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Teaching Peace Education at Higher Education Level: Some Learner Centric Approaches

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ABSTRACT

The history of mankind has witnessed the thousands of wars which have taken place in all periods destroying the peace of human minds and threatening the survival of mankind. Wars are born from the greed of power of some people or nations destroying the world peace. The best example of the present time is the crisis between Ukraine and Russia creating fear of another world war. The panacea of all these problems is imparting peace education and train young minds to realize the importance of peace. Since the contents of peace education are integrated with the different subjects like language and literature, social sciences, mathematics and sciences, etc., the pedagogy of peace education becomes very broad that includes various methods and approaches. Therefore, there is no single method to teach peace education, rather it can be taught through combining various methods in which the learners will not be simply passive listeners rather active participants. An attempt has been made in this paper to estimate some of the learner centric methods like Enquiry Method, Participatory Education, Experiential Learning, Reflective Learning, Collaborative and Cooperative Learning and Jurisprudential Teaching to teach peace education especially at higher education level.

Keywords: Collaborative and Cooperative learning, Enquiry method, Experiential learning, Higher education, Jurisprudential teaching, Reflective learning, Peace education

The history of mankind has witnessed the thousands of wars which have taken place in all periods destroying the peace of human minds and threatening the survival of mankind. Either it is the war

of Kurukshetra in the Mahabharata or the World War-II, every time some people tried to avoid war by establishing peace. The best example is Lord Krishna who became peace ambassador to avoid the devastating Kurukshetra war. M.K. Gandhi, Martin Luther King, Nelson Mandela, the Dalai Lama are to be taken as the ambassadors of peace of modern era. Wars are born from the greed of power of some people or nations destroying the world peace. The best example of the present time is the crisis between Ukraine and Russia creating fear among the people of the globe of another world war. The panacea of all these problems is imparting peace education and train young minds to realize the importance of peace.

According to Wikipedia- "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". To teach different aspects of peace education, i.e. development of human values, acquisition of knowledge of peaceful co-existence in the society, strengthening skills of living together peacefully and modifying behaviour to show tolerance to other's culture, adequate methods and approaches are required.

The 'how' is as important as that are 'what'. Hence, the teaching learning approaches that are compatible with the goals of peace education are holistic, participatory, cooperative, experiential and humanistic (Subramaniam, 2016). Since the contents of peace education are integrated with the different subjects like language and literature, social sciences, mathematics and sciences, etc., there is no single method to teach peace education, rather it can be taught through combining various methods in which the learners will not be simply passive listeners but also active participants. Some of the learner centric methods of peace education are discussed below:

(A) Enquiry Method

According to Wikipedia-"Inquiry-based learning (also enquiry-based learning in British English) is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject. Inquiry-based learning is often assisted by a facilitator rather than a lecturer. Inquirers will identify and research issues and questions to develop knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research. The inquiry-based instruction is principally very closely related to the development and practice of thinking and problem solving skills". Exline (2004) defines enquiry as 'a quest for truth, information or knowledge… seeking information by questioning'. In a lay man's view, Enquiry is a method where students are exposed to different problems which create a number of questions in their mind. While searching the answer of those questions, they can comprehend the theme of the content better.

Process of Enquiry

The fundamental approach to Enquiry method is based on constructivist learning theory. The basic

principle of constructivist learning theory propagates learning through enquiry via critical and creative thinking leading to problem solving. The process of Enquiry method is based on the following assumptions:

- The learners are information-seeking in nature and they can build their knowledge and comprehension through their enquiries.
- While collecting and absorbing the information, they develop their cognition as well as meta cognition.
- Cognition and meta-cognition help to gather experience and experience changes their cognitive as well as affective domains.
- Change of cognitive and affective aspects reflects on their thinking and behaviour.

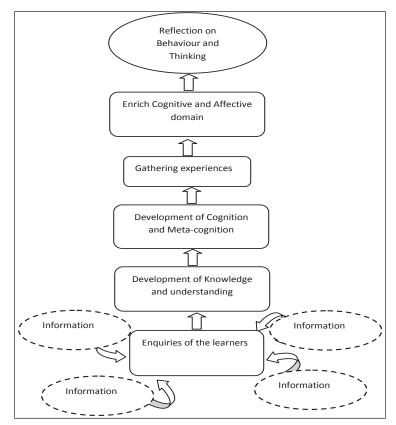The above discussed assumptions of Enquiry method may be presented in Fig. 1.

Fig. 1: Enquiry Process

While teaching peace education through any subject, the teacher should keep this process in mind.

Steps of Enquiry method

While teaching peace education through Enquiry method, the teachers should follow the steps given below:

a. *Planning*: At this initial phase, the teacher will teach a lesson, suppose a prose piece of English, viz. Mother Teresa, where values of peace and humanity are integrated. After presentation of the topic, the teacher generalizes particular information where values of peace are integrated. He/ She may ask and facilitate the learners to ask different questions about Mother Teresa among themselves.

b. *Review*: In this step, on the basis of the questions framed in the previous step, learners are asked to review the passage again to find the answers.

c. *Organize*: The learners organize their answers from the passage on the basis of framed questions in this step.

d. *Share*: The teacher asks to the students to share their framed questions as well as answers among the peer group. The teacher may modify the questions as well as answers relating to inculcate value of peace and tolerance among the students.

e. *Evaluate*: This is the final and crucial step of Enquiry method. In this step the teacher will evaluate the students' development of inquisition towards peace. If he/ she feels that learners are not up to the mark of asking different thought provoking questions related to the topic more specifically peace , he/she may plan again accordingly.

Enquiry method is very much helpful for development of higher order of thinking among the students. Since peace education is abstract in nature and hidden in other components of curriculum, Enquiry method will be very much useful to develop higher order of thinking skills of the learners. Teacher should encourage the learners to ask different questions freely leading to discover the appropriate answer. Enquiry method for teaching peace education can be applied through multiple formats like field work, case studies, investigations and project works, etc. also.

(B) Participatory Education

Peace education is a holistic and participatory process which includes teaching for different aspects like-gender equality, traditional peace practices, human security, non-violence, human rights, international law, social and economic justice and environmental sustainability, etc. From this concept, it is clear that peace education must be taught through holistic approach where teachers, students and other stakeholders of education have to shoulder the responsibilities. From this idea participatory education emerges.

Participatory Education is an educational model in which students are given as much of a voice as their instructors or leaders in determining curriculum and activities (Sauve, n.d.). All participants are

active in defining their own needs as well as their own desires. Beyond simply defining these goals, all participants work to implement them and then to evaluate the process that they used to achieve said goals. The overall purpose of participatory education is defined as improving one's own life as well as the lives of others in the world by promoting justice and equality. As such, participatory education is a methodology that fits the methods of peace education (Knox, 2011).

Objectives of Participatory education

The main goal of participatory education is to help the learners of peace education learn to use reflections on their day-to-day experiences to analyze the socio-political context in which they live and to develop a sense that they can work efficiently to change that context. The objectives of participatory education are:

- To cultivate and support the students' responsibility for their own peaceful problem solving.
- To demonstrate the community (from which learners belong to) norm of social justice.
- To train students through molding of dispositions and skills those develop peace.
- To create a safe school environment free from conflict and violence.
- To use strategies that promotes peaceful interaction among the stakeholders of education.
- To inculcate the values of practicing non-violence before and during conflicts.
- To undertake different actions for peace development in and outside of school campus.
- To facilitate learners to develop skills from their collective experiences.

Canadian Centers for Teaching Peace Education (2009) express that in the classroom, peace education aims to develop skills, attitudes and knowledge with co-operative and participatory learning methods. Through dialogue and exploration teachers and students are to engage in a journey of shared learning. In teaching peace education, students are empowered to take responsibility for their own growth and achievement. The culture of peace cannot be developed through the autocratic curriculum design and implementation that take place in our society today.

Process of Participatory education

Participatory education for teaching peace includes a number of group activities like group interaction and helping to each other for the development of skills and attitude towards peace. These activities may be carried out with proper planning, designing, implementing and evaluating the participatory peace education programme. The cycle of the process of participatory peace education programme may be seen from the Fig. 2.

(a) *Planning:* In this very first stage of participatory peace education programme, the teacher plans for group activities for teaching peace education integrated in different subjects of curriculum. He/she

should sensitize the learners on the need to work together and come out with a programme that can assist them to learn the concepts of peace education in the curriculum.
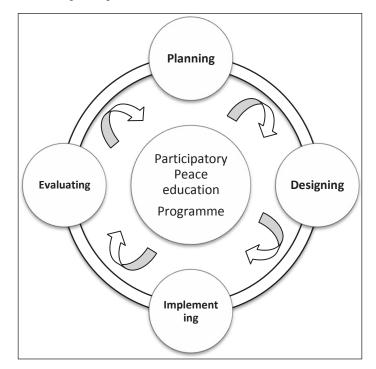

Fig. 2: Process of Participatory education

(b) Designing: On the basis of the planning, the teacher designs a model for the students to work together. For example, if a teacher of social studies wants to teach students about social justice, he/she may design small peer group to undertake projects of collecting data related to social justice from the communities from where students belong to. He/she may arrange small group discussion to inform the students about their plan of action. He/she may form peace club also.

(c) Implementing: In this stage, the learners are supposed to work collectively. Teacher will help them whenever required. From our previous example the small group of students will be allowed to go to their community and see whether social justice is practiced and make their project papers.

(d)Evaluating: The work undertaken to promote peace among the students will be evaluated in this stage. The teacher will evaluate the works, e.g. project reports of the groups and evaluate them. If requires he/she may plan for the same again.

Participatory education emerged from constructivist theories of learning which suggests that knowledge is objectively constructed by rather than transmitted to learning. Through this approach, learners apply their knowledge to solve different problems collectively. Thus it incorporates several opportunities to

deal with different problems related to peace directly by the learners. This approach helps to work collaboratively for conflict resolution and mitigating different crisis leading to establishment of peace in human society.

(C) Experiential Learning

Education in a broader sense considered as a life- long process. But do we learn entire life staying schools, colleges or universities? Answer is certainly not. Then how do we learn throughout life? The answer is through experiences. While defining education, John Dewey stated – "Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities" (Purakait, 2006). From this definition it is clear that without experience true learning cannot happen. And from this, the idea of Experiential Learning emerges. The basis of all experiential Learning (EL) is that experiences matters. Many educationists believe that without an experience, there can be no true learning or real understanding of a concept or situation (Enfield, Mc Quitty and Smith, 2007). According to Learning the Way of Peace; A teacher's Guide to Peace Education published by the United Nations Educational, Scientific and Cultural Organization (UNESCO) -2001, Learning from experience is most natural to us. But that does not mean we learn from every experience. To learn from experience you have to reflect and inquire as to incident. For instance, you have to ask yourself: What happened? What can I learn from it? This means that learning from experience demands reflection, conceptualization and generalization and application to new situations (p.43).

Experiential learning promotes learning by doing. A number of activities related to peace education may be created by the teacher and the students will be assigned the works- they have to perform. During Experiential learning, students are not necessarily taught how to do something but how to find out the answer to problem they are looking for through trial and error (Peace Education, B.Ed. II year Module, Bharathidasan University).

Experiential Learning Process in relation to Peace Education

Though learning from experience is a natural as well as universal process, but we don't necessarily learn from each and every experience. Without reflection and proper application, experience is not considered as learning. In scholarship from the mid-1980s, education psychologist David Kolb began providing the psychological rationale for experiential learning by asserting that students learn best when they engage in a learning process that includes a sequence of experience, reflection on that experience, opportunity to generalize, and finally application of their new-found knowledge (Hirsch, 2018).

According to Kolb (1984), learning is the process whereby knowledge is created through the transformation of experience. He has given a four stage learning cycle model as shown below:
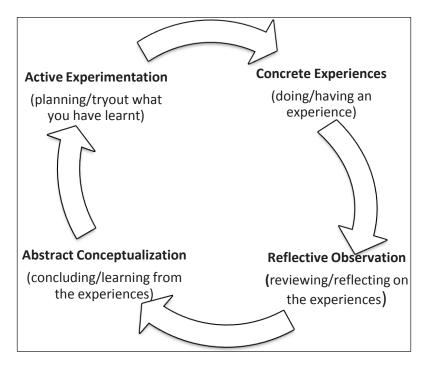
Fig. 3: Cycle of Experiential Learning

The stages of experiential learning cycle may be discussed simply as follows:

a. *Concrete Experiences*: The first stage of experiential learning is either encountering a new experience or reinterpreting an existing experience. In teaching peace education, new situations may be created by teacher to which learners are to be encountered.

b. *Reflection*: In this stage, learners develop their understanding about the new experiences gained by them which may be reflected in their behavior.

c. *Conceptualization/Generalization:* Reflection gives rise to a new idea, or a modified of an existing abstract concept (McLeod, 2017). The learners draw a generalization about his/her experience in this stage. For example, when a learner experiences a riot between to religious group of people in the society which creates violence and hampers social peace, he/she generalizes that religion is one of the factors for communal riot.

d. *Application:* At this stage of experiential learning, the learner tries to apply his generalized idea to a particular situation to solve a problem. Both the success and failure gives him a new concrete experience again. Thus the cyclic process happens as:
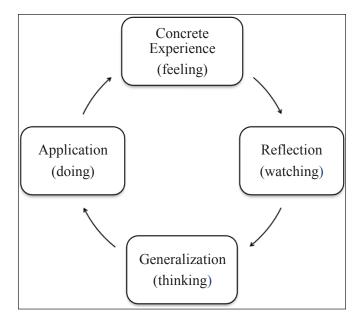
Fig. 4: Process of experiential learning (simplified)

The pedagogical approach related to experiential learning is Project method based on Dewey's principle of 'learning by doing'. In this method a number of activities related to peace education, i.e. communal harmony, practice of non-violence, establishment of social justice, etc. may be assigned to the students. While undertaking such projects the learners will encounter different situations from which they may gain concrete experience which will promote learning related to peace education. Learning from experiences lasts long. In this context an ancient Chinese proverb says:

'I hear, and I forget

I see, and I remember

I do, and I understand'.

(D) Reflective Learning

Reflective learning is very much associated with experiential learning. Reflection helps a learner to actively participate in learning process to be an effective and self dependent learner. According to Wikipedia, Reflective learning is a form of education in which the student reflects upon their learning experiences. A theory about reflective learning cites it as an intentional and complex process that recognizes the role of social context and experience. The goals of the process are the clarification and the creation of meaning in terms of self, which then lead to a changed conceptual perspective. Reflection is a way of learning that helps the learner to evaluate his/her own performance as a learner. Reflection has been described as a deliberate process during which the candidate takes time, within the course of

their work, to focus on their performance and think carefully about the thinking that led to particular actions, what happened and what they are learning from the experience, in order to inform what they might do in the future (Coughlan, 2008).

Reflective learning is a development of the concept of experiential learning which is found in the book 'Experience and Education' written by John Dewey in 1938. Dewey used the term 'reflective practice' to mean exploration of experience, interaction and reflection. David Kolb, Donald Schon and David Boud were inspired by the works of John Dewey to explore the boundaries of reflective practice. Among those Donald Schon did tremendous work on reflective learning. In 1983, Donald Schon introduced two terms, i.e. 'reflection on action' and 'reflection in action' in his book – 'The Reflective Practitioner'. So, Donald Schon is considered as the pioneer of Reflective learning. According to Boud *et al*. - "Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning".

From the discussion above, it may be concluded that reflective learning is a process which includes some intellectual and affective activity that lead to exploring experiences in order to develop understanding and appreciation.

Levels of Reflection

Beginning from John Dewey to Habermas, different educationists have given different levels of reflection. Van Maanen (1991) organizes reflection into a cognitive hierarchy of four levels as shown in the following diagram:

Level-I
• Thinking and acting in a common sense manner on a daily basis.
• Clear separation between reflection and action.

Level-II
• More specific reflection focused on events or incidents.

Level-III
• Reflection on personal experience and that of others, which is more systematic with the aim of arriving at an understanding through interpretation.

Level-IV
• Reflection on the manner of reflection, thinking about the nature of knowing (meta-cognition) and the conditions that shape experience.
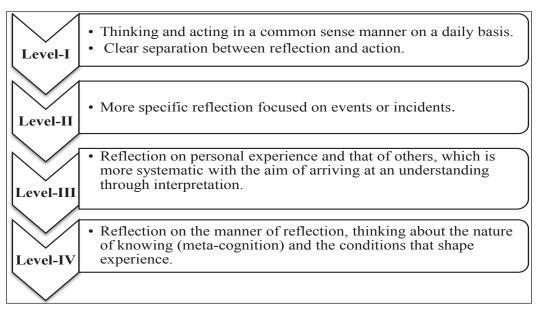
Fig. 5: Levels of Reflection

Process of Reflective learning in relation to Peace education

The most popular Reflective learning cycle model is Gibbs' Reflective Cycle after the name of Graham Gibbs (1988). The model offers a framework for examining experience and given its cyclic nature lends itself particularly well to repeated experiences, allowing the learner to learn and plan from things that either went well or didn't go well. The model has six stages in a cyclic pattern as shown below:
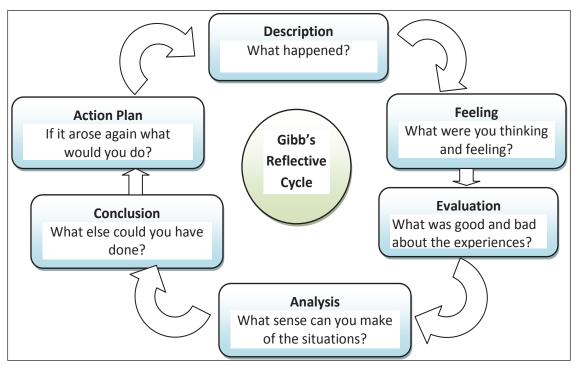

Description
What happened?

Feeling
What were you thinking and feeling?

Gibb's Reflective Cycle

Action Plan
If it arose again what would you do?

Evaluation
What was good and bad about the experiences?

Conclusion
What else could you have done?

Analysis
What sense can you make of the situations?

Fig. 6: Reflective Cycle (After Graham Gibbs)

The model is an ideal concept of working through experiences. Let's discuss the stages in relation to pedagogy of peace education.

(a) Description: In this very beginning stage of Reflective learning the learners have a chance to describe the situation in detail. Suppose if a teacher wants to teach non-violence, he/she may give instructions to his/her learners to witness a violent situation (may be created through simulation). Here the learners are instructed to ask the following questions among themselves:

- ☐ What happened?
- ☐ When and where did it happen?
- ☐ What did you and other people do? etc.

(b) Feelings: Here the learners will express their feelings or thoughts about the situation they experienced. From our previous example of a violent situation to which learners were encountered, the following questions may be asked:

☐ What were you feeling during the situation?

☐ What were you feeling before and after the situation?

☐ What do you think about the situation? etc.

(c) Evaluation: In this stage the learner have a chance to evaluate what worked and what didn't work in the situation. They will evaluate both positive and negative impacts of that situation cited in previous stages. The learners may be asked the following questions:

☐ What went well in the situation?

☐ What didn't go well in the situation? etc.

(d) Analysis: This is the stage where the learners have a chance to make a sense of what happened. They have to extract the meaning from the situation cited in previous stages. They may be asked to analyze the root causes of that violent situation which hampered social peace.

(e) Conclusions: In this step the learners have to draw conclusions about the situation. Here they will summarize what they learned from the situations. Moreover, they have to say what they should do to restrict this type of violent situations in future. The students may ask the following questions themselves:

☐ What did I learn from the situation?

☐ What skills do I need to develop for me to handle a situation like this better?

(f) Action Plan: In this step the learner has to plan his/her action to handle the similar or related situation differently in future. This is the final stage where reflections of learners' learning are expected. It is extremely helpful to think about how a learner will help himself/herself to act differently in a similar situation to practice non-violence or maintain social peace.

To acquire peace values and skills in a large and diverse class, reflective learning strategies are very much useful. Reflection facilitates learning by enhancing the conditions that seem to favour learning. To inculcate different peace values among the learners reflective learning is an appropriate learning strategy.

(E) Collaborative and Cooperative Learning

Researches show that learners learn more efficiently in groups rather than individually assigned learning tasks. Since peace education is combination of different social skills, it can be learnt better in groups. From this group learning concepts, the idea of Collaborative and Cooperative learning emerges. According to Wikipedia –"Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's

ideas, monitoring one another's work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetric roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.). Methods for examining collaborative learning processes include conversation analysis and statistical discourse analysis".

Thus collaborative learning is a method of teaching and learning in which learners (peers) form a group and work together on a specific learning task assigned to them. The group may be formed within an educational institution or learners of different institutions. In case of groups formed between the learners of separate institutions, they work together over the internet and to exchange and share the assignment.

Cooperative learning is a specific kind of collaborative learning in which learners work together in small groups on a structured activity. In cooperative learning, the learners are individually accountable for the assigned work as well as to the group as a whole. Wikipedia defines Cooperative learning as-"Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.)".

Prior to Second World War, Allport, Watson, Shaw and Mead began working to establish cooperative learning theories. In 1937, research works of May and Doob proved that people's achievement in group works was better than their individual achievement; from which different theories of cooperative learning has been established. The works of John Dewey, Kurt Lewin and Morton Deutsh also contributed a lot to the theories of cooperative learning.

Assumptions of Cooperative learning

There are three major pre-conditions of Cooperative learning. They are:

a. *Students' motivation*: Learners must be ready to take challenges of assigned task as well as their safety should be ensured.

b. *Small group*: The group should be small in which each and every member get a fair chance to contribute. In a large group, each and every member may not get equal chance to work and contribute.

c. *Clearly defined tasks*: The work or task assigned to the students must be clearly defined. That means- what is the task to be accomplished; what is the nature of the task; how much time

allotted to complete the task; what are the expected result or outcomes of the task, etc. should be clearly mentioned.

Elements of Cooperative learning

The five essential elements of Cooperative learning according to Brown and Ciuffetelli Parker (2009) and Siltala (2010) are:

a. *Positive interdependence*: This is the most important element of Cooperative learning where a small group is formed. The learning in the group must be encouraged for active participation, full effort to carry out the assigned task. Each member should feel that he/she is full responsible for accomplishment of the task successfully.

b. *Face-to-face promotive interaction*: While working in a small group, the learners most promote each other's success. Learners should explain and share each other's learning experience and take assistance if required in case of difficulty in accomplishing the task.

c. *Individual and group accountability*: each and every member should show his/her accountability toward individual as well as group performance. Individually he/she should demonstrate his/her mastery of the content being studied.

d. *Social skills*: for successful cooperative learning, different social skills, viz. leadership skill, decision- making skill, trust building skill, friendship development skill, communicative skill and conflict management skill must be developed among the learners.

e. *Group processing*: To Clarify and improve the effectiveness with which the members of the group carry out the processes necessary to achieve the goals of the group are called group processing. Group members may take help of each other to achieve the goals and they may change any action to achieve the goal collaboratively.

Cooperative Learning techniques in relation to peace education

Hundred of techniques are there to undertake a learning task through cooperative learning. A few of them useful to teach peace education are discussed below:

1. *Think-pair-share*: A Think-pair-share technique was originally developed by T. Layman in the year 1981. In this technique, students are assigned to contemplate a posed question or problem silently. They may note down their thoughts or simply brainstorm in his/her head. Pairs are made from the peer group and they may share and exchange their thoughts with their respective pairs. For example, if a teacher is teaching human rights, he/she may tell the learner why human rights are hampered in the society. The learners will think about the topic and share their idea with their pair. The best thought/solution may be taken.

2. *The Jigsaw techniques*: The Jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It was designed by social psychologist Elliot Aronson to help weaken racial cliques in forcibly integrated schools (Wikipedia). In this technique, the whole class is divided into small heterogeneous groups. Two types of groups, viz. home group and expert group are formed. The whole learning task is broken into small piece of problems. Each group is assigned with a small problem to work out leading final outcome of the main topic. The members from home group move to expert group and vice-versa. In teaching human rights, the teacher may assign the main topic into small pieces and assign to small groups. For example, causes of human exploitation may be assigned to one group and how to establish social cohesion to promote human rights to other group respectively. Afterwards, they are allowed to interchange members from one group (say home group) to other (expert group).

There are other two varieties of Jigsaw technique:

☐ *Jigsaw II*: this technique was developed by Robert Slavin in 1980. In this technique, the members of home group are assigned the same material but they have to focus on the separate portion of the material. Each member of the group once becomes 'expert' to teach the assigned material to his/her group member.

☐ *Reverse Jigsaw*: Reverse Jigsaw technique was developed by Timothy Heden in 2003. In this technique, the students of only expert group teach the whole class rather than return to their home group in case of Jigsaw technique to teach the content.

3. *Inside- outside circle*: This is a cooperative learning strategy in which students form two concentric circles and take turns on rotation to face new partners to answer or discuss the teacher's questions. This method can be used to gather a variety of information, generate new ideas and solve problems (Wikipedia).

4. *Reciprocal Teaching*: Reciprocal teaching model was developed by Brown and Palinscar in 1982. Reciprocal teaching technique is mostly used to teach reading comprehension. In this model students are encouraged to read, talk and think their way through the text. It uses scaffolded talk between a teacher and students of a group or among the students themselves. In a language class, a teacher can teach peace education skills through this technique while providing reading comprehension.

5. *Student-Teams-Achievement Divisions (STAD)*: In this technique, students are placed in teams (small groups). The entire class is being taught a lesson and students of the group are subsequently tested. Individual students are provided with grades according to their performance of the group. Tests are taken individually but the members are encouraged to do their best to achieve good grade for the group.

6. *Team Game Tournament* (*TGT*): It is an interesting fun creating technique where students are placed into small groups to study and prepare for a trivia game. It motivates the students to learn the material with fun. It promotes joyful learning. Different aspects of peace education can be taught through this interesting technique.

Cooperative and collaborative learning promote the learners achievement to higher level. It helps to build positive relationship among the students which is very much required to establish. The experiences gained through cooperative and collaborative learning help to develop social and interpersonal skills of the learners. Learning by experience and learning by doing make learning permanent. The techniques used in cooperative and collaborative learning are not only useful to enhance the confidence levels of students but also to build self-esteem among them.

Although there numerous benefits, cooperative and collaborative learning are not free from criticisms. Students depending on each other for collaborative work; much talking in learning situation causing disturbances; difficulties in grading students' performance, etc. are some of the limitations of cooperative and collaborative learning. If the teacher takes proper care of these limitations, teaching peace education through cooperative and collaborative learning will be very much fruitful.

(F) Jurisprudential Teaching

Jurisprudential teaching popularly known as the Jurisprudential Inquiry Model (IJM) was developed by Donald Oliver and James P. Shaver in 1974. The main aim of this model is to develop skills of analyzing issues and to assume the role of others and social dialogue. The Jurisprudential Inquiry Model is based on conception of the society, in which people differ in their views, priorities and social values, legally conflict with one another's resolving complex, controversial issues within the context of a productive social order, and requires people who can talk to one another and successfully discuss their differences Gopalan, (2020). The legal, cultural, economic and social aspects of human civilization are undergoing the process of continuous changes. To cope up with those changes, there emerges the need of changing the framework of education, which will enable the people to find out their position on social, ethical and legal aspects of the society. In this context Joycee and Weil (1985) write-"Jurisprudential Inquiry Model is essentially useful in helping people rethink their positions on important legal, ethical, and social questions ....By giving them tools for analyzing and debating social issues, the jurisprudential approach helps students participate forcefully in the redefinition of social values." Jurisprudential Inquiry is a learning model that trains the students to be sensitive to social problems, take a position (attitude) towards the problem, and maintain that attitude with relevant and valid arguments (Reinita, Miaz and Waldi, 2019).

Objectives of Jurisprudential Teaching

☐ To develop the skills of dialogue leading to clarify and solve the problem.

☐ To develop interpersonal skills of the learners for mutual inquiry and clarification.

- ☐ To develop the skill of independent thinking and providing own opinion.
- ☐ To inculcate certain values in the learner and develop rational thinking capacities.

Assumptions of Jurisprudential Teaching

The basic assumptions underlying Jurisprudential teaching are:

- ☐ Social values perceived by individuals conflict by each other.
- ☐ The mutual sharing of different opinions help to resolve complex and controversial social issues.
- ☐ A responsible citizen is like a judge who listens to the evidence, analyzes the legal positions taken by both sides and finally take best possible judgment or decision.
- ☐ To play the role of a judge of social conflicts, a person must have familiarity with values, knowledge of contemporary socio-political issues and skills for clarifying as well as resolving issues.

Process of Jurisprudential Teaching in the context of teaching peace education

Jurisprudential Teaching is basically a learner centered problem solving method used to teach various concepts. It can be very effectively used to teach any aspect of peace education through the following phases:

a. *Orientation to the issue*: In this very first stage students will be oriented to a particular issue. For example, if a teacher wants to teach resolving social inequalities, he/she must provide sufficient knowledge of social inequality to the learners.

b. *Identifying the issue*: Students will identify values and value conflicts related to the issue selected for learners. For our previous example, students may find out what is the value conflicts related to social inequalities. Here views may come in favour or against the issue.

c. *Analyzing and synthesizing the issue*: In this phase the learners analyze the issue from different angle and gather information relating to that. Afterwards they synthesize the piece of information and develop the ability to solve the problem.

d. *Mock public meeting*: The teacher organizes a mock meeting making a judge one among the students, divides the class into two groups. The two groups may present their arguments in favour and against the issue. Finally the judge takes the decision.

e. *Clarification and conclusion*: In this phase, students get clarification of their doubts, if any and draw a concrete conclusion about the issue. The teacher may help to clarify the doubts of the students as well as to draw conclusion.

f. *Application*: This final stage is very crucial. The learners apply their knowledge to the practical field of their surroundings. For our example, the learners may try to resolve social inequality in their community leading to establishment of social cohesion and peace.

Jurisprudential model includes discussion, debate, role playing and problem solving activities in which students have to participate actively. The role of the teacher is sometimes task master and sometimes facilitator of learning. This model allows the learners to express their views and ideas freely on a particular social issue especially related to value education. Since, the method is learner centered and one of the students plays the role of authority instead of teacher it not only creates interest among the students but also allows the students to present their idea more spontaneously without fear. This model is more useful to create scope for the learners to apply acquired knowledge in their day to day practical problems. The Jurisprudential Inquiry model is based on the exploration and reflection of everyday social issues that people usually have conflicting thoughts and differences on. The idea is that the model will help students explore social issues, encourage them to question social and political forces, encourage value clarification, and practice reflective thinking skills, teachers are willing to meet the challenge, all could find themselves involved in a teaching model that will guide students to new heights of understanding and rejuvenate early teaching ideals (Gopalan, 2020).

CONCLUSION

Methods of teaching are equally important to the contents of peace education. In peace education teaching, content, structure and form are three important aspects to be considered. The contents of peace education are incorporated with different subject areas which to be related with the learners day to day life situations. The structure is the educational settings where peace education to be taught. It should be kept in mind that the pedagogical settings of peace education are not limited inside the four walls of formal classroom rather it is linked to the different social situations through which peace can be established. Form and content are closely related as the form determines the content and vice-versa. Therefore, content, structure and form will be focused in peace education pedagogy.

The different learner centric methods discussed in this paper are the road maps on which pedagogy of peace education moves on, but there may be numerous teaching methods for peace education that will emerge from the creative thinking of a peace educator.

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