Education for peace: Innovative teaching styles

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Abstract
Peace has been one of the most desired necessities of human life since time immemorial. Since the advent of organized society human beings have strived for it, and are even more united today in their quest for peace, harmony and a better quality of life. A strong need is being felt by educationists, philosophers, scientists and political leaders to rejuvenate the human values, which may bring long lasting peace on this planet. Peace; however is an elusive concept having different interpretations in different cultures as well as different connotations for the spheres in which peaceful processes are applied. It ranges from inner pace to outer peace. Consequently, the interpretation of peace ranges from absence of war, and society without structural violence to liberation from exploitation and injustice of any kind, ecological balance and conservation and peace of mind, etc. Education for peace therefore includes a variety of issues like human rights education, environmental education, international education, conflict resolution education and development education, etc. Peace education is a remedial measure to protect children from falling into the ways of violence in society. The factors include are technological innovation, Transportation, Consumer tastes have changed, and consumers are more willing to try foreign products, Emerging markets in developing countries. Peace education is educational response to the problem of human violence aiming to protect children's minds from being imbued by violence in the society thus preparing them for building a peaceful world by empowering them with necessary knowledge, attitudes, and skills. This paper includes the importance of peace education, relevant factors and issues of globalization and innovative teaching styles in teaching learning process.

Keywords: peace education, globalization, teaching styles

Introduction

Education is the only solution for peace

Emmanuel Jal

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others and with the natural environment. Peace education is more effective and meaningful when it is adopted according to the social and cultural context and the needs of a country. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet. Education for peace is fundamentally dynamic, interdisciplinary, and multicultural in nature and aims at developing knowledge, skills and attitudes needed to achieve and sustain global culture of peace. Promoting the culture of peace among learners requires active listening, problem-solving and conflict resolution. These skills need to be developed early in learners and nurtured continuously. The personal experiences of learners, therefore, have to be honored and treated as a base for dialogue and new learning. The three basic conditions – communication, cooperation, and confidence – the process of making these three conditions work is peace building. Therefore, peace is like the bridge that facilitates the process of communication and helps in developing closer relationship between people. Education for peace does not teach students what to think, but rather how to think critically. In the process, its holistic and participatory approach draws more from the constructivist than traditional curriculum designs. It aims not to reproduce but to transform, and is a continuous process dedicated to the enormous task of improving the spiritual, as well as material quality of life of people. Both constructivism and Peace education are associated with the humanistic philosophy, which is dedicated to developing more mature and self-directed learner who is conscious of his/her rights as well as the rights of others and his/her duty towards others, and emphasizes lifelong learning.

In India education for peace programmes have traditionally been concerned with promoting certain core values. Mahatma Gandhi envisaged a non-violent society, which would be free from exploitation of any kind, and can be achieved through the instrument of education. In Gandhi a concept of peace truth, non-violence, self-suffering and means and end relationships are important. The educational policies of the country lay stress on combative role of education in eliminating obscurantism, religious fanaticism, violence, superstition and fatalism, an promote some core values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, observance of small family norms and inculcation of scientific temper, etc. Peace and living together have been integral part of Indian way of living and manifested in its Constitution through various articles. It firmly believes that inculcation of certain values among younger generation would help them to exist in the dynamic socio-cultural fabric with peace, harmony and prosperity. At present, a few teacher education programs are

preparing teachers with the required skills and knowledge to teach peace education.

Incorporate peace education in all curricula & in the development of teaching/learning materials, including in multi-media facilities. Initiate functionaries of school management systems into peace education and provide them with the enabling environment to do so. Influence the relevant authorities to ensure that mass media fall in line with the mission of peace education by recognising social responsibility**.**

Innovative teaching styles

The methods of teaching such as inquiry, project, role plays, entertainment education, futures wheel, computer assisted instruction, and games and simulations. Newer teaching methods may incorporate television, radio, computer, and other modern devices. Some educators believe that the use of technology, while facilitating learning to some degree, is not a substitute for educational methods that encourage critical thinking and a desire to learn.

Project-based learning (PBL)

This process is the use of in-depth and rigorous classroom projects to facilitate learning and assess student competence. Students use technology and inquiry to respond to a complex issue, problem or challenge. PBL focuses on student-centered inquiry and group learning with the teacher acting as a facilitator. It is an instructional method that provides students with complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation, but not direction. PBL is focused on questions that drive students to encounter the central concepts and principles of a subject hands-on. Students form their own investigation of a guiding question, allowing students to develop valuable research skills as students engage in design, problem solving, decision making, and investigative activities. Through Project-based learning, students learn from these experiences and take them into account and apply them to the world outside their classroom. PBL is a different teaching technique that promotes and practices new learning habits, emphasizing creative thinking skills by allowing students to find that there are many ways to solve a problem. The project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Advocates assert that project-based learning helps prepare students for the thinking and collaboration skills required in the workplace. Many teachers and researches involved in PBL believe it makes school more meaningful as it provides in-depth investigations of real-world topics and significant issues worthy of each individual child's attention and investigation.

Technology

Makes it possible for students to think actively about the choices they make and execute. Every student has the opportunity to get involved either individually or as a group. Instructor role in Project Based Learning is that of a facilitator. They do not relinquish control of the classroom or student learning but rather develop an atmosphere of shared responsibility. The Instructor must structure the proposed question so as to direct the student's learning toward content-based materials. The instructor must regulate student success with intermittent, transitional goals to ensure student projects remain focused and students have a deep understanding of the concepts being investigated. It is important for teachers not to provide the students any answers because it defeats the learning and investigating process. Student role is to ask questions, build knowledge, and determine a real-world solution to the question presented. Students must collaborate expanding their active listening skills and requiring them to engage in intelligent focused communication.

Structure

Project-based learning emphasizes learning activities that are long-term, interdisciplinary and student-centered. Unlike traditional, teacher-led classroom activities, students often must organize their own work and manage their own time in a project-based class. Project-based instruction differs from traditional inquiry by its emphasis on students' collaborative or individual artifact construction to represent what is being learned.

Elements

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Inquiry learning

Inquiry-based learning is a learning process through questions generated from the interests, curiosities, and experiences of the learner. When investigations grow from our own questions, curiosities, and experiences, learning is an organic and motivating process that is intrinsically enjoyable. S this

process that compels us to transmit knowledge, understanding and compassion to others. This concrete application of thoughtful knowledge sparks change and fosters greater knowledge and understanding in our classrooms. It describes a range of philosophical, curricular and pedagogical approaches to learning and teaching based around the idea that when people are presented with a scenario or problem, and then with the assistance of a facilitator they identify and research issues and questions, the will arrive on the necessary knowledge. Inquiry learning is a form of active learning, where progress is assessed by how well people develop experimental and analytic skills.

The Benefits of Inquiry-Based Instruction
- Teaches problem-solving, critical thinking skills, and disciplinary content
- Promotes the transfer of concepts to new problem questions
- Teaches students how to learn and builds self-directed learning skills
- Develops student ownership of their inquiry and enhances student interest in the subject matter

Inquiry-based instruction is a student-centered and teacher-guided instructional approach that engages students in investigating real world questions that they choose within a broad thematic framework. Inquiry-Based instruction complements traditional instruction by providing a vehicle for extending and applying the learning of students in a way that connects with their interests within a broader thematic framework. Students acquire and analyze information, develop and support propositions, provide solutions, and design technology and arts products that demonstrate their thinking and make their learning visible. The Research shows that the amount of student learning that occurs in a classroom is directly proportional to the quality and quantity of student involvement in the educational program (Cooper and Prescott 1989). Yet research studies indicate that teachers typically dominate classroom conversation, consuming nearly 70% of classroom time. Inquiry-based instructional approaches reverse this trend, placing students at the helm of the learning process and teachers in the role of learning facilitator, coach, and modeler.

Problem-based learning (PBL)
Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. They learn both thinking strategies and domain knowledge. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The teacher must build students confidence to take on the problem, encourage the student and promote lifelong learning through this learning. It is used to enhance content knowledge while simultaneously fostering the development of communication, problem-solving, critical thinking, collaboration, and self-directed learning skills. PBL

may position students in a simulated real world working and professional context which involves policy, process, and ethical problems that will need to be understood and resolved to some outcome. By working through a combination of learning strategies to discover the nature of a problem, understanding the constraints and options to its resolution, defining the input variables, and understanding the viewpoints involved, students learn to negotiate the complex sociological nature of the problem and how competing resolutions may inform decision-making. Problem Based Learning addresses the need to promote lifelong learning.

Conclusion
Peace education programs centered on raising awareness of human rights typically focus at the level of policies that humanity must adopt in order to move closer to a peaceful global community. It also humanizes the child, teaching and learning, and school thus improving the quality of teaching and learning, discipline, and helps emotional development in the children. Higher educational institution need to organize in such a way so as to educate student in competence and skill and make them succeed in the global market. The prime objects of higher education is imparting quality in teaching learning process and develop a prominent "Research Culture" in our education system. The eminent Indian educationist P. Khandawala has rightly envisaged the future of education in the coming decades. Only the learning organization can cater to today's dramatic demands quickly. Not only that the global market will reward learning, but it will severely punish the lack of learning". It is the duty of all sections of society to protect and promote our higher education so that we will be better educated, healthier and more prosperous than at any time in our long history. It makes every lesson a lesson of peace, and every teacher a messenger of peace, and every teacher a messenger of peace. Curriculum designers can also find clues and insights about how values of peace can be included in the curriculum, and what measures can be taken to reduce violence in school. A large number of learning activities have also been described which can be practiced in the classroom by raising awareness among both the public and especially policy makers, to help them understand peace building.

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