
UNIT-I: PEACE EDUCATION

Structure

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1.1. Introduction

Education is the key to raise inner self of the individuals. It is uniting the nations, bringing human beings closely together. Now a day we are living in the digital era and many parts of the world, civil society suffers because of situations of violent conflicts and war. It is

important to inculcate and recognize the crucial role of education in contributing to building a culture of peace. A culture of peace and non-violence goes to the substance of fundamental human rights of the present era.

1.2. Objectives

After learning this unit, you will be able to:

- Understand the importance of peace
- Describe the nature of peace education
- Know the different approaches to peace
- State the present scenario of peace education
- Know the role of different institutions in peace

1.3. Peace Education

Meaning of the peace Education:

The highest form of objective for any education is inculcating peace and it is an essential value to be cherished by every individual. The father and mother is the first teacher to their children and peace is nurtured in the family. The peace nurtured at home again enhanced at school.

Peace is a broad concept with practical and spiritual connotations. It can imply a state of inner calm or end of conflict. "Peace is what you think it is (or wants it to be). Peace has been understood to mean the absence of conflict or violence and conversely as the presence of states of mind and of society such as harmony, accord, security and understanding.

Peace education is a planning strategy of eliminating the conflicts and violence caused by in justice, inequality and human rights, violations, and implementing the ways and means of reducing the same through appropriate teaching and learning tactics by means of producing responsible global citizen to attain and spread the peace in the world. Therefore peace education is a goal of education.

Definition of the Peace Education:

There is no universally accepted definition for Peace Education. There is good number of definitions available on the basis of different perceptions and approaches. Some of the definitions given by eminent educationists are given below:

Webster defines peace “as a state of quiet or tranquility, freedom from disturbance or agitation, calm repose”.

From the above definition it can be agreed that in the absence of elements such as tolerance, understanding, empathy, cooperation and respect for the difference in others, there cannot be peace. Any strategy or educational system helps to enhance the above said entities among the individuals could be known as peace education.

- According to **Albert Einstein** “Peace is not merely the absence of war but the presence of justice, of law, of order – in short, of government.
- According to **Freire** (2006) “Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of “conscientisation”
- **Betty Reardon** defines “Peace Education is the attempt to promote the development of an authentic planetary consciousness that will enable us to function as global citizens and to transforms the present human condition by changing the social structures and patterns of thought that have created it”.
- “Peace Education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures said by **Laing.R.D.**(1978)
- According to **John Dewey** “Peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem – posing and problem – solving education, and a commitment to transformative action in our societies.”

From these definitions it is understood that the peace education inculcates the higher order human values among the individuals. Further, “Peace education definitions” reveal that it aims at the overall development of the individuals and helps to enhance eternal values in their minds.

Concept of Peace Education:

Betty Reardon makes reference to the concept of positive peace and negative peace. According to Reardon the term negative peace refers to an absence of war or physical or direct violence while the term positive peace is used to refer to the presence of non-exploitative relationships or conditions of social and economic justice diminished (Reardon, 1988) Reardon therefore recognizes that the problem of concern for peace educators are manifold, including diverse areas such as economic deprivation, development, environment and resources and universal human rights and social justice. Reardon's concept of peace is further supported by many educationists. (S.H.Toh and Virginia Floresca – Cawagas et. al) According to the educationists, peace education covers diverse issues, learners, should not only acquire a fragmented understanding of conflict and violence.

Scope of peace education:

Peace education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, tolerance and good will in the world today. Peace education brings together multiple traditions of pedagogy, theories of education and international initiatives for the advancement of human development through learning. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their justice and equitable treatment of youth and promote individual and social responsibility for both educators and learners.

1.4. Aim and objectives of Peace Education

The aim of peace education is perhaps best summarized in the Hague Appeal for peace which states that a culture of peace will be achieved when citizens of the world:

- Understand global problems
- Have the skills to resolve Conflict – Constructively
- Know and live by international standards of Human rights, gender and racial equality.

- Appreciate cultural diversity
- Respect the integrity of the earth

Declaration of the 44th session of the international conference on education held at Geneva in 1994 has listed the following aims of peace education.

- i. To develop sense of universal values in every individual.
- ii. To prepare citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility.
- iii. To educate the individual and develop the ability to recognize and accept the values which exist in the diversity of individuals.
- iv. To strengthen peace, friendship and solidarity between individuals and people.
- v. To develop the ability of non-violent conflict – resolution among the individuals.
- vi. To cultivate the ability to make informed choices, basing their judgments and actions not only on the analysis of present situations and the vision of a preferred future among the individuals
- vii. To teach the citizens to respect the cultural heritage, protect the environment and social harmony.
- viii. To cultivate citizens in the line of solidarity feeling and feeling of equity at the national and international levels in the perspectives of a balanced and long-term development.

Therefore, peace education aims at wide variety of subject. Peace and education are inseparable aspects of civilization. No civilization is truly progressive without education and no education system is truly civilizing unless it is based on the universal principles of peace.

Peace education can be taught in formal and informal school setting with following objectives.

- To foster changes in order to make the world a better and more humane place.
- To develop values and skills to assist the students in striving for the fullness of life.
- To help students develop a rich vision of peace to work for a visible global society.
- To create constructive behavior for dealing with problems so as to minimize and eliminate conflict.

- To explore peace both as a state of being and as an active process for the promotion of positive human relations.

Therefore, the peace education is actually a call for an inclusive approach to mutual coexistence and to a holistic way of living. Peace education applies to the contents of all curricular, at every level in the education system. Peace education should be extended to all learners, including refugee and migrant children, children from all social sectors and disabled with the objective of promoting equal opportunities through education.

1.5. Human Miseries in the Modern world and Quest for peace

As human beings we have achieved a level of material progress we would not have even dreamed of barely a century ago. The marvels of modern technology have given us enormous power over the forces of nature. We have achieved in many field and conquered many disasters but the ultimate question is: “are we happier than over ancestors were in the past?” The answer is ‘No’. the abuse of women, children and the underprivileged religious and racial discrimination, color bar, and caste distinction continue on unabated.

Never before in the history of the world, has the human race been in such great need to be free from conflict, ill-feeling selfishness, descent and strife. We are neither in need of peace nor only in our personal life at home and work, but also at the global level. The tension, anxiety and fear arising from the conflict are not only disruptive but continue to extent a constant drain on our well being, mentally and physically. The basic problem we face today is moral degeneration and misused intelligence. In spite of all the advances made by science and technology, the world is far from being safe and peaceful.

1.6. Gandhian Concept of Peace

Gandhian principles and the promotion of peace education through Gandhian studies are part of the fundamental architecture of many Indian educational Initiatives, as well as those in a

variety of other countries. By nonviolent action, Gandhi meant peaceful, constructive mass action. It is true that Gandhi did not write on peace education in any specific way, but his whole philosophy and life have been, of course, important in peace studies and peace education not only for India but for other nations of the world as well (Prasad 1998).

Gandhi's concept of peace and non-violence is integrally related to his world view. Gandhiji evolved his world view from a concept of "self" and human nature. Acknowledging the inherent goodness of human beings, Gandhi emphasized the capacity of all human beings to develop their full potential of non-violence. He believed that all human beings are part of divine and they are interdependent and interrelated. Gandhiji's concept of peace is also a broad one. For him peace emerged from a way of life. Therefore peace is intimately linked up with Justice, development and environment.

1.7. Different Approaches of Peace

There are different approaches to peace and perceived by the different eminent personalities. The most of the researchers and educationists suggested the ways and means for attaining peace spin around five approaches. They are

- **Power politics** : **Peace through coercive power**
- **World order** : **Peace through the power of law**
- **Conflict resolution** : **Peace through the power of communication**
- **Nonviolence** : **Peace through will power**
- **Transformation** : **Peace through the power of live**

The first peace paradigm, power politics is the traditionally dominant frame work in the field of international relations. Advocates of this paradigm, who refer to it as "political realism", contend that there are no universal vales that can be held by all actors in the international system

- **World Order : Peace through the power of law**

The second approach to peace explored by the class is the world order paradigm. This paradigm which views the "order" created by practices that sustained cooperation among states

and other significant actors, such as non-governmental (activist) organizations and intergovernmental organizations, is both possible necessary. Peace can be actively sought through policies and efforts that build consensus, reduce injustice, create opportunity and provide multilateral frameworks for responding to common challenges.

- **Conflict Resolution : Peace through the power of communication**

The third paradigm, conflict resolution, offers a highly pragmatic approach to peace through the development and refinement of skills for analyzing conflicts and responding to them with effective strategies of communication and negotiation. According to this paradigm, conflict is natural at all levels of human interaction and organization, from the interpersonal to the interethnic and international. To manage and resolve conflicts effectively, we must become aware of our attitudes towards conflict and our attitudes towards conflict and our habitual conflict management styles (competitive, collaborative, avoidant, submissive, etc.)

- **Non violence : Peace through will power :**

One of the most common misconceptions about the fourth approach to peace and nonviolence is that it is a paradigm that enjoins passivity. As Gandhi, Martin Luther King and many others have underscored, nonviolence is action animated by principle and informed by the proposition that means and ends are inseparable. According to the non-violence paradigm, genuine power derives from will power and human solidarity rather than from violence, which undermines community and sows the seeds of its own destruction.

- **Transformation : Peace through the power of love :**

The final approach to peace making focuses on the centrality of education, cultural change, and spirituality in all genuine attempts to make peace a reality in daily life. From the stand point of the transformation paradigm, peace making is not only an effort to end war, remove structural violence, or establish the presence of external value conditions. It is also a profoundly internal process, in which the transformation of the individual becomes a metaphor for an instrument of broader changes.

Taken together, these five paradigms suggest that the path to peace is many and that traveled not only by statesmen and diplomats, but also by individuals with all walks of life.

1.8. Establishment of Peace Education Institutions

There are many organizations that are involved in promoting peace around the world. Some of the important institutions / organizations are:

i) United Nations

On October 24, 1945 the United Nations came to existence when 51 countries agreed to making peace. Today almost every country belongs to the United Nations. It helps to provide a way to help solve international conflict and creates policies on things that affect us the entire world. Some of the important institutions / organizations are:

(A) Purpose of UN:

The following are purposes of the UN defined in Article 1 of the UN Charter.

1. To maintain international peace and security and to take adequate steps to avert wars.
2. To develop friendly relations among nations on the basis of equality.
3. To achieve international co-operation in solving international problems of an economic, social, cultural or humanitarian character.
4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.

(B) Principles of the UN:

The principles are the means to achieve the objectives of the UN. These are contained in Article 2 of the UN Charter:

1. All the member states are equal.
2. The member states shall fulfil their obligations to the UN honestly.
3. The member states shall settle their international disputes by peaceful means.
4. The member states shall refrain in their international relations from the threat or use of force against any other state.
5. The member states shall give to the UN every assistance in any action it takes in accordance with the UN Charter.

6. The states which are not members of the UN, should also act in accordance with these principles for the maintenance of international peace and security.
7. No member state shall interfere in the internal affairs of any other state.

ii) Peace Corps

The peace corps is an organization filled with men and women who live and work in a different country for two years. The people serving in the Peace Corps are volunteers who help solve some of the most important challenges that face communities in the world. The peace corps was an idea of the 34th President of USA John.F. Kennedy (1961-63). Peace Corps work in a variety of different areas including education, business, health and nutrition, agriculture, community development and the environment. As the preeminent international service organization of the UN, the peace Corps sends American abroad to tackle the most pressing needs of people around the world Peace volunteers work at the grassroots level towards sustainable change that lives on long after their service – at the same time becoming global citizens and serving their country. When they return home, volunteers bring their knowledge and experiences – and global outlook – that lives of those around them.

The Peace Corps' Mission

To promote world peace and friendship by fulfilling three goals:

- To help people of interested countries in meeting their need for trained men and women
- To help promote a better understanding of Americans on the part of the peoples served
- To help promote a better understanding of other peoples on the part of American

iii) Amnesty International

Amnesty International was launched in 1961 by British lawyer peter Beneson, Amnesty International emphasis is on the international protection of Human rights. Amnesty Aims and objectives: Amnesty focus on:

- Stopping violence against women.
- Depending the rights of people living poverty
- Abolishing the death penalty
- Opposing torture and terror with human rights
- Freeing prisoners of conscience

- Protect the rights of refugees and migrants
- Regulating the global arm trade

iv) Nobel peace prize

The Nobel peace prize is an award given to people for their peaceful actions. The Nobel peace prize was instituted by a famous man named Alfred Bernhard Nobel. In India, Mahatma Gandhi and Mother Teresa have won Nobel peace award.

v) The Lion and the Lamb peace Arts center

It was established in the year 1987. It was established with the prime objective of promoting peace education for children through art and literature.

vi) The Carter Centre

Every day in countries all over the world people live with life threatening circumstances because of disease, poverty, war and starvation. The Carter centre tries to relieve the suffering by promoting peace and health in nations around the world. In addition, the carter centre looks after the implementation of Human Rights, monitoring elections and safeguarding Human Rights.

vii) International peace Bureau (IPB)

The international peace Bureau is established with the vision of a world without war. It is in 70 countries together with individual members from a global network bring together expertise and campaigning experience in a common cause.

viii) Pathways to Peace (PTP)

PTP is an international peace building, Educational and consulting organization. The important objectives of the PTP are:

- To make peace a practical reality through local and global projects.
- To expand communication and build cooperation among existing organization

It is also an official peace messenger of the United Nations.

ix) Hague Appeal for peace

The Hague Appeal for peace is an international network of organizations and individuals dedicated to the abolition of war and making peace a human right. The important objective of this institution is to develop capacities, in teachers and learners, to face challenges of unprecedented proportion armed conflicts between states and ethnic groups, the spread of racism, gender inequality, community violence, massive violation of human rights and the degradation of the environment.

x) National Peace Foundation (NPF)

NPF originated in 1975 and has spread its efforts throughout Eurasia, the middle east and Africa, continuing to maintain its focus on grass roots efforts and empowering citizens on a community level. At the heart of NPF is dedication to exchange, dialogue, and helping citizens building the institutions of Civil society.

1.9. Pacifism and Education

Pacifism is a commitment to peace and opposition to war. The word “pacifism” is derived from the word “pacific” which means “peace making” (Latin, Paci-(from pax) meaning “peace” and fieus meaning “making”). A pacifist is a person who is opposed to war and violence. Pacifists believe that we should not kill or harm other people. And if killing is wrong war must be wrong – because war is basically a matter of killing. Bertrand Russell pointed out that ‘patriots always talk of dying for their country, but never of killing for their country. Yet that is ultimately what war means : being prepared to kill other people and inflict suffering on them. Therefore, pacifism and ideas of pacifists to be integrated with the educational curriculum. The education and curriculum at all levels should include the aspects of influencing to improve society and remove the causes of war – injustice, exploitation, the repression of minorities.

1.10. Let us sum up

The present unit attempts to provide a basic understanding of peace education. The teachers must be aware about the peace education and nonviolence properly. The teacher may

need to develop proper activities in promoting peace concept among their students. The unit also discussed the elaborate aspects involved in the important of peace education.

1.11. Unit end activities

1. Identify the appropriate events and world institutions for promotions peace making.
2. Collect a list of pacifist and brief their contribution to the field of peace making.

Check you progress

1. Peace through the power of communication is termed as :
 - a) Power Politics
 - b) World order
 - c) Conflit résolution
 - d) Non violence
2. Peace education can be taught in :
 - a) Formal education only
 - b) Informal education only
 - c) Both informal and informal education
 - d) Schools only
3. The Nobel peace prize winner in India :
 - a) Tagore
 - b) Gandhi
 - c) Indhra Gandhi
 - e) Amerthiya sen
4. The major objective of Lion and Lamb peace Arts center is to promote peace education for
 - a) Teachers
 - b) Children
 - c) Women
 - d) Special need Children

1.12. Suggested readings

1. Barash, P. David (2000). Approaches to Peace, oxford university press, New York.
2. Galtung, I (1996). Peace by peaceful means : Peace and conflict, Development and civilization, PRIO – International peace research institute of Oslo and sage publications.

UNIT –II: HISTORICAL DEVELOPMENT OF PEACE EDUCATION

- 2.1 Historical Development of Peace Education
- 2.2 Objectives
- 2.3 Creation of United Nations
- 2.4 Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHRC
- 2.5 Amnesty International, International Committee of Red Cross and NGOs
- 2.6 Peace Education in India and its development
- 2.6 Gandhiji's contributions to peace movement
- 2.7 Let us sum up
- 2.8 Unit end activities
- 2.9 Suggested readings
- 2.10 Pacifism and Education 1.9. Let us sum up
- 2.11. Let us sump
- 2.12 Unit end activities
- 2.13 suggested readings

2.1 Historical Development of Peace Education

The understanding of the concept of peace has changed throughout history, and so has its role and importance in the educational system from the very beginnings of the institutionalized socialization of Children. The end of world war I (1914-1918) brought powerful support for the need international cooperation and understanding and helped instill a desire to include peace education ideas in educational systems. The League of National and Number of non-governmental organizations worked together on these ideas, especially through the International Institute of Intellectual cooperation, an organization that was the predecessor of the United Nations Educational, Scientific and cultural organization (UNESCO). The world war-II (1939-

1945) ended with millions of victims and the frightening use of atomic weapons against Japan, at Hiroshima and Nagasaki. In 1946 UNESCO was founded as an Umbrella institution of United Nations, and it was charged with planning, developing, and implementing general changes in education according to the international politics of peace and security.

With the witness of the horrors of the first and second world wars there was a reawakening to the need of developing the humanistic side of education at least among a few educationists. In this context Maria Montessori's loud and tireless reiteration on the need for educating for peace should be mentioned here with respect and appreciation. At the beginning of the 21st Century today we are only rediscovering her vision of peace Education which she tried to tell the world in the 1930s. Her vision of education provides a meaningful sound basis for peace Education.

2.2. Objectives

This unit will give you the insight and you will be able to :

- Describe to historical development of Peace education.
- Identify the different organizations working under united nation
- List the salient activities of United Nation Organisations.
- Understand the Gandhian's contribution to peace movement

2.3. Creation of United Nations (UN)

United State president, Franklin D.Roosevelt created the name United Nations and it was first in the "Declaration by United Nations on January 1, 1942. On October 24, 1945 the United Nations came to existence when 51 countries agreed to making peace. The United Nation has six main parts. Five of them are based at the UN headquarters in New York. They are the General Assembly, the security council, The Economic and social council, the Trusteeship council, and the secretariat. The six parts, the International court of Justice, is located in the Hague, in the Netherlands. The UN is not a world government and does not make laws. Maintaining international peace and security, developing friendly relationship among nations, solving

international conflicts and being a center for harmonizing actions of nations are the purposes of United Nation.

2.4. Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHCR

- **United Nations Educational, Scientific and cultural Organisation (UNESCO)**

The constitution of UNESCO was signed in London on 16 November 1945 by 37 countries and came into force with its 20th ratification on 4 November 1946. The purpose of the organization was defined as “to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the charter of the United Nations.

Today, after more than 60 years of existence, UNESCO functions as a laboratory of ideas and a standard –setter to forge Universal agreements on emerging ethical issues.

- **United Nations International Children’s Emergency Fund (UNICEF)**

In the after month of world war-II, the General Assembly of the United Nations votes to establish the UNICEF, an organization to help provide relief and support to children living in countries devastated by the war. After the food and medical crisis of the late 1940s passed, UNICEF continued its role as a relief organization for the children of troubled nations and during the 1970s grew into a vocal advocate of Children’s rights. UNICEF has repeatedly shown itself to be the highly influential and one of the most effective operations working towards protecting the rights of children world wide.

- **United Nation Development Programme (UNDP)**

United Nation Development programme was formed in the year 1965 and the head quarter is at New York City. It is a United Nation’s global development network. UNDP advocates for change and connects countries to knowledge experience and resources to help people build a better life. It provide expert advice, training and grant support to developing

countries, with increasing emphasis on assistance to the least developed countries. UNDP is funded entirely by voluntary contributions from member nations. The organization operates 177 countries, where it works with local governments to meet development challenges and develop local capacity. Additionally, the UNDP works internationally to help countries achieve to Millennium Development goals. UNDP works to reduce the risk of armed conflicts or disasters, and promote early recovery after crisis have occurred.

- **United Nation Environment Programme (UNEP)**

United Nation Environment Programme was started in the year 1972. The Head Quarters is at Nairobi, Kenya. The UNEP is an agency that coordinates its environmental activities, assisting developing countries in implementing environmentally sound policies and practices. It was founded by Maurice Strong, its first director, as a result of the United Nations Conference on the Human Environment in June 1972. UNEP also has six regional offices and various country offices. Its activities cover wide range of issues regarding the atmosphere, marine and terrestrial ecosystems, environmental governance and green economy. It has played a significant role in developing international environmental conventions UNEP publishes many reports, atlases and newsletters. For instance, the ‘Fifth Global Environment Outlook (GEO-5) assessment is a comprehensive report on environment, development and human well being. The main activities of UNEP are related to climate change, disasters and conflicts eco system management, environmental governance and resource efficiency.

- **United Nation Human Rights Council (UNHRC)**

United Nations Human Right Council (UNHRC) is a united Nation system inter-governmental body whose 47 member states are responsible for promoting and protecting human rights around the world. The UN general assembly established the UNHRC by adopting a resolution on 15 March 2006 in order to replace the previous CHR, which had been heavily criticized for allowing countries with poor human rights records to be members. The UNHRC has addressed conflicts including the Israeli-Palestinian conflict and also address rights – related situations in countries such as Burma, Guinea, North Korea, Kyrgyzstan, Syria, Libya, Iran and Sri Lanka.

2.5. Amnesty International, International Committee of Red Cross and NGOs

- Amnesty International (AI) was launched in 1961 by British lawyer Peter Berenson. Its emphasis is on the international protection of Human Rights. Some of the things Amnesty International does to help are: Campaign for Human Rights, Human Rights education exposing violations of Human Rights, working for individuals and Victims of Human Rights Violations.

Today Amnesty International has more than 1,00,000 members and regular donors in more than 160 countries and territories. AI groups are registered in more than 90 countries and territories throughout the world. The organization's center is the International Secretariat in London. In the field of international Human Rights organizations, Amnesty has the longest history and broadest name recognition, and is believed by many to set standards for the movement as a whole.

- **International Committee of Red Cross and NGOs**

The International Committee of Red Cross (ICRC) is a humanitarian institution based in Geneva, Switzerland and the three times Nobel Prize Laureate. It was formed on 17 February 1863, originally it was a committee of five, which consisted of influential Geneva families called the Geneva Society of Public Welfare. They came together for a conference and made several proposals including the foundation of national relief societies for wounded soldiers, Neutrality and protection for wounded soldiers, the utilization of volunteer forces for relief assistance on the battlefield and the organization.

2.6. Peace Education in India and its development

India has a long history of promoting peace, international understanding, tolerance and self-restraint which are evident from the Vedas, Puranas and Upanishads. The ancient Indian Rishis visualized the Earth as a Global Village. They visualized it as 'Vasudhaiva Kutumbakam – The whole world is a family.

Swami Vivekananda's great mission was to preach unto mankind its divinity and how to make it manifest in every movement of life. He said that ultimate aim of education is to establish internal peace and security by strengthening the spiritual foundations of different nations. He preached tolerance in religion and education which essentially head to peace. He preached the Universal Brotherhood of man. The thoughts and actions for promoting peace by outstanding personalities like Mahatma Gandhi, Iqbal, Rabindra Nath Tagore and Bishnu Prasad Rava Captivated the world's attention. Most disputes between people are solved without violence – but not all. If we are to move away from violence as a way of solving disputes at home and abroad we must work together to help young people learn how to deal with conflict creatively.

2.7. Gandhiji's Contributions of Peace movement

Gandhiji's view on peace emphasizes positive concepts of peace, the power of nonviolence, the discovery of one's own and other's truths, empathy, forgiveness and community, and proactive peacemaking. The most fundamental principle and Gandhiji's philosophy of peace is "Ahimasa" or nonviolence which is the law of love, life and creation as opposed to violence, the cause of hatred, death and destruction. According to him the Universal Human value of Ahimsa ought to be cultivated not merely at a personal level, but at social, national and international levels for avoiding personal, social, national and international conflicts. Gandhi observed "Fasting unto death" is the last step to oppose injustice. Gandhi's approach is ethical, as he believes that moral degeneration is the root cause of all evils including conflicts. Mahatma Gandhi lived, worked, fought and died for peace, equality and respect for all human beings, tolerance and respect for all religious faith and ethnic groups and settlement of difference. Nonviolence, as practiced by Gandhi, is a weapon not of the weak, but of the strong and fearless.

2.8. Let us Sump up

Educating for a culture of peace is mandatory in the present scenario of global technological advancement. Therefore it is important for the students to understand the historical

development of the peace education and role of different national and international organizations promoting peace education.

2.9. Unit End Activities

1. Selection any one of the international conflict and suggest the ways and means to solve the conflict through peace education.
2. How peace education can promotes non-violence? Explain

Choose the correct answer

3. "Fasting unto death" is the :
a) First step to oppose injustice b) Second step to oppose injustice
c) Third step to oppose injustice d) Last step to oppose injustice
4. The UNEP was started in the year :
a) 1972 b) 1973 c) 1974 d) 1975
5. "UNDP" headquarters is at
a) Kenya b) New York
c) German e) France

Fill in the blanks

6. The expansion of UNHCR is _____
7. The expansion of UNICEF is _____
8. The expansion of ICRC is _____
9. The important objective of Amnesty international is _____
10. The meaning of "Vasudaiva Kudumbakam" is _____

2.10. Suggested Readings

1. Gandhi, M.K., (1959) An Autobiography of The story of my experiments with Truth, Ahmadabad : Navajivan Trust.
2. Hicks, David, (1988), Education for Peace New York : Routledge.

UNIT –III : Education for Peace

Structure

- 3.1 Concept and meaning of Education for peace
- 3.2 Objectives
- 3.3 Curriculum Development of Education for peace
- 3.4 Stage specific approach
 - Early childhood
 - Elementary stage
 - Secondary stage
 - Higher Education stage
 - Adult Education stage
- 3.5 Let us sum up
- 3.6 Unit end activities
- 3.7 Suggested readings

3.1. Concept and meaning of Education of Peace

Education for peace is a conceptual framework from which schools may devise a programme comprising the transmission of Universal values and enduring attitudes, and the development of skills which enable our students to become active global citizen. The implementation of this conceptual framework recognizes the practice of peaceful relations at all levels: personal, familial, communal, inter-cultural and global. It entails a process of knowledge acquisition and skill – building which affects the behaviour of individuals and groups and provides a model for the formal and informal curriculum of the school. Education for peace is a process and condition which permeates all aspects of school life, with implications for learners, teachers and administrators and it extends beyond the school to society as a whole.

3.2. Objectives

After studying this unit, you will be able to :

- Describe the paradigm shift in Peace Education
- understand the curricular aspects of peace education
- Describe the stage specific approach in peace education curriculum
- Identify the difference among the stage specific approach for different levels of education.

3.3. Curriculum Development of Education of peace

The term “Curriculum” can be defined in many ways. Most commonly, the term refers to the formal documents which an education system develops and publishes to describe what students should learn at school. Sometimes these documents include why, when and how this content should be taught and learned”. In some circumstance, the term ‘curriculum’ is defined much more broadly, acknowledging that students learn more at school than just what is prescribed in formal documents. This broader definition is particularly important when considering areas of learning, such as Education for peace, that focus on developing values and behaviours. The overall goal of Education for peace, that focus on developing values and behaviours. The overall goal of Education for peace is to develop in students an understanding of and commitment to peace rather than violence, and to provide them with the relevant skills, knowledge, personal values and behaviour to apply this commitment in all aspects of their lives.

The significant proportion of student’s learning in these areas will occur outside the confines of classrooms and textbooks students learn form the ethos of the school, from the ways in which they are treated, intellectually or unintentionally, by their teachers and peers. This learning is often referred to as the ‘hidden’ curriculum. Because learning in education for peace and conflict prevention can be perceived as part of both the formal and ‘hidden’ curricular, it would be appropriate to define “curriculum’ in a broad way for education for peace.

3.4. Stage Specific Approaches

The primary stage of education is the ideal time for laying the foundation of peace oriented personality. These years comprise the formative period in the lives of the students. At this stage, students are comparatively less burdened. The number of students who could be exposed to education for peace is at the maximum during this phase. Thereafter, students begin to drop out. Therefore, this is the stage at which focused attention should be paid to laying the foundation for a culture of peace through education. As the saying goes, “it is easier to build a child than it is to repair an adult”.

Therefore, peace education is important for each and every individual at different stage. The approach to peace education at early childhood, Elementary stage, secondary stage, Higher education stage and adult stage varies in different aspects.

- **Peace education approach to early childhood**

Starting peace-building education in early childhood is of paramount importance. In yearly years a child’s brain architecture is developing most rapidly, habits are formed, differences are recognized and emotional ties are build through social relationships and day-to-day in homes and neighborhoods. Parental practice and the environment that are most proximal to children are key determinants of their physical, social and emotional development. Proximal contexts, such as the home, family, early learning programmes and community protection programmes, play a key role in the children’s ability to manage conflicts, reduce violence and shape key characteristics of the Children’s moral behaviour therefore, the family members should create conducive environment to enhance the above said behaviour among the children at early childhood stage.

- **Peace education approach to elementary**

As children grow older and reach the Elementary school stage. They begin to grasp abstract thoughts. In a limited way they develop the capacity to think rationally and relationally about the various happenings in their surroundings. A crucial issue for children at this stage is that of relating to other children and their environment. Since, the school brings together children from environment backgrounds, schools need to be equipped with cognitive competence to

understand the values underlying hygiene both of the self and of the surroundings, respect for others and for elders, recognition of the dignity of labour, honesty, love, sharing and cooperation, tolerance, regularity, punctuality, responsibility etc. Therefore, the education for peace for primary school children is about helping them enjoy and celebrate diversity, beauty, and harmony in nature. They must be encouraged to develop the skills it takes to be at home with others (especially the art of listening and with nature (aesthetic sensitivity and a sense of responsibility)).

- **Peace education approach to secondary stage**

In the secondary and senior secondary stage students gradually become aware of their identity. They are on the threshold of becoming independent persons, though still deficient in maturity. The resulting confusion leads to conflict with peers, parents, and teachers. During this phase, their skills for rational thinking, communication, and self discipline are tested. They need training to resolve, through dialogue and negotiation, the conflicts they are sure to encounter in day-to-day interactions. They also need to develop awareness about inter – relationship and interdependence in the global and ecological context, so that they can form a wider perspective on justice, peace, and non-violence. It is important to enable them to be not only the recipients of peace but the active makers of peace, who can think for others and help them.

- **Peace education approach to Higher Education Stage**

Educators at all levels generally agree that students should be taught about peace. This is especially true in the current situation in the world. Higher education is perceived as extremely important, and the students in the higher education should be inculcated the knowledge, attitude and competencies in the area of peace keeping. These students are going to become national builders and role models of the society. Therefore the students in the higher education should come out with all good entities of human beings. Further, the role of the teachers in the higher education is of paramount importance. The higher education teachers to be a role model for their students. The teachers need to be aware of the effect of their behavior on students. In this stage, the international understanding, universal brotherhood, human rights awareness, crisis and conflict management skills could be taught along with their other syllabus. The special elective subjects and major branch of studies in peace education courses would be more benefit to the students at higher education level.

- **Peace Education Approach to Adult Education stage**

As society continue to learn and develop their competencies in relation to the new realities and challenges ahead. This is where adult education plays a key role in meeting such demands in their more interconnected globalised world. Investment in adult education plays a critical role in supporting a society's capacity for adaptability and change, and helps create a competitive workforce which is essential in competing in the global economy and international challenges. Today we are living in the ever changing technology era with lot of human conflicts. The potential and capacity of adult education to enable people to realize their full human potential by drawing link between their individual experiences and relating it to wider structural factors around them. Further, developing self-confidence, social awareness, cultural understanding, communal harmony and prosperity among adult education curriculum would help to inculcate peace in the minds of the adults.

3.5. Let us sump up

Inculcating peace among the individuals at different stages through specific approaches is paramount important for the 21st Centaury. Education for peace is a holistic process through which individuals at different stages engage in sustained learning activities to manage personal and social conflicts in their life.

3.6. Unit and activities

1. Discuss the concept and meaning of Education for peace
2. Do you think peace education curriculum to be developed for different stage of individuals ? Why? why not? Justify your answer.
3. What do your mean by hidden curriculum? Explain with suitable example.

3.7. Suggested readings

1. Barash. P.David (2000). Approaches to peace, Oxford University Press, New York.
2. NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006).

UNIT –IV: Integrating peace Education in the Curriculum

Structure

- 4.1 Major Media of Integration
 - Subject context
 - Subject perspectives
 - Teaching methods
 - Curricular and co-curricular activities
 - Staff Development
 - Classroom and School Management
- 4.2 Objectives
- 4.3 Let us sum up
- 4.4 Unit end activities
- 4.5 Suggested readings

4.1. Major Media of Integration

Peace education is the vital element in the education and it helps the Children to grow and develop as full-fledged human beings. It constitutes the foundations from which they can build a truly just and humane society. Peace education emphasizes the need to sensitize the country's young minds through the knowledge of our common cultural heritage. There is a grater need of integrating peace education in the educational system. Therefore, the peace education could be integrated in the six media such as subject contest, subject perspectives, curricular and co-curricular activities, teaching methods, staff development, and classroom and school management.

- **Subject Context**

Peace education can be introduced into a classroom as a program in itself. Peace education can also be a part of the ongoing curricula in a classroom, with concepts being introduced as they seem to fit. The conceptual framework of each subject should encompass the spread of peace values and enduring attitudes in the students' mind. Thus, the peace education messages can be woven into the content of the formal subjects taught in the school.

For primary and secondary level, subjects like language, social science, mathematics, science, Arts and Design form core curricular subjects which can be used to infuse peace.

Language :

The integration of peace issues into the language syllabus can stimulate both learning and teaching, creating space in the classroom which is interactive, instructive and fun. The activities of reading, writing, speaking, listening, role play debates and negotiation related to peace issues would help the children to enhance their peace ability of conflict management in their life.

Social Science

Students can study the role of peace makers and peace movements for non-violence in the past and present. The lesson could be focused on the right to life and responsibility not to kill, on the role of UN security council.

Mathematics

Peace concepts can be effectively integrated in the mathematics. While teaching graphs, charts and so on, it could be produced to display some of the relationships of our country with others. Students could be made to be aware of the world problems involving cost of defense budgets and local impact.

Science

Environmental protection, environmental sustainability, ethics of scientific research, Nuclear war effects and pollution control are the some of the topics could be included in the science subject.

Art and Design

Future perceptions of peace could be revealed by diversity of societies through art and crafts. Students can be encouraged to do specific projects highlighting the necessity the peace of

human community. Students could design their own symbol or logo to promote a culture of peace.

- **Subject Perspectives**

The subjects teaching in the educational institutions are meaningful and help the learners to attain their life goal. Both teachers and taught should understand the ultimate purpose of teaching learning process in the institutions. A subject is not learned merely for the subject's sake the teachers have to make a subject meaningful. The subjects have to be interpreted in such a manner so as contribute to learner's social, emotional, intellectual and moral self-development peace Education attempts to humanize subjects through bringing in human perspectives and effective dominion into learning. The activities can be planned to build peace vision attitude in Children. It strength lies in the affective component it inherits. The subjects such as Language teaching, social studies, religious education, mathematics and science teaching could be effectively taught with integration of peace components. Different instructional strategies appropriate to teach peace education could be adapted in teaching of all subjects in the educational institution. Peace-building activities, self-development, activities, story of civilization, religions harmony, all faith prayer, environmental awareness and self discipline activities could be integrated as hidden activities of all subject matters.

- **Teaching Methods**

Teaching in the broadest sense is any act or experience that has a formative effect on the mind, character and physical ability of an individual. In the process of integrating peace education, how to teach is more important than what to teach. The teaching methods already practiced by the teachers for the existing subjects can be used for teaching peace education also. But some of the specific teaching methods discussed below could be more useful.

1. Cooperative Learning
2. Group Discussion
3. Peer Teaching
4. Brainstorming
5. Role play
6. Energizers
7. Story telling
8. Service learning
9. Experimental Teaching
10. Inquiry based learning and teaching
11. Dialogues

These methods would be helpful in making peace a subject of study, concern and action, both in the classroom and beyond. But these methods should be used deliberately to support learning aims to relate the knowledge, skills, and attitudes of peace education.

1. Cooperative Learning :

Cooperative learning is a successful teaching strategy in which small groups, each with students of different levels of ability use a variety of learning activities to improve their understanding of a subject. In cooperative learning environment, the teacher is a facilitator for the class, a mature trusted person who will guide an advice the students.

This method increases problem – solving skills, enabling students to devise more solutions that demonstrate good creativity and practicality. All of these outcomes would be consistent with the aim of peace education.

2. Group Discussion:

The class can be divided into small groups to discuss about the peace topics such as :

- a) What is peace
- b) Why is UNESCO necessary
- c) What is the purpose of rule and law ?
- d) What are the importance of social integration ?
- e) Discussion on conflict management
- f) International conflicts and solutions

3. Peer Teaching:

Peer teaching helps students share their knowledge, ideas and experience among themselves. In this technique the students are divided into small groups. Before the groups move off to discuss the topic, the teacher should give them an overview of the topic and provide each group with specific task they must meet within a given time frame. Topics such as how children learn violence from war toys, video games, the mass media contributions of Gandhi, Martin Luther King, and other great peace makers, could be taught by their own peers. Through peer teaching, both the peers and other students get benefits of imbibing peace values. Effective peer

teaching provides students with opportunities to develop awareness and understanding of community issues, problems to develop social responsibility.

4. Brain Storming :

It is famous techniques formally used by Socrates a great philosopher. In the field of psychology this method is used to foster the creativity among the students. Brain storming is a technique for creatively solving problems and breeding fresh ideas. The teacher's responsibilities are guiding the session, encouraging participation and writing ideas down. Teachers should devote most of their effort to design their teacher to bring peace to the classroom. The first stage in the Brain storming technique is "identifying problem". In this phase, the individual will identify the problem in well-defined manner. The second phase in the "Consolidation phase". In this phase, a well – defined topic should be developed by merging the ideas into one large idea map. During this consolidation phase, students may discover a common understanding of the issue as they share the meanings behind their ideas. The third and final phase is the "Assessment Phase". After refining the problem students should be made to draw a mind map which should have principles of analyzing the problem in the context of causes, consequences, impact of the problem and finding solution to the problem, emotions to be managed during the process, human values to be cultivated and sustained and the ways to explore the problem in depth.

5. Role play:

Role play in general refers to situations when a participant assumes a "role" by playing a part in a specific situation or scenario. In the context of peace education, students can also play the role of ministers who offer advice to country to avoid participation in terrorism. Students can play the role of amazing peace heroes such Gandhi, Luther King, Nelson Mandela, Mother Teresa, Swami Vivekananda and other heroes, who have made significant contributions to peace during their lives.

6. Energizers :

School can become quite a bore, if students are not able to stretch and move during class. Students of all ages are better learners if they take periodic rests. Motivational activities can be

used throughout the day and after some practice, it will only take 5-10 minutes to energize the students. The students can be asked to watch the clippings, news, journals and magazines regarding peace education. This activity can be used to motivate the student in peace education.

7. Story Telling

Story telling is considered as far-reaching teaching methodology for education for peace, whereby listening to and vocalizing the lived experiences of those in dominated roles within society counters the power of “Conscientised” minds. Teacher can make use of this method in unique and innovative ways to promote positive social change for peace. Peace building stories need to be shared in as many different ways as possible.

8. Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, civic responsibility, and strengthen communities, providing service experience to students would help them to understand diversity and mutual respect among all individuals. And also it helps the students develop interpersonal skills in conflict resolution skills and group decision making skills. Therefore “service learning activities enhance the peace building behaviour among the individuals.

9. Experiential Teaching

Experiential teaching is a model which promotes learning by doing. During experiential learning, students are not necessarily taught how to do something but how to find out the answer to problem they are looking for through trial and error. According to Pfeiffer and Jones, 1981, the five step experiential model includes: Experience (doing activity), share (Communication with others), process (analyse and reflect on experience), Generalise (relate experience to real word), and Apply (use what was learned in a different situation). Hence, teaching becomes an interaction between the leader and student awakening the learner’s curiosity and intelligence, through experiential learning.

10. Inquiry-based learning and Teaching

As inquiry – based learning and teaching has to begin with questions; teacher can make students answer the questions. By asking critical questions and actively participating with their communities in the classroom, students are made to be engaged with issues at the core of contemporary society. Through this inquiry-based method of learning, sharing of personal knowledge and experiences, ability to ask critical questions and active listening would increase. Moreover, students can experience a range of thoughts and perspectives for cultural understanding, non-violent communication and learn conflict management skills.

11. Dialogues

Dialogues is the highest form of communication, it involves there two-way communication where each student draws the other out, searches for new meaning, voices ones own opinion with integrity, all in search for truth or a mutually – acceptable course of action. Dialogue creates a shared space where students can come together through discussion. The dialogues related for promoting the principles of tolerance, peace, respect for diversity, human rights and citizenship and for promoting the peace process between the two nations. Open-mindedness and tolerance will enhance through dialogue method by perceiving the world openly and providing the ability to accept differences.

- **Curricular and co-curricular activities**

Curricular activities are the subject specific and content specific. For instance, Learning of mathematics, science, languages and social studies content in curricular activities. In addition, practical and extension reading related to the specific subject’s content also curricular activities. Whereas co-curricular activity is a programme or out-of-class activity which provides curriculum – related learning and character building experiences. Co-curricular activities prepare students practically for the future. Co-curricular activities are particular good at providing opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves. In response to a world that seems to be growing increasingly violent. Peace education programmes should find their way into the co-curricular activities which may start in a variety of different

ways through Assembly, sports and Games, Debates, club activities, organizing uniformed groups and cultural meets.

- **Staff Development**

The teacher, student and curriculum are the important components in teaching learning process. Among these components, teacher play paramount role in enhancing the learning outcome of the student. Especially, in integrating peace education in the present curriculum, staff development is most warranted. Making a school a placed of peace is an achievement of a cooperative effort and the commitment of the whole staff under the supportive leadership of a competent school principal. Therefore, all the staff involved in the educational system should be given proper training in the peace education curriculum. The in-service programme could be conducted in the line of promoting peace building culture among the staff. The peace value to be inculcated through staff meeting, discussion forums, intensive training programmes, seminars and workshops.

- **Classroom and School Management**

Management is considered as highest form of cognitive skill which need to be developed among teachers and administrators. A culture of teaching peace would begin formally in pre-school and progress developmentally through university studies, extending outward into every facet of life. Classroom and educational institution are the main media that will address how student's conflicts can be resolved in a way that will improve their relationships with their teacher and peers. Philosophy of classroom management and school management are based on morals, ethics, values, personal responsibility, and so forth. Therefore, the teachers and administrative heads of the institute should inspire the followers through their refined way of managerial skills. Teachers should exhibit good morals and values, display proper manners, teach right from wrong, mediate peer conflicts, employ effective and impartial listening, and show support for students. We can understand how teachers can manage classroom to instill peace among students from classroom management principles.

4.2. Objectives

After learning this unit, you will be able to :

- Know the importance of integrating peace education in the curriculum.
- Describe the major media of integrating peace education in the curriculum
- List activities for media integration for integrating peace education in the Curriculum.

4.3. Let us sump up

Rapid technological advancement has given man an enormous power but other aspects of ones personality have not made commensurate growth. Entirely new factors are influencing present day life. Resources all over the world are diminishing. The horrifying stock of nuclear weapons is posing a great threat to wipe away millions of people. The need of the hour is the “integration of peace education” in the curriculum at all levels wherever it is possible.

4.4. Unit end Activities

- 1) Do you think that the peace education to be integrated in the curriculum? Why? Why not? Justify.
- 2) Explain the concept of “Cooperative learning” with suitable example
- 3) How do you integrate peace education in the co-curricular activities? Explain
- 4) Analysis the present curriculum in the line of peace education component at primary school level.

4.5. Suggested reading

- 1) Timpson, William M. (2002) Teaching and Learning peace. Madision, Wisconsin : Atwood Publishing
- 2) Reardon, Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press.

UNIT – V: Promoting culture of peace

Structure

- 5.1. Introduction
- 5.2. Culture of Peace
- 5.3. Fostering culture of peace for inner peace
- 5.4. Participatory Communication
- 5.5. Democratic Participation and Gender equality
- 5.6. Sustainable Economic and social development
- 5.7. Non- violence
- 5.8. International Peace and Security
- 5.9. Let us Sum Up
- 5.10. Unit end activities
- 5.11. Suggested Readings

5.1. Introduction

During the twentieth century, humankind has begun taking a new road to peace and social justice - the road of non-violence. In the past, the struggle for human rights and justice has often been violent. But violence reproduces the culture of war, authoritarian, hierarchical, exploitative, male-dominated, secretive, and, above all, mobilized to destroy “the enemy”. We have paid a high price the lives of millions and millions of people for this culture of war. Now we must build a culture of peace. A culture of peace is linked intrinsically to non-violent struggle. Mahatma Gandhi and Martin Luther King called it “active non-violence”, and they showed that although the non-violent walk to freedom is long, it is a sure way to peace. In the struggle for a culture of peace and non-violence, there are no enemies. Everyone must be considered a potential partner. The task is to constantly argue and negotiate with those engaged in the culture of violence, refusing to give up the struggle, until they are convinced to join in working for a culture of peace. In this chapter, the activities for promoting Peace culture are discussed.

5.2. Culture of Peace

According to UN Resolutions 1998, *"culture of peace is an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information and disarmament."*

This culture of peace can only be implemented by means of an education oriented towards inner peace, Tolerance and solidarity, understanding tolerance, Solidarity, Participatory Communication, sustainable Economic and social development, Non-violence, International Peace and Security. The following description reveal significance of peace.

5.3. Fostering culture of peace for inner peace

Inner peace (or **peace of mind**) refers to a state of being mentally and spiritually at peace, with enough knowledge and understanding to keep oneself strong in the face of discord or stress. Being "at peace" is considered by many to be healthy (homeostasis) and the opposite of being stressed or anxious. Peace of mind is generally associated with bliss, happiness and contentment.

Peace of mind, serenity, and calmness are descriptions of a disposition free from the effects of stress. In some cultures, inner peace is considered a state of consciousness or enlightenment that may be cultivated by various forms of training, such as prayer, meditation, yoga, for example. Many spiritual practices refer to this peace as an experience of knowing oneself. Finding inner peace is often associated with traditions religious practices.

People have difficulties embracing their inner spirituality because the everyday stressors get the best of them and finding peace and happiness in the little joys of life can seem like a lot of work, and results don't seem all that gratifying. Achieving spirituality is a step-by-step process; there are ways through which you can get more spiritual every day.

The inner peace of the human being could be understood through the expression of understanding, tolerance and solidarity.

Understanding:

The cultural of peace envisioned by the United Nations calls on people to be educated (or socialised) to see themselves as a peaceful people with norms that emphasize co operations and resolution of conflicts by dialogue, negotiations and non-violence. This can be achieved by the citizens through understanding global problems and acquiring skills to resolve conflicts struggle for justice, non-violence, live for international started for human rights and equity, appreciate cultural diversity, respect the earth and each other. Such value can be achieved through promoting culture of peace.

Tolerance:

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty; it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. Creating the conducive environment for promoting inner peace would help to enhance the tolerance among the individuals.

Solidarity

A world of peace and solidarity can only be accomplished by acknowledging and celebrity our diversity. First and foremost, human solidarity is founded on mutual respect of each other's uniqueness, and a deep sense of appreciation of our common humanity - that we are individuals with intrinsic self-worth, and that we are sisters and brothers within one human family inhabiting planet EARTH, our home and our heritage. Human solidarity is likewise fostered by the realization and strengthening of the ties that bind us together in our common humanity: our human nature and the human condition, our common habitat and destiny, our universally-shared values.

5.4. Participatory communication

"Participatory communication is the theory and practices of communication used to involve people in the decision-making the development process. It intends to return to the roots of its meaning, which, similarly to the term community, originate from the Latin word 'communis', i.e. common (Mody, 1991). Therefore, the purpose of communication should be to make something common, or to share...meanings, perceptions, worldviews or knowledge. In this context, sharing implies an equitable division of what is being shared, which is why communication should almost be naturally associated with a balanced, two-way flow of information."

The participatory communication is one of the effective strategy which helps to involve individuals for sustainable development of peace culture. The peacemaking mission's goal is realised through citizen's participation. The reaction against peacemaking mission (and to some extent the realization of global structural imbalances) gave birth to various participatory approaches. They shared the common intent of actively involving people who were the "subjects" of development in heaping the process. But in most cases this is where similarity ends and a diversity of differences begin. People's participation became defined in many different ways and this in turn led to numerous unresolved disagreements.

Generally, four different ways of participation can be observed in most development projects claiming to be participatory in nature (Uphoff: 1985). They are:

- Participation in implementation: People are actively encouraged and mobilized to take part in the actualization of peacemaking projects. They are given certain responsibilities and set certain tasks or required to contribute specified resources.
- Participation in evaluation: Upon completion of a peacemaking project, people are invited to critique the success or failure of it.
- Participation in benefit: People take part in enjoying the fruits of a peacemaking project, this maybe tangible natural resources or good relationship with neighborhoods.

- Participation in decision-making: People initiate, discuss, conceptualize and plan activities they will all do as a community. Some of this may be related to more common development areas such as cleaning the environment. Others may be more political, such as broadcasting the message of peace through mass media removing misunderstanding of the masses, supporting deserved parliamentary candidates, or resisting pressures from the elites. Yet others may be cultural or religious in nature--organizing a traditional feast, all faith prayers for improving peace in the minds of people, and a big party just to have a good time.

Some development initiatives provide people with opportunities to all these four ways of participation. Many do not, and restrict participation to one or two ways. Most will agree that participation in decision-making is the most important form to promote. It gives people control of their lives and environment. At the same time the people acquire conflict management skills and it will contribute towards securing the sustained development of their community with all peace.

5.5. Democratic Participation and Gender equality

The fostering of democratic participation and governance is the only way to replace the authoritarian structures of power which were created by and which have, in the past, sustained the culture of war and violence. The Copenhagen Declaration on Social Development, democracy and transparent and accountable governance and administration in all sectors of society are indispensable foundations for the realization of social and people-centred sustainable development [which, with social justice] are indispensable for the achievement and maintenance of peace and security within and among our nations.

The emphasis needs to be on democratic participation, since all too often governments gain their power through political systems that bear the name "democracy" but which allow very little participation by the ordinary citizen. In fact, the actions of governments are often so secretive (usually in the name of "national security", i.e. the culture of war), that citizens are not even able to participate in knowledge of what their government is doing.

Gender equality is both one of the eight domains of the UN programme of action on culture of peace; and also important component of each of the others. It is both an important goal on its own, in terms of justice for women, and an important contribution to the promotion of peace. Gender equality is essential on a part of the guarantee of human rights. The women's full participation in decision making, conflict prevention and resolution and all other peace initiatives is essential to the realisation of lasting peace. Women have been proportionally less involved in war and more involved in peace movements than men. Therefore, the gender equality to be fostered through culture of peace. The women should be given equal rights in studies, recruits of higher position and political participation. The role of well informed women is vital for promoting culture of peace in the world.

5.6. Sustainable Economical and Social development

Conflict can lead to a winner-take-all mentality that destroys the trust and relationships necessary for business and trade to flourish. When communities have been trapped in cycles of violence, it is hard for them to imagine that cooperation with an adversary can benefit them. Many of our programs seek to build or rebuild trust and economic ties between communities that have been torn apart by violence. Our programs aim both to jumpstart the local economy and to raise the incentives for peace by showing that there is a sustainable economic benefit to cooperation. **Sustainable economic growth** is economic development that attempts to satisfy the needs of humans but in a manner that sustains natural resources and the environment for future generations. Conflicts may arise not only because of political and military threats to national sovereignty; they may derive also from environmental degradation and the pre-emption of development options. Therefore, the peacekeeping organisation should encourage the people to involve in carriers which sustainable economical development. The peace and economical development are inseparable and corporate sectors are also focusing to create peace culture in the world.

A peaceful society worth living in is based on basic social policy values, such as equality of opportunity, solidarity and participation. Long term social policy investments in society promote sustainable development and economic growth. Education, health and social protection

systems provide people with an opportunity to develop from their own resources and live independently. Moreover education and health are human rights.

Peace education is a powerful driver of development. We have to promote peace culture through formal and informal education in preschool, basic education and university education. To make optimal use of the potential of young people, we develop concepts for economic and social integration and empowerment of youth. Therefore the social development depends on the peace culture inculcated in the minds of the individuals living in the society.

5.7. Non violence

Violence, discrimination and exclusion cause suffering for millions of people across the world today. Born out of fear, ignorance and mistrust, these factors undermine safety, health and human potential. Differences of opinion and disagreements are a normal part of humanity, but the question is: how can we deal with these in a constructive way? Violence, discrimination and exclusion are too often looked at in isolation, as separate issues. However, they are intertwined and have common root causes. By looking at these common root causes, we can seek common solutions. The promotion of a culture of non-violence and peace is not just about the absence of war. It is not an end or final goal, but a process. It is about creating an enabling environment for dialogue and discussion and finding solutions to problems and tensions, without fear of violence, through a process in which everyone is valued and able to participate. Going even further, the promotion of a non violence and peace is about prevention and minimization, as much as possible, of the sources of tensions.

There are concrete actions we can take to work towards a more non-violent, humane and equal society. We have seen non-violence work as a foundation of a number of social and religious movements. It can also be used by individuals to reach out to others to find common solutions to problems. In this regard, developing non-violent communication is key, as an interpersonal skill for living peacefully together within families, in schools, communities, organisations and within our ‘global village’. The promotion of a non violence and peace is an intrinsic ideal of humanity.

5.8. International Peace and security

The UN works to maintain international peace and security in a world where security threats have become more complex. Although the Organization has had many successes, there are also, unfortunately, several recent tragic cases where the United Nations has not been so successful. Hundreds of thousands have died around the world as conflicts have recently mounted.

The line has become increasingly blurred between criminals and hostile groups and peace spoilers, including extremists with transnational strategies and sophisticated tactics. The breakdown of the State security apparatus in intra-State and inter-communal conflicts now poses tremendous security challenges and tests the Organization's capacity to carry out its mandates and programmes. And the UN, as a relatively soft target, has been the victim of attacks resulting in the tragic loss of life.

With the mounting complexity and growing costs of addressing crisis situations, the imperative of conflict prevention is higher than ever. In its conflict prevention and mediation work, the United Nations continues to face challenges regarding how best to engage with sometimes amorphous movements or fractured armed groups and how to ensure inclusivity. The Organization has strengthened its relationships with regional and sub regional organizations, which play a significant role in fostering conflict prevention and mediation partnerships, in addition to rapid responses to regional crises.

5.9. Let us sum up

Promoting culture of peace is the core idea of all religions, international organisation and educational system. Right from the beginning all these missionaries are striving hard to attain the goal of promoting culture of peace through various strategies. The focal areas such as promoting inner peace, understanding, tolerance, solidarity, participatory communication, democratic participation, gender equality, sustainable economic and social development, non- violence,

international peace and security are the ultimate goal of teaching peace education to the individuals.

5.10. Unit end Actives

1. What do you mean by inner peace? Explain, how will you develop among Youth?
2. Do you think the UN succeeded in Promoting culture of peace in the world? Why? Why not? Justify your answer.
3. Explain the non-violence according to Mahatma Gandhi.
4. What is sustainable economic development? How it is related to the culture of peace? Discuss.

5.11. Suggested Readings

1. Barash, P David (2000). Approaches to peace, Oxford University Press, New York
2. Gandhi, M.K., (1944). Non violence in peace and war, navajivan publishing House, Ahmedabad

UNIT – VI: Pedagogy of Education of Peace

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Enquiry method
- 6.4 Value clarification
- 6.5 Jurisprudential Model of Teaching
- 6.6 Role playing
- 6.7 Dramatics and Literacy Activities
- 6.8 Yoga and Meditation
- 6.9 Sports and Games
- 6.10 Sports and Games
- 6.11 Teacher Education for Peace
- 6.12 Let us sum up
- 6.13 Unit end activities
- 6.14 Suggested Reading

6.1. Introduction

Pedagogy of Education for Peace is broad concept which includes several methods and techniques. Techniques of teaching make the teaching learning effective, successful, productive easier and interesting. For each and every subject some specific techniques suit perfectly for delivering the content. For instant, demonstration method is very much

suitable for teaching science experiments. For teaching peace education the following teaching approaches are experienced by the teachers and suggested to practice.

- Enquiry method
- Value clarification
- Jurisprudential model of teaching
- Role playing
- Dramatics and literacy activities yoga and meditation
- Sports and games
- Counseling
- Teacher Education for peace
- Teacher as a role model

6.2. Objectives

After learning this unit, you will be able to :

- Understand the concept of teaching methods for peace education
- List the teaching methods useful for teaching peace education
- Describe the various methods of teaching peace education
- State the importance of teacher education for peace

6.3. Enquiry Method

Enquiry based teaching and learning method is very useful method helpful in motivating learners to raise questions themselves. By asking critical questions and actively participating with their peers in the classroom, students are made to be engaged with issues at the core of contemporary society. In this method classrooms must be space of multi-way, inter-generational, inter-cultural. Political dialogues can be introduced

among learners in the new mode of thought, rather than sites of superficial discussions, memorization and information absorption that suppresses education. Therefore, the classroom communication can be enhanced with more socialization and be enhanced with more socialization and conflict free situation for teaching – learning. This method is very much suitable for disseminating peace culture in the classroom through this method of learning, sharing of personal knowledge and experiences, ability to ask critical questions and active listening would increase. Moreover, students can experience a range of thoughts and perspectives for cultural understanding, non-violent communication and learn conflict management.

6.4. Value Clarification

Value clarification as a teaching method is a very new concept in peace Education. Since value underlie all ethical decision making, it is not possible to divorce ourselves from looking at our value orientation, as well as at the value orientation of those with whom we work of our families and of society, as we confront different issues. The values clarification model of teaching generally used for values clarification is choosing / prizing / acting. Values clarification has to be rational process. The object of the values clarification strategy is not to teach specific values, but to make students aware of their own personally held values and of the way in which their values compare to those of friends, adults, different groups in society, and even other societies in other times. It is hoped that, as this awareness increases the peace culture of among the students.

Though value clarification activities a variety of forms, there are basic procedure that should be followed when using the strategy:

- The teacher beings the peace education lesson with “Opening up” activities which focus on low risk issues related to conflict management.
- The activities required student to indicate their position on an issued in an overt and explicit manner.

- The teacher accepts student responses without Judgment and discourages any attempts by students to challenges or mocks each other's position.
- The students should be asked to explain or provide reason for holding a specific value position. This is the clarification aspect of the strategy.
- The activities should, whenever possible, be related to issues that have historical import or are related to current social or political issues.

This teaching method could be useful in inculcate peace culture among the students.

6.5. Jurisprudential Model of Teaching

The Jurisprudential model belongs to the family of social interaction model. This model is based on conception of society in which people differ in their views and priorities and in which social values legitimately conflict with one another. Resolving complex, controversial issues within the context of a productive social order requires citizens who can talk to one another and successfully negotiate their differences. Especially, racial, ethnical, religions, ideological, economical and security related conflicts of the major issues in the peace education could be it solved through jurisprudential model of teaching. It is effective strategies to manage the above said conflicts.

6.6. Role – Playing

Role-play is any speaking activity when you either speak yourself or speak behalf of others in the imaginary situation. The Joy of role-play is that students can “become” anyone they like for a short time for example as Mahatma, Mother Teresa or Martin Luther King. The choice is endless. This is a simulation situation and students get the more or less real experience. The role play could be practiced through drama. After the

drama and role play is over the teacher ask the students about feeling of the role play experience. The role play has many applications and adapts easily in a variety of classroom. Circumstances. It will facilitate debate of real and current issues related to the world problems.

6.7. Dramatics and Literacy Activities

Dramatic play can be defined as a type of play where children accept assign roles, and then act them out. It is a time when they break through the walls of reality, pretend to be someone or something different from themselves, and dramatize situations and actions to go along with the role they have chosen to play. And while this type of play may be viewed as frivolous by some, it remains an integral part of the developmental learning process by allowing children to develop skills in such areas as abstract making, literacy maths and social studies, in a timely natural manner. There are basically six skills children work with and develop as they take part in dramatic play experiences. They are 1. role playing 2. use of materials / props 3. Pretending / make- believe 4. Attention span / length of time 5. Social Skills / interaction 6. Communication. For inculcating peace culture among children social skill / interaction and communication skill are mot important. Through dramatic and literacy activities, we can enhance the peace culture in their tender age itself. Further, A dramatic play provide excellent opportunities for teachers to encourage the emerging literacy skills of head start children.

6.8. Yoga and Meditation

Mind itself is the cause of diseases. Yoga and Meditation is no more and no less than a better way of living with peace. Yoga balances the state of mind generate the right kind of attitude. Yoga is a bunch of physical exercise called Asanas. These Asanas help to calm the nerves which in turn gives us peace. It helps us to control our temper, anger. Yoga uses the techniques of relaxation of the body and mind. It is a technique of

awareness, which makes an objective evaluation of life's problems. Yoga helps in giving direction to human activities that lead to the Joy of fulfillment. The first attempt in yoga is to calm oneself so that one sees things clearly – calmness creates enough clarity to throw up essential queries. Asanas like Sukhasana, spreads a feeling of general quietude with peace and calm comes clarity and understanding which help in better coordination of the day's work. When we do vajrasana, it helps us to feel peace and turn our mind inwardly to have more concentration.

Connecting inner dimension of peace education is critical for transformative peace efforts aimed at curbing a culture of violence and moving towards a culture of peace. Meditation helps to quieten the body and the mind and thus enables the student to focus his thoughts and become more concentrated. It improves the memory and makes them feel calm and peaceful with regular practice, the students become intuitive and resourceful. Therefore co-curricular approach emphasizes the peace values through yoga and meditation. Teachers have to encourage their students in yoga and encourage their students in yoga and meditation practices. It would enhance their internal peace helps to maintain peace in the world.

6.9. Sports and Games

Sound mind in the sound body. For having the mental health, one should have the health body development. Most of the psychosomatic diseases could be prevented through the systematic physical exercise and fitness activities. Therefore, the sports and games to be made compulsory for all pupils in the schools. To turn this society towards peaceful human change we can begin with games and sports. The sports and games help the individuals to build good character and peaceful mind. Moreover games would foster the spirit of cooperation and provide the opportunity to experience sharing and caring behaviour. Players never behave against each other. Motivating the individuals to participate in the sport and games enhance their social behaviour and cooperation mind in a long way. Therefore co-curricular activities of each and every level of education.

6.10. Counseling

Millions of people throughout the world suffer from the psychological aftermath of war. Although buildings may be replaced and infrastructure rebuilt, to rebuild the heart and minds of the affected individuals requires a different kind of skilled intervention. After a traumatic experience, people need help to overcome their isolation to mitigate the psychological consequences of the trauma and to again find meaning and purpose in their lives. In the past decades, the effects of war on the psychosocial well beings of children and the responsibility to protect children from the effect of war have become widely recognized in the humanitarian field. For this reasons, counseling have assumed wider role based on the process of helping children understand themselves which will lead to the better understanding of the other aspect of their lives. The problem of the children may stem from home, non-war related causes, congenital causes and /or other disorders. Therefore, the counseling have to be given both parents and students in the schools towards peaceful mind.

6.11. Teacher Education for Peace

“Education is the only defense” against war. How significant and true it is in a world that sites over huge stockpiles of nuclear explosive in the name of deterrent or right to sovereignty. Through the science and technology developed like any things, the massive loss of human lives at the hands of the powerful, strife, wars, human degradation and the unscrupulous during the twentieth century than hat during the entire human history. To overcome the problems related to fear, teaching peace education at all level of Education is most warranted. The destiny of any nation is being shaped in the classrooms. The teachers are playing key role in shaping the destiny of the future citizen. The teachers are the role models for the students. Therefore, the teachers should be given intensive training/ molding in the line of several good aspects such as communication skill, value

development, science and technology knowledge, and peace culture. Therefore, the teacher education curriculum should be judiciously mixed with the peace education components. The NCERT and NCTE have already suggested integrating peace education syllabus in the Teacher education. The curricular and co-curricular activities promoting peace culture have to be integrated in the teacher education programmes.

Teacher as role model for the students. A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in our full set potential and see the best in ourselves. We learn through teachers, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. A role model can be anybody a parent, a sibling, a friend but some of our most influential and life – changing role models are teachers. Therefore, the teacher preparation programmes should plan to give appropriate experience to make each and every teacher to uphold their responsibilities.

6.12. Let us sum up

The present unit dealt with the pedagogy of education for peace. There are different methods used for teaching peace education. These various methods involve in the teaching of peace education may seem to be common to teach other subjects like value education, legal education etc. The teacher education students should carefully follow the appropriate teaching method in teaching of peace education.

6.13. Unit and Activities

- 1) Explain the advantages and limitations of role play method.

- 2) “Though the state and central government implemented sport as compulsory subject at different levels of education, the objectives of teaching sport have not been reached. Do you agree with statement? Justify your answer.
- 3) Explain the Juris prudential model of teaching with suitable example.

6.14. Suggested Readings

- 1) Burns, Robin Joan and Robert Aspeslagh (1996). Three Decades of peace education Around the world, New Jersey : Garland Publication, INC.
- 2) Hicks, David, Edi, (1988), Education for Peace, New York : Routledge.
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UNIT – VII : Conflict Resolution

Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Bases of Conflicts
- 7.4 Types of Conflicts
- 7.5 Conflict resolution
- 7.6 Conflict management
- 7.7 Models of conflict Resolution
- 7.8 Let us sum up
- 7.9 Unit end activities
- 7.10 Suggested Readings

7.1. Introduction

Conflict exists whenever incompatible activities occur (Dentsch, 1973). It is an activity that is incompatible with another, it is one that prevents, blocks, or interferes with the occurrence or effectiveness of the second activity. Conflict resolution involves recognizing particular Conflict to manage a Conflict. It is an extremely challenging job. There are different types and models of conflict management practiced in the field of peace education. In this unit, we shall study conflict types and resolution models for better understanding of peace education.

7.2. Objectives

After learning this unit, you will be able to :

- Understand the meaning and concept of conflict resolution
- Describe the bases of conflict
- State the importance of conflict resolution
- Know the difference between various models of conflict resolution
- Use various conflict management technique for resolving the conflicts

7.3. Bases of Conflict

Conflicts can rise between several characters as conflict is defined as “natural disagreement resulting from individuals or groups that differ in belief, attitudes, values or needs”. Conflict arises due to various reasons. It is very difficult to single out the causes of conflict manifestation in one’s mind. The conflict often produce an internal conflictual dynamic which makes peaceful, constructive and non-violent settlement difficult or impossible.

Conflicts arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, deep personal and relational problems arise. Conflicts can be a negative when ignored, however, if it is managed properly conflict can have many positive aspects. Most people think of conflict only as a negative. If we see conflict only as something negative and disruptive, then we tend to shut down potentially creative discussions. Instead, we must turn conflict around to gain everything we can from it. Therefore conflicts have positive and negative aspects.

a) Positive Aspects of Conflicts

- Force the individuals to examine a problem and work towards solution.
- Foster the creativity among the individual to explore the innovative ideas.

- When it occurs in groups, working together to solve a problem can increase cohesiveness within the group.
- Confronting and wanting to solve a problem indicates a concern, commitment, and a desire to preserve the relationship.
- Understand more about the people involved in the conflict and grow with each conflict experience.

b) Negative aspects

- Conflict, can lead to negative feeling between the parties involved.
- Can lead individuals or groups to close themselves off from one another (sets a bad precedent for future dealings with conflicting party)
- Can waste time and energy if poor conflict style is used.
- Became less motivated and inactive
- Confused by differences of opinions.
- Increases inter-group tension and diverts attention from objectives.
- Causes negative emotions and possibly violent behavior
- Creates antagonism among the individuals
- Cause stress and frustration

7.4. Types of Conflicts

There are two types of conflict, functional and dysfunctional. Functional conflict exists when the conflict supports the goal of a work group, department organization or community. On the other hand, dysfunctional conflict consists of disputes, disagreements and conflicts that hinder group performance. The following figure -7.1 is the self-explanatory of classification of conflict types.

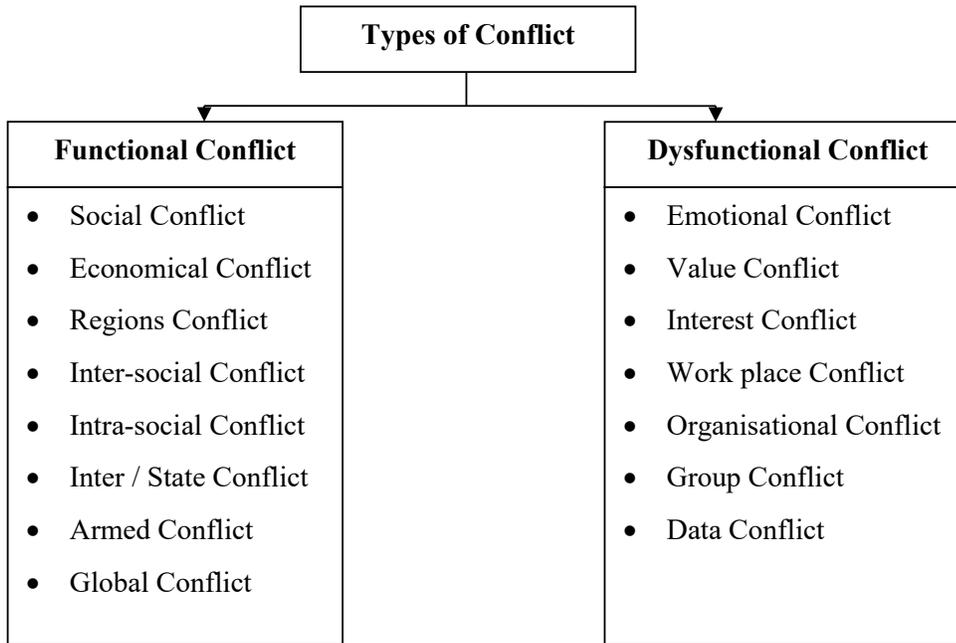


Figure – 7.1 : Types of Conflict

7.5. Conflict Resolution

According to Bill Warters (200) “conflict resolution is the understanding of dynamics of human negotiation among conflicting interest groups and how to achieve mutual agreement. Conflict resolution involves recognizing particular conflict to manage a conflict. Conflict resolution is an extremely challenging job. It requires not only correct understanding of the cause of conflict but also inexhaustible degree of patience. The process of conflict resolution generally include negotiation, meditation and diplomacy, they are usually described with the phrase dispute resolution, although some refer to them as “Conflict resolution”. These processes help in preventing violence, ensure student and introduce disciplinary measures. Peace education helps to understand where and why conflict occurs, and also offers skills to manage, reduce, and work toward minimizing conflict. Further, inclusion of conflict resolution principles in the peace education helps student’s better understanding towards the relationship between academics and the real world.

7.6. Conflict Management

‘Conflict Management’ may imply a process of learning to live peacefully with differences that may not be resolvable at a given point in time. Conflict is often best understood by examining the consequences of various behaviours at moments in time. Five basic ways of managing conflict were identified by Thomas and Kilman in 1976. There is no one types superior to other, but it all depends on the people, environment and the context. However, there is probably one style that is usually utilized in many situations.

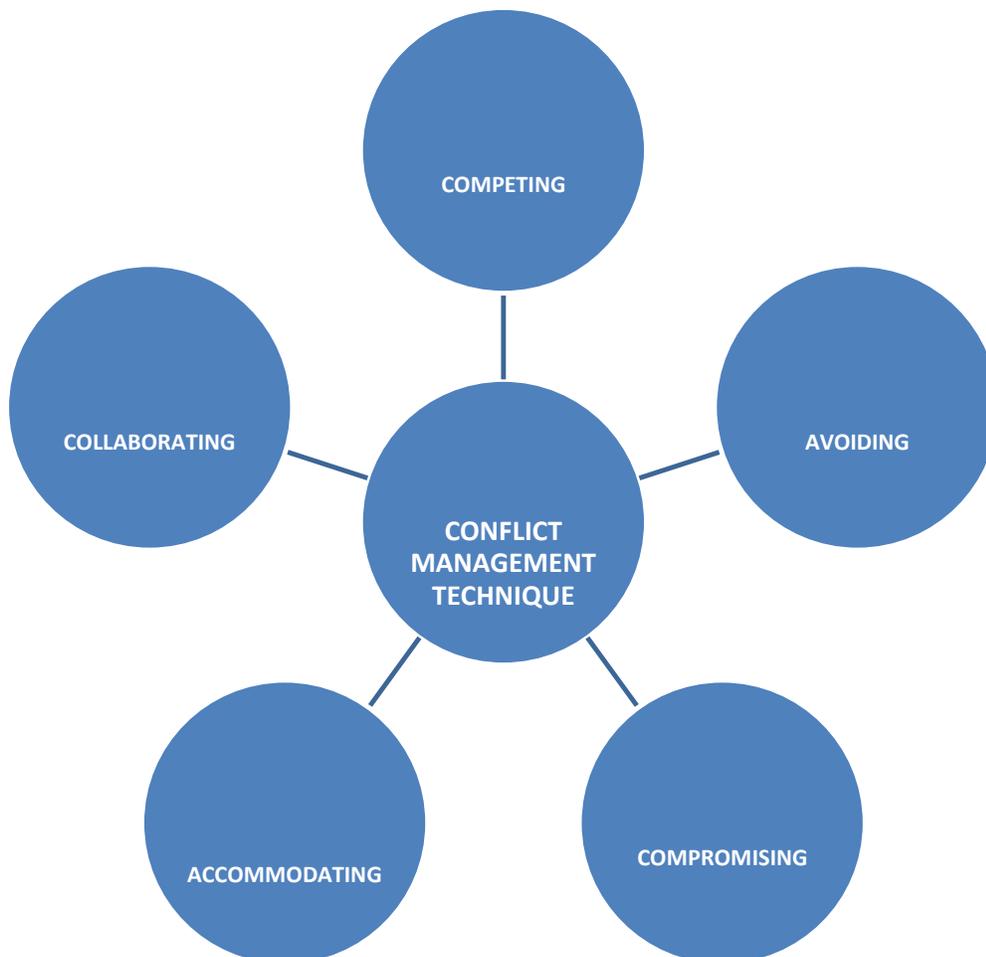


Figure – 7.2. Conflict Management Technique

1. Competing

It means “Standing up for rights”, depending a position which we believe is correct, or simple trying to win. It is a style in which one’s own needs are advocated over the needs of others. It relies on an aggressive style of communication, low regard for future relationships, and the exercise of coercive power. The outcome is “win/lose”. It is generally used when basic rights are at stake or to set a precedent. However, it can cause the conflict to escalate and losers may try to retaliate.

2. Avoiding

It is a common response to the negative perception of conflict. In this process the people neither purpose their own concerns nor those of the other individual. Thus they do not deal with the conflict. Avoiding might take the form of diplomatically side- stepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation. “perhaps if we don’t bring it up. It will blow over,” we say to ourselves. The outcome is “lose/lose”. The drawbacks are that important decisions may be made by default.

3. Compromising

It is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediately between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, address an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution. It is the pooling of individual needs and goals towards a common goal, often called “win-win problem solving”, collaboration requires assertive communication and cooperation in order to achieve a better solution than either individual could have achieved alone. It brings new time, energy, and ideas to resolve the dispute meaningfully. The outcome is “win

some/lose some”. This strategy is generally used to achieve temporary solution, to avoid destructive power struggles or when time pressures exist. One drawn back is that group members can lose sight of important can also distract the partners from the merits of an issue and create a pessimistic climate.

4. Accommodating

It is unassertive but cooperative process which results from a high concern for our group’s own interests, matched with a high concern for the interests of other partners. The outcome is “win/win”. This strategy is generally used when concerns for others are important. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person’s order when you would prefer not to, or yielding to another’s point of view. It is also known as smoothing, is the opposite of competing, person using this style yield their needs to those of others, trying to be diplomatic. This approach helps build commitment and reduce bad feelings. The drawbacks are that it takes time and energy. Generally regarded as the best approach for managing conflict, the objective of collaboration is to reach consensus. The drawbacks are that our own ideas and concerns won’t get attention. We may also lose credibility and future influence.

5. Collaborating

It is both assertive and cooperative – the complete opposite of avoiding style. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each others’ insights or trying to find a creative solution to an interpersonal problem. It is an approach to conflict in which people gain and give in a series of trade offs. Compromise is generally not satisfying. We each remain shaped by our individual perceptions of our needs and don’t necessarily

understand the other side very well. We often retain a lack of trust and avoid risk-taking involved in more collaborative behaviours.

We are capable of using all the above said five conflict – managing modes. It is not water tight compartment that individuals should only one mode of conflict management style. Some people use some mode better than others and, therefore, tend to rely on those modes having than others whether because of temperament or practice. By understanding each style and its consequences, we may normalize the results of our behaviours in various situations.

7.7. Models of Conflict Resolution

Conflict resolution is otherwise known as reconciliation, is a method involved in facilitating the peaceful ending of conflict and retribution. Committed group members attempt to resolve group conflicts by actively communicating information about their conflicting ideologies to the rest of the group, and by engaging in collective negotiation. The conflict resolution theory and models are relatively new in the field of education. The following is the important models of conflict resolution.

Dual Concern Model:

The dual concern model of conflict resolution is a conceptual perspective that assumes individuals' preferred method of dealing with conflict is based on two underlying theme or dimensions. Concern for self (assertiveness) and concern for others (empathy).

Assertiveness is the quality of being self-assured and confident without being aggressive. It is a learnable skill and mode of communication. Dorlan's medical Dictionary defines assertiveness as a form of behaviour characterized by a confident declaration of affirmation of a statement without need of proof, this affirms the person's rights or point of view without either aggressively threatening the rights of another

(assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view.

Concern for others (empathy) is the capacity to understand or feel what another being (a human or non-human animal) is experiencing from within the other beings frame of reference, i.e., the capacity to place oneself in another's position.

Avoidance Conflict Style :

This style is a method of dealing with conflict, which attempts to avoid directly confronting the issue at hand. Methods of doing this can include changing the subject, putting off a discussion until later, or simply not bringing up the subject of contention. This style is used when an individual has no interest in dealing with the other party, when one is uncomfortable with conflict, or due to cultural context.

Yielding conflict style :

In contrast, yielding or "accommodating" conflict styles are characterized by a high level of concern for oneself. This passive prosocial approach emerges when individuals derive personal satisfaction from meeting the needs of others and have a general concern for maintaining stable, positive social relationship. When faced with conflict, individuals with a yielding conflict style tend to give into others' demands out of respect for the social relationship.

Competitive Conflict style

The competitive or "fighting" conflict style maximizes individual assertiveness (i.e. concern for self) and minimizes empathy (i.e. concern for others). Groups consisting of competitive members generally enjoy seeking domination over others, and typically see conflict as a "win or lose" predicament. Fighters tend to force others to accept their personal view by employing competitive power tactics (arguments, insults, accusations, violence, etc.) that foster feelings of intimidation (Morrill, 1995)

Cooperation Conflict style

This style is characterized by an active concern for both pro-social and pro-self behaviour, the cooperation conflict style is typically used when an individual has elevated interests in their own outcomes as well as in the outcomes of others. During conflict, cooperators collaborate with others in an effort to find an amicable solution that satisfies all parties involved in the conflict. Individuals using this type of conflict style tend to be both highly assertive and highly empathetic. By seeing conflict as a creative opportunity, collaborators willingly invest time and resources into finding a ‘win-win’ solution – According to the literature on conflict resolution, a cooperative conflict resolution style is recommended above all others.

Conciliation Conflict Style

It is typical of individuals who possess an intermediate level of concern for both personal and other’s outcomes. Compromisers value fairness and, in doing so, anticipate mutual give – and – take interactions. By accepting some demands put forth by others. Compromisers believe this agreeableness will encourage others to meet them halfway, thus promoting conflict resolution. This conflict style can be considered an extension of both ‘yielding’ and ‘cooperative’ strategies.

Thomas and Kilmann’s Style

In any conflict situation, you may respond in one of several ways: by competing, accommodating, avoiding, collaborating, or compromising, which of these conflict management styles you choose should depend on the nature of the situation, rather than your particular personality traits – Read the descriptions below to learn more about Thomas and Kilmann’s style of conflict resolution. Five styles are given below :

1. Competing Style :

It is assertive and uncooperative – an individual pursues their own concerns at the other person’s expenses. This is a power oriented mode, in which one uses whatever

power seems appropriate to win one's own position. Whenever a quick decisive action needed and the action is vital for organization we can apply competing style.

2. Accommodating Style :

It is unassertiveness and cooperative the opposite of competing. When accommodating, an individual neglects their own concerns to satisfy the concern of the other person, there is an element of self-sacrifice in this style when the issue is much more important to the other person than to yourself – to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.

3. Avoiding Style

This style of conflict resolution is unassertive and uncooperative – the individual does not immediately pursue their own concerns or those of the other person. They do not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simple withdrawing from a threatening situation wherever you find no chance of satisfying you find no chance of satisfying your concerns you can follow this conflict resolution style.

4. Collaborating Style

This style includes both assertive and cooperative – the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfied the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. Whenever you need integrative solution and the concerns are too important for your side and others you go for this conflict resolution style.

5. Compromising Style

This style of conflict resolution is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution

which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing but less than accommodating. When goals are moderately important and temporary settlement is needed this style of conflict resolution could be practiced.

7.8. Let us Sump up

Conflicts are the quite common and every day affair. But, it is vital factor which affect the peace movement internationally and within the individuals themselves. To overcome conflicts, there are scientific resolutions suggested by psychologists and researchers. In this unit, we have learned different models and styles useful for conflict resolution.

7.9. Unit end activities

- 1) What are the bases of conflict ? How to overcome conflicts ?
- 2) What is assertiveness ? How will you enhance assertive behaviour among your students? Explain.
- 3) Discuss the implications of the Thomas and Kilmanns' style of conflict resolution.

7.10. Suggested Readings

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