

Peace Values and Reflective Teaching Method – An Experiment

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Abstract

Education for peace in the present context covers developing peace values and peace skills among the younger generation. Values are preferences, so it is an urgent need to develop the peace values for sustaining peace at the individual, interpersonal, national and global levels. This study aims at developing peace values through reflective teaching method among upper primary school students. 64 students were selected for the study using pre-test post-test experimental control group design. The study found that the method is effective.

Key words: *Reflective Teaching Method, Peace Values, Culture of Peace, Upper Primary School Students, etc*

Introduction

Peace is a mental attitude, state of equilibrium and a style of life. To have an everlasting peace it is essential that a person develops the ability to look inward, harmonising thoughts, motives, words and actions. Peace is a goal that can only be attained through common accord and the means to achieve this unity for peace are twofold; first an immediate effort to resolve conflicts without recourse to violence- in others to prevent war- and second, a long-term effort to establish a lasting peace among men (Montessori, 1949 as cited in Duckworth, 2006) [1]. Peace is the absence of violence in all forms – physical, social, psychological and structural (Reardon, 1998 as cited in Fountain, 1998) [2]. Peace, like a seed sprout, becomes a sapling, and grows into a tree and spreads its branches all round, offering shelter and shade. It is the basic prerequisite that encompasses every aspect of human existence. Peace and harmony of all human beings means peace and harmony among all the nations, ethnic groups and religions. Such learning can only be achieved with systematic education for peace (Hague Appeal for Peace Global Campaign for Peace Education, 1999) [3].

The position paper on Education for Peace prepared by the National Focus Group (NFGEP) as part of National Curriculum Framework (NCF, 2005) states that Peace is contextually appropriate and pedagogically gainful point of coherence of value. Peace concretises the purpose of values and motivates their internalization. Peace consists of pure feelings, good wishes and positive thoughts about others. Peace is a philosophy. It is the total understanding, total tolerance, and total love of everything. World peace grows through non-

violence, acceptance, fairness, and communication. Peace is the main characteristic of a civilized society [4].

Peace education by its very nature is a subcomponent of the broader value education (UNESCO, 2005) [5]. Peace education encompasses education about peace and education for peace, which means to learn about and to learn for peace. Learning about peace means obtaining knowledge and understanding of what contributes to peace, what damages it, what leads to war, what does peace mean on each level anyway and how are the different levels connected? Learning for peace means learning the skills, attitudes, and values that one needs in order to contribute to peace and help maintain it. This means learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active non-violence or learning to deal with cultural differences in a constructive way (Space for Peace, 2010 as cited in Glogowski, 2011)[6].

Peace and Culture of Peace

Montessori (1949) believed that global and diverse outlook when combined with personal responsibility would lead to peace. Montessori viewed children as the hope and promise for mankind and therefore thought it was essential to invest in them to promote peace in the world [7]. NFGEP (2006) highlights Gandhiji's concept of peace as given below:

- (i) The absence of tensions, conflicts, and all forms of violence including terrorism and war. Peace implies the capacity to live together in harmony. This calls for non-violent ways of resolving conflicts. Diversity occasions conflicts but conflicts do not have to eventuate into violence.
- (ii) The creation of non-violent social systems, that is, a society free from structural violence. The duty to practice justice: social, economic, cultural and political. Hunger is systemic violence.
- (iii) The absence of exploitation and injustice of every kind.
- (iv) International cooperation and understanding. This involves the creation of a just world order, marked by a willingness to share the earth's resources to meet the needs of all. That is, the need to shift from greed to need.
- (v) Ecological balance and conservation. The adoption of lifestyles conducive to the wholeness of creation.
- (vi) Peace of mind, or the psycho-spiritual dimension of peace [8]

Culture of peace means a peaceful way of living which involves the transformation of society from the current culture of war and violence to a culture of peace and non-violence. A culture of peace consists of values, attitudes, behaviours and ways of life based on nonviolence, respect for human rights, intercultural understanding, tolerance and solidarity, sharing and free flow of information and the full participation of women (Adams, 1995) [9]. A culture of peace is a process and a vision of moving all aspects of society towards peacefulness. Culture of peace is like a spectrum with culture of war at one end and culture of peace at the other end.

Peace Values

Peace Values are the values which form the foundations to live together in harmony for peaceful resolution of conflicts (Learning to Live together in Peace and Harmony - A UNESCO-Asia Pacific Network for International Education and Values Education (APNIEVE), Source book for Teacher Education and Tertiary Level Education, (1998)). In this study the investigator selected six Peace Values such as; Love, Harmony, Tolerance, Interdependence, Empathy and Compassion. The components of each of these values are as follows:

- i. *Love*: Sense of sacrifice, concern for others, sense of responsibility and self-respect.
- ii. *Harmony*: Mutual trust and understanding, concern for common good, effective communication and co-operation.
- iii. *Tolerance*: Mutual respect, respect for personal differences, peaceful conflict resolutions and acceptance.
- iv. *Interdependence*: Interconnectedness with others, collective responsibility, non-violence and active participation.
- v. *Empathy*: Awareness, generosity and appreciation of others.
- vi. *Compassion*: Kindness, sensitivity to others needs supportive and good will.

Reflective Teaching Method (RTM)

The Reflective Teaching Method developed by the investigator is based on Kolb's theory of Experiential Learning Cycle (1984) [10]. It can be seen that stages like Experience, Reflection, Evaluation and Analysis are common elements among the above four models. Therefore, this study has attempted to synthesise the stages of 'Reflective Teaching' by integrating the concepts from each of the above four models and identified its five distinctive stages as Description of Experience, Reflective Observation, Analysis, Evaluation and Conclusion. The investigator prepared lesson plans based on these five distinct stages of Reflective Teaching Method. The investigator formulated the phases namely, description of experience, reflective observation, analysis of feelings, evaluation and conclusion. These phases are explained in detail below.

Stage 1: *Description of Experience*- In this stage, students are provided with experiences in different forms such as stories, conflicting situations, or real life incidents or newspaper stories.

Stage 2: *Reflective Observation* - At this stage the students reflect on the given experience by answering questions and point out the values highlighted in various situations. The teacher initiates a discussion on the given situation. Students with the help of the teacher ask questions, clarify doubts and engage in pair or group discussions.

Stage 3: *Analysis of Feelings* - At this stage the students discuss their feelings and thoughts on the given situation. Teacher leads the students into a discussion on the underlying values involved in the situation. Students pick out the values. Teacher either provides more situations of similar type or elicits the same from the students. The students identify the values in each of the situations. Students express their preferred values and their justifications for it.

Stage 4: Evaluation- At this stage the teacher lists the value preferences of the students. The teacher once again initiates a discussion on their preferred values. Teacher helps the students to explore the different aspects of the values and their place in life. Teacher asks the students to write down their thought processes while exploring the values.

Stage 5: Conclusion-Teacher reviews the day's class. Students express the values they contemplated in the class.

The present study is aimed at testing the effectiveness of the Reflective Teaching Method (RTM) in developing Peace Values among the Upper Primary School Students. The problem of the study is entitled as '*Effectiveness of Reflective Teaching Method in Developing Peace Values among Upper Primary School Students*'.

Variables of the Study

Independent Variable: The independent variable of the present study is the treatment variable which has two levels i) instruction based on the Reflective Teaching Method (RTM) to the experimental group and ii) instruction based on the Activity Based Method (ABM) to the control group.

Dependent Variable: The dependent variable of the present study is Peace Values. The select Peace Values are: Love, Harmony, Tolerance, Interdependence, Empathy and Compassion.

Major Objective of the Study

To find out the effectiveness of the Reflective Teaching Method in developing Peace Values among the pupils of Standard Seven.

Methodology in Brief

The investigators adopted the experimental method for the study. The research design of the study was the pretest posttest non-equivalent groups design. The population of the study consisted of the pupils of Standard Seven studying in schools which follows the curriculum designed by the board of Secondary Education, Kerala State. The investigators selected two intact classes from the three classes of Standard Seven. Each class had 32 pupils. Research tools are instruments used for collecting evidences or data. The investigator used the Peace Values Scale to measure Peace Values.

The study followed the experimental method with the pretest posttest nonequivalent groups design. The study was conducted in three phases. In phase one the investigators selected a sample of 64 pupils of Standard Seven, studying in two intact classes. The classes were randomly assigned as the experimental and control groups. Each class had 32 pupils. The investigators next, administered the self-constructed tool namely Peace Values Scale to the pupils of both the groups. Phase two comprised the treatment. The experimental group received instruction in the Reflective Teaching Method (RTM) and the control group received instruction in the Activity Based Method (ABM). Both the groups were taught by the investigators for a period of three months. In phase three, the investigator administered the Peace Values Scale once again as the posttest to both the groups. The effectiveness of Reflective Teaching Method over the Activity Based Method was tested with the help of the Peace Values Scale.

The data collected were analysed using the statistical techniques: Mean, Standard Deviation, t test for correlated groups.

Analysis and Findings

Comparison of the Pretest Scores on Peace Values of the Experimental and Control Groups

In order to compare the pretest scores on Peace Values of the experimental and control groups the investigators formulated the null hypothesis as follows:

Null Hypothesis H_0 1: There is no significant difference between the pretest scores on Peace Values of the pupils of the experimental and control groups.

The investigators tested the null hypothesis H_0 2(1) using the test of significance of difference between the means of two independent groups. The details of the analysis are summarised in Table 1.

Table 1: Results of the Test of Significance of Difference between the Pretest Scores on Peace Values of the Pupils of Experimental and Control Groups

Peace Values	Group	Mean	S.D	df	t value	p value
Love	Experimental	24.69	3.28	62	3.059*	.003
	Control	27.00	2.74			
Harmony	Experimental	25.88	3.20	62	1.118	.268
	Control	27.03	4.90			
Tolerance	Experimental	26.44	3.34	62	1.091	.279
	Control	27.41	3.75			
Interdependence	Experimental	26.94	3.50	62	0.922	.360
	Control	27.81	4.07			
Empathy	Experimental	27.09	3.99	62	0.442	.660
	Control	26.59	5.00			
Compassion	Experimental	25.97	4.28	62	0.468	.642
	Control	26.50	4.72			
<i>Peace Values</i>	<i>Experimental</i>	<i>157.00</i>	<i>15.11</i>	62	<i>1.261</i>	<i>.212</i>
<i>Total</i>	<i>Control</i>	<i>162.34</i>	<i>18.62</i>			

Note: * $p < .05$ and number of students in the experimental and control groups is 32 each.

From Table 1, the investigators observe that the t values obtained for the Peace Values namely, Harmony ($t_{(62)} = 1.118$, $p > .05$), Tolerance ($t_{(62)}=1.091$, $p > .05$), Interdependence ($t_{(62)} = .442$, $p > .05$), Empathy ($t_{(62)} = .922$, $p > .05$), Compassion ($t_{(62)} = .468$, $p > .05$) and the Peace Values ($t_{(62)}=1.261$, $p > .05$) are not significant at .05 level except for Love ($t_{(62)} = 3.059$, $p < .05$). Therefore the null hypothesis, 'There is no significant difference between the pretest scores on Peace Values of the pupils of the experimental and control groups' is accepted for the Peace Values namely; Harmony, Tolerance, Interdependence, Empathy, Compassion and total scores on Peace Values and not accepted for the Peace Value 'Love'. The result indicates that there is no significant

difference between the pupils of the experimental and control groups with respect to the pretest scores on Peace Values except for the Peace Value 'Love'. So the investigator concluded that the experimental and control groups do not differ in their Peace Values at the pre-experimental stage except for the Peace Value 'Love'.

Comparison of the Pretest and Posttest Scores on Peace Values of the Pupils of Experimental Group

One way to test the effectiveness of Reflective Teaching Method on Peace Values is to compare the pretest scores with the posttest scores of the pupils in the experimental group. The effectiveness of Reflective Teaching Method on Peace Values was found out using test of significance of difference between the means of two correlated groups. The levels of significance (probability of Type 1 error) were fixed at .05 for degrees of freedom 31. The table value t corresponding for p value .05 is 2.02. In order to compare the pretest and posttest scores on Peace Values of the experimental group, the investigators formulated the null hypothesis H_0 3(1).

Null Hypothesis H_0 2: 'There is no significant difference between the pretest and posttest scores on Peace Values of the pupils in the experimental group.'

In order to test the null hypothesis, the investigators subjected the data to the test of significance of difference between the means of two correlated groups. The data and results are presented in Table 2.

Table 2: Results of the Test of Significance of Difference between the Pretest and Posttest Scores on Peace Values of the Pupils in the Experimental Group

Peace Values	Test				r value	t value	p value
	Pretest (N = 32)		Posttest (N = 32)				
	Mean	SD	Mean	SD			
Love	24.69	3.29	30.63	2.71	0.523	11.30*	.000
Harmony	25.88	3.20	29.97	2.40	0.625	9.15*	.000
Tolerance	26.44	3.34	30.63	3.24	0.808	11.62*	.000
Interdependence	26.94	3.50	31.03	2.82	0.575	7.78*	.000
Empathy	27.09	3.99	30.75	2.97	0.609	6.45*	.000
Compassion	25.97	4.28	30.44	3.67	0.640	7.40*	.000
<i>Peace Values Total</i>	<i>157.00</i>	<i>15.11</i>	<i>183.44</i>	<i>12.96</i>	<i>0.799</i>	<i>16.39*</i>	<i>.000</i>

Note: * $p < .05$

From Table 2 it is clear that the obtained t values for Peace Values, namely, Love ($t_{(31)} = 11.30, p < .05$), Harmony ($t_{(31)} = 9.15, p < .05$), Tolerance ($t_{(31)} = 11.62, p < .05$), Interdependence ($t_{(31)} = 7.78, p < .05$), Empathy ($t_{(31)} = 6.45, p < .05$), Compassion ($t_{(31)} = 7.40, p < .05$) and the Peace Values ($t_{(31)} = 16.39, p < .05$) are significant at .05 level. So the null hypothesis that 'There is no significant difference between the pretest and posttest scores on Peace Values of the pupils in the experimental group' is not accepted. This

indicates that there is significant difference between the pretest and posttest scores on Peace Values namely Love, Harmony, Tolerance, Interdependence, Empathy and Compassion and the total scores on Peace Values among the pupils in the experimental group. Therefore, the investigators concluded that Reflective Teaching Method is effective for developing Peace Values namely Love, Harmony, Tolerance, Interdependence, Empathy and Compassion and the Peace Values among the pupils in the experimental group.

Comparison of the Pretest and Posttest Scores on Peace Values of the Pupils in the Control Group

In order to test the effectiveness of Activity Based Method on Peace Values, the investigator compared the pretest scores with the posttest scores on Peace Values of the pupils in the control group using test of significance of difference between the means of two correlated groups. The levels of significance (probability of Type 1 error) were fixed at .05 for degrees of freedom 31. The table value *t* corresponding for *p* value .05 is 2.02. In order to compare the pretest and posttest scores on Peace Values of the control group, the investigator formulated the null hypothesis H_0 4(1).

Null Hypothesis H_0 3: ‘There is no significant difference between the pretest and posttest scores on Peace Values of the pupils in the control group.’

In order to test the null hypothesis, the investigators subjected the data to the test of significance of difference between the means of two correlated groups. The data and results are presented in Table 3.

Table 3: Results of the Test of Significance of Difference between the Pretest and Posttest Scores on Peace Values of the Pupils in the Control Group

Peace Values	Test				<i>r</i> <i>value</i>	<i>t</i> <i>value</i>	<i>p</i> <i>value</i>
	Pretest (N = 32)		Posttest (N = 32)				
	Mean	SD	Mean	SD			
Love	27.00	2.74	27.56	4.28	0.165	0.58	.563
Harmony	27.03	4.90	28.00	4.64	0.033	0.83	.415
Tolerance	27.41	3.75	30.00	4.12	0.451	3.55*	.001
Interdependence	27.81	4.07	29.75	4.10	0.534	2.78*	.009
Empathy	26.59	5.00	28.94	4.00	0.115	2.20*	.036
Compassion	26.50	4.79	28.34	5.13	0.555	2.22*	.034
<i>Peace Values Total</i>	<i>162.34</i>	<i>18.62</i>	<i>172.59</i>	<i>23.12</i>	<i>0.430</i>	<i>2.56*</i>	<i>.015</i>

Note: **p* < .05

Table 3 indicates that the obtained *t* values for Peace Values, namely, Tolerance ($t_{(31)} = 3.55, p < .05$), Interdependence ($t_{(31)} = 2.78, p < .05$), Empathy ($t_{(31)} = 2.20, p < .05$) and Compassion ($t_{(31)} = 2.22, p < .05$) and Peace Values together ($t_{(31)} = 2.56, p < .05$) are significant at .05 level. But for the Peace Values Love ($t_{(31)} = .58, p > .05$) and Harmony ($t_{(31)} = .83, p > .05$) the obtained *t* values are not significant at .05 level. So the null hypothesis that

‘There is no significant difference between the pretest and posttest scores on Peace Values and the total scores on Peace Values of the pupils in the control group’ is not accepted for Tolerance, Interdependence, Empathy, Compassion and total scores on Peace Values and accepted for Peace Values ‘Love’ and ‘Harmony’. This indicates that there is significant difference between the pretest and posttest scores on Peace Values namely Tolerance, Interdependence, Empathy and Compassion and the Peace Values among the pupils in the control group. Therefore, the investigators concluded that Activity Based Method is effective for developing Peace Values in total. It is also effective for developing Tolerance, Interdependence, Empathy and Compassion. But the study shows that it is not effective for developing the other selected Peace Values ‘Love’ and ‘Harmony’.

Comparison of the posttest scores on Peace Values between the pupils of the Experimental and Control Groups

In order to test the effectiveness of the Reflective Teaching Method over the Activity Based Method, the investigators compared the posttest scores on the Peace Values of the pupils in the experimental and control groups. The objective was framed as: To compare the posttest scores on Peace Values between the pupils of the experimental and control groups.

The investigators subjected the data collected to the test of significance of difference between the Means of two Independent Groups. The levels of significance (Probability of Type I error) were fixed at .05 level for degrees of freedom 62. In order to analyse the objective the investigators formulated the null hypothesis H_0 5(1).

Null Hypothesis H_0 4: There is no significant difference between the pupils of the experimental and control groups in the posttest scores on Peace Values.

The data and results are presented in Table 4.

Table 4: Results of the Test of Significance of Difference between the Mean Posttest Scores on Peace Values of the Pupils in Experimental and Control Groups

Peace Values	Group	<i>N</i>	Mean	<i>SD</i>	<i>df</i>	<i>t</i> value	<i>p</i> value
Love	Exp	32	30.63	2.71	62	3.42*	.001
	Con	32	27.56	4.28			
Harmony	Exp	32	29.97	2.40	62	2.13*	.037
	Con	32	28.00	4.64			
Tolerance	Exp	32	30.63	3.24	62	0.68	.502
	Con	32	30.00	4.12			
Interdependence	Exp	32	31.03	2.82	62	1.46	.151
	Con	32	29.75	4.10			
Empathy	Exp	32	30.75	2.97	62	2.06*	.044
	Con	32	28.94	4.00			
Compassion	Exp	32	30.44	3.67	62	1.88	.065
	Con	32	28.34	5.13			
<i>Peace Values</i>	<i>Exp</i>	32	183.44	12.96	62	2.32*	.024
<i>Total</i>	<i>Con</i>	32	172.59	23.12			

Note: Exp.- Experimental group; Con.- Control group; * $p < .05$

From the Table 4, the investigators observe that the t values obtained for Peace Values namely Tolerance ($t_{(62)} = .68, p > .05$), Interdependence ($t_{(62)} = 1.46, p > .05$) and Compassion ($t_{(62)} = 1.88, p > .05$) are not significant at .05 level. It is observed that the t values obtained for the Peace Values namely Love ($t_{(62)} = 3.42, p < .05$), Harmony ($t_{(62)} = 2.13, p < .05$), Empathy ($t_{(62)} = 2.06, p < .05$) and Peace Values together ($t_{(62)} = 2.32, p < .05$) are significant at .05 level of significance. Therefore the null hypothesis, 'There is no significant difference between the pupils of the experimental and control groups in the posttest scores on Peace Values' is accepted for Tolerance, Interdependence and Compassion and not accepted with respect to Love, Harmony, Empathy and the Peace Values. From this it is clear that there exists a significant difference in the posttest scores of the pupils in experimental and control groups on Love, Harmony, Empathy and the Peace Values together and there is no significant difference for Peace Values Tolerance, Interdependence and Compassion. Thus, the investigators concluded that the Reflective Teaching Method is more effective than the Activity Based Method for developing Love, Harmony, Empathy and the total scores on Peace Values and not more effective for developing Peace Values, Tolerance, Interdependence and Compassion when compared with the Activity Based Method.

Discussion of the results

The investigator compared the effect of Reflective Teaching Method with the Activity Based Method in developing Peace Values in two ways i) Comparison of the posttest scores of the experimental and control groups using the test of significance of difference between the means of two independent groups ii) Testing the effect of Reflective Teaching Method on Peace Values when the pretest scores on the dependent variable, and the scores on Emotional Intelligence and Socio Economic Status are taken as covariates using ANCOVA. From the results of the tests, the investigator found that Reflective Teaching Method is effective in developing Peace Values Love, Harmony and Empathy and not effective in developing Tolerance, Interdependence and Compassion.

From the analysis of the data it is evident that the instructional material developed by the investigators based on the Reflective Teaching Method was effective in improving Peace Values among Upper Primary School Students.

Educational Implications of the Study

The findings of the study bring out the following implications.

1. The study reveals that reflection is an effective technique in developing Peace Values among upper primary school children. Hence the results of the study will be an eye opener for teachers at primary, upper primary and secondary level for using reflection as a technique for improving learning outcomes.
2. The study shows that pupils can be trained in reflective practices with the help of the teacher. Hence the study emphasises the need to train teacher trainees in reflective practices so that they in turn can guide their students.
3. The tool namely, Peace Values Scale, constructed for the study can be further used for related studies.

4. The instructional material prepared for the present study is useful for creating in the learner the awareness, knowledge and sensitivity regarding issues that deal with values. So, teachers at different levels of school education can use this as a reference for preparing instructional material for teaching values.
5. The study proved that the Reflective Teaching Method is effective for students in developing peace values.
6. Since RTM provides opportunities to plan group activities through which Peace messages can be easily incorporated and shared, students may get a proper training as future emissaries of peace.
7. RTM helps a teacher for professional development as he/she reflects on the methods and sequential development of the learning material while teaching and try to improve them.

Suggestions for Further Research

1. Reflective Teaching Method can be introduced and tested for developing peace values at high school, higher secondary and college levels.
2. Research studies can be conducted in developing Peace Skills among school students at different levels using reflective teaching and reflective learning.
3. Practicals in teacher training programme can also offer a lot of scope to trainees to try their hand at peace education.
4. Research on reflective teaching, learning and other reflective practices can be contributed for professional development of teachers.
5. Survey studies can be conducted to find out the attitude and opinion of teachers, students, administrators and other authorities on reflective teaching, learning and other reflective practices.

Conclusion

Education is seen as the corner stone for building peace. The slogan that should dominate this century is if we want peace, we have to pave the way for it. The study evidences the effectiveness of Reflective Teaching Method in developing Peace Values among Pupils of Standard Seven. It will help the young generations to become peace makers and peace ambassadors. Through the process of reflection related pedagogical practices, the peace of mind among all will be achieved. Hence the UNESCO concern that ‘since war begins in the minds of men it is in the minds of men the defences of peace must be constructed’ will be fulfilled.

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