

Bachelor of Education (B.Ed.)

Title of the Course: E.7: Peace Education

(Semester: IV)

Credit 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The elective course seeks to develop and strengthen the capacity of future schools teachers to build a peaceful life and world on all levels. The students will get the opportunities to enhance their values, knowledge and skills for living in and building cultures of peace. They will become familiar with the roles that education, teachers and schools can play in resolving and transforming conflicts and nurture holistic cultures of peace. They will be sensitized to peace-oriented values and principles and develop a critical understanding and knowledge of the root causes of diverse conflicts and their nonviolent resolution. They will also be able to practice creative pedagogical and curricular approach in schools. The course considers peace education as education for the achievement of non-violent, environmentally sustainable, just and an inclusive society.

Learning outcomes

After completion of the course, student will be able to;

1. Understand the scale, depth and variety of conflicts that affect contemporary life;
2. Appreciate peace as an important goal and pursuit
3. Inquire into the complex role that institutionalized education plays in the context of different types of conflicts;
4. Develop personal initiative and resources for the pursuit and promotion of peace through education
5. Critically grasp over philosophical ideas that offer a vision for life and promote peace

Number of Units 3

Weeks 15 = 60 hours

Unit 1: Understanding Conflicts and their Sources

(5 weeks = 20 hours)

- Conceptual understanding of conflicts: The role of perspective, symbols, stereotypes in it and differentiate between personal, social, national, global and universal level conflicts;
- A conflicted relationship between humans and nature: the question of environmental crisis and 'universal responsibility' (by The 14th Dalai Lama)

- A critical perspective on the role of communication technology and contentious presentation of issues in television and social media;
- Recognizing the role of education in general and the culture of competition and corporal punishment in school and its consequences for conflicts
- Childhood in conflict settings: the impact on the children of the conflicts of different kinds that have led to displacement, violence or persistent social turmoil.

Unit 2: Preparation for Peace and Conflict Resolution (5 weeks = 20 hours)

- Developing a conceptual understanding of peace
- Developing analytical skills and the abilities of reflection on the circumstances and factors leading to stress and conflict.
- Cultivating the perspective and skills necessary for peace: Introspection, Mediation, facilitation, persuasion and dialogue
- Justice: conceptual understanding and the Constitution as a means of conflict-resolution and providing justice.
- Self and Identity: Individual and collective self; duality and conflict (by referring to Freud's theory of psyche)

Unit 3: Philosophizing Peace: Questions raised by major philosophers on violent conflicts of the twentieth century and their vision of peace. (5 weeks = 20 hours)

- Gandhi, Tagore, Krishnamurti and Bertrand Russell,
- The XIV Dalai Lama, Thich Naht Hahn

Following texts may be referred to for engagement with their ideas on peace.

Secular Ethics by The XIV Dalai Lama

Civilization and Progress by Tagore

'Brute Force' and 'Passive Resistance' in Hind Swaraj by Gandhi

Peace is Every Step by Thich Naht Hahn

Education and World Peace' by Krishnamurti

'On Nuclear War and Peace by Bertrand Russell

Practicum/ Suggested Projects/Assignments (Any Two)

- Visits to the sites or monuments symbolizing introspection
- Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres;
- Case studies of any one major conflict between nation-states
- Study of successful struggles for peace and ongoing processes of dialogue
- Critically analyze and reflect on any conflict and its impact on children and their childhood.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings:

- Alfassa, M. (1999). *On Education*. Sri Aurobindo Ashram Publications Department.
- इरावती कर्वे 1971 *युगान्त* सस्ता साहित्य मंडल प्रकाशन
- बर्टेंड रसेल अनुवादक विरेन्द्र त्रिपाठी *विवेक या विना* राजकमल प्रकाशन
- कृष्ण कुमार 2008 *भाषा का समर* राजकमल प्रकाशन
- कृष्णमूर्ति जे 2008 *मैं था एवं जीवन का तात्पर्य* कृष्णमूर्ति फाउंडेशन
- Dalai Lama, H.H. (1997) *The Joy of Living and Dying in Peace: Core Teachings of Tibetan Buddhism*. Harper SanFrancisco.
- Dalai Lama, H.H. (2012). *Beyond Religion: Ethics for a New World*. Rider Books.
- Dalai Lama, H.H. (2012). *The Global Community & the Need for Universal Responsibility*.
- Franklin, U. (1990) *The Real World of Technology*. CBC Enterprises.
- शिक न्यास इन्द्र 2024 समग्र भाषा वैशुद्धि स्वदे
- Freud, Sigmund. 1926. Trans. Joan Riviere. *The Ego and the Id*. Hogarth Press and The Institute of Psychoanalysis MCMXXVII
- Gandhi, M.K. 1949 *Hind Swaraj*. Navjeevan Trust
- Hanh, T. N. (1995). *Peace is Every Step: The Path of Mindfulness in Everyday Life*. RHUK
- Hanh, T. N. (2005). *Being Peace*. Berkeley, California: Parallax Press.
- Huxley, Aldous. 1954 *The Doors of Perception* Vintage Books: A Division of Random House
- Karve, I. (2006) *Yuganta*. Orient BlackSwan.
- Krishnamurti, J. (1981). *Education and the Significance of Life*. HarperSanFrancisco.
- Kumar, K. (1996). *Learning from Conflict*. Orient BlackSwan.
- Kumar, K. (2007). *Battle for Peace*. Penguin Books.
- Kumar, K. (2016). *Education, Conflict and Peace*. Orient BlackSwan.
- Kumar, K. (2018). *Can Education Contribute to Peace?* UNESCO: MGIEP
- Kumar, K. (2020, Nov 28). *Can History Contribute to Peace?* History for Peace: Calcutta
- Montessori, M. (1949). *Education and Peace*. Montessori Pierson Publishing Company.
- NCERT (2006) *Position Paper of the National Focus Group on Peace*. New Delhi: National Council of Educational Research and Training. हिन्दी में भी उपलब्ध
- NCERT (2010). *Ways to Peace*. New Delhi: National Council of Educational Research and Training. हिन्दी में भी उपलब्ध भाषा की तरह भीरीक से
- NCERT (2010). *Ways to Peace*. New Delhi: National Council of Educational Research and Training. हिन्दी में भी उपलब्ध भाषा की तरह भीरीक से
- दसाई लाल तथा हावर्ड कटलर अनुवाद आशुतोष गर्ग 2016 *आन्दे के सरल मार्ग* मजुल प्रकाशन
- दसाई लाल तथा आशुतोष गर्ग 2020 *धर्म से आगे संपूर्ण संसार को लिए वैश्विकता* राधाकृष्ण प्रकाशन
- Postman, Neil and Steve Powers. 1992 *How to Watch TV News* Penguin Books
- Postman, Neil. 1985 *Amusing Ourselves to Death: Public Discourse in the Age of Show*

Business Penguin USA

- Postman, Neil. 1993 *Technopoly: The Surrender of Culture to Technology* Vintage Books: A Division of Random House
- Russell, B. (2001). *Common Sense and Nuclear Warfare*. London: Routledge.
- Russell, B. Knowledge and Wisdom in *The Basic Writings of Bertrand Russell* London: Routledge
- Singh, K. (1997). *Shiqwa and Jawabe-Shiqwa: Iqbal's Dialogue with Allah*. Oxford University Press.
- UNESCO. (2001). *Learning the Way of Peace: A Teacher's Guide to Peace Education*. New Delhi: United Nations Educational, Scientific and Cultural Organisation.
- गांधी, मोहनदास करमचंद 1949 *हिंद स्वराज्य* नवजीवन मुद्रणालय

Additional Readings

- Fromm, E. (1991) *The Sane Society*. Routledge Classics.
- Joley, E.L., Chaliha, J. (1999). *Reaching out in Love: Stories Told by Mother Teresa*. Penguin Books India.
- Kesavan, M. (2001) *Secular Common Sense*. Penguin Books.
- Norberg - Hodge, H. (2000). *Ancient Futures: Learning from Ladakh*. Rider Books.
- Sheehan, V., Keller, H., Manchester, W., Thoreau, H.D., Curie, E. (1989). *Reader's Digest Great Biographies (Vol. 9)*. Reader's Digest.
- United Nations International Children's Fund (2023). *The State of the World's Children 2023: For Every Child, Vaccination*. UNICEF, New York.
- United Nations International Children's Fund (2021). *The State of the World's Children 2021: On My Mind: Protecting, Promoting and Caring For Children's Mental Health*. New York.
- United Nations International Children's Fund (2019). *The State of the World's Children 2019: Children, Food & Nutrition: Growing Well in a Changing World*. UNICEF, New York.
- United Nations International Children's Fund (2017). *The State of the World's Children 2017: Children in a Digital World*. UNICEF, New York.
- United Nations International Children's Fund (2016). *The State of the World's Children 2016: A Fair Chance for Every Child*. UNICEF, New York.

Teaching Learning Resources (Digital and others):

Hiroshima Peace Memorial Museum: <https://hpmuseum.jp/?lang=eng>

INEE: <https://inee.org/resources/peace-education-manual>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks

which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Peace Education, Conflict Resolution



Head/Dean

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