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DEVELOPMENT OF CULTURE OF PEACE: VALUES, ATTITUDES AND SKILLS

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ABSTRACT :

According to the UNESCO Charter "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (UNESCO 1945).If we are to follow this, we need to change our mindset, our perceptions and our worldview to move from a culture of war to a culture of peace. Education is the powerful means to shape the people's minds and hearts towards peace and is a powerful tool to promote peaceful culture. Teachers conduct the symphony of education. Teachers are role models of peace values. They must cherish the values and attitudes conducive to peace and exhibit the same in their behaviour. They must bring change in themselves first, to be the peace-builders. Hence, the present study aimed at developing culture of peace among student teachers for which the researcher designed modules of innovative strategies. The study used Quasi Experimental pre-test post-test non-equivalent group design. The modules were implemented on experimental group. Control group was not given any treatment. The inferential analysis used t-test, paired t-test and ANCOVA, the results of which show that the innovative strategies were useful in developing the values, attitudes and skills among student teachers of experimental group.

KEYWORDS : *Culture of Peace, Student-teachers, peace-builders.*

I. INTRODUCTION

According to the UNESCO Charter "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (UNESCO 1945).If we are to follow this, we need to change our mindset, our perceptions and our worldview to move from a culture of war to a culture of peace. Surely today's society needs the ways of staying together in peace and harmony.   The General Assembly of the United Nations that proclaimed the years 2001-2010 the International decade for a Culture of Peace and Non-violence for the children of the world, defines a Culture of Peace as "All the values, attitudes and forms of behaviours that reflect respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding between people."

Thus, for achieving culture of peace people must possess such competencies, values, attitudes and skills required to live in peace and harmony. Values are guiding principles which enriches our living e.g. love, compassion, kindness, empathy, courage etc. Values are internalised through experiences. To live peacefully, one must possess skills such as listening, communication, decision making, critical thinking, reflection etc. It develops one's ability to work together as a group and resolve the conflicts non-violently. Developing positive attitude towards life and behaviours of appreciation, co-operation, belongingness, tolerance and spirit of learning is equally important. Education is the only hope and it can contribute immensely to develop such culture of peace, cohesion and collaboration. In the process of weaving a culture

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of peace the role of education is vital. The success of initiatives taken by the educational institutions towards creating a culture of peace, largely depends upon the vision, motivation, competencies and awareness of the teachers. Teachers conduct the symphony of education. The teachers must cherish the values and attitudes conducive to peace and exhibit the same in their behaviour. Good teachers are models of peace values. Hence, they must bring change in themselves first, to be the 'peace-builders'.

1.1 NEED AND RATIONALE OF THE STUDY

Peace is a prime requirement for progress and national integration.Peace begins with an individual and spreads to the family, to the community, to the nation, and to the global village. Promoting a culture of peace, hence, is essential. Today's society is experiencing the peace-crisis. In a world torn with conflicts and violence, the need for peace building and peace making cannot be over emphasized. Responding to this need, the National Curriculum Framework (2005) by NCERT has underlined that 'education must develop sensitivity in individuals to their social environment. The qualities essential for peace building should be nurtured among students. The action for nurturing and peace building must be located in the educational system'. Hurry and worry, in today's world sour the joy of leaning and the harmony of life. The schools which are meant to be nurseries of peace have become the source of violence. If we want peaceful climate in our schools and educational institutions, we need to foster a culture of peace so that world becomes a safer and enjoyable place to live in.

Teachers role here is very crucial. They can become the peace-builders, for which they must be prepared for education for peace. Teacher education institutions have a very vital role to play because they are the centres who mould the would-be teachers. National Focus Group on Peace Education, in its Position Paper, NCERT (2006), has however, reported that the existing realities and growing faith in violence among the teachers themselves in the form of corporal punishment given to students, caste and/or gender discrimination, religious prejudice, etc. indicate that teacher education programmes have not succeeded in equipping would be teachers with humane qualities essential for promoting a culture of peace in schools. Therefore, barring a few exceptions, teachers have ceased to be role models for peace.It is very essential to equip would be teachers with necessary skills and competencies conducive to peace behaviour and prepare them as peace-makers and peace-builders. With this rationale in mind the researcher decided to take action and experiment with innovative strategies to equip the 'would be' teachers with necessary skills, attitudes and values conducive to peace behaviour and orient them to make conscious efforts and contribute towards creating a culture of peace.

1.2 REVIEW OF RELATED LITERATURE

After reviewing the related literature, the researcher realized that Peace Research is relatively young academic and pedagogical discipline and it is rapidly growing around the world. Being relatively new area of research, majority of the initial work consists of conceptual papers, research articles and books, focused mainly on understanding the holistic concept of peace. Gradually, Peace Education Programs and curriculum were developed as per the social and cultural context and needs of the nations. Najjuma (2011)studied the effectiveness of the peace education programme in Northern Uganda and its impact on pupils' knowledge, attitudes, skills and behaviour. Shuval et.al. (2010) conducted a study to examine the impact of an ongoing conflict resolution curriculum in New Haven elementary schools, Susy (2010) studied on Transforming High School Students into Peacebuilders, Garcia(2013) conducted a peace movement survey on relationships and world Peace, Malm & Lofgren (2007) carried out a program DRACON (DRAma for CONflict management) aimed at improving conflict handling among adolescent schoolchildren through the use educational drama, Solomon and Biton (2006) studied Peace in the Eyes of Israeli and Palestinian Youths. With UNESCO's initiatives many peace education Programmes were included in the school curriculum in many countries around the world and the resource material for the teachers for the better implementation of such programswas produced.

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The researcher observed that lot of work has been done on global level in the field and many researches were conducted during the last five decades all over the world. Comparatively, the work has started recently in India. She also observed that, the need for peace, peace education and the importance of education as the means to incorporate peace feelings at all levels of life, is echoed in most of the initial articles and papers published in India in the peace research area. Rajput (2011) asserted that Education is the only hope and it can contribute immensely to a culture of peace. Rani (2015), Kumar and Pundeer (2012), highlighted the role of education in inculcation of Peace education. The pivot role of teachers in this respect is highlighted too, by Behera (2013), Shahi (2014) and Mondal (2014). Upadhyay (2009) suggested that success of Education for Peace solely relies on pedagogy and the ability to induce will for Peace. Udaykumar (2009) went a step ahead and said 'too few teachers are capable of meeting the requirements and values dictated by Peace education which are crucial forfavourably affecting the awareness and behaviour of young minds'.   The researcher came across with few studies that have been conducted in India. Dhingra (2015), Deca (2011) did a survey to find out the awareness and attitude towards Peace Education, Mishra (2013) surveyed to identify strategies for integrating Peace education in schools, Bhatia (2013) used drawings for finding out the perceptions of students towards peace and based on it designed a peace curriculum to develop peace efficacy among students, Suramya (2013) tried to find out the effectiveness of Yoga in internalization of peace behaviour, Chitkalamba (2011) adapted process curriculum approach and developed moral education programmeto facilitate peaceful conflict negotiations.Borkar (2009) used stories as method of teaching with focus on core human values. Majority of these studies were conducted on school level. But, Bhatnagar(2010) prepared the teaching package of peace education and found out its effectiveness for the teaching of peace education among prospective teachers.

No such studies were located by the researcher, to the best of her efforts, where the attempt has been made to equip the student teachers with values, attitudes and skills required to live in harmony and peace. NCTE's position paper on Education for Peace, 2006, also asserts that, it is teacher's attitude, values and relationships that determine the nature of the classroom climate. Hence the researcher decided to embark on this journey and use innovative strategies for developing a culture of peace among student teachers.

II METHODOLOGY OF THE STUDY
2.1 STATEMENT OF THE PROBLEM
"Use of Innovative Strategies for Developing a Culture of Peace".

2.2 VARIABLES OF RESEARCH
A.   Independent variable : Innovative Strategies
B.   Dependent variable : Culture of Peace

2.3 OPERATIONAL DEFINITIONS
Innovative Strategies: For the present study, InnovativeStrategies are those which the researcher would be using in the classroom for developing culture of peace among student teachers, which includes:**1.Sharing Game   2. Film clippings 3. Art and Drama 4. Meditation   5. Auto-suggestions**
Culture of Peace: In the present study it consists of values, attitudes and skills developed among student teachers through Innovative Strategies.

2.4 AIM OF THE STUDY
To study the use of Innovative Strategies for developing a Culture of Peace.

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2.5 OBJECTIVES OF THE RESEARCH

1. To study and compare the pre-test scores of control group and experimental group of development of culture of peace.
2. To compare the pre-test scores of control group and experimental group of development of culture of peace with respect to following dimensions:A. Values   B. Attitudes   C. Skills
3. To study and compare the post test scores of control group and experimental group of development of culture of peace.
4. To compare the post-test scores of control group and experimental group of development of culture of peace with respect to following dimensions:A. Values   B. Attitudes   C. Skills.

2.6 HYPOTHESES OF THE STUDY:

1. There is no significant difference in the pre-test scores of control group and experimental group of development of culture of peace.
2. There is no significant difference in the pre-test scores of control group and experimental group of development of culture of peace with respect to following dimensions:A. Values   B. Attitudes   C. Skills
3. There is no significant difference in the post test scores of control group and experimental group of development of culture of peace.
4. There is no significant difference in the post test scores of control group and experimental group of development of culture of peace with respect to following dimensions: A. Values   B. Attitudes   C. Skills.

2.7 SCOPE AND DELIMITATIONS OF THE STUDY

The study includedonly 2nd year student-teachers oftwo B.Ed. colleges affiliated to Mumbai University located in Navi Mumbai. It excluded all other students from B.Ed. colleges not affiliated to Mumbai University.   In the present study Culture of Peace consists of values, attitudes and skills developed through the use of innovative strategies. It explores the usefulness of only those strategies designed and implemented by the researcher. The sample size is small as per the population hence the extent to which the findings can be generalised is limited.

2.8. METHODOLOGY OF THE STUDY

The present study aimed at using the innovative strategies for developing a culture of peace among student-teachers of B.Ed. colleges, hence the method adopted was Experimental Method.The researcher has used intact classes of B.Ed., hence Quasi Experimental method of pre-test post-test non-equivalent group design was adapted.

The Pre-testPost-test Non-Equivalent Group Design is described symbolically as follows:
O_1 X O_2
O_3 C O_4
Where, O_1 and O_3= Pre-test Scoresand O_2 and O_4 = Post-test Scores
X: Experimental Group&   C: Control Group

Five modules of Innovative strategies namely, 1. Sharing Game 2. Film Clippings 3. Art and Drama 4. Meditation 5. Auto-suggestions, were planned, prepared and used on experimental group. The duration of the intervention programme was 36 hours for the experimental group. Before intervention program pre-test was administered to both control group and experimental group. Observation schedule was used for recording behaviour of the Experimental Group during the intervention program. The control group was not given any treatment. At the end of the programme post-test was administered to the students of both the control group and experimental group. Scores were analysed using statistical techniques.

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2.9 SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

In the present study, for experimentation the researcher included student teachers studying in B.Ed. Colleges affiliated to Mumbai University. Purposive sampling technique was used for the selection of two B.Ed. colleges from the same geographical area i.e. Navi Mumbai. They were assigned randomly, one as Experimental Group and the other as Control Group. The total sample size was 80 students, 40 students in the Control group and 40 students in Experimental group.

2.10 TOOLS OF THE RESEARCH

The following tools were employed for the collection of the necessary data.

1. A Five-point Likert Scale developed by the researcher for measuring development of culture of peace. The final form of the tool has 61 items constructed with 3 dimensions i.e. values, attitudes and skills.   The reliability coefficient ofCronbach Alpha was found to be 0.89. The tool was divided in five categories with respect to five innovative strategies used by the researcher.

2. Observation schedule was prepared by the researcher to observe the behaviour of the student teachers while innovative strategies were used during intervention programme.

2.11 INTERVENTION PROGRAMME

The Modules of Innovative Strategiesdeveloped by the researcherwere implemented on Experimental group. The content of the modules developed revolved around fostering attitude, values and skills for development of culture of peace among student teachers. The modules designed were participatory, student-driven and activity base. The brief description of each module is as follows:

1. Sharing Game: Emphasis was given on sharing learner's own experiences in the class, reflect on it, discuss and create new peace stories among these experiences.

2. Film-clippings: Five short film-clippings on various subjects like love, empathy, co-operation, positive thinking, tolerance and understanding, ecological concerns etc. were shown. After each screening of the film, critical discussion and reflection was conducted.

3. Art and Drama: Two different activities were conducted under this; Improvisation and Dance. In improvisation students were asked to imagine their destination of peace, go on this journey along-with their peers and improvise it in the class through role-play.In a second activity they were asked to choreograph and perform on a selected audio song keeping the theme related with peace.

4. Meditation: Few simple meditation techniques were demonstrated which were practised regularly by the students during intervention programme.

5. Auto-suggestion: A work-shop on self-awareness was conducted, which included different games on self-knowledge, problem-solving, critical thinking etc. They were asked to frame positive statements (auto-suggestion) about oneself, life and follow them regularly.

2.12 TECHNIQUES OF DATA ANALYSIS

The researcher used Descriptive Statistical Techniques such as Measures of central tendency: Mean,Median and Mode, Measures ofVariability: Standard Deviation, Skewness and Kurtosis and Graphical representation. For Inferential statistical technique 't' test, paired t-test and ANCOVA was used.

III FINDINGS AND CONCLUSION

3.1 Testing of Hypothesis

Null Hypothesis 1: **There is no significant difference in the pre-test scores of control group and experimental   group of development of culture of peace.**

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Table 1
Difference in the pre-test scores of control group and experimental group of   development of culture of peace.

Pre-test	N	Mean	SD	df	t-ratio	P	LOS
Control Group	40	240.15	13.34	78	2.51	0.014	Not Significant (at 0.01 level)
Experimental Group	40	248.99	17.60				

For above Table, for N=80, df=78, tabulated t=1.99 at 0.05 level and t=2.64 at 0.01

For the above hypothesis, it is observed that t-ratio is not significant. That means hypothesis is accepted at 0.01 level. But, it shows significant difference at 0.05 level.   That means null hypothesis is accepted only at 0.01 level. It may be concluded that there is no significant difference in the pre-test scores of control group and experimental group of development of culture of peace.

DISCUSSION
There is no significant difference in the pre-test scores of control group and experimental group of development of culture of peace. It shows that both groups are at the same level of understanding at pre-test stage. It could be because they are from the same geographical area, they are exposed to same syllabus of 2-year B.Ed. Course and their maturity level is almost equal.

Null Hypothesis 2: There is no significant difference in the pre-test scores of control group and experimental group of development of culture of peace with respect to its dimensions: Values, Attitudes and Skills.

Table 2
Relevant statistics of pre-test scores of control group and experimental group with respect to dimensions of culture of peace

Pre-test Scores							
Dimension	Group	N	Mean	SD	t-ratio	P	LOS
1.Values	Control Group	40	84.95	5.64	2.788	0.007	Significant
	Experimental Group	40	88.70	6.37			
2.Attitudes	Control Group	40	97.52	6.66	2.300	0.024	Significant
	Experimental Group	40	101.3	7.96			
3.Skills	Control Group	40	57.67	4.10	1.061	0.292	Not Significant
	Experimental Group	40	58.90	6.03			

For above Table, for N=80, df=78, tabulated t=1.99 at 0.05 level and t=2.64 at 0.01 level

For the above hypothesis, obtained 't' value for the culture of peace dimension 'values' isgreater than the tabulated't' at both 0.01 and 0.05 level, hence it is significant. Whereas obtained 't' for 'attitudes' is greater at 0.05 only, hence it is significant only at 0.05 level and at 0.01 level it is not significant, hence the null hypothesis is rejected.   It indicates significant difference in pre-test scores of control group and

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experimental group of development of culture of peace with respect to its dimension 'values' and 'attitudes'. The 't' value of the dimension 'attitudes' at 0.01 level is not significant.The obtained 't' value for the culture of peace dimension 'skills' is 1.061,which is smaller than the tabulated t and the 'p' value is greater than 0.05, hence the null hypothesis is accepted. Therefore, there is no significant difference in the pre-test scores of control group and experimental group of development of culture of peace with respect to its dimension 'skills'.

DISCUSSION

The findings show that out of three dimensions of culture of peace, the two dimensions namely Values and Attitudes, differ significantly at pre-test level. The student teachers of Experimental group possess more peace related values and attitude than the control group. It is possible that they get exposed to various learning experiences in the real world which might make them more mature, confident and helps them to form their own values and attitudes towards life. It is also observed that comparatively both the groups do not differ significantly on development of skills which means the skills possessed by both the groups are on par with each other at pre-test level.

Null Hypothesis 3: There is no significant difference in the post test scores of control group and experimental group of development of culture of peace.

On testing of null hypothesis 1, it was found that the control group and experimental group do not differ significantly on total pre-test score of culture of peace at 0.01 level, but at 0.05 level it shows significant difference. The mean of experimental group is higher than that of the control group.   Since at pre-test level initial differences are seen in control group and experimental group, **Analysis of Covariance (ANCOVA) has been performed to find the true effect of intervention after adjusting for pre-test scores**. Post-assessment scores are analysed using ANCOVA, in which the effect of pre-test has been partialled out from the post-test scores on each of the dependent variable and pre-assessment scores are used as co-variant.

Table3 shows the adjusted post-test mean scores of control group and experimental group of development of culture of peace after partialling out the effect of pre-test scores.

Table 3
Adjusted post-test mean scores of control group and experimental group of development of culture of peace

Groups	Observed Mean	Adjusted Mean
Control Group	240.75	243.37
Experimental Group	257.40	254.78

From the above table 3, it can be seen that the post-test mean score for control group (240.75) is adjusted upward by ANCOVA (243.37), whereas the post-test mean for experimental group (257.40) is adjusted downward (254.78). ANCOVA determines whether these post-test means differ significantly from each other.

Table 4shows the relevant statistics of ANCOVA for post-test mean scores of culture of peace of control group and experimental group.

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Table 4
Relevant Statistics ofANCOVA for post-test mean scores of culture of peace of control group and experimental group.

	Sum of Squares	df	Mean Square	F	P
Contrast	2410.713	1	2410.713	20.897	.000
Error	8882.715	77	115.360		

For N=80, df (1,77), tabulated F=3.96 at 0.05 level and F=6.96 at 0.01 level.

It can be seen from Table 4 that the obtained F ratio (20.89) is significant at 0.01 level, hence significant difference is found between the two samples, which rejects the null hypothesis. Thus, it can be stated that there is significant difference in the post test mean scores of control group and experimental group of development of culture of peace.

DISCUSSION
From the above findings it can be seen that the mean of the experimental group is much higher than the control group and both the groups differ significantly after the treatment. It means the innovative strategies used by the researcher have been useful and it has helped in developing the culture of peace among the student teachers of experimental group. Many studies, such as Lesley (2011), Bhatnagar (2010), Borkar (2009), Caterall (2007), Malm & Lofgren (2007)supports the findings of the present study, that intervention programme had significant impact on experimental group.

Null Hypothesis 4:There is no significant difference in the post test scores of control group and experimental group of development of culture of peace with respect to its dimensions: A. Values   B. Attitudes C. Skills
While testing Null Hypothesis 2, initial differences were observed in the pre-test scores of two dimensions of culture of peace, namely values and attitudes of control and experimental group. Hence, ANCOVA is used to remove the initial differences in the pre-test scores of both the groups.
Table 5shows the post-test mean scores of control group and experimental group of development of culture of peace with respect to its dimensions after partialling outinitial differences in the pre-test scores of both the groups.

Table 5
Adjusted post-test mean scores of control group and experimental group of development of culture of peacewith respect to its dimensions.

Group	Values		Attitudes		Skills	
	Observed Mean	Adjusted Mean	Observed Mean	Adjusted Mean	Observed Mean	Adjusted Mean
Control Group	85.52	86.48	97.05	98.13	58.17	58.50
Experimental Group	91.27	90.31	104.80	103.72	61.32	60.99

From the table 5, it can be seen that the post-test mean of the control group for all the dimensions of culture of peace has been adjusted upward, whereas the post-test mean of the experimental group has been adjusted downward. ANCOVA determines whether these two adjusted means differ significantly from each other.

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Table 6shows the relevant statistics of ANCOVA for the post-test mean scores of control group and experimental group of development of culture of peace with respect to its dimensions Values, Attitude and Skills.

Table 6
Relevant Statistics of ANCOVA

Dimension		Sum of Squares	df	Mean Square	F	P
Values	Contrast	266.545	1	266.545	10.995	.001
	Error	1866.736	77	24.243		
Attitudes	Contrast	585.303	1	585.303	22.685	.000
	Error	1986.673	77	25.801		
Skills	Contrast	122.127	1	122.127	7.697	.007
	Error	1221.800	77	15.868		

For N=80, df (1,77), tabulated F=3.96 at 0.05 level and F=6.96 at 0.01 level.

It can be seen from the above table 6 that the calculated 'F' value for the dimension "values" of culture of peace is 10.995, for the dimension "attitudes' is 22.68 and for the dimension 'skills' is 7.697. It shows that calculated F is much higher than the tabulated F value. Also 'P' value is less than 0.01. Hence Null hypothesis can be rejected, and it can be stated that there is significant difference in the post-test mean scores of control group and experimental group of development of culture of peace with respect to its dimensions Values, Attitudes and Skills.

DISCUSSION

It is seen from the above findings that the mean post test scores of experimental group are higher than that of the control group for all the dimensionsof culture of peace.This implies that the innovative strategies used by the researcher were effective in developing attitude, values and skills among student-teachers.This finding is contradicted with the findings of Najjuma (2011) who reported that pupils did not develop relevant competences and skills after implementation of peace education programme. In the present study, however, the participatory activities gave studentsample scope to work and interact with each other, listen carefully, share own experiences with peers, participate in discussion, take part in presentations etc. They were exposed to new ideas and activities. They were emotionally involved while screening film clippings and sharing their own experiences. Each activity helped them to relate it with their own experiences, encouraged them to share it in the class, discuss with peers and express their views and opinions. It gave them a food for thought. They were enquiring, answering, discussing, sharing, appreciating, reflecting and working together in groups. Kester (2007)'s view that storytelling experience as a pedagogy for cultivating a culture of peace is a means to share and create possibilities corroborates the observations made by the researcher.The meditation sessions were conducted daily, which helped them torelax and concentrate on their work. Suramya (2013) who used Yoga as an instructional strategy also found that students experienced several physiological and psychological benefits from the practice of Yoga. All these ultimately resulted in developing positive attitude among student-teachers.Thus, majority of the strategies used were effective which resulted in developing a culture of peace among student-teachers of experimental group.

CONCLUSION

Education is the powerful means to shape the people's minds and hearts towards peace. It's a powerful tool to promote peaceful co-existence.It can transform the educator, the students and ultimately, the society. Present research is a small step towards this journey. The significant improvement found in the

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development of values and skills among student teachers shows, if various techniques and strategies are used innovatively it can contribute immensely towards developing a culture of peace. The findings can help curriculum planners, specially in teacher education institutions who can design need-based intervention programmes, enriched with students own experiences in which they are actively involved. The teacher educators, teachers can adapt such various strategies during pre-service teacher training and implement them in schools during internship programs.

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