

Master of Education (M.Ed.)

Title of the Course: S.Pe.2(r) Peace Education for Global Citizenship & Sustainability (Semester: I, II, III & IV)

Credit 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

There are issues transcending country borders which demand a more complex understanding of human life and education. Global citizenship education argues for an ethical, empathetic and respectful educated young people who understand the complex challenges and threats. Quality education is among 17 Sustainable Development Goals put forth by the United Nations. There is an urgent need for education to provide a global outlook with a deep appreciation of local perspectives can address the cross-cutting challenges of today and tomorrow. Peace education for sustainability and global citizenship needs to be incorporated in teacher education and research programme in education with the aim of supporting post-conflict reconstruction, through thematic issues, such as human rights, citizenship, peace, environment, gender equity and environment protection. The aim of peace education in a gender perspective is to assist teachers and researchers in their efforts to educate caring and responsible young people who are open to cultural differences and appreciate the value of freedom, human dignity, and resolve conflicts or resolve by nonviolent means.

Learning Outcomes

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

1. Become familiar with the interdisciplinary area of peace education for sustainable development and global citizenship
2. critically question the causes and effects of social and environmental issues;
3. explore the connections between our own lives and those of others;
4. understand the impact of historical and political injustices leading to migration and people demanding refuge
5. develop the analytical skills to analyse traditional power structures in the context of gender and relate it with human rights and global justice

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Global Citizenship and Transformative Education (GCTEd) (5 weeks = 20 hours)

- Restoring Learning to Daily Living: Global Citizenship. Its need and concepts
- Dewey's "organic unity of life and " Ikeda's "interconnectedness,"
- Global citizenship as embedded in the Sustainable Development Goals
- The interconnected nature of contemporary challenges and threats: understanding of human rights, geography, the environment, systems of inequalities, and historical events that underpinned current developments
- Critical perspectives on Global Citizenship

Unit 2: Gender and Peace Education

- Gender issues in peace education and conflict resolution and sustainable development

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- Issues in gender and technology for peace
- Analysis of contemporary global issues from the perspective of power dynamics (gender, LGBTQi, disability, socio-economic status, culture, and religion)

Unit 3: Theories, Perspectives, & Issues in Education for Sustainable Development (4 weeks = 16 hours)

- Food, air and water: critical perspectives on global crises, causes and consequences of global food and water inequities leading to conflicts
- Technology and challenges to sustainability
- Inquiry into global themes and issues of sustainable development
- Education for sustainable development

Unit 4: Refugees as Reminders of Conflicts and Education for Justice (3 weeks = 12 hours)

- Peace and violence, peace and war.
- Refugees: a conceptual understanding including political, economic and environmental refugees
- Refugees as contributors to the development of peace agreements and participants in peace-building
- A humanitarian angle invoking human conscience and life and struggles of refugees

Practicum/ Suggested Projects / Assignments (Any Two)

1. A term paper on a peace education curriculum in any country
2. A study of violent conflict trackers and UN Discourse s
3. A presentation on community-based peace programs
4. Analysis of curriculum for sustainable development
5. Documentation of gender responsive curriculum

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

Essential/ Recommended Readings

- A's, Berit. 1999. Globalization as the Feminization of Poverty. What, Whom and How Do We Teach? In: Globalization on Whose Terms? Report No. 5, ed. by Birgit BrockUtne and Gunnar Garbo, 95–113. Oslo: Institute for Educational Research.
- Andreotti, V. (2016). The educational challenges of imagining the world differently. *Revue Canadienne D'etudes Du Developpement/Canadian Journal of Development Studies*, 37(1), 101–112.
- Arkin, William, and Lynne Dobrofsky. 1978. Military Socialization and Masculinity. *Journal of Social Issues* 34(1): 151–168.
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- Brock-Utne, B. A Gender Perspective On Peace Education And The Work For Peace. *Int Rev Educ* 55, 205–220 (2009). <https://doi.org/10.1007/s11159-008-9122-z>
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- Dalai Lama, H.H. (2012). *The Global Community & the Need for Universal Responsibility*.
- Development by Resolving the Issue of Gender Bias in the Light of UNICEF. *Aviskaar*, 9, 49-57.
- Dewey, J. ([1934], 1980). *Art as Experience*. Perigee.
- Gandhi, M.K. 1949 *Hind Swaraj*. Navjeevan Trust
- Garrison, J., L. Hickman and D. Ikeda. (2014). *Living As Learning: John Dewey in the 21st Century*. Dialogue Path Press.
- Goldstein, Joshua S. 2001. *War and Gender: How Gender Shapes the War System and Vice Versa*. California: University of California Press.
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- Inter-Agency Network for Education in Emergencies (INEE), *Peace Education*.
- Johan Galtung, "Violence, Peace, and Peace Research," *Journal of Peace Research* 6.3 (1969): 167–191
- Martha C. Nussbaum, *Creating Capabilities* (Cambridge, MA: Harvard University Press, 2011).
- Mehdi , Syed Sikander. 1990. *Peace Education and Refugees*. Pakistan Horizon , October 1990, Vol. 43, No. 4 (October 1990), pp. 59-71
- Michael Renner, *National Security: The Economic and Environmental Dimensions*, Worldwatch paper 89 (Washington, D. C. : Worldwatch Institute, May 1 989) , especially pp 29-38
- Mochizuki, Y. and Fadeeva, Z. (2010), "Competences for sustainable development and sustainability: Significance and challenges for ESD", *International Journal of Sustainability in Higher Education*, Vol. 11 No. 4, pp. 391-03. <https://doi.org/10.1108/14676371011077603>
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- Mochizuki, Yoko. 2023 *Can the subaltern decolonize? The limits and possibilities of decolonial global citizenship education in India*. Prospects <https://doi.org/10.1007/s11125-023-09656-7>
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- Pashby, K., da Costa, M., Stein, S., & Andreotti, V. (2020). A meta-review of typologies of global citizenship education. *Comparative Education Review*, 56(2), 144–164.
- Quayum, Mohammad A. War, Violence and Rabindranath Tagore's Quest for World Peace. *Transnational Literature* Vol. 9 no. 2, May 2017. <http://fhrc.flinders.edu.au/transnational/home.html>
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- Stein, S. (2019). The ethical and ecological limits of sustainability: A decolonial approach to climate change in higher education. *Australian Journal of Environmental Education*, 35(3), 198–212.
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- UNESCO, U. (2014). Roadmap for implementing the global action programme on education for sustainable development. <http://Unesdoc.unesco.org>.
- UNHCR. 2019. *Refugee Education 2030: A Strategy for Refugee Inclusion*.
- Urbain, Yoko & Urbain, Olivier. From Global Citizenship to Planetary Belonging Dewey's "organic unity of life," Ikeda's "interconnectedness," and Indigenous wisdom.
- Van Der Kolk, Bessel. 2015. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books.
- Zembylas, Michalinos, and Zvi Bekerman. 2013. "Peace Education in the Present: Dismantling and Reconstructing Some Fundamental Theoretical Premises." *Journal of Peace Education* 10 (2): 197–214.
- बर्टेड रसोल अनुवादक विरेन्द्र त्रिपाठी *विवेक या विनाश* राजकमल प्रकाशन
- गांधी, मोहनदास करमचंद 1949 *हिंद स्वराज्य* नवजीवन मुद्रणालय
- दलाई लामा तथा हावर्ड कटलर अनुवाद आशुतोष गर्ग 2016 *आनंद के सरल मार्ग* मज्जुल प्रकाशन

Additional Readings

- Perez, Mercedes. 2005. Legislative Reform and the Struggle to Eradicate Violence against Women in the Dominican Republic. *Columbia Journal of Gender and Law* 14(1), January 2001.

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- Reardon, Betty. 1985. Sexism and the War System. New York: Teachers College Press.
- Rehn, Elisabeth, and Ellen Johnson Sirle (eds.). 2002. Women, War, Peace: The Independent Experts' Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-Building. New York: Unifem

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: Globalization & World Peace, sustainable development, refugee education, environmental crisis, gender.



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