

B.Ed. Two Year Programme

E.7: Peace Education

Maximum Marks: 100

Objectives

- To make future teachers aware of the scale and variety of conflicts affecting contemporary life;
- To encourage inquiry into the complex role that institutionalized education plays in the context of different types of conflicts;
- To enable students to develop personal initiative and resources for the pursuit and promotion of peace.

Unit I : Conceptual Introduction

- Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
- Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche.
- Individual and collective self; duality and conflict: interpersonal, communal, national.
- Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern media; analysis of textbooks from the perspective of peace.
- Analysing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.

Unit II: Preparation for Peace

- Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;
- Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.
- Dialogue: The concept and its applications in life in the family, school, and among peers;

Unit III : Philosophical Resources

Some Thinkers of Harmony: Study of relevant extracts from the writings of:

Gandhi ('Brute Force' and 'Passive Resistance' in *Hind Swaraj*)

Tagore ('Civilization and Progress' and 'Nationalism in India'),

Sri Aurobindi ('The Ideal of Human Unity'),

Krishnamurti, J. ('Education and World Peace'),

Montessori ('Peace and Education')

Russell ('Knowledge and Wisdom),

Iqbal ('Is Religion Possible');

Dalai Lama ('Universal Responsibility).

Other extracts from the writings of these thinkers can be added.

Unit III : Issues and Challenges

Justice and Peace: The Constitution as a means of conflict-resolution.

Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres; Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue; Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications; Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil.

Practicum

Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.

End of term project: Each students will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

Reading List

Alfassa, Mirra. Education

Dalai Lama, H.H. The Art of Living and Dying in Peace.

Fromm, E. Sane Society.

Hanh, T. N. Being Peace

Franklin, Ursula. The Real World of Technology (available in Hindi)

Karve, I. Yuganta.

Kesavan, M. Secular Common Sense.

Krishnamurti, J. Education and the Significance of Life

Kumar, K. Learning from Conflict.

Kumar, K. Battle for Peace.

Michie, David. The Dalai Lama's Cat

Montessori: Peace and Education

NCERT. Ways to Peace

Norberg - Hodge, H. Ancient Futures.

Russell, B. Common Sense and Nuclear Warfare.

Sheehan, V. Mahatma Gandhi

Singh, N. Loktantra, Sanskriti aur Shiksha (also available in English in Kumar, K. (ed.) Democracy and Education in India).

Teresa, Mother. Reaching out in Love

UNICEF. The State of the World's Children (reports of the last five years).

UNESCO. Learning the Way of Peace : Teacher's Guide.

Websites:

Hiroshima Peace Memorial Museum

Peace Education: INEE Site (endorsed by UNESCO)