are affective processing questions related to the personal experiences, observations, attitudes or feelings such as the what, how and why of the concept. This is purposely done in order to appeal to the student's affective state that leads the child to a certain commitment in order to characterize a certain value.

3. EXTRA- CURRICULAR APPROACH:

The students spend a lot of their time at the school and thus fresh goals for attainment in the personal, emotional, social, moral and spiritual dimensions of human development should be set. Dr. Radha Krishnan said, "We must realize the talents of the children and help them to become what they are to the full potential. It is the machine that constructs; it is the living spirit that creates. Song, dance and literature are creative activities". Active participation in extra-curricular activities arouses curiosity, creates interest and helps inculcate values of peace. Peace Values inculcated through extra –curricular activities:

Physical Values: physical activities help the normal growth and muscular development of the body along with some values like games, mass drill, NCC, NSS, NGC, swimming, boating, yogic exercises, gardening etc.

Psychological values: such activities provide the child the psychological compensation by playing a significant role in the training of emotions. The pent-up emotions find effective outlet through activities. When the mind is free of the emotional load, values such as: precision, determination, self-control, courage etc, come into focus.

Civic Values: Experiences like self government, student council, organizations of various activity clubs like sanitation club, red ribbon club etc, membership of various committees etc, provide for peace values such as responsible behaviour persistence in efforts and fulfilment of the tasks.

Social Values: Such activities are carried out in the social environment that help develop a team spirit, fellow feeling, social unity, cooperation, tolerance, brotherhood, goodwill etc. Scouting, first aid, Red Cross, Sharmadan etc. helps develop social inclination and compassion.

Moral Values: Values such as integrity, uprightness, impartiality, honesty, and fair play are enhanced through extracurricular activities like sports and competitions.

Academic Values: Literary activities like symposia, recitations and publication of magazines etc. contribute in the enrichment of the knowledge and language skills.

Vocational Values: Leisure activities or hobbies like photography, clay modelling, pottery, album making, coin and stamp collection, sewing, gardening, weaving, knitting etc. facilitates the children to have them as the future vocation and develop creativity.

Culture Values: Dramatics, Folk dance, music, pageants, celebration of social and religious functions etc. provide glimpses and knowledge of our culture which can preserve, transmit and develop our cultural heritage. It gives us a sense of identity and pride.

Aesthetic & Recreational values: Sports, cultural programmes with dances and dramas etc. give relaxation from a normal routine. Drawing, painting, fancy dress shows, fine arts, preparation of models etc. help in the development of aesthetic sensitivity among the children.

Disciplinary Values: Students get a number of opportunities to frame and follow certain rules and regulations concerning these activities. Thus they develop self discipline and a sense of responsibility.

Value of Oneness: Developed through celebration of birthdays of great men and women belonging to different countries and different religions. Celebration of international days like UNO day, world education day, environment day etc. can considerably promote oneness of humanity and cultivate the ideas and feelings of international understanding in the students.

Extracurricular activities should be an integral part of any curricular programme as they can prove to be an effective tool for inculcation of peace values and nurturing creative talents if they are planned meticulously and executed properly. Various clubs and associations may also be formed e.g. Atheistic Club, Literary Association, Science Club, Cultural Club, Magazine Committee Bulletin and Board etc. A lot of activities may be organized for peace value development such as:

Morning assembly with prayer, motivational speeches by teachers and students, thought of the day, patriotic songs of different languages.

Yoga can prove to be very helpful in cultivating moral and spiritual values as it has multidimensional potentials for the growth of personality. It helps in co-ordinating mind, body and spirit.

Social service is itself a great value. Programmes like: cleaning colonies, hospitals, tanks, distribution for food materials, medicines, clothing, curing the victims of natural calamities etc. are helpful in making students responsive towards the society.

Cultural activities with folk dance, music and lore of different regions depicting 'Unity in Diversity' should be included.

Visits and excursion to the relevant places, experience in inter regional living and national integration camps can be organized annually. Visits to various institutions, establishments, centres of creative arts, museums and to homes for the elderly and handicapped enhances knowledge, appreciation and empathy.

Games and sports meet at school, district, state and national level may be organized by rotation in different schools. The effort should be made towards wholesome participation.

Scout/Guide movement may be popularized and maximum number of students be encouraged to participate in scout/guide activities.

Mock parliament for students' self-government can be organized in order to train them for a democratic system.

Exhibition on various socially relevant topics such as environment pollution, population, terrorism, and other historical, social, political and economic issues may be organised.

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