

ROLE OF JURISPRUDENTIAL INQUIRY MODEL (JIM) TO PROMOTE GLOBAL CITIZENSHIP

Y M Preetha Lali

Dr. Bindu R L

Research Scholar, Department of Education, University of Kerala

Associate Professor & HOD, Department of Education, University of Kerala,
Thiruvananthapuram

ABSTRACT

“We all have different inspirations, but one goal. A BETTER WORLD”

Ernesto Arguello

Good citizens alone can make a good world. Values like mutual toleration, liberal outlook, human sympathy and compassion are the life blood of the Indian heritage. Our sages said, “It is the narrow minded persons say that this thing belongs to me and that to others. To the liberal minded persons, the whole world is just like a family. They prayed not for their own welfare but for the whole world. “Loka: Samasta: Sukhino: Bhavantu”. The most important features of global citizenship education are voluntary action that can extend from local to international collectives, the practice of cultural empathy; and a focus on active participation in social and political life at the local and global level. For global outlook it requires that an educated person should be able to detach himself from his own cultural and national prejudices and to consider men of other nationalities, cultures and races on equal footing. The aims and ideals for global citizenship can be achieved through suitable curriculum and its effective transaction. The present study emphasizes the role of JIM in enhancing global citizenship.

Citizenship education should help the students to realize that “No local loyalty can ever justify forgetting that each human being has responsibilities to every other”. Students need to receive education in ethics, social behavior and skills to be able to have a real understanding of the world and be active and independent in social life. The present study was conducted aiming to examine global citizenship education through JIM. The study is firstly defining global citizenship education as well as its significance and necessity and then the role of JIM for promoting global citizenship education.

KEY WORDS: Global citizenship education, jurisprudential inquiry model

INTRODUCTION

“A nation, as a society, forms a moral person, and every member of it is personally responsible for his society” – Thomas Jefferson

Education is highly imperative for the citizens and endurance of society. In this competitive global scenario, the task of education is not only to educate people with knowledge or transmit the quantum of information to students; but to nurture with power of imagination, techno pedagogic skills, information and communication skills, create adjustment mechanism, desirable attitudes, skills and competencies. Education is the most commanding tool to build knowledge based society for the future. To address the global challenge, emphasis being given to learners freedom to explore and enquire, questioning, self learning, habits to enhance sensitivity, independent learning and learning to learn. As citizens of the global community, students need to develop the knowledge, attitudes, and skills that will enable them to function in a global society.

GLOBAL CITIZENSHIP EDUCATION

“No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a life time. Young people must be included from birth. A society that cuts off from its youth severs its life line.” Former U.N Secretary General – Kofi Annan.

To be effective global citizens, young people need to be flexible, creative and pro-active. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and group. These skills and qualities can be developed by active learning methods through which pupils learn by doing and by collaborating with others. Education for global citizenship deals with issues of global interdependence, diversity of identities and culture, sustainable development, peace and conflict and inequities of power, resources and respect. These issues are addressed in the class room through a wide and evolving variety of participatory teaching and learning methodologies including structured discussion and debate, role play, ranking exercise and communities of enquiry. According to Jawaharlal Nehru, “Citizenship consists in the service of the country”.

Good citizens alone can make a good world. According to Oliver Gold Smith, “internationalism is a feeling that individual is not only a member of his state, but also a citizen of the world”. As the inevitable process of the 21st century globalization has affected and altered all aspects of human life including education. Therefore one of the main tasks of any education system is to identify the features and impacts of such process. Students as a global citizen must develop a deep understanding of the need to take action and make decisions to help solve the world’s difficult problems. They need to participate in ways that will enhance democracy and promote equality and social justice in their cultural communities, nations and religions, and in the world.

Education for global citizenship helps young people develop the core competencies which allow them to actively engage with the world and help to make it a more just and sustainable place. It is a form of civic learning that involves students active participation in projects that address global issues of a social, political, economic or environmental nature. The JIM support young people to explore and question the world around them. It promotes critical thinking, advocate social justice and encourage learners to apply their learning to real world issues.

GLOBAL CITIZENSHIP EDUCATION INCLUDES THE FOLLOWING FEATURES

1. Comprehensive knowledge about world political system
2. Comprehensive knowledge about world economic system
3. Critical thinking skills that transcend boundaries
4. Cross – cultural communication skills
5. Provide active engagement
6. Development empathy: Global education must shift to help students personalize the world and internalize their connections to people living in worlds far away (Cartwright et al, 2009)

THE GOALS OF GLOBAL CITIZENSHIP EDUCATION

The main objective of education system as one of the most effective educational institution should be the education of the citizens, who are conscious, active, effective, participatory, deep – minded, flexible, having moral values as well as global and extensive attitude. The global citizenship education is seeking specific goals and objectives that are oriented toward adapting and controlling changes at the globalization age in order to achieve and appropriate life style in the 21st century.

PRINCIPLES AND REQUIREMENTS OF GLOBAL CITIZENSHIP EDUCATION

- ❖ Asking questions and developing critical thinking skills
- ❖ Equipping your people with knowledge skills and values to participate us active citizens
- ❖ Acknowledging the complexity of global issues
- ❖ Prevailing the global as part of everyday local life, weather in a small village or a large city
- ❖ Understanding how we relate to the environment and to each other us human beings

OBJECTIVES OF GLOBAL CITIZENSHIP EDUCATION

- Recognition of other countries and awareness of their culture
- Awareness of global issues and the role of the United Nations in their resolution
- Identification of the issues related to human rights
- Understanding the relationship between human and environment

The most important point in the global citizenship education is to prepare the ground for its realization. It is strongly based on democracy and information technology. Undoubtedly, the availability of a demarcate society is a prerequisite for the realization of global citizenship education, because the people's rights are recognize in such societies and different sounds can be heard regardless of any difference. At the end, global citizenship education shall be considered as a permanent and life long process and be rather resumed by the related institutions after graduation. Therefore, today citizen requires a comprehensive education for living in a global condition. Accordingly, global citizenship education issued should be considered at the top of the educational system programs and the curriculums goals.

JURISPRUDENTIAL INQUIRY MODEL

Donald Oliver and James P Shaver (1966-1974) created the Jurisprudential Inquiry Model to help students learn to think systematically about contemporary issues. It requires them to formulate these issues as public policy questions and to analyze alternative positions about them. It is a high-level model for citizenship education. The JIM is useful in helping people rethink their positions on important legal, ethical and social questions because our society undergoes social and cultural changes. It also helps students to participate forcefully in the redefinition of social values (Shaver, 1995). Intellectual citizens can analyze and take a stand on public issues. The stance should reflect the concept of justice and human dignity, two values that are fundamental to a democratic society.

The dictionary meaning of Jurisprudence is Science or Philosophy of law. It is a process of inquiry for solving controversial issues as it is held by a Supreme Court Judge. Students need skills not only for managing knowledge transition but for decision making, problem solving and self empowerment. Education is the most powerful instrument to make citizens socially sensitive, accountable and forward looking. Quality education is desirable for economic advancement and ensures enhanced quality of life to bring about an adequate level of social and economic progress. The Jurisprudential inquiry is based on a conception of society in which people differ in their views and priorities in which social values legitimately conflict with one another. Oliver and Shaver's image of a skillful citizen is very much that of a competent judge. Citizen can intelligently analyze and take a stands on public issues. The stance should reflect the concept of justice and human dignity, to values fundamental to a democratic society. The JIM helps students to think systematically about contemporary issues. It is a high level model for citizenship education.

As our society undergoes socio-cultural changes, JIM is especially useful in helping people rethink their positions on important legal, ethical and social questions.

The students need to understand the current critical issues and share in the formulation of policy. The exploration of students stances through confrontational dialogue is the heart of JIM. This model helps students to formulate their stance and they can eventually defend, also helping them to revise their positions after argumentation. Once students become fluent in the use of JIM, they can apply it to conflict that occur in and around their own lives. Mastery of the frame work for analyzing issues is the major direct learning outcome. Some of the important process objectives of this model are competency in social dialogue, assuming role of others, capacity in social environment and desirable social action, value synthesizing attitude, frame work for analyzing social issues. The class room, students can start to face to issues of global independent through an economic course, diversity of identities and cultures in a history course, sustainable development in an environmental science course and more. As a result, students learn to become successful learners, confident individuals, responsible citizens and effective contributors. All in all, this will allow students to explore, develop and the express their own values and opinions. Thus, the future of the world lies in the hands of the youth.

RESOLVING SOCIAL ISSUES AN INDIVIDUAL HAS TO POCESS THREE COMPETENCIES

1. Familiarity with the values of society highlighted by the accepted constitution, the natural goals of development and the accepted values that emerges from our cultural heritage. This is the value frame work.
2. The individual should possess the skill for clarifying and resolving issues.
3. Knowledge of contemporary political and public issues that exist in the society.

DESCRIPTION OF THE MODEL

Syntax

Phase I. *Orientation to the case.* At this stage, the material concerning the social issues are introduced and opportunity given to review the facts.

Phase II. *Identifying the issues.* The facts gathered and reviewed are synthesis into public policy issues. Take policies one by one. Identify the values and value conflict associated with each policy issue.

Phase III. *Taking a position.* State one's position regarding the issue.

Phase IV. *Exploring the stances and patterns of argumentation.* Find out the point at which the value is violated. Also prove the desirable or undesirable consequences of a position.

Phase V. *Refining and qualifying the position.* On the bases of exploration in the fourth phase, the changed position is stated and justified on the bases of values.

Phase VI. *Testing factual assumptions behind qualified positions.* This is jurisprudential examinations of the restated positions on the bases of factual support and the consequences. Here validity of the position is examined.

By practicing JIM the students get opportunities to develop public policy stances and dialogue skill. During the process of Socratic dialogue the teacher asks the students to take position on an issue. The teacher challenges the position with question or challenges the assumptions underline the stand by exposing its implications. The teacher's question are designed to boost student's thinking about their stance and help them to learn. In nutshell, the specific teachers of this model help the students to develop competency in social dialogue and comprehend the values concerned in a particular social situations.

EDUCATIONAL IMPLICATION OF JIM

- a. Ability to analyze social issues
- b. Ability to assume role of the other
- c. Competence in social dialogue
- d. Empathy and pluralism
- e. Knowledge of facts about social problems
- f. Capacity for social involvements and desire for social action

Global citizenship characters personal respect and respect for others, wherever they live and encourages individual to think deeply and critically about what is equitable and what will minimize harm to our planet. Exploring global citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions. A global citizen is aware of the wider world and has a sense of their own role as a world citizen. He respects and values diversity and has an understanding of how the world works. He participates in the community at a range of levels, from the local to the global and takes responsibility of their actions.

Citizenship education can be defined as educating children from very childhood to become clear thinking and enlightened citizen who participate in decisions concerning society. Such education helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It equip them to understand the consequence of their actions and those of adults around them. The teaching of democracy has very important because it educate a responsible and critically thinking person. The students can participate effectively in the affairs of the state. Through citizenship education students learn knowledge of their nation's institutions and rules of law as they apply to social and human relationships. Such active methods are now established as good practice in education, and are not unique to global citizenship. Curriculum for Excellence has at its core a commitment to improved students participation in order to develop the four capacities: successful learners, learners, confident individuals, responsible citizens and effective contributors.

CONCLUSIONS

A global citizen is someone who is the aware of and understands the wider world and their place in it. They take an active role in their community and work with others to make our planet more equal, fair and sustainable. JIM of teaching is significantly effective than conventional method in developing ability to identify the socio-economic values in society and attaining economies knowledge to enhance citizenship globally. With a global citizenship education, young people are able to solve problems, make decisions, think critically, communicate ideas effectively and work well with others. This not only helps them personally and educationally but eventually professionally as well. Thus, a global education in the class room is paramount. You have several opportunities to be flexible, creative and pro-active.

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