



LEARNER-CENTERED APPROACH IN PEACE EDUCATION

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ABSTRACT

Peace education is a process of assisting learners to acquire essential knowledge, skills, attitudes and values, to live harmoniously with oneself, fellow beings, nature and the natural environment. UNESCO (2001) suggested a model for peace education with 10 basic themes. One of the ten themes, 'Discover Inner Peace', stresses four core values such as 'resolution of inner conflict', 'self-knowledge', 'meditation' and 'spiritual needs'. From these, the first three values were selected for the study, which are essential for an individual to live peacefully with oneself. Thus the present study was conducted with the objectives to develop a learner centered study material with Information and communication technology (ICT) for helping secondary school students to acquire inner peace for happy and satisfied living and to find out the effectiveness of the material in developing the values among them. The sample of the study consisted of 30 students studying in class IX from one of the schools in South Delhi. The tools used for the study were 'Learner centered study material with ICT' and relevant inventories for pre and post-tests. It is proved that the study material with ICT is effective in assisting the learners to acquire values by them.

KEYWORDS : peace education, learner centered approach, ICT

Introduction

As India gears up to roll out its first education policy in the twenty-first century - the National Education Policy of India 2020 - envisions that education has to be holistic, experiential, cohesive, inquiry-driven, discovery-oriented, learner-centred, discussion-based, pliable, and unquestionably enjoyable towards which pedagogy should evolve. However, in our present context greater emphasis is on the cognitive aspects of development and academic excellence. There emerges a culture of competition promoting the feeling of 'I' instead of 'we'. More and more people become self-centred, withdrawn themselves to their own 'personal and private kingdom' with their mesmeric devices. As education plays an important role in the development of a nation, society and an individual, it should transmit and acquire all necessary values to the younger ones through both explicit and implicit ways and there by produce productive citizens of our great nation. Even though education is considered as an effective tool to equip an individual to encounter the challenges and problems of life it is unfortunate to mention that the present education system is not able to mould such individuals.

One of the ten themes, of UNESCO's (2001) model for peace education 'Discover Inner Peace', stresses four core values such as 'resolution of inner conflict', 'self-knowledge', 'meditation' and 'spiritual needs' and the theme concerned with resolution of one's own inner conflict, understanding one's self, achieving peace of mind etc. are included. A learner centered approach was used with a pedagogy of experiential and participatory learning. Self-learning materials with story, discussions on relevant issues and situations, problem solving, meditation with help of Information and communication technology (ICT) was used in this study.

Oravec (2004) made a study on "war blogs and "peace blogs in peace education. The study explores the developing trends and importance of weblogs and how they can be used by students and teachers in a peace education context. Weblogs are emerging genre which provide a platform to express individual voices and also may be used with various face-to-face and online for promoting discussions and interactions.

Jeanne and Roza (2014) in their study pointed out the need of a paradigm shift in the teaching learning approach from teacher centred to learner centered. Their study analysed the concept of learner centered approach, course guidelines developed and implemented by trained teachers in the

developed courses within the framework of the project Western Eastern Teachers' Education Network. The study emphasised the role of teacher as a facilitator who facilitate learning activities, guide and help the learners to improve their learning.

Jamwal (2012) conducted a study to compare the effectiveness of interactive module along with classroom teaching and the other conventional method of teaching and it also reviews the learning reference of the students in Logan High School, Utah. The study argues that interactive learning modules are effective and can be used in classroom context for effective learning.

Jeffrey and Jennifer (2012) pointed out in their study that curriculum and instruction should pay much emphasis on developing skills where learner should take the responsibility of their own learning and for which three foundational skills, viz., self-regulation, collaboration and academic mind-set were identified. The study suggested the need for more classroom based research on interventions, aimed at the development of foundational skills.

Jenkinsa and Jenkinsb (2010), studies the development of the peace education programme for schools in the post-conflict society of Bougainville. It describes how local educators collaborated with experts through dialogic process to develop a peace.

Biaggio, De Souza and Martini (2004) explored Student's attitude to peace, war and violence among five countries such as Brazil, Chile, Germany, Portugal and USA and the sample of the study was 171 adolescents and adults both males and female. A questionnaire of 11 items was used to collect data and was analysed with content analysis. All participants indicated education and dialogue as remedy to violence. Also it recommends that there must be specific peace education modules to be included in the school curricula.

ICT Facilities have great potential to influence the learner by providing audio and visual experience of real life situations around the world into the classroom, and there by teachers can provide opportunities to think critically, creatively, constructively and analyse the situation. The value education given at present in the classroom are not sufficient to guide the students with right motivation and pertinent moral values. So it is necessary to develop a relevant, age appropriate, ICT integrated and effective learning materials to facilitate the process of value education to the students at different levels of

education.

Objectives of the Study

The following are the objectives of the present study

- To develop 'a learner centered study material with ICT' for inculcating the values under the theme 'discover inner peace' among secondary school students
- To study the effectiveness of the 'learner centered study material with ICT' in inculcating the values under the theme 'discover inner peace' among secondary school students.

Hypothesis There will be no significant difference between the scores of pre-test and pot test regarding the values under the theme 'discover inner peace' among secondary school students before and after they are taught through 'learner centered study material with ICT'.

Methodology

The present study adopted experimental method. 'Pre-test – post-test single group' design was used. At the first phase, the researcher made an exploratory study to understand the ongoing peace/ value education among school students. The researcher conducted a pre-test in order to get the score before introducing learner centered study material with ICT.

In the second phase, the researcher developed a study material for inculcating peace related attitudes and values among school students based on 'learner centered approach with ICT'. Lessons prepared on one of the themes suggested by UNESCO: 'discover inner peace'. (Learning the way of Peace: A Teacher's Guide to Peace Education, UNESCO Regional Seminar on curriculum development for Peace Education, Colombo, Sri Lanka, 3-5 January 2001). After conducting the pre-test the students were exposed to the 'learner centered study material with ICT'. After a fixed period of time a post-test was conducted to determine the effectiveness of the new study material by administering a peace related attitude inventory developed by researcher.

The tools used for the present study are 'Learner centered study material with ICT' to inculcate peace related attitudes and values and 'Peace related attitude inventory'. The sample of the study consisted of 31 students studying in class IX classes from one of the schools in Delhi.

Analysis and Interpretation of Data

The raw data collected were tabulated and processed in both qualitative and quantitative terms to obtain an overall understanding about the effectiveness of the 'learner centered study material with ICT' for peace education.

Table 1: Mean, Standard Deviation, and t-Value Scores obtained in different Core Values

CORE VALUES	MEAN		STANDARD DEVIATION		T-VALUE
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	
Resolution of inner conflict'	16.677	18.935	3.037	2.67	4.338
Self-knowledge'	15.709	18.516	3.398	2.047	4.705
Meditation	16.677	19.645	2.821	3.241	5.005

As per table 1, the calculated t-value is 4.338, 4.705, and 5.005 on 'resolution of inner conflict', 'self-knowledge', and 'meditation' respectively are higher than the table values of t (1.96 at 0.05 level and 2.57 at 0.01 level of significance). From this we can understand that, 'learner centered study material with ICT' for peace education has significant effect in inculcating the selected values such as 'resolution of inner conflict', 'self-knowledge', and 'meditation' among secondary students.

Table 2: Testing the hypothesis-There will be no significant difference between the scores of pre-test and pot test regarding the values of 'discover inner peace' among secondary school students before and after they are taught through 'Learner centered study material with ICT'.

Test	MeanT	S.D	t- value
Pre-test	49.06	7.88	6.11
Post- test	57.097	6.50	Rejected

As per table 2, the calculated t-value is 6.11. The value of t (6.11) is higher than table value of t (1.96 at 0.05 level and 2.57 at 0.01 level of significance). Thus, the hypothesis- there will be no significant difference between the scores of pre-test and pot test regarding the values under the theme 'discover inner peace' among secondary school students before and after they are taught through 'learner centered study material with ICT'- is rejected. From this we can infer that learner centered study material with ICT integration for Peace Education has a significant effect in inculcating the core values selected; such as 'resolution of inner conflict', 'self-knowledge', and 'meditation'. Thus, it reveals the effectiveness of the study material in value inculcation.

Conclusion and Suggestions

The study revealed that learner centered study material with ICT is effective in inculcating peace related values such as 'resolution of inner conflict', 'self-knowledge', and 'meditation' among secondary school children. Along with the previous researches in this field such as studies conducted by Biaggio, De Souza and Martini (2004) and Jenkinsa and Jenkinsb (2010) which indicate that education and dialogue are remedies to violence, study by Jamwal (2012) which argues that interactive learning modules are effective and can be used in classroom context for effective learning, the present study also promotes dialogue and interactive learning for peace /value education. Along with the study of Oravec (2004) on 'war blogs' and 'peace blogs' in peace education, the present study also, stresses the effectiveness of the use of ICT in Peace education. Weblogs are an emerging genre which provide a platform to express individual voices and also may be used with various face-to-face and online facilities for promoting discussions and interactions.

ICT integrated interactive and participatory teaching-learning is effective in assisting the learners to acquire and internalise the essential values for a peaceful living. To have a peaceful living one has to discover inner peace and should be in peace and harmony with himself, then only he will be able to keep harmonious relationship with others and with the nature. For all these we need to nurture our future generation with most effective intervention so that a peaceful society with healthy relationship will be created.

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