

Master of Education (M.Ed.)

Title of the Course: S.Pe.1(r) Education for Peace and Conflict Resolution (Semester: I, II, III & IV)

Credit 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The course is aimed at school teachers and scholars in education so that they may develop a commitment to teach young people about international peace and the resolution of violent conflicts; generate curiosity about the field of international peace and conflict resolution, and who can build a community of practice made up of teachers and global peace-builders. The specialization course is rooted in the conviction that teachers and researchers in education can be pivotal in bringing themes of global conflict and peace into their classrooms, schools and communities. At a time when several violent conflicts are affecting people's life in a major way, teachers' role becomes a key to helping young people learn the knowledge, skills and perspectives in creating a more peaceful world. The specialization course examines the varied conceptualizations of peace critically. Alongside, it will give students the opportunity to understand peace processes at the global, local and national level. Students will engage with the theories of critical peace studies and study the impact of violence on human life. They will consider the philosophical ideas and action-based structured programs proposed by scholars, policymakers and practitioners regarding different pathways to peace.

Learning Outcomes:

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

- develop a foundational understanding of the academic approach to peace and sustainability
- discover new ways to teach about global conflicts and peace in different subject areas and investigate resources to integrate the concepts and practical peace-building skills into classroom activities
- engage with scholarly debates related to peace and conflict and critically apply the ideas to everyday experiences and events.
- gain an overview of the history, central concepts, scholarship, and practices within the field, with a particular focus on case-studies of peace education in practice

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Understanding Peace

(3 weeks = 12 hours)

- Meaning, concept and scope
- Historical, cultural, social and religious foundations of peace
- Peace Movements and the Construction of the United Nations
- Peace and violence; peace and war

Unit 2: Education, Conflict and Peace

(4 weeks = 16 hours)

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- Examine the role of education in creating conflicts and maintaining them and also as a site of critical reflection and resistance them and work for conflict resolution
- Analyze the multitude of ways in which conflicts including violent conflicts impact children
- Theorize education in post-conflict recovery, reconstruction and peace-building.
- Peace education, memory and reconciliation; debates on reparations, reconciliation, healing and forgiveness.

Unit 3: Peace Education and key modern thinkers of the 20th century

(5 weeks = 20 hours)

- Rabindra Nath Tagore, Gandhi
- John Dewey, Jiddu Krishnamurti, Maria Montessori
- His Holiness the XIV Dalai Lama

Unit 4: Peace Education and Teacher Education

(3 weeks = 12 hours)

- Peace Education in Teacher Education
- Teaching school content from a peace perspective: instances may be taken from science, mathematics, economics, history and literature.
- The Role and Impact of International Organisations in Interwar and Post-War Danish School Experiments, 1918–1975

Practicum/ Suggested Projects / Assignments (Any Two)

1. Study of ongoing conflicts in the economic and ecological spheres and their relation with education
2. Study of successful struggles for peace and ongoing processes of dialogue and their relation with education
3. Study of any one conflict with a focus on its impact on children and their childhood.
4. Study of a conflict-affected country, research their efforts to institutionalize peace education in their school systems and write a report documenting the findings.

For all the above assignments, the students will have to utilize and cite at least five course readings, and describe how the concepts relate to the scenario presented.

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

Essential/ Recommended Readings

- Avruch, K. and Black, P. 1991. "The Culture Question and Conflict Resolution," *Peace and Change*, 16, pp. 22-45.
- Ensor, Marisa O. (2013) "Introduction – Contemporary Perspectives on Conflict Transformation". Special Issue on 'Peace Education, Memory and Reconciliation in Africa:
- Contemporary Perspectives on Conflict Transformation'. Marisa O. Ensor, ed. *African Conflict & Peacebuilding Review*. Vol. 2(3), pp. 1-23.

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- Hermon, Emily. 1987 "Peace Education Between the World Wars: A Historical Overview
Of The Organized Transnational Peace Education Movement." *Peace Research* 19, no. 2.
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- Kumar, K. (1996). *Learning from Conflict*. Orient BlackSwan.
- Kumar, K. (2016). *Education, Conflict and Peace*. Orient BlackSwan.
- Montville, J. 2001. "Religion and Peacemaking". In R. Helmick and R. Petersen, eds.
- *Forgiveness and Reconciliation: Religion, Public Policy, and Conflict Transformation*.

- Tawill, Sobhi, and Alexandra Harley. 2004. "Education and Identity-based Conflict: Assessing Curriculum Policy for Social and Civic Reconstruction. In Sobhi Tawill and Alexandra Harley, eds. *Education, Conflict and Social Cohesion*, pp. 1-35. Geneva, Switzerland: UNESCO International Bureau of Education.
- 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.
- Bosa, Anima. 1981. A Gandhian Perspective on Peace. *Journal of Peace Research*, Vol. 18, No. 2, Special Issue on Theories of Peace (1981), pp. 159-164 (6 pages)
- Dalai Lama XIV. (1999). *Ethics for the New Millennium*. Riverhead Books.
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- Duckworth, C. (2006) Teaching peace: a dialogue on the Montessori Method. *Journal of Peace Education*, 3(1), 39-53. <https://doi.org/10.1080/17400200500532128>
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- Mani, Lata. (2009) *Sacred Secular*. Routledge: Taylor and Francis Group
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Additional Readings

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- Bajaj, M., & Hantzopoulos, M. (Eds.). (2016). *Peace education: International perspectives*. London: Bloomsbury Academic.

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- -----, *The Home and the World*. 1915. Trans. Surendranath Tagore. New Delhi, India: Penguin Books, 1985.

Teaching Learning Resources (Digital and others):

- INEE: <https://inee.org/resources/peace-education-manual>
- Council on Foreign Relations. (2024). *Global Conflict Tracker*. Retrieved March 26, 2024, from <https://www.cfr.org/global-conflict-tracker>

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, mediation, peace building, thinkers violence, war, international peace architecture,

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