

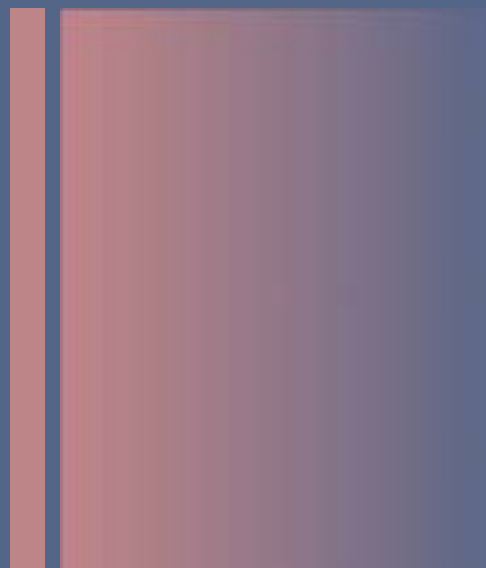


# PEACE EDUCATION

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## FRAMEWORK FOR TEACHER EDUCATION



*2005*



**UNESCO**

B-5/29, Safdarjung Enclave  
New Delhi 110 029, INDIA

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*Peace Education*  
*Framework for Teacher Education*

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Framework for Teacher Education*



**United Nations Educational, Scientific and Cultural Organisation**  
B-5/29, Safdarjung Enclave, New Delhi – 110 029, INDIA

**2005**

# Peace Education

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# Pray for Peace

In the moments of the morn when the day is being born  
Pray for Peace  
When you're standing at the sink with some moments free to think  
Pray for Peace  
When you're putting on your shoes and you hear the daily news  
Pray for Peace  
When you dance and sing and play, let the song within you say  
Pray for Peace  
When you're watching children run laughing freely in the sun  
Pray for Peace  
When you're starting up your car, take a moment where you are to  
Pray for Peace  
When you're entering the door of an office or a store  
Pray for Peace  
When the checkout line is long, keep your peaceful vision strong  
Pray for Peace  
When your call is put on HOLD, let your peaceful vision strong  
Pray for Peace  
When the traffic line is slow, breathe in peace and feel it flow  
Pray for Peace  
When you're sitting by the fire and flames are leaping higher  
Pray for Peace  
At the ending of the day when you meditate and pray  
Pray for Peace

*- Name of the Poet not available*



# Preface

If education is the only defence against human catastrophe, peace education is the soul of education that can create the shield for human survival on the planet earth. It is only through peace education that peace can be installed in human mind as an antidote to 'war is in the minds of men'.

UNESCO has taken a commendable initiative in promoting peace education. It has generated some important literature and educational material on peace education. 'Learning the Way of Peace: A Teacher's Guide to Peace Education' is a pioneering work. It is because of UNESCO's initiative that this material on peace education for teacher education has been developed. It would be useful to read this document in conjunction with "Learning the Way of Peace." I must single out Mr. R. P. Perera of UNESCO Delhi and compliment him for his single minded persuasion of peace education in this region. I am equally thankful to him for choosing and entrusting NIEPA to develop the material.

It was certainly not an easy task. It has been possible for me to accomplish this task because of help from several quarters including Mr. Perera for his insightful comments on the first draft. I have benefited from the discussion of the framework of this material with Professors K. P. Pandey, R. P. Sharma, Krishna Kumar, S. P. Malhotra, and Dr. Ms. Kailash Khanna. Dr. Khanna made some meaningful contribution in drafting the material. Ms. Deepak Makol helped me in compiling the bibliography and resource material on peace education. I also thank Shri Pramod Rawat, Deputy Publication Officer and Shri Jai Prakash for the layout and designing of the Report. I thank all of them for their contribution.

NIEPA, New Delhi  
05 January 2005

Marmar Mukhopadhyay  
Director, NIEPA

Peace Education



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# Peace Education

## *Definition, Concept and Scope*

### **Introduction**

An important statement that the E-9 Summit in New Delhi in 1993 made was: 'Education is the only defence' against war. How significant and true it is in a world that sits over huge stockpiles of nuclear explosives in the name of deterrent or right to sovereignty. The world has witnessed the most magnificent developments in science and technology, and also concurrently, the massive loss of human lives at the hands of the 'powerful', strife, wars, human degradation, and the unscrupulous during the twentieth century than that during the entire human history. If education could teach human beings to become the most sophisticated annihilators of the human beings and life on earth, it is also education alone that can and must educate human beings to live with peace and dignity. Learning to live with and in peace is emerging as a premise of peace education.

In this module, we will deal with the conceptual issues in peace and peace education.

### **Meaning and the Concept of Peace**

Peace has been defined in a variety of ways. It has been defined as:

- 1a). Freedom from, or cessation of, world of hostilities; that condition of a nation or community in which it is not at war with another.



- 1b). A ratification or treaty of peace between two powers previously at war.
2. Freedom from civil commotion and disorder; public order and security.
3. Freedom from disturbance or perturbation”.

(Shorter Oxford Dictionary)

Peace has been defined as ‘absence of violence’. This is rather a narrow and negative definition. Peace should mean not only absence of war, but also violence in all forms, such as conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice, and so on. Peace cannot be built as long as violent social structures exist in society. Naturally such structures will lead people to act violently. For instance, an unfair system of resource distribution in a society would lead to frustration of those who are deprived or get less. Frustration in turn could lead people to violence. Presence of all such obstructive and indicative factors can be termed *negative peace*.

Peace as ‘absence of violence’ means absence of fistfights or firing or carpet bombing or use of nuclear war heads. This is rather inadequate and incomplete definition.

Peace is a state of mind. This is beautifully expressed in the Preamble to the UNESCO Constitution:

**"Since wars begin in the minds of men, it is in the minds of men that the defence of peace must be constructed".**

Violence emerges out of intolerance for differences in beliefs, views, cultures and social traditions and mores. Hence, peace is more than absence of violence; it is tolerance, understanding, and respect of differences and it is

love. It is concern for others over concern for self. To quote the Preamble to the UNESCO Constitution, again for guidance and inspiration:

***That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and distrust between the peoples of the world through which their differences have all too often broken into war;***

***That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;***

***That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all nations must fulfill in a spirit of mutual assistance and concern;***

***..... and that peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.***

According to Indian scriptures, there are three kinds of violence, namely, mental (manasik), verbal (vachik) and physical (kayeeek).

- *Mental* – Thinking of hurting others, thoughts like ‘I wish I had hit him hard’ is mental violence although it was only a wish and no physical harm was actually done. Thinking ill of others is also one form of violence.
- *Verbal* – Use of harsh words is another form of violence since it hurts others. There is an important dictum in Sanskrit, an advice by the preceptor to the disciple, ‘speak the truth, speak sweetly; do not speak the truth that’s not sweet’. This dictum is to prevent violence through speech.

- *Physical* – Using physical force to harm others. This is the most commonly recognized form of violence between individuals, groups, communities, and countries.

There is an important wisdom behind this three-tier classification of violence. And it relates to the concept presented in the UN Charter. There is almost a cause and effect relationship in this three-tier violence. The abusive language or ‘verbal violence’ has its origin in violent thinking hidden in the mind. Unless one thinks ill of another, he/she cannot use violent or abusive words. The violent physical action is indeed because of the thoughts and the speech. It's not unusual to find that there is heated argument and violent speeches before actual physical violence.

Hence, just as violence or war is in the minds of men, peace can be installed only through the cleansing of the minds of men.

Again, violence or absence of peace can have several social configurations or conglomerations, namely,

- Individuals (fight between two individuals),
- Groups (clashes of gangs),
- Communities (caste conflicts and communal violence),
- Nations (war between two countries),
- Cultures (world wars and contemporary Anglo-American war in Afghanistan, Iraq, etc.)

As the conflicts are scaled up from individual to cultures, destructions are also scaled up in sync with long-term impact and implications.

Compared to the definition of peace as absence of violence, it may be worthwhile to look into the concept of the philosophy of Sri Aurobindo, which is based on *Vedantic* tradition. Most dependable and solid foundation

of peace is contentedness. Conventionally, contentedness has been taken as satisfaction of desires. But this is like a mirage in the desert. Desire is an endless process; satisfaction of every desire leads to another desire of higher order rather than to contentedness. A poor person aspires to have only a bicycle. Once she/he buys a bicycle, he/she feels satisfied; but in no time she/he watches others traveling on a scooter; then she/he also wants to have a scooter. And this goes on and on. Lack of success in satisfying the material desires leads to anger, the seed of all violence – mental, verbal and physical. Compared to that, from the angle of peace, contentedness means control on desires. If the desire is under control, failure that leads to anger is removed. It is worth recollecting a dictum from *Bhagavat Gita*, ‘Human right is only to that much that is necessary to fill the stomach; any one who wants more is a thief, deserves punishment’. One who is contented will not want more and to qualify to be called a thief inviting punishment and hence violence. The concept is beautifully illustrated by Acharya Vinoba Bhave. He used three words to explain this concept of contentedness. These are:

- *Prakriti* – One who eats when hungry; it is natural and normal.
- *Vikriti* – One who eats even though his stomach is full and is not hungry. This is human deformity and degradation.
- *Sanskriti* – One who gives away his/her own food to another hungry person, keeping his/her own hunger in abeyance; this is culturedness.

Thus, the origin of violence or absence of peace is in the desire (also means ambition for conquering others’ properties, countries, etc.), leading to conflict between two claimants be these individuals, groups, communities, countries, cultures, etc. leading to further discontent. Thus peace can be ensured only by nurturing contentedness through control of desires. The second origin is the

intolerance of different religious beliefs, languages, social customs and practices, etc.

Another important source of violence is competition. The insincere basis of competition with others is one-up-manship where one tries to prove his or her superiority over others. Of course, this competitiveness itself is based on desire for power or materials. The important point is that: competitiveness is 'gaining for self while depriving others. It is the selfishness that provides the foundation for violence or absence of peace. There several forms of expression of this competitiveness. Example is the schools where every student can afford to score 80 to 100% marks (Mastery Learning) in all subjects through cooperation (cooperative learning) without anyone losing; students learn to compete with each other; they do not share information, particularly related to the examination, so that one is able to prove superiority over others.

Peace can be cultivated, hence, only through training of the mind to control the desire, balancing between deserving and desiring, developing tolerance and respect for differences, concern and love for others, and moving from competition to cooperation. Peace can be installed through education in cooperation and mutual support, deep-seated concern for others over concern for self.

Peace can be explained in positive terms as well. Presence of happiness, health, content and good economy, social justice, and freedom of expression, creative support for personal growth at all levels, are some of the elements of peace. Such a peace can be termed as *positive peace*.

All ranges of shades of meaning of peace come easily under three basic sources. These are *inner peace*, *social peace* and *peace with nature*. These can be analyzed further as under:

1. *Inner Peace*: Inner peace is peace with self – self-contentedness. One, ‘whose mind remains unperturbed amid sorrows, whose thirst for pleasure has altogether disappeared, and who is free from passion, fear and anger’ is said to have achieved inner peace. For example, harmony and peace with oneself, good health and absence of inner conflicts, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion, and content, appreciation of art.
2. *Social Peace*: Social peace is ‘learning to live together’; indeed one of the important four pillars of learning as enunciated in the UNESCO report, “Learning: The Treasure Within.” Human beings are social beings; they cannot live in isolation. The tapestry of the living community is fast changing from living in homogeneous, cultural, linguistic and religious groups. to cosmopolitan community that is multi-cultural, multi-lingual and multi-religious. For an enriched and meaningful life, it is necessary to learn to live together within diversity. Again, for social peace, tolerance for diversity is not enough; respect and love for diversity is the precondition. Social peace implies harmony in human relationships, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, co-operation, brotherhood, tolerance of differences, democracy, community-building, human rights, morality, etc.
3. *Peace with Nature*: Planet earth is the cradle of human civilization. Symbolically, she is the mother earth. Peace with nature implies stopping the violation of her dignity through environmental and ecological degradation, exploitation, etc. Peace with nature is harmony with natural environment and mother earth.

These sources of peace are important for they provide the necessary basis on which peace can be built. Each source could be further analyzed in detail so that many more sub-components can be identified. Often some projects confine themselves into a single source and neglect the others or even work

against others. For instance, a community income-generating project may neglect the aspects of inner peace, such as moral or spiritual values of a particular community. Peace has to be viewed holistically not fragmentarily. Total peace arises from working through all the sources (Figure 1).

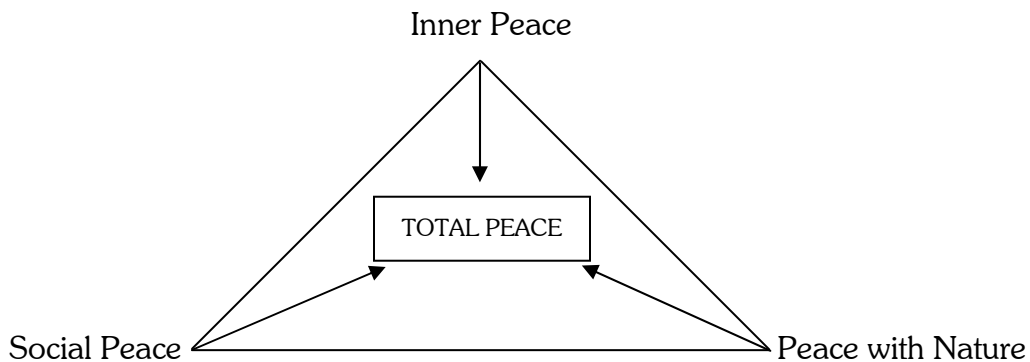


Figure 1: Source of Peace

Peace is often seen as an end product. This view tends to undermine the very process of building peace. The means contain the end. Therefore, it is more helpful to consider peace as both the process and the product. To emphasize the process, and to be practical, it is useful to define peace more in action-oriented terms rather than in abstractions. An example for such a definition is:

*Peace is the behaviour that encourages harmony in the way people talk, listen, and interact with each other and discourages actions to hurt, harm, or destroy each other.*

– Theresa M. Bey and Gwendolyn U. Turner (1995)

How to cultivate that ‘peace-behaviour’ among children, youth and adults is the broad concern of peace education. Our immediate concern is developing the ‘peace-behaviour’ among school children; and equipping the teachers to facilitate peace education.

## Peace Education: Concept

Peace education is more effective and meaningful when it is imparted taking into account the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values and with the universal human values. It should also be globally relevant. Peace education, hence, can be defined in many ways. There is no universally accepted definition as such. Here are a few pertinent definitions from the peace literature.

- *Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures — R.D. Laing (1978)*
- *Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on a philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet — Fran Schmidt and Alice Friedman (1988)*
- *Peace education is skill building. It empowers children to find creative and non-destructive ways to settle conflict and to live in harmony with themselves, others, and their world..... Peace building is the task of every human being and the challenge of the human family —Fran Schmidt and Alice Friedman (1988)*

The basic concepts embedded in the above definitions are that peace education is a remedial measure to protect children from falling into the ways of violence in society. It aims at the total development of the child. It tries to inculcate higher human and social values in the mind of the child. In essence, it attempts to develop a set of behavioural skills necessary for peaceful living and peace building from which the whole of humanity will benefit.



## Scope of Peace Education

Peace education can be considered at different levels:

- 1) Individual or self-development level,
- 2) School or community level,
- 3) National level, and
- 4) Global level.

There are many important self-development needs in children that are not sufficiently addressed to in the process of schooling. One of the important felt needs is building an effective, integrated personality in the child with positive self-esteem. To live peacefully, an individual has to have many skills, like those related to affirmation, positive thinking, empathetic listening and communication, assertive behaviour, decision-making and critical thinking, etc. School should help children to develop such skills so that they are empowered as individuals in the society.

At the school level, the predominant need is to have a peaceful climate, i.e. a peace culture. In such a culture, children will naturally absorb the spirit of peace. There is a popular saying that peace has to be caught rather than be taught. Initiating a peaceful culture in school should start from within the staff, by developing attitudes and behaviour of appreciation, co-operation, belongingness, trust and spirit of learning. By way of developing a friendly and mutually respectful teacher-pupil relationship, a peace culture will bloom naturally in the school. To ensure it, the school has to introduce a living system of peace values, norms and practices into the daily life of the school.

It would be necessary to change the *teacher-centred* classroom approach to *child-centred* learning. When there is active and participative learning in the classroom using interesting teaching and learning methods in a friendly and lively atmosphere marked by creative expressions of potentials and self-

discipline, peace will emerge naturally. Teachers have to identify effective strategies and practices that could transform the school into a place of harmony.

At the national level, a school has to focus on the citizenship education needs of the nation or the country. This aspect of citizenship education is an integral part of peace education. Education is entrusted to produce good and productive citizens to the nation. In this regard, learning and understanding the current socio-political and economic problems and issues is also important. Students as future citizens need to develop healthy and realistic perspectives to view problems in the society. The Fundamental Duties (Article 51A) enshrined in the Indian Constitution exhorts, among others, all Indian citizens to:

- a) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- b) To value and preserve the rich heritage of our composite culture;
- c) To protect and improve the natural environment including forests, lakes, reserves, wildlife and to have compassion for living creatures;
- d) To safeguard public property and abjure violence.

Besides calling upon all to abjure violence, the fundamental duties, as can be seen, is in tune with UNESCO's concept of peace. To that extent, abjuring violence and maintaining peace is a Constitutional directive and exhortation.

Coming to the global level needs, it is important to recall the fact that the ultimate purpose of education is to produce a world citizen. No country can live in isolation any more. Children have to develop a sensible worldview. The need here is to broaden the world vision. With this objective in mind, the

school can select current issues; generate discussions and debates on world issues to raise the global awareness in the students. Some such issues are:

- Commonality and diversity of human cultures
- Population
- Destruction of the ecosystem/pollution
- Gender issue
- Racism
- World poverty
- Problem of war/terrorism
- Trading relationship
- World cultures
- Animal rights/animals threatened by extinction

**Designing Peace Education Programme: Curriculum Development**

Peace education need not be taught as an independent subject. It can be integrated in the regular school subject. Also, various extramural activities can form part of a well-designed experiential curriculum (Figure 2).

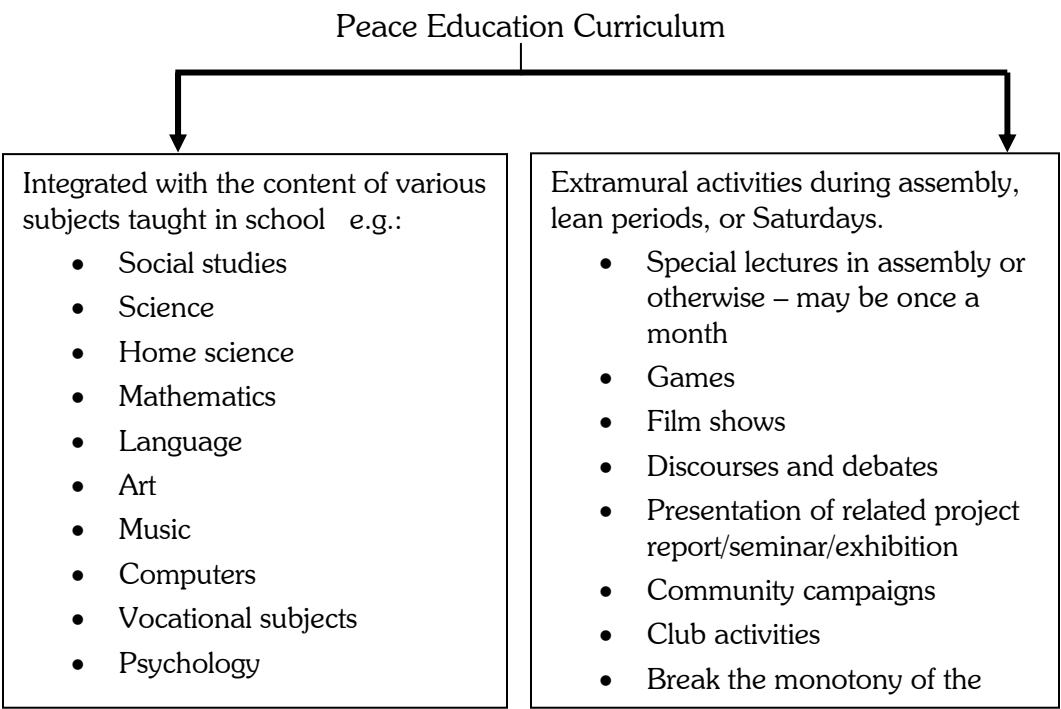


Figure 2: Peace Education Curriculum

Curriculum development in peace education has to follow an unconventional path. Unlike other school subjects, like mathematics or science, peace education does not derive from any known structure of knowledge. It is an interdisciplinary subject. For its meaningful implementation, what is required is commitment from all the perceivers of education; for, peace education does not have a client. It is everybody's business. Lest we fall in the age-old trap of 'everybody's business is nobody's business', the curriculum development must involve every one – teachers, parents and students, in one way or the other.

In designing a peace programme for the whole school, it is necessary for the members of staff to be involved to assure the validity and relevance. Parents also can provide good insight. The existing values programmes need to be analyzed in order to find their strengths and weaknesses. Furthermore, a survey of the present curriculum has to be done to identify the peace values in it, and the relevant values, concepts or issues that could be further included to enrich it. One can learn from the experiences of the existing good moral or value education programmes in the neighbourhood schools as well. The intended programme also needs to be checked with the students' opinion. The basic programme can be presented to a sample of senior students in an easy to understand way. A sample of students can be involved to validate.

- Improve human relations between teacher-student, teacher-teacher, student-student, etc.
- Help develop good attitudes in students and teachers as well, e.g. co-operation, mutual respect.
- Help healthy emotional development in students.
- Facilitate socialization through participation in interactive and co-operative learning activities.

- Improve students' discipline and moral behaviour. Develop creativity both in students and teachers.
- Improve standard of quality of teaching and learning.

### **Conclusion**

Peace education is not a part of the formal course work. There would be no examination and certification. Its foundation is conviction, understanding and appreciating its need in the individual, community, national and global life. In this module, we have presented the concept of peace and peace education, scope of peace education and a brief outline of the curriculum. The pedagogical issues and methods of transaction of peace education will be dealt with in the second module.

## Peace Education

### *Curriculum and Content*

#### **Introduction**

When an organization wants its members to be peace loving, it is imperative to give them such an organizational environment that is free of any kind of violence. In an educational institution, it is a tall order, and not easy to achieve. This is because educational institutions have various kinds of violence instilled in the system. Moreover, the learners also bring a lot of predispositions with them in the form of values, aspirations, attitudes, prejudices, and conflict resolving strategies, etc. which allow them in the process of growing up. Such a compass of mind may be conducive or damaging to nurturing peace in the organization. Therefore, to have peace environment in the institution, relevant policy and appropriate programme support are absolutely essential, and the first thing to work upon. This policy will then automatically lend a direction to the curriculum.

Further, peace education need not be imparted as a separate subject in the timetable. Rather, it can be the creation of dimensions across the curriculum, like a concern that may be explored in different ways with any age group and any subject. To make it effective and compulsory business of everyone in the system, there is a need to design and implement an appropriate curriculum with the following **objectives**:

- To sensitize the community or the organization with sources of violence within,
- To create in the learner the awareness, knowledge and sensitivity regarding issues that deal with war and peace; power and justice; gender and race; ecology and environment; conflicts, etc.
- To develop skills in critical thinking and problem solving/conflict resolution, empathy, assertiveness, sharing and cooperation.
- To instill in the learner the attitude of self-respect and self-esteem, respect for others, open-mindedness and vision, environment concern, commitment to justice, etc.
- To develop pro-peace attitudes, skills and competences in the learner.
- To work out strategies which are effective in handling violence and establishing peace within and outside the organization.

In a peace education programme, the *sumum bonum* is to develop an individual grow into a peaceful person. UNESCO's World Heritage in Young Hands: An Educational Resource Kit for Teachers (1998) provides a complete section on Culture of Peace and approaches the problem from the angle of World Heritage. The Culture of Peace through World Heritage specifies the following objectives under the categories of knowledge, attitudes and skills:

### **Knowledge**

To help students develop knowledge and understanding of:

- World Heritage sites as a testimony of peace, human rights and democracy,
- The ethical message of UNESCO and the world Heritage Convention,
- The importance of racial non-discrimination, tolerance and respect for all people and their cultures.

## **Attitudes**

To encourage students to:

- Respect other people and their cultures, and motivate them to search for peaceful conflict resolution in their lives,
- Cooperate in the spirit of solidarity in support of World Heritage conservation.

## **Skills**

To help students develop their ability to:

- Work together as a group (teamwork),
- Resolve conflicts peacefully among themselves and help others learn about peaceful conflict resolution,
- Participate democratically in political and civil life,
- Contribute to UNESCO's World Heritage conservation efforts.

It provides coverage to the sites that symbolize peace

- The Waterton Glacier International Peace Park – situated on the border between Canada and United States of America
- The Hiroshima Peace Memorial, Japan
- Old City of Dubrovnik, Croatia.

More importantly, it provides certain practical easy-to-do exercises for the children to perform. Trainee teachers, to whom this material is addressed, would do well to consult this rich intellectual resource.

The UNESCO Handbook on Peace Education offers a model consisting of 10 themes that can accommodate the most meaningful peace values and concepts that can provide it the framework of the curriculum for peace education. Let us review the model. The 10 themes are given in Ishikawa's fishbone structure (Figure 3).



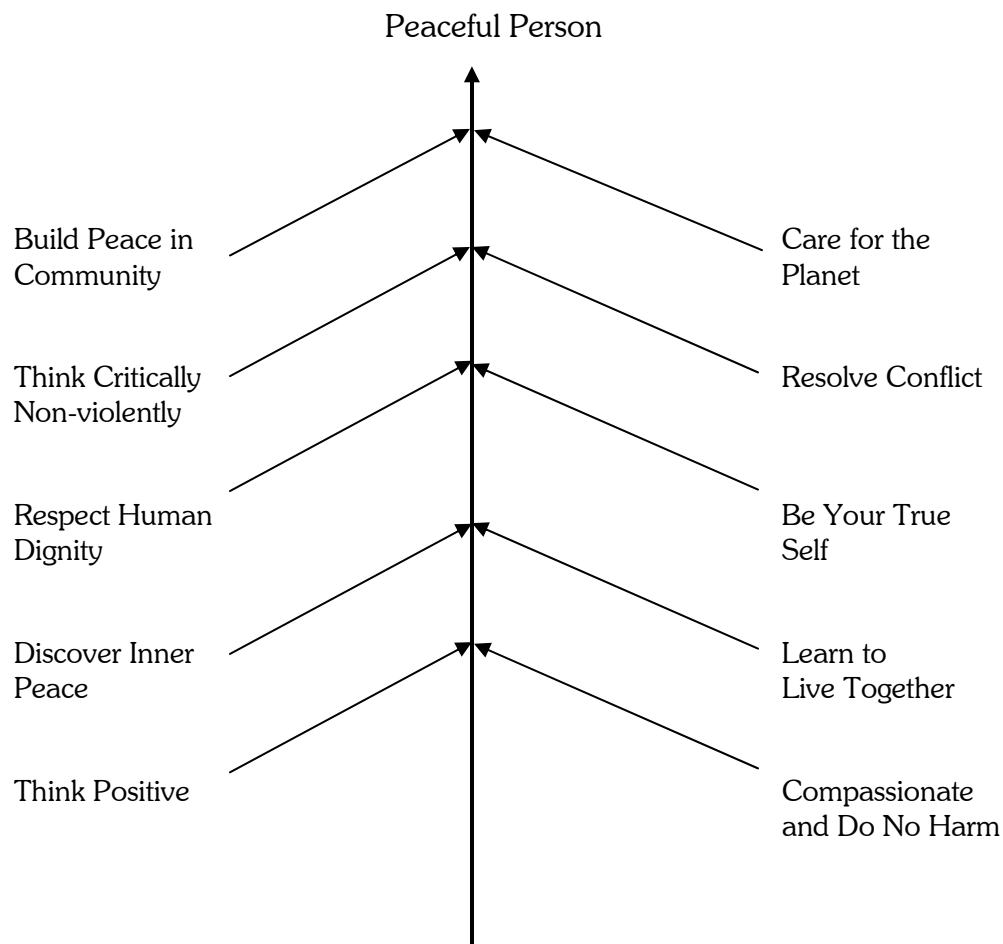


Figure 3: Thematic Model of Peace

The UNESCO Handbook deals with each of the core values in great details; provides examples and illustrative activities. These ten core peace values can be achieved in a number of ways. These core values can be used to form a separate course on peace education. Or, these can be integrated with school subjects as well as in the curriculum of teacher education. We will present here an integrated model of curriculum for teacher education.

**Think Positive:** develops positive self-concept and also attitude of accepting others with respect, and appreciating them.

**Be Compassionate and Do No Harm:** develops qualities like love, kindness, sympathy and so on.

**Discover Inner Peace:** develops ability to control anger and build soothingness within.

**Learning to Live Together:** builds ability of sharing, mutual help, trust building and accepting group responsibility, including leading and following.

**Respect Human Dignity:** develops respects for human rights, duties and justice; ‘do unto others what you expect others do unto you’.

**Be Your True Self:** develops strength of character to be honest in expression of one's feelings and thoughts without letting down others.

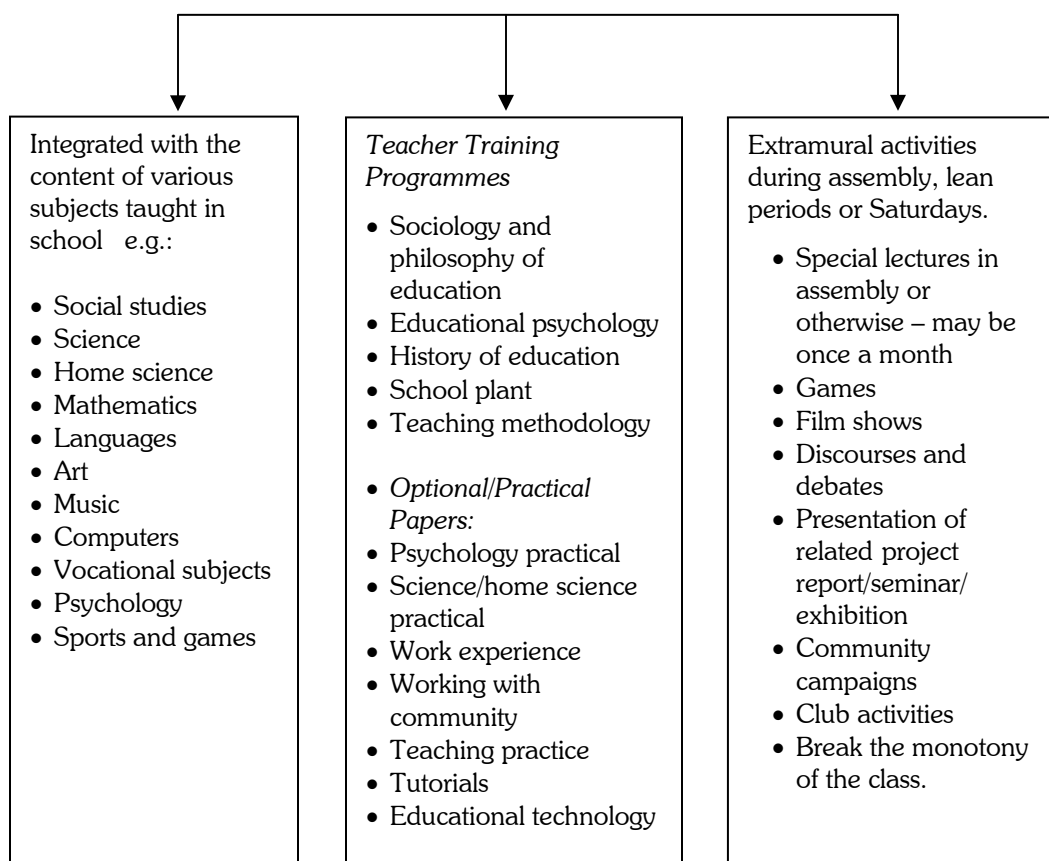
**Developing Critical Thinking:** develops the essential skill for problem solving involving analysis and synthesis, looking at the issue from alternative standpoints.

**Resolve Conflict Non-violently:** develops skills of conflict analysis, negotiation, active listening, mediation, creative problem solving and seeking alternative solution.

**Build Peace in Community:** develops understanding of social realities and people's problem and skills and attitudes to work with them.

**Caring for the Planet:** develops understanding of the immediate environment, the national and global environment, and need for protection of the mother (planet) earth.

## Integration of Peace Education into School/Training Programmes



Let us now explore the possibilities of integrating peace education in the subject contents in schools and teacher education programmes. By integrating peace education in the subjects in teacher education programmes will serve as a demonstration that integration in the subject is possible and it is more effective.

UNESCO Handbook on Peace Education provides an excellent material on integrating peace education in school subjects. To avoid repetition and maintain brevity, we will deal in this chapter the issue of integration of peace education in the subjects and programmes of teacher education. This should be read in conjunction with the UNESCO Handbook mentioned above.

## Subject Perspectives at the Teacher Training Level

As mentioned earlier, the peace education messages can be woven into the content of the formal subjects taught and into various activities included in the teacher training and school programmes. Inclusion of peace education in teacher education programme will show the trainees whether peace education can be included in school programmes and how it can be achieved.

The teacher training programme has two major aspects in its curriculum:

<b>Theory</b>	<b>Practice</b>
Philosophy and sociology of education Educational psychology History of education School plant Methodology of teaching Optional (any one of the following): Adult education educational technology Computer education School evaluation Organization and management of pre-school education Mental hygiene Peace education, etc.	Practice teaching Co-curricular activities Visual arts Tutorials Work experience Working with community Subject clubs and practicals

The purpose of teaching educational psychology in teacher training programme is to give the student-teachers an understanding of educational

processes and how these can match with the developmental stages of the learners they are supposed to handle. The topics like age level characteristics of the learners, the individual differences, motivation and learning, and achievement, etc. help student teachers to understand the psyche of the students and why they are able to achieve or not achieve their goals in learning. Trainees also see the basis of students developing various personal characteristics of contentment, confidence, self-reliance, leading to higher self-esteem, etc. or frustration, depression, low self concept expressed in aggression and destruction. These personal characteristics are responsible for various crimes or violence expressed by learners in institutions. Teachers also understand why children are docile, meek, bullying and aggressive; why some children are stars of the class and others are isolates, feel alone neglected; why majority of the children in class are of average intellect but a few are exceptionally bright or slow learners. They feel reassured when they observe these attributes in children whom they meet while teaching practice in schools. Such results are very satisfying and reaffirming and help in reducing various kinds of violence from the hearts of the student teachers.

### **Projects**

- Use socio-metric techniques to study classroom dynamics.
- Prepare case studies of stars, isolate the neglected, and see how they are influencing classroom environment.
- Encourage bright children of the class to help those who are not so bright through peer tutoring.
- Motivate disadvantaged adolescence.

Since teacher trainees already understand the meaning, concept and scope of peace education, they can be asked to identify content of each paper taught

in training programmes around which peace education content and competence can be built.

*For Example:*

Educational psychology helps trainees to understand the developmental characteristics of the students and the educational processes happening thereof. Trainees thus get an insight into why students learn and not learn; why they are motivated or not motivated; why do they have problems or no problems; why some of them are aggressive and some are docile, and why they take initiatives or remain in background. All these consequences have a lot of impact on the student's independence/dependence, self-reliance or frustration, high or low self-esteem, etc. And ultimately, his positive (peace) or negative (violent) behaviour, inside and outside the class.

**Activities:**

- Trainees observe students behaviour inside and outside the class.
- Write a case study of a child who disrupts peace.
- Observe how a student who has high self-esteem helps in maintaining peace.
- Try co-operative learning and observe how members of the group help each other, what social characteristics are active and how each member affiliates with the group. Predict the effect on maintenance of peace.
- Students to introspect for contentment, and confidence in themselves.

**Teachers in the Emerging Indian Society**

According to the curriculum framework for teacher education, the conventional subjects and philosophy of education have been replaced by the new subjects in the emerging Indian Society. The title is self-explanatory. Through the subjects, effort is made for the teachers to understand the true

Indian society, the evolving and emerging modern Indian society. Its essential background is the sociological and the philosophical tenets that determine the social development. In a multi-cultural society that India is with multi-religious, multilingual, communities in a multiparty democracy, the sociological framework provides ample opportunity to print the tapestry with conflicts, strife, etc. between various cultural groups; it also provides similar amount of opportunity to paint the picture of unity in diversity. By careful analysis of different social trends in the country, and the way these trends influence education, can develop deep understanding of the social diversity of the country where education works as a uniting force.

**Activities:**

1. Write a brief note (essay) how teachers can contribute to the peaceful evolution of the society?
2. Identify the incidences that depict how teachers help in resolving social conflicts.
3. Describe a few strategies by which teachers can instill peace in the mind of students.

**History of Education**

A course in History of Education in the teacher-training programme comprises Brahmanic education, Buddhist education, Islamic education, and Christian missionary education. Much more than the practices on ground, education in these different periods is guided by certain philosophical and theological orientations. These different philosophies of education can be interpreted as evolution of one over another or as competing or related in a sense of rivalry. For example, Brahmanic education is largely guided by Vedic and Vedantic philosophy. This philosophy teaches equality of all religion, and provides a significant scope to induce peace messages during teaching of the subject. Similarly, the entire concept of gurukula where students or disciples

stay with the family of the Guru and learn, provides an important framework of learning to live together and forms important pillars of learning as mentioned in the report of the International Commission on Education for the 21st Century, “Learning: The Treasure Within.” Similar messages can be found in Islamic, Buddhist and Christian education as well. In all the periods of history of education, there is a built-in concept and practice of social service. While teaching history of education, focusing on these social service components can bring in peace messages to the teacher trainees.

Like history, history of education is often taught as a narrative of facts; it can be meaningfully changed into interpretation of events and evolution of a society, mapping the role of education therein.

**Activities:**

1. Identify the events from the textbooks of history of education in that may have encouraged to violence in any form.
2. How can history of education be taught to introduce peace concepts?
3. Identify peace messages through content analysis of textbooks in history of education.

**School Plant and Administration**

While studying School Plant and Administration, trainees come to know of the policies the institute has about discipline, examination system, success and failure, punishment, etc. All these are instrumental in maintaining or disturbing peace in the organization. They observe how relationships among classmates change when one gets better grade on the assignment as compared to others. Jealousies and personal conflicts among peers are often visible on the announcement of the results of any competitive performance. The subject of school plant and administration also deals with the infrastructure and its maintenance. This can be used to bring into focus the



concept of shared space and mutually supportive concerns. Similarly, the subject deals with organizational structure and hierarchy, and the role of interpersonal relationships in the organization. These things can be used to draw home the point of quality of life of the members of the organization as influenced by the violent or peaceful activities.

**Activities:**

1. Suggest how these negative feelings can be avoided or done away with.
2. What changes can be brought in the evaluation policy of the institution to give every student feeling of achievement of satisfaction

**Methods of Teaching and Educational Technology**

The course on methods of teaching provide the trainees exposure to various methodologies of teaching, and the strengths and weaknesses of each. These include direct teaching (conventional lecture) that is more authoritarian and disciplinary. In this methodology of teaching, students remain passive audience without their individual identity; more often than not, but their creativity and divergent thinking are controlled and thwarted by the teacher which is one form of violence against individual dignity and freedom. However, the classroom scenario changes dramatically when the teacher adopts a constructivist approach (see chapter on pedagogy of peace education). The teacher sets the stage and facilitates learning rather than directly teaching. The teacher here serves as a gardener tending the tender plants. The subject also deals with a repertoire of instructional methodologies that are students centered co-operative learning, project based problem solving, exploration and action research, etc. In all these methodologies, students cooperate with each other and assist in mutual learning. While teaching such methodologies of teaching, attention of the teacher trainees can

be drawn to the democratic values built into the new generation participative methodologies, as compared to undemocratic authoritarian values built into the conventional lecture method.

Introduction to educational technology helps them to choose the method and materials according to the learners' characteristics, the content and the objectives of teaching. Greater the participation of the learners better is the learning. It also guides the trainees to choose a suitable or appropriate method of evaluation of achievements of every individual. Educational technology is often misconstrued as a set of technological instruments and gadgets. The science of educational technology, however, teaches that at such technological instruments are subservient to the instructional design, the human dimension and the technological dimensions. Drawing the attention of the teacher trainees, it should be possible to develop the concept of role of technology in the overall framework of life. Explicitly, technology by itself is neither violent nor peaceful; it is the way it is used by the human mind.

**Activities:**

1. Choose any one method of teaching and comment on its strengths that will promote characteristics and competence in the learners which is pro-peace.
2. Show how a method of teaching, which may be participatory in nature, can encourage peer rivalry and conflicts. How will you keep this under check?
3. Plan a few quickies which are pro-peace education and which can be practiced in any class for first 5-7 minutes with a view to warm up, or prepare a mental set.

**Practice Teaching**

Opportunity to practice teaching in school offers the trainees a platform where they can place the theoretical knowledge they have acquired, and develop

the needed competences of an effective teacher. In the class they see the age level characteristics come alive, their own success or failure to communicate the content to learners, the ease with which they can arouse the motivation of their students to learn, their own skills, competencies and confidence which are developed in the process, etc. This is the time when they not only experiment with their own beliefs about teaching but also learn new things from peers and other good and bad teaching happening in the school.

Once their confidence is built and the rapport with the learners is established, trainees can be asked to work on peace education. They can:

- Identify peace related messages in what they plan to teach and emphasize these while teaching.
- Look for any conflicts among students in the class and help them to resolve.
- Organize peace related activities along with their students for school assembly.
- Prepare posters with peace messages and put these up in the classroom and/or at various spots in the school.
- Teach children songs with peace content involve them in skit and make a presentation before everyone in the school.
- Have a wall magazine in the class and trainees as well as students can contribute peace related poems, essays, articles, stories and important information.

Trainees can also experiment with some strategies to develop self-esteem in the students. Some of these could be:

- Appreciate any good work done by students.
- Praise the efforts in studies, handling responsibilities, taking initiatives, keeping the classroom clean, protecting school property, diffusing conflicts, etc.

- Display good work of students on board.
- Encourage students to share their peace efforts in school or outside.
- Praise their efforts to keep their books and notebooks in good shape.

Needless to say that while doing all this, the trainees will get an opportunity to sharpen their own skills in organizing and managing; and also get familiar with the freedom and limitations they will have as a teacher in the school system.

### **Practicals**

Practicals in teacher training programme can also offer a lot of scope to trainees to try their hand at peace education.

For example:

- Tutorials in teacher training provide time to share. This promotes one-to-one interaction between students and teacher, and a student can utilize this time in sorting out problems, discuss new ideas related to the activities of the training programme, assignments, seminars, presentation etc. and seek help and guidance on these matters, etc. Tutorials also often involve small group situations and here the trainees can use the occasion to plan group activities and learn to share, cooperate, work as a team and help each other. These activities and messages can be easily incorporated into these activities.
- The visual education programme helps them to sharpen the skills in developing and using support material for peace education, be it the graphics, models or multimedia kits.
- The work experience classes provide them with opportunity to identify peace messages on the subject of specialization, matching strategies to put them across and time for needed preparation. Working in a small group, they get help from peers, and attention and guidance from the teacher.

- Co-curricular activities include anything and everything outside academic programmes – athletics, sports and games, debates, histrionics, music and dance, annual days and weeks, exhibitions, etc. It is 'performance on stage'. By involving in these activities, trainees rediscover themselves. They suddenly come face-to-face with talents which they never thought they had. Compulsory nature of participation in these programmes enables them to not only discover but also polish their hidden talents and gain the needed confidence. At this stage, one may not rediscover oneself necessarily to be an excellent professional in a selected field, e.g. sports and games. These activities bring in fun and joy in life. Life of the teacher in the making will become far richer. Inculcating the Olympic motto 'not to win but to participate' can substantially change the mind-set to peace orientation.
- Working with community is an important activity of the training of the teachers. It helps them to understand why and how they need to involve themselves and keep a close touch with the community. Conveying peace education messages to the community can be an important activity while organizing community work.

### **Conclusion**

While deciding the curriculum and content of peace education, it is necessary to define curriculum as a total life experience in the institutional campus. In case of peace education, it is all the more important since peace education is not foreseen to be offered as an independent subject. Its purpose will be better served if it is integrated into different subjects so that it may become a theme cutting across every subject, and it gets ingrained in the minds of the learners.

UNESCO Handbook on Peace Education, as mentioned earlier, has provided an extensive coverage on how to integrate peace education concepts into the school subjects. In teacher education programmes, the teacher trainees can be taught such integration theoretically – how to integrate peace education

concepts into the curriculum taught in the school. The risk in such a method will be the same as it happens in all other subjects, namely trainee teachers almost leave behind all the teaching techniques and educational practices learnt during the teacher training programme behind in the college. What they practise in the school is what they experience as students in the hands of their own teachers. It is hence necessary to provide them with practical experience of integrating peace education in the programmes in the teacher training institutions. In the foregone pages, an effort has been made to provide certain indicative descriptions and exercises of how peace education can be integrated in teacher education curriculum.

We must, however, mention that integrating peace education into different subjects and activities in the teacher-training programme is a creative process. Any amount of prescription how to integrate will always be inadequate. The teacher educators and the programme managers in teacher education are encouraged to modify and develop other methods and means of integrating peace education in teacher education curriculum – the academic subjects, practice teaching and different types of practical activities including co-curricular activities.

# Peace Education

## Pedagogy

### **Introduction**

Transaction of peace education poses a different challenge than at in the conventional subjects for several reasons. Firstly, it is not proposed to be a separate subject where conventional pedagogy could hold the fort to some extent. Since it has to be integrated with other subjects, it demands a fresh thinking and consideration. Secondly, peace education is not a theoretical subject; its success is in practising 'peace-behaviour' and 'peace mind-set', indeed peace values. Conventional pedagogy can develop information and knowledge. For developing values, attitudes and peaceful and peace loving mind-set, it will be necessary to develop alternative pedagogy through experiential learning. In this chapter, an effort has been made to bring in this new pedagogy with practical examples of how such methodologies can be used in imparting peace education in the schools. It will hence be necessary to take an overview of the new pedagogy and then examine its application in peace education.

### **New Pedagogy**

The conventional educational practice is that students listen to the lectures in the classrooms, and take notes, followed by reading textbooks and class-notes at home. This is backed by a belief, though unfounded, that this is the way

students learn. This instructional sequence has been categorized as pedagogy, science of educating the school children. This is the behaviourist viewpoint, only a partial truth. According to this school of thought, the teacher carves out the learning path in the minds of students. Basic assumption behind this school of thought is that all students are equal and they learn in the same way. They are to be prepared uniformly, probably the way the bricks are cast by pressing soft material (mud) in the same dice. This assumption, and hence the method, has been seriously questioned by the contemporary learning theories.

In the new generation learning theories, each learner is respected not only as a unique being but also as a unique learner. Unlike the belief held earlier, they are no 'tabula rasa'; not the clean slates ready to be scratched with information and knowledge. Instead, they bring with them to the school a whole range of meaningful information and knowledge, beliefs and values, and experiences; indeed a worldview of their own, howsoever malleable that be. They also bring with them a fairly developed way of learning, indeed learning styles that have just begun to settle down.

The constructivist school of thought offers a different strand responding to these new understandings of how human beings learn, and how they differ from one another. According to this school of thought, teacher is just one source of learning. Students use a host of other self-designed learning media and tools:

- Non-text materials like guides,
- Mutual consultation among themselves and with others resorting to some semblance of cooperative learning methods,
- Private coaching (substitute for school-based tutorials and individualized instruction),



- Educational, as well as non-educational television programmes,
- Audio and video programmes and CDs,
- Internet based resources (in cyber cafes),
- Working on projects and problem-solving approaches, etc.

The new lexicon for these learning media and tools is multi-channel learning. Students thus actually learn, rather construct their learning, in a multi-channel learning environment (MCLE). These channels are, however, unorganized. Just as these channels reinforce, complement, supplement each other, because of weak design these channels may also interfere with each other, affecting learning. The Multi-Channel Learning Environment is already a reality. It is, hence, an incidental configuration. It has to be converted into Multi-Channel Learning System (MCLS) to reap its fruits.

Multi-Channel Learning System (MCLS) is a deliberately designed well-orchestrated mechanism incorporating more than one channel. Such multiple channels reinforce each other, though any one or more channels may be designated as the preferred channels for a learner depending upon his/her learning style and the worldview. MCLS is a planned configuration to create the sync of the power of various media to achieve optimal learning. The major objective is to reinforce one another in achieving pre-defined learning goals, and also to provide alternative learning paths to the learners according to his/her learning styles and channel preference. Though MCLS<sup>1</sup> is new, it derives significantly from the known principles and practices of learning. It is a pre-planned and organized mode, in which:

- Channels mutually reinforce each other to optimize learning,

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<sup>1</sup> For further details please refer Anzalone, S. Multi-Channel Learning System, in Mukhopadhyay, Marmar (ed.), Educational Technology: Knowledge Assessment New Delhi; Shipra, 2004.

- Channels can be used as stand-alone sources to suit the learning styles and interests of a learner, and
- Learner can configure his/her road map using various channels.

The design and adoption of MCLS would require a shift in the currently used behaviourist model of instruction to the new cognitive and constructive learning paradigm. Each student brings in a worldview with him/her with a set of learning skills. The very purpose of teaching learning process is to design opportunities so that each student can construct his or her own learning according to the individual's own worldview, learning styles, propensities and capabilities. In this kind of a scenario, the teacher's primary role is to design and organize activities that provide a meaningful opportunity to the learners for constructing learning; instead of providing ready-made solutions to the problems, teacher's role would be to raise a series of questions in the students' minds so that they individually or collectively may search the solution. Obviously, lecturing or any direct instruction also has a place in the entire scheme of things. This constructivist approach attempts to make each student a self-regulated learner.

This new paradigm has not only been used widely in the western world, this is the order of the day in many of our outstanding institutions like IITs, IIMs, NIFT, NID, many schools, and some of the private institutions like NIIT. The MCLS provides a strong support and basis to the constructivist learning paradigm. To that extent, these are mutually supportive and interdependent. The MCLS provides a framework, and constructivism provides the methodology for achieving high-quality instructional processes in education.

One must caution, however, that high quality instruction depends upon the quality of MCLS and competence with which constructivist paradigm is brought in to play its role. The challenge in converting unorganized MCLE

into MCLS is in developing instructional systems design, inspired by design science and systems approach. The quality management in MCLS is in the instructional design. An instructional design comprises several components:

*Objectives* – covering all the domains, ranging from simple to complex, (e.g. knowledge or information at the simple end to the skills, creativity and attitude at the other (difficult) end via various levels of cognition and affection).

*Content* – from shallow end to the deep end based on content analysis, both component and micro-component analysis.

*Channel Options* – ranging from classroom instruction to interactive media as mentioned above.

*Design Option* – stand alone and complimentary media, where each channel offers either the whole or part of the content without referring to one another, and integrated media in which the content is covered by one or more media in combination, using the best potential of each for optimizing learning, usually with reference to one another (e.g. print material calls attention to a specific video or interactive video asking to refer to a diagram in print material).

*Evaluation Options* – formative and summative evaluation, including choice of means, e.g. on-line or off-line, paper-pencil versus performance, etc.

Peace education in schools must be imparted using MCLS, particularly since peace education is to be delivered through meaningful integration with the contents of the conventional school subjects. As often said ‘peace education’ (as much as ‘value education’) cannot be taught, it must be caught. It is in this spirit that various types of interesting and instructive activities have to be designed into the MCLS tapestry to deliver peace education within and outside the school classrooms.

### **Peace Education Pedagogy**

Peace education activities will comprise lectures, inputs through audio and video programmes, interactive CD, self-learning, a whole range of

cooperative learning in groups – in pairs, triads, small and large groups, etc. teams, case studies, simulations, problem solving, researching and exploring, etc. All these channels and activities can be classified into two broad categories;

1. Direct Teaching – indirect learning, and
2. Indirect teaching – direct learning.

### ***Direct Teaching-Indirect Learning***

Direct teaching is, again, of two kinds – conventional lecture in the old behaviourist format and in the new constructivist format. Since all teachers know the conventional format, we will present only the constructivist mode of classroom teaching. The classroom instruction needs to be divided into a few stages.

1. In the first stage, teachers will set performance standard and knowledge standard.

*Performance standard:* Students will be able to collect information and data, analyze and derive inferences on peace from a variety of social incidences, and will be able to explain concepts and their learning inside and outside the classroom.

*Knowledge standard:* Students will understand concepts related to peace, and will learn to solve problems related to violence and aggression.

2. In the second stage, the teachers specified the concepts they want students to understand after completing the lessons.

This stage primarily comprises identifying the concepts and making a brief note on each of the peace related concepts.

3. At the third stage teachers should be able to generate the essential questions that he/she would expect the students to be able to respond.

The understanding and appreciation of peace is covert behaviour; there must be some overt student behaviour to indicate that students have learnt the concept. Hence, teacher has to formulate questions – either for explaining the concept of peace and violence and/or give situations for students to decide the course of action that would indicate their understanding and appreciation of peace.

4. Fourth stage comprises determining the criteria for success – how will the teacher know whether students have actually gained understanding of the concepts. At this stage, the real challenge is developing the quality indicators and benchmarks.

Level of learning can, and shall, vary from one student to another. The minimum threshold or the bottom line must be specified. Peace is not a theoretical subject; it is an application, a skill. So, benchmarks have to be determined both conceptual and behavioural.

5. The fifth stage is identification of the resources that students may have to access in order to build up their learning besides and beyond listening to classroom lectures by the teachers.

Students need to enrich their learning with a variety of supportive activities; and all that requires identifying learning resources. Such resources may be printed essays on peace and violence, printed stories and incidences, films and videos (Film Gandhi, for example) and Internet based resources.

This particular format of teaching of peace related concepts can be done in five stages namely engage, explore, explain, elaborate and evaluate.

- Engagement is to involve the students in the learning activities.
- Exploration comprises accessing the resources and exploring the information necessary to solve the problem and/or define the peace related concepts to be learnt.
- Explaining implies that students will be able to explain the concepts learnt, and also the methods of solving the problem of violence.

- Elaboration is for achieving higher order cognition or extended abstraction as proposed in Briggs' taxonomy.
- Evaluating learning using a set of pre-defined criteria for success.

While this framework fits in the full period instruction, this method can be suitably applied even in micro-time instructions like five to ten minutes. More competently, this can be used by using short-time slots for each one of these stages and/or combining one or two stages in one slot, other set of activities in the next and the following class.

### **Indirect Teaching-Direct Learning**

Indirect teaching and direct learning is the student centric instructional practice in the constructivist paradigm. This may include a whole range of instructional processes and opportunities created by the teacher for the students to be actively engaged in constructing their own learning. Such instructional processes may include self-learning, cooperative learning, case studies, simulations, projects, problem solving, investigating for researching, etc. Let's take a quick review of various such methodologies that provide direct learning opportunity to students.

**Self-Learning:** Self-learning may be accomplished through reading, listening, viewing, and reflecting. Printed reading material in the form of essays, stories, episodes followed by reflective questions provide significant self-learning opportunity to students. Similarly, listening to recorded audio cassettes, expert lectures including extension and extra-mural lectures and interacting either with the speaker or among the students provide another important learning opportunity. Video cassettes and interactive CD-ROM is the other new generation material that provides powerful self-learning opportunity to the students. Just as lectures can be listened to in the schools by the students and in the colleges of education by the teacher trainees, they

can be provided with printed reading material, audio cassettes, video cassettes or CD-ROM for use in the institution or at home, depending upon the availability of necessary hardware facility.

**Cooperative Learning:** Cooperative learning implies learning through cooperative processes. It necessarily informs a group of learners to accomplish a set of learning tasks. The groups may be in pairs, triads, small and large groups. There are several forms of cooperative learning. In one of the forms, a class is divided into teams of four or five students. Each group is assigned the responsibility of teaching one or two particular concepts/themes in peace education. The team works together for identifying relevant material on the subject, preparing for the presentation including charts, models, PowerPoint presentations, handwritten or printed notes, etc. and during the process of instruction also to cooperate with each other. For example, when one member of the team faces the question from the class and finds it difficult to respond, then the other members of the team take over and assist in solving the problem. As this moves on from one group to other, students learn not only concepts and themes of peace education but also loves to cooperate with others which in itself is an important peace-value. In another form, such batches work on selected themes of peace education and develop a project report. Subsequently, they meet in a poster presentation session where each batch displays their posters on the classroom wall. Students move from one poster corner to another. The batch that worked actually on the particular theme presents it to the others. Such poster presentation may now take the form of PowerPoint presentation.

There can be many other forms of cooperative learning. What is important here is to recognize the process that teachers in this instructional process are

primarily responsible for setting the process of learning, and facilitating the learning process. Students are at the centre-stage.

**Teams:** With certain variation in the cooperative learning, it is also possible to develop interesting team learning mechanisms. In this case, the students are divided into two or three teams. The teams will be engaged in a game, and on the basis of the performance they will be declared as winners. For example, in one such mechanism, the two teams will be given the same peace concept and theme to be transacted and taught in two different sections in one of the junior classes; students of these junior classes can be tested on a pre-designed test. The team that dealt with the class that scored higher than the other will be declared as the winner. In the other form of the game, the class generates two teams of eleven players each, each team will choose its captain; two other students are umpires, and yet another is the third umpire. The team that wins the toss will decide to bowl or bat. The job of the bowlers is to field questions on peace related concepts and practices to the batting team. The batting team will respond to these questions. If they respond correctly, the individual and the team get a score. Whoever fails to respond correctly gets out. The captains of both the teams decide who should bowl and who should bat. The teams set their own rules so that one bowler is not allowed to field more than a certain number of questions. Similarly, even if a batsman is excellent he/she has to retire after a certain amount of score. This is primarily to facilitate all the members of the team to participate in the game. Such team games with healthy competition make learning interesting and student centric.

**Case Studies:** Case analysis is an important tool for constructivist learning. There are large number of episodes every day that contain violence and peace messages. Such incidences and episodes can be documented carefully



enough to be readable and interesting. At the end, there can be a few questions which the students either individually or in pairs or in small groups will be expected to respond. It is not necessary that all groups will converge on single type of answers, since students would and should prefer their perception of the problem and their response. What is important in this kind of instructional technique is to recognise that there are alternative views on such value-related incidences. Let us read the following episode:

*It was the day of students strike in Kolkata. The agitators concentrated in the College Street just outside the university building. About a dozen students stopped a tramcar and asked all the passengers to get down. They also announced that the tramcar would be set on fire. Everyone in the tramcar hurried out of the coach, except one lean and thin gentleman occupying one of the window seat looking out, ignoring the command and the threat.*

*Two of the agitating students approached him and rudely shouted at him, 'Are you deaf? Didn't you hear, we asked every one to get down and as car will be burnt? Every one got down except you. Get out of the car. We are setting fire the car on fire'.*

*The lean and thin gentlemen, unperturbed, said in very quiet but firm voice, 'If you have the right to burn the car, can I have the right to be burnt inside the car, please? I too am a citizen of this independent country.' He continued to sit and look out of the window as if nothing has happened.*

*When the two students were about to shout back and manhandle the man, one of their comrades looked inside, recognized the gentleman in the window seat, 'he was the great economics professor of the university'. The comrade also knew professor's convictions and courage. He intervened, and asked his comrades to leave the professor alone and the tramcar. The tramcar moved on with one passenger.*

*The agitators attacked the next tramcar and successfully burnt it down.*

There can be several questions like:

- Whether students have the right to burn public property in the name of student agitation.
- Whether professor was right in choosing self-immolation as the method of passive resistance.
- What should have been the right course of action?
- Was the leader of agitation right in leaving the tramcar because it had a man with conviction and burn the next one, and so on?

The advantage with such episodes in cases is, they are most readable and interesting. It provides opportunities for the students to take sides and identify themselves with the different characters in the episodes. Such identification leads to intense debate among the students, leading to clarification of peace related values.

**Simulations:** There are several forms of simulations in teaching, namely role-play, games, etc. stray incidences and episodes, identified both from the contemporary experiences as well as from the history. From such episodes the different character rules can be identified and described. Different students will be given the role description, not the dialogues to be spoken during the simulated drama. The students will be asked to play their role and generate the dramatic script by themselves and instantly. Such simulations provide alternative scenario; where an originally violent scenario can be converted into peaceful scene by changing the role-play. For example, the episode given above can be converted into a dramatic event. Without giving the end result, one of the students can be asked to play the role of the professor with the description that the professor is a man of conviction and courage, while other students will be asked to play the role of the agitators, including one as leader. In actual situation, allowing them to play the role with just this kind of description will lead to several different scenarios:

- The tramcar will be burnt along with the professor,
- The professor will vacate the tramcar with other passengers,
- The tramcar with the professor will be left alone and the next car will be burnt,
- Agitators will apologize and withdraw from the scene, impressed by the conviction of the professor.

There can be still other scenarios. A reflective discussion among the students about all the four scenarios, moderated by the teacher, will lead to significant learning among the students.

**Problem Solving:** Problem solving is an important active learning tool. This is particularly important for practical application of peace concepts. Let the Cold War be an interesting experience. I was conducting a programme on youth leadership for the college union leaders. In one of the simulated exercises, a role-play, one of the youth leaders was asked to play the role of the college principal and two others were asked to play the role of college union president and the secretary. The president and the secretary had a demand that certain students be admitted in the college which the principal would not accept because they didn't qualify according to the criteria set up by the college admission committee. At the end of the day, the youth leader playing the role of the college principal approached me and asked, "What should I do now?" I asked him what was the problem. He took out a sheet of paper from his pocket and indicated that the simulation exercise given to him was the real problem in his own college where he was fighting for with the principal for admission of certain students who do not qualify for admission according to the criteria set up by the academic committee. He also said that now he realized that principal cannot admit. Yet, he had to salvage his prestige as leader of the students union. I advised him to go back to the principal and submit his problem as frankly as he did it to me.

I got a call from the principal in the evening informing me that at an outstanding problem that had led to student agitation has been solved; the leader of the union and the principal negotiated to admit three best candidates from the list to salvage the prestige of the president of the union, yet without significantly affecting the quality of student intake in the college.

This problem was solved primarily to cognitive reorganization of the agitating student leader since he did not appreciate the logic put forward by the principal of the college.

Although this was a real problem, the problems can be simulated and students can be asked to solve them. For a more practical application, students can be encouraged to take active part in community conflicts for resolving them. Subsequently, they should be encouraged to document such conflict resolution and share with other fellow students.

**Researching and Exploring:** Another important mechanism of indirect teaching and direct learning is researching and exploring. Students, individually but preferably in groups, can be provided with a problem or a hypothesis to be tested. In order to solve the problem and test the hypothesis, they need to identify sources of information, collect them, collate and classify, and draw inferences. The whole process needs to be documented in the form of the research paper or research report. For example, students will be asked to develop a research report on a local conflict between two families, or two groups of people, or two communities. As they get into the depths of the problem, a rich learning occurs because it leads to the identification of the source of the conflicts. If the conflict could be nipped in the bud before the outburst, it would have saved life, property and relationships. Since such conflicts can occur again and again, students will

learn not only how to forestall such conflicts in the community but also learn lessons for their own life.

While these are some of the broad methods of transacting peace education in the classroom situation, they can be significantly increased with a large number of activities like debating, colloquy, fishbowl, buzzing, brainstorming, puzzles, self-expression, creative drama and story telling and composing poetry, drawing, guided fantasy, ice-breakers, energizers, etc. UNESCO's peace education handbook provides good description of each of these and more such activities. Teachers are encouraged to review the UNESCO Handbook in conjunction with the methodologies mentioned above.

### **Conclusion**

There are several sources from which students can acquire knowledge. Also, peace education cannot restrict its objective to understanding the concept of peace. Just as 'war is in the minds of men', peace has to be installed in the minds of young men and women. It is a practice, not just a theory. The pedagogy of peace education hence must have to be applied; it must be able to achieve higher order cognition of the students and also allow them to construct their own learning while appreciating the alternative viewpoints for the same situation. Acceptance of those alternative viewpoints is the foundation for tolerance and accommodation of divergence (inability to see and tolerate alternative viewpoints is the basis for conflict and violence).

In this new pedagogy, teachers' role undergoes massive change. Teacher is no more the reservoir and sole dispenser of knowledge. He/she is a planner, initiator, climate builder, facilitator and guide, mediator, knowledge organizer and evaluator. From another angle, in the new peace education pedagogy, teacher writes the script, sets the stage, directs and produces the drama

(learning), leaving the actual acting to the learners; for, students are the heroes and heroines. It is their learning. In sharp contrast, in the conventional pedagogy, teacher is the hero and learners sit in the audience. Peace education being essentially an applied subject, passive pedagogy would not serve the purpose. In the new pedagogy, both teachers and learners are active; indeed it is a joint venture.

## Peace Education

### *Planning and Management Dimensions*

#### **Introduction**

Peace education is an important innovative initiative. When the world is fragmented with competing nuclear armed commandos, peace education is probably the only hope for survival of life on the earth. Despite the desirability and acute necessity, peace education initiative cannot move forward without experiencing turmoil, neglect and indifference. Despite the loftiness of and adorability of the idea, complete rejection, distortion and enthusiasm, can be in store while implementing peace education. Only careful planning and implementation can reduce the risk on peace education.

The very purpose of planning and management of an innovation is to ensure that the innovation is given a trial, properly implemented, scientifically evaluated and finally institutionalized in the system. Large amount of research and experience on management of innovation ever since the publication of Everett Roger's classical work *Diffusion of Innovation* in 1962 provides enough evidence that unless an innovation is carefully planned and implemented, there is every possibility that the innovation would be rejected, and/or distorted while implementing. Resistance is the very law of innovation. Every innovation disturbs the dynamic equilibrium of the organization and

the systems and invokes and generates counter forces that resist adoption of innovation.

This broad general experience of adoption of innovation can be seen in case of moral education and value education in schools and institutions of higher learning. More often than not, the programmes of moral and value education have been either distorted or discontinued. Peace education by its very nature is a subcomponent of the broader value education paradigm. Hence, along with defining the concepts, curriculum and pedagogy of peace education, it is necessary and important to develop a planning and management framework for implementation of peace education in schools and teacher education institutions.

The planning and management dimensions of peace education needs to consider a variety of issues, like missions and goals of peace education, curriculum, instructional material, pedagogical processes, assessment, capacity building of teachers, monitoring and programme evaluation, financial implications and sources of funding, and organizational mechanism. This chapter deals with each of these issues in some details.

Further, the planning and management of peace education has to take into account the requirements of the system at the national, state, and institutional levels where actually peace education gets transacted.

### **Mission and Goals of Peace Education**

Goal of peace education is to instill the theoretical construct and applied aspects of the concept of peace in the minds of students and teachers in order to build a safe and habitable world. The mission of planning and management of peace education is to develop a mechanism and a process through which peace education can be institutionalized in the programmes of



school education and teacher education so that it becomes an integral part of the educational processes within a given timeframe. Accordingly, the goals can be spelt out as:

- Defining the concept of peace and peace education as opposed to violence, and also as related to education in human values.
- Development of curriculum of peace education as total campus experience rather than syllabus and content alone.
- Informed by the curricular goals, development of content and learning material compatible with the social and cultural contexts in which peace education is to be imparted (for example, the content and the instructional material to be transacted at the urban metropolitan cities and that in the rural and tribal areas shall have to be different),
- Designing the instructional systems – the pedagogy of peace education which becomes particularly important since peace education is not to be taught as a separate subject. Also, the purpose of peace education is not really the knowledge of the peace education concepts; it is much more than that; it aims at transformation of the young learners. The instructional strategies and designs for attitudinal transformation are far more complex compared to instructional systems design for transaction of the conventional subjects for achieving learning objectives at different levels of cognition.
- Related to the definition of the curriculum, content and the pedagogical processes is designing the system of learner assessment on peace education. As mentioned earlier, since unlike in the conventional subjects, the focus is on attitude and behaviour modification, the design of the assessment system needs to be done accordingly. Conventional paper-pencil test will not be of much use. Assessment will require a different kind and set of mechanisms – a variety of psychological tests, including attitude inventory, projective tests, observation of the behaviour, etc.
- Left to itself, peace education has the risk of degenerating like other programmes of moral and value education. It is hence necessary to develop scientific monitoring mechanism so that the progress of implementation of peace education can be reviewed from time to time

and wherever necessary mid-course corrections and modifications can be carried out. Primary goal will be to ensure that peace education is implemented with its full potential with assured quality.

- Another important goal of planning and management of peace education is to define and design its economics, including financial requirements, sources of funding, etc.

It is equally important to decide the mechanism of generating the mission statement and defining the enabling goals for peace education. In the normal course, curricular goals and details are decided centrally and passed on to the institutions for implementation, depriving the teachers any active role even in the academic decision-making. This endangers the sanctity and the genuineness of the innovation during implementation. Further, since peace education is not the subject that can contribute to the scores in the examination, it is all the more necessary to involve the teachers in the process of deciding the mission and goals of peace education in all the areas mentioned above.

### **Curriculum**

As mentioned in the chapter on curriculum, there are two schools of thought so far as peace education is concerned. One school of thought holds the view that unless peace education is taught as a separate full status subject and as an integral part of the overall school curriculum, including examination and its scores being counted for divisions/grades, peace education will not be taken seriously either by the students or the teachers or even the parents. It will be seen as another unnecessary activity. They cite the example of 'socially useful productive work (SUPW)', an important innovation in pre-vocational skill development and nurturing the value of dignity of labour. It has degenerated and received a lukewarm response from the teachers and students alike, nicknaming the acronym SUPW as "some useful periods

wasted". There is some substance in this argument, though it has its own limitation. The primary limitation is that there are several other subjects that demand inclusion in school curriculum creating content overload for children. The main argument is that almost every innovation in the school curriculum that is not part of the examination system has not found favour with the students, teachers and parents alike.

The second school of thought argues for integrating peace education with the existing school subjects. The major strength of this argument is that it does not increase the curricular overload for the children. Simultaneously, because of its integration into other subjects, it works more as a value addition to the existing curriculum and content. Consequently, peace education is better internalized and institutionalized because it finds relevance along with other subjects. From all practical points of view, integrating peace education into other subjects like science, social sciences, language and humanities, etc is a better option. This strategy can save peace education from the fate of SUPW, and the similar kind of non-examination subjects, as also of the other conventional subjects that often result into fragile learning at lower order cognition – forgetting the learnt matter after the examination.

Method of developing the curriculum and instructional material is the primary issue in planning and management of peace education. Unlike other conventional subjects where all the details of the curriculum are decided at the state-level either by the boards of school education or by the directorate of education, the state agencies may offer a guideline on peace education for the schools and the teachers to elaborate and implement. The basic challenge of developing peace education curriculum will be to map peace education concepts and activities while planning curriculum in science, social sciences, languages, humanities and other subjects. It may be necessary to

orient the curriculum designers and courseware authors in peace education so that peace education issues find place in the scheme of the curriculum. Similarly, the challenge will be to identify peace education related concepts and practices in designing and managing co-curricular and extracurricular activities in the schools.

While the basic concepts of peace education can be provided in the form of guidelines, schools should develop an annual curricular plan for implementing peace education in the curricular subjects, co-curricular activities, extracurricular activities, etc, so that peace education may become a life experience in the school.

### **Instructional Material**

Peace education being of comparatively recent origin in many countries including India, instructional material on peace education for various levels of schooling linked to the curriculum have to be designed and developed afresh. Importantly, the instructional material for peace education cannot be developed in the conventional textbook formats. It will require a creative process to generate stories, episodes, incidences that reflect peace values among the characters in the episodes, cases etc. Each such cases, episodes or incidences should end with a few issues (questions) to be resolved through discussions among the students either in pairs, triads or in small groups.

The instructional material can be in the print, audio, video and in CD-ROM formats. The print material should be adequately illustrated and printed well so that it is attractive to the students (e.g., Amar Chitra Katha or Tintin). Instructional material in the electronic format should bring such episodes live to the children. There are large number of computer games that train in

violence and shooting of different varieties. Computer games can as well be designed creatively with peace contents.

It will be advisable to develop certain sample and exemplar material at the national and state-levels for onward distribution and transmission. However, in order to build participative process, which is the necessary condition for success of peace education in the schools; teachers must be involved and encouraged to produce instructional material at their own level. Such material can be in print, and in electronic media, including computer games and simulations. Such involvement, besides developing the motivation of the teachers in peace education, will also generate local relevance of the content and material for the students to be able to relate to peace education in their own cultural and social contexts. The Government of India's centrally sponsored scheme on ICT is steadily increasing its coverage of schools with computer hardware and trained teachers. By using CD-ROM and computer games, peace education can be integrated with computer education also.

Finally, just as every subject is listed in the annual school calendar, for successful implementation of peace education, the related activities must find a place in the school calendar. It must also be remembered that since the peace education concepts and practices are integrated into a variety of subjects and co-curricular activities, planning and management of curriculum and instructional material for peace education will be far more complex than the conventional subjects in the schools.

### **Programme Delivery**

In the chapter on pedagogy of peace education, there has been a detailed presentation about the instructional processes and methodologies for imparting peace education in schools. It should suffice here to remind that

unless pedagogy of peace education is carefully planned in the multi-channel learning format, which is already in place in informal manner, the effectiveness of instructional systems and processes for peace education may remain unachieved.

There are primarily three aspects of planning and management of the programme delivery of peace education. These are classroom activities, co-curricular activities, and delivery of peace education programmes through mass media – both broadcast and interactive television/videoconferencing.

As mentioned earlier, classroom activities will comprise presentation by the teachers through a series of action learning activities, and also through a variety of student centred learning methodologies. Obviously, the conventional lesson plan will not hold good in transacting peace education. What is necessary is to develop a sound instructional design, clearly spelling out the objectives, the contents, use of multiple media with their respective roles, and the methods of assessment of learning.

Educational television can play a significant role in generating awareness about the need and nature of ‘peace’ in general and peace education in particular. The feasibility is now visible in several non-conventional television channels like Aasatha, Jagaran, Sadhana, DD Bharati, etc. that broadcast a variety of messages from the scriptures from different religious traditions. Some of the channels also teach certain practical skills of assuaging the minds that provide the core foundation for peace; for example, teaching on meditation, Yoga, as well as discourses. These channels also provide impressive and impacting coverage on the involvement of certain organisations (NGOs) in alleviating the conditions of the poor, the diseased and the old, generating a positive mind-set for service to others. Classroom

processes can make significant use of such telecasts by bringing in discussions on these shows. Besides, educational television channel can also provide education on meditation, Yoga and discourses contributing to the peace education. There are already dedicated channels on education in India, which are likely to increase to about 72 channels once the recently launched EDUSAT satellite becomes fully operational. The down-linking facilities will be spread over to all the schools and colleges in the country. By proper planning, peace education can find a place, say about one hour a week, in the state and national dedicated channels in EDUSAT.

EDUSAT also brings in the new opportunity for interactivity through one-way video, one way audio as well as two-way video-conferencing, connecting all schools and colleges. Further, such interactive facilities will be supported by national and state channels; the state channels can conduct video-conferencing through regional languages. When this report is being authored (December 2004), EDUSAT has already been successfully launched and stationed in the geostationary orbit. The preparation for the ground segment network is in full swing, as much as efforts are being made to develop a management structure for EDUSAT by setting up an EDUSAT authority. The EDUSAT facilities, may be about an hour or two in a week, can be used both for broadcasts as well as for interactive video-conferencing.

The implications for planning and management of instructional systems is mapping self-learning efforts, teacher delivered lessons, student activities, radio and television broadcasts and interactive video-conferencing through EDUSAT in a systemic framework to ensure best impact of peace education on the students.

## Assessment

There are two basic parameters of planning and management of assessment in peace education. These are assessment of student learning and assessment of programme effectiveness. The success of peace education will be indicated by the change in the behaviour of the students, reduction in violence and increase in cooperation, helpfulness, empathy, etc. rather than theoretical knowledge about peace education. As such the conventional paper-pencil test that measures students' knowledge about a subject will be of very little use in assessing impact of peace education. It has to be carefully planned to assess the change in the behaviour of the students. For assessing the covert behaviour, it may be necessary to use a set of psychological instruments like attitude scale, different types of inventories, and tests of personality on aggression, etc. One important tool for assessing change in the student behaviour will be careful observation against a properly design observation schedule for each student, documenting incidences of violent behaviour vis-à-vis peace behaviour like cooperation, mutual help, conflict resolution, etc.

The change in behaviour is a slow and steady process; hence it has to be observed over a period of time. Each school therefore, has to develop a blueprint for assessment of students on peace values and behaviour. Such a blueprint should have provision for maintaining records of observation as well as results of psychological tests in the pattern of a cumulative record card or a portfolio. Such records can be maintained in computers.

The second dimension of peace education is assessment of programme effectiveness. Just as effective peace education will be indicated by the change in the behaviour of the students, the overall impact of peace education in the schools would be reflected in the school environment and ambience, characterized by the number of violent incidents as compared to



growing friendship, to wilderness and mutual support behaviour in the campus. Each school can develop a set of criteria and the programme effectiveness can be judged against such criteria. Taking advantage of the fact that peace education is not part of the curriculum and there will be no pressure for the students to get score and for the teachers to indicate their performance via students' examination results, peace education itself will be more effective if students and teachers are involved in assessing the programme effectiveness. There are some standard programme evaluation methodologies; the planning and management must ensure that programme evaluation mechanism is well defined and followed in letter and spirit.

### **Capacity Building**

The success of peace education initiative in schools will depend significantly upon the teacher preparedness in terms of attitudes, skills, and knowledge. It must be admitted that in an average school, both teachers and students concentrate primarily on the school subjects limiting the learning to the purpose of examination alone. In this kind of non-supportive academic ambience, peace education may easily get lost unless teachers are adequately prepared. Further, since peace education is seen to be integrated in different subjects, it will be necessary to involve all the teachers in the peace education programme in the school, rather than having a separate teacher for peace education. It has the advantage that peace education will penetrate and get ingrained into all subjects; but the biggest disadvantage is that the teachers, say of science or language or social sciences are totally unprepared for peace education, that too integrating it with their own subjects. Hence, before peace education is actually introduced in the schools, it will be necessary to mount a well-designed capacity building programme for teachers in this area.

As mentioned above, the target of such a programme will be to build the capacity of teachers in the knowledge of peace education, skills of cultivating peace mind-set in the students, and pedagogy of peace education, and more importantly developing positive attitudes towards peace concepts and peace education. For capacity building of teachers in peace education, it'll be necessary to demonstrate the process of peace education to the teachers. Hence, one of the important strategies should be to introduce peace education in the pre-service education of the teachers. Again, the strategy should be integrating peace education in different subjects in teacher education, like psychology of education, teachers in the emerging Indian society, workshop in teaching, evaluation and measurement, etc. Peace education will have to be also introduced into the existing programmes of in-service education of teachers conducted by the Institutes of Advanced Studies in Education (IASE), Colleges of Teacher Education (CTE) and District Institutes of Education and Training (DIET).

More important and effective strategy would be to mount a well-designed training module on peace education through broadcasts and interactive video-conferencing supported by EDUSAT, largely inspired by the experiences of massive teacher orientation through SOPT and PMOST following the National Policy on Education, 1986.

### **Organizational Mechanisms**

Left to itself, based on the importance of the concept of peace education, the initiative will have an indifferent fate. It can at best be implemented with great vigour and enthusiasm in a few schools and extended to most of the schools. It will later get either distorted or reduced to the periphery, and in a very large number of schools, it'll disappear in no time. To ensure its proper implementation and to contain the erosion of quality of peace education in

schools and teacher education programmes, an organizational mechanism that will not only protect the initiative but also promote the initiative with progressive improvement of quality of peace education programme, has to be developed.

The first and foremost requirement is a national policy initiative and statement on peace education. For example, if peace education finds a place in the curriculum framework of school education developed by the NCERT and the curriculum framework for teacher education developed by NCTE, peace education will find an official status and legal position in the scheme of education in the country. This will also ensure its inclusion in the school education curriculum. Then the concepts and themes of peace education will find place in school textbooks, and teacher education programmes. The inclusion of peace education in the national curriculum framework will provide inspiration and incentive for its inclusion in the state policies, curriculum, syllabus and textbooks.

This will also necessitate involvement of state level agencies like SCERT, state textbook bureau, boards of secondary and senior secondary education, etc. The involvement of such state level agencies will provide credibility and importance to peace education, and also naturally bring in expertise available at the state agencies to give shape to the peace education concepts and practices relevant to the local social and cultural contexts.

The involvement of such agencies will further facilitate generating the curriculum and textbooks, and the methods of assessment and programme evaluation. To begin with, it would be advisable to set up a state level committee for planning the peace education, involving state department of

education and various state level agencies, academicians from the universities, schools and teacher education institutions.

### **Financial Implications and Sources of Funding**

Peace education cannot be implemented free of cost. Funding will be required for developing peace education material, training and capacity building of teachers. Even a crude estimate indicates that about 10,000 teacher educators and about 100,000 school teachers have to be oriented and trained in peace education through face-to-face as well as through broadcasts and interactive television. At an average, unit cost of educating the teachers and teacher educators @Rs. 2000, peace education will require about INR 2000 million (\$45 million).

Sources have to be found to fund peace education. It, however, may not be very easy to find sources because of tremendous pressure of education on finances, particularly in secondary education. International sources may have to be explored.

### **Conclusion**

The importance of peace education in the school and teacher education programmes cannot be over emphasized, particularly at a time when the world is facing its worst crisis. Yet, promoting such innovation related to education in human values has met with reluctance at the official level, and lukewarm receptivity at the hands of teachers, students, and parents. Hence, peace education has to be carefully planned and executed.

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