

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 21-01-2020	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 1	Unit No: 1	Topic: Education																																																						
Objective: <ul style="list-style-type: none"> To let students learn about the mode of education 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Any other methods:</td><td></td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								
Outline of the Topic: Modes of education Process of education is practiced through several means and modes. Series of activities that are carried out in the teaching-learning process are the means. National Curriculum Framework 2005 adopts 'constructivists' approach to education where child is supposed to be the creator of one's knowledge and the teacher is supposed to be the facilitator in the process of education. These																																																								

processes and approaches to education may vary according to modes of education and also the national interests as education is important in nation building and so the necessity of outreach of education to every citizen.

India Govt implemented several educational schemes; District Primary Education Programme (DPEP) and later Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) following the enactment of the Right to Free and Compulsory Education Act 2009. Spread of education was widened to achieve 'Education for All' goals of MDG 2000-15 with the help of advance technologies, lots of ways and means or modes like; informal, formal and non-formal.

Informal Education

An illiterate without any letter can possess lots of knowledge. Everyone learns a lot of things consciously and unconsciously through observation, experience or imitation at home or in the surroundings, from parents, peers, family members and the community. This type of learning resulting from daily life activities related to work, family or leisure is called informal learning. Informal learning is not structured and does not lead to certification. Informal education takes place all the times and throughout the life of individual without any limit and boundaries. Informal education / learning is also known as 'socialization' which begins at home. Education through mass media and exposure to other experiences like exhibitions, films, newspapers, visits to different places and library, etc also constitute information education not the home tutoring /private tuition.

Formal education

Formal education is as old as civilization in India. Guru-Shishya Parampara was prevalent during ancient times. It required pupils to stay in ashram of the Gurus, called Gurukulas for getting education. Traditional institutions like Morung which is a separate house away from the residential houses can also be considered as nearest example of formal education. Formal education is provided in an institution like; school, colleges and universities, following structured programme (learning objectives, time and learning supports) and often leads to certification. Formal learning is intentional from learner's perspective (Cedefop, 2001). Community depends upon agency like schools for the transmission of knowledge which is historical and rooted in certain traditions accumulated through generations, skills and values for development. Institutional environment can also eliminate unworthy and unhealthy attitudes and values. Schools has duty to omitting undesirable social issues like discrimination, inequality, gender bias, communalism, etc. which broadens the horizon from small group norms and cultures helping develop common balanced universal outlook to diversities in society, a critical and an analytical mind and rationality. The formal mode of supplemented by the informal mode that an individual gets from other sources including the experience. Depending upon the way of delivery formal education can be classified in different categories;

Face-to-face Mode

Face-to-face learning happens in classroom teaching in the school education. This mode of education is considered to be the most effective as there is a greater scope for a learner to interact with the teacher and teacher can also explain as per the need of the learners on regular basis for specified period of time based on preset syllabus. Depending on ability of the learner to commit full or part time education is also provided in distant education mode as alternative to suit the learners' convenience.

Distance Education Mode

This mode of education adopts an approach of providing education from a distance. The distance

mode has inbuilt component of face-to-face interaction between the teacher and the taught. Distance education through correspondence is earliest mode of education. In this mode learning materials provided are developed in a learner-friendly manner in the form of some modules or lectures and sent to the learners by post. The learner can interact with the teacher by writing letter. Progress of the learners is monitored through feedback and assignments. Recently, teleconferencing is a mode where teacher and taught are connected with the help of satellite and communication technologies. In India EDUSAT is used for this purpose allowing students to gather in a studio at one end and teacher at a distant end for interaction or contact classes. Distance learning through video-conferencing like teleconferencing is a virtual interactive space. This is done through internet like Skype or through based two-way interaction systems as in the case of teleconferencing. Besides, this TV and radio programmes are also used for distant education. Distance education through online is another mode in which learners get education at their convenience. In this mode, total course material is uploaded on the site of the learners or sent as an attachment by e-mail and the learners enjoy the facility of using this interactive material as per their convenience. E-learning mode of distance education is a recent development which is totally computer based providing interactive materials having alternative and solutions of the problems. Likewise, m-learning is an application which mobile based is also provided.

Non-formal Education

Non-formal education is mix of formal education and informal education in the sense that it takes place informally in a formal environment. Non-formal education refers organized and sustained educational activities that do not correspond or conform exactly to the formal education. Non-formal education takes both within and outside educational institutions and cater to persons of all ages, depending on the country contexts. It may cover to impart adult literacy, basic education for out of the school children or may be development of life skills, work skills, and general culture for vocational courses such as sewing, stitching, or music, etc. (UNESCO, 1997,41).

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India's North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader's guide

Signature (Self)

Signature (Reporting Authority)

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 22-01-2020	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 2	Unit No: 1	Topic: Role of education in personal, social, national and universal spheres, coherence and contradictions among these roles																																																						
Objective: <ul style="list-style-type: none"> To let students learn about the role of education in personal, social, national and universal spheres, coherence and contradictions among these roles 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Any other methods:</td><td></td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								
Outline of the Topic: Goals of education Indian education during the colonial period was designed and governed by the British to suit their																																																								

interests which was far removed from Indian tradition of education. The medium of instruction was English which is foreign to Indian cultural experiences and worldview. For Mahatma Gandhi Indian education was an outcome of a revolt against the British rule with his experiments with truth and nonviolence. According to Gandhi, education not only molds new generation but also reflects on society's fundamental assumptions about itself and individuals who comprise it. Education in this vein is to ensure 'all-round development drawing out the best in the child's body, mind and spirit. Literacy for him is not the end and not even the beginning but the only means by which men and women can be educated. Further education should make everyone self-reliant, learning to earn one's livelihood and ideal members of democratic society. He emphasized on schools to be 'doing and thinking' institutions, rather than a place for lecturing to silent audience. Schools should be a space for experiential learning by which the child may acquire knowledge and utilize it for better understanding of the social environment.

Most importantly, Gandhi strongly emphasized on immediate relevance and application of education. He aspired, education to be enabling the child to relate what s/he learnt in the school to the real-life situations. Basic education for this reason involves learning through handicraft which is favourable to the child in the lowest economic strata and also relieves the child from unfamiliar hard academic and theoretical instructions. Mahatma Gandhi believed in integrated education – which facilitates unfolding of innate potentialities of the child and at the same time transmit the cultural heritage to the next generations to enrich human lives. Gandhi was also one in promoting education for girl child and emphasized on value of education in transforming individuals and society.

Education is a pre-planned and also incidental process which takes place in a social setting. It is a human enterprise organized by society for its survival, stability, perpetuation and also in due course of time it becomes an agent of transformation of the society. Education, thus, has pre-specified goals which makes it focused and goal-oriented.

Educational goals are universal as well as specific cultures and modified from time to time according to changing desires and aspirations of the society within which vision of an educated person is defined.

Social desires and aspirations

Human society operates at different levels; global, regional, national and sub-national, and so aspirations of society differ at all levels based on the specific needs, challenges and opportunities.

Global aspirations

Aspirations of global society is reflected in the charters of UN, and its specialized organs like UNESCO, International laws and treaties, declarations and resolutions adopted by the General Assembly from time to time. As per the Charter UN was established to maintain international peace and security, international cooperation in solving problems of economic, social, cultural or humanitarian character in promoting and encouraging respect for human rights and fundamental freedoms for all without discrimination. To this effect, UN declared UDHR on 10th December, 1948 providing common standard of 'achievement for all people and all nations'. UDHR emphasizes that all human beings are born free and equal in dignity and rights, everyone has the right to life, liberty and security, no one shall be held in slavery and subjected to torture or inhuman treatment; all are equal before the law and are entitled to equal protection of law, and everyone is entitled to all the rights and freedoms.

Convention on Elimination of all Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC) adopted by UNGAS in 1989 – every child shall have the right to freedom of thought, conscience and religion and all PwDs right to special needs.

It enjoins on the national governments to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, and maltreatment or exploitation including sexual abuse. B. Lindqvist, UN Rapporteur on CRC, observed in 1994 '...school system of a country ... be adjusted to meet the needs of all children.' Further, UNESCO Charter emphasize role of education as its preamble states, 'the wars begin in the minds of human beings, the defenders of peace shall have to be constructed in minds only. This statement brings out the importance of education in guiding and facilitating the desired change in the perceptions and attitudes of human beings.

In short, the global society aspires for;

- World order free from injustice, exploitation and discrimination
- World order based on universal respect for human rights and freedoms
- Peaceful world committed to the resolution of conflicts through peaceful means, and
- World community conscious of its responsibility and obligation towards the future generations – sustainable development goals

National Societies

Most nations to a large extent share their aspirations with global societies in accordance to their historical and cultural traditions and current developmental status. Aspirations of a national society are reflected in the constitution, laws and policy pronouncements. Under-developed societies may aspire to improve on various developmental indicators and developing society may aspire to strengthen its clout and prestige in the comity of nations. A liberal democracy may strive to develop democratic values, openness and liberal attitudes including gender equality, while totalitarian and authoritative societies may expect citizens to conform to the established norms. Likewise, a secular society may expect its citizens to develop secular values and rational outlook. A multicultural society, multilingual and multireligious society may aspire to promote national and emotional integration, and develop feelings of togetherness and respect for diversity while a theocratic society may promote preferential treatment to a particular religion. A national society generally experience tension between its global aspiration and national interests in preserving local cultural identity.

Sub-national Societies

Number of nations have federal set up to accommodate ethnic and linguistic groups. In India, each state constitutes a distinct socio-cultural unit. These states may have state-specific aspirations in relation with national and global aspirations to formulate state-specific educational goals. Thus, formulating educational goals, a society needs to take into account social aspirations at all the three levels, namely; global, national and sub-national. Educational goals set in this way an educated person will value constitutional principles and always gives precedence to the unity and progress of the nation vis-à-vis his/her personal interests or those of the community. Educated person is one who has self-knowledge.

Delors Commission (1996) recommended self-knowledge to be integral part of education curriculum at all levels. An educated person not only understands his/her own strengths and weaknesses but has the capacity to examine his/her beliefs, values, attitudes and prejudices. S/he has the capacity to further strengthen his positive thinking and attitudes and capacity to evolve strategies to get rid of negative feelings and attitudes.

Goals of Education in India

Educational goals of India are based on the societal aspirations enshrined in the Preamble to the Constitution which says;

We, the people of India having solemnly resolved to constitute India into a Sovereign Socialist, Secular, Democratic Republic and to secure to all its citizens;

Justice: social, economic and political;

Liberty: of thought, expression, belief, faith and worship;

Equality: of status and of opportunity; and to promote among them all

Fraternity: assuring the dignity of the individual and the unity and integrity of the Nation; (Adopted by the Constituent Assembly on 26th Nov, 1949).

These aspirations at the national level emphasizes the values of justice, equality, liberty and fraternity guide all social, political and economic systems including education. Further, unity and integrity of the nation has to be overriding goal of education as it is pre-requisite to achieving national life.

Qualities of an Educated Person: In ancient India an educated person was expected to follow four fundamental goals which includes; *Dharma* (Righteousness or moral-ethical value), *Artha* (economic pursuit), *Kama* (worldly pleasure) and *Moksa* (deliverance from the shackles of limitless desire and evils like Kama, lust; Krodha, anger; Mada, intoxication; Lobha, greed; and Moha, attachment). Education was then perceived as means of deliverance or liberation (*sa vidya bimuktya* – education is the one who liberates from all kinds of bondages).

Qualities of an educated person, based on various education commissions, must essentially include.

- Being a true democrat, s/he practices democratic values in all aspects of life, specially appreciates and accommodates divergent viewpoints.
- Believes in secularism and, therefore, possesses uniform feelings for all religions (sarva dharma sambhav)
- Being a votary of social justice, s/he supports promotion of disadvantaged sections of the society;
- Takes pride in his/her Indian identity and, there, is not swayed by divisive forces based on religion, language, caste, region, etc
- Being a rationalist, s/he engages with personal and social problems with scientific bent of mind
- Being a seeker of knowledge, s/he also contributes in the generation of new knowledge on the basis of his/her own observations, experimentation and analysis of existing situations;
- Observes instinctively fundamental duties of citizens enunciated in Article 51 of the Constitution in letter and spirit

National Curriculum Framework-2005 made major steps to incorporate both the national and global goals of education in preparation the present generation for the twenty first century. The framework made attempts align national education with the global education for the third millennium.

A national focus group on “Aims of Education” made an attempt to seek answer to the question: What ought to be the aims of education? And found in the following.

- (i) The school must help the creation of vital links between children’s experiences at home and in the community and what the school offers them
- (ii) Self-knowledge should be the aim of education, which can be achieved through continuous process of self-discovery, of learning the truth about oneself
- (iii) The child or the adolescent must be convinced of the superiority of a life of virtues to a life of vice and wickedness. The virtues must incorporate morality, comprising truth and love, or ahimsa. Truth means freedom from self-deception

- (iv) Education should aim at promotion of respect for cultural diversity in the country, that is, a child must learn to respect and do justice to the cultures of other communities
- (v) Individual differences are as important as cultural differences. Education must, therefore, promote and nourish as wide a range of capacities and skills in our children as possible
- (vi) Since knowledge is not a unitary concept and there are different kinds of knowledge as well as different ways of knowing, education must give as much importance to literary and artistic creativity as to seeking knowledge through laboratory experiments or deductive reasoning.
- (vii) Education should take place in an environment that is aesthetically pleasing, and students should take an active part in creating such an environment for themselves.
- (viii) Education must enable every child to be proud of his/her nation, for which it must foster within the child an intimacy with people who are directly connected with achievements which are part of our national heritage.

It is evident from the above that the aims of education give primacy to the aims of individual development and social or national goals as the approach through which to develop appropriate qualities in children.

Based on the aspirations of the contemporary Indian society and various commissions of education provide for the formulation of goals for the emerging society. The following are the six parameters for the formulation of goals;

- (i) There is a need to strike a balance between the development of an individual and of the society
- (ii) Indian aspires to join the league of developed nations at the earliest
- (iii) A developed country is in a position to ensure higher standard of life for her citizens because of availability of high-class infrastructure, healthcare and educational facilities.
- (iv) In order to realize her dream of becoming developed country, India shall have to move ahead on the path of inclusive development encompassing all sections of the society and all regions of the country
- (v) Gigantic task of national development is possible through scientific and technological advancements and economic prosperity which are in turn possible through development of highly skilled manpower
- (vi) The qualified and skilled manpower is not enough for transforming the society into a modern, caring and humane society. This shall require citizens with modern liberal and scientific outlook and with strong sense of national identity and spirit of togetherness.

Educational goals evolved on the basis of consensus set the parameters for setting the curricular objectives, content of curriculum, evaluation procedures, educational schemes, financial targets, etc. the educational goals are the targets which are sought to be achieved through the implementation of a variety of educational programmes and schemes. The curricular and teaching-learning materials should be such as have the potential to realize the goals of individuals and social development. Educational goals also provide direction to the task of educational planners and administrators, curriculum development institutions, examining bodies and teachers. Most importantly, the National Curriculum Framework included Education for Peace and life skills as important components of knowledge, attitudes and skills to face the challenges of 21st century in the day-to-day life and to live as global citizens (From National Curriculum Framework – 2005, pp. 61-62).

Education for peace seeks to nurture ethical-development, including the values, attitudes and

skills required for living in harmony with oneself and with others, including nature. It embodies the joy of living and personality development with the qualities of love, hope and courage. It encompasses respect for human right, justice, tolerance, cooperation, social responsibility, and respect for cultural diversity, in addition to a firm commitment to democracy and nonviolent conflict resolution. The concern for equality and social justiceis the hallmark of education for peace

Maria received training to be a physician, a revolutionary woman of her time in Italy
As a physician she got into the study of education and teaching – peace education.
Peace education was passionately influenced by the rise of fascism in Europe (1920s-1930s)
Her work is most commonly seen in education of children, her pedagogy can be applied to those of all ages.

Montessori's Philosophy

- Peace is the center of Montessori's philosophy.
- Believed that tolerance was not enough for the world to be peaceful.
- Respect for everything and everyone was needed.
- Promoted a global outlook and diversity in education.
- Belief in global and diverse outlook combined with personal responsibility, would lead to peace.
- For this reason, Maria is considered the founder of "[Global Citizenship](#)."
- Promoted respect of both the physical environment and human relationships.
- "Our principal concern must be to educate humanity--the human beings of all nations--in order to guide it toward seeking common goals" (Cossentino & Witcomb, 2007, p. 115).
- Viewed children as the hope and promise for mankind and therefore thought it was essential to invest in them to promote peace in the world.
- This philosophy had three main elements: prepared environments, planes of development and cosmic education.

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India's North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader's guide

Signature (Self)

Signature (Reporting Authority)

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 23-01-20	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 3	Unit No: 1	Topic: Relations between humans and nature : the question of environment, origin of jealousy, hostility, and violence																																																						
Objective: <ul style="list-style-type: none"> To let students learn about the Relations between humans and nature : the question of environment, origin of jealousy, hostility, and violence 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Any other methods:</td><td></td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								
Outline of the Topic: Humans and nature relationship has drastically changed from preindustrial through to the																																																								

colonial period and post-cold war resulting into present day public health emergencies like Coronavirus and environmental disasters like global warming and climate change threatening the every survival of humankind on this lonely planet. In the pre-industrial period, indigenous people around the world who owns nearly 70% of land areas in the world lived in coexistence within the carrying capacities of their territories and natural environment till the colonial period. Colonial period brought about fundamental changes in humans-nature relations as industrial revolution enable western world to engage in mass production of all commodities for profit making and getting richer. Competitions among industrialized nations in the European continent set off unending international wars competing for control over trade, commerce and natural resources in underdeveloped worlds. This competitions among powerful nations exploited the natural environment limitlessly bringing about global climate changes and public health crisis. Understanding this crisis at its tipping point international community began to take mitigative action from 1990s beginning with Earth Summit in 1993 at Rio de Jemerrio. From the year 2015 UN set 17 goals for sustainable development goals to be achieved by 2030. Today, we are in the midst of this last effort to save the planet. We are all invited to join in in this global effort for sustainable development in whatever capacities from individual to national levels.

Human's relationship with the nature is very complex system. There are ways that humans love nature but at the same there are some ways they despise nature. But overall, humans tend to defend nature and its beauty, tend to find refuge in nature and explore what nature has to offer. The natural environment is needed for human survival. Nature provides oxygen, food, and water. Going Green or Go Green initiatives are best examples of humans protecting nature. These terms refer to environmentalism – a broad philosophy and social work that concerns with environmental protection and improvement of the health of the planet. There are more and more people getting involved in cleaning and protecting environment. They work for recycling of consumer good to protect natural environment

Humans adore nature because it is a part of the human race. Nature is source of all living beings, and without it, animate beings would not exist.

Donghee (2009) writes, "Human have created a culture and a world but this world appears to coldly separate itself from its surroundings." Exploring relationship between humans and nature through metallic art Donghee noted, "Man cannot exist without nature. There is a close relationship between humans and nature. All of us in the present-day world rely on the land, water, and air around us. However, human beings often forget about nature's contribution to human life." Several essays on human and nature relationship underline the fact that nature and humans coexisted peacefully in the past in complete harmony but laments that the relationship is no more in harmony. For the past three centuries, humans have started to destroy nature. Diesel engines, smoke chimneys, factory waste, deforestation, and nuclear waste are destroying the relationship with nature. However, nature is not taking all these destructions silently. It has responded with global warming, wildfires, floods like tsunami, and rise in sea levels, etc.

Human population explosion is the biggest factor that negatively affects the relationship between humans and environment. This huge population has created an imbalance and scarcity of resources. To meet the growing demands for resources large-scale factories and production units were set up. Technological advancements, modernization, and economic growth have led humans away from mother nature. Humans no longer respect, love, and value nature as they just exploit it for their own benefits. The increased distance between humans and nature has caused a major climate change which has led to global warming, but humans continue to cut all trees without planting new ones.

Research and studies, during the last century, on humans and nature relationship have begun to focus on 'health' as defined by WHO – *Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity*, from multidisciplinary approach to gain deeper understanding on the complexities involved in attaining optimal health at the human-environmental interface, and impacts on the natural environment. This study includes humans' appreciation with natural sceneries, the sustainability of natural resources and health benefits associated with engaging with nature.

Since the nineteen century researchers have been making efforts to understand the 'dimensions of human and ecosystem health as well as their relationships' from human-centered approach by considering 'potential health impacts in relation to humanity's degree of relationship to nature and lifestyle choices'

Attempts are being made to define human-nature relationship from multidisciplinary perspectives, evolutionary biology, social economics, evolutionary psychology and environmentalism.

A research report, *Tragedy of the Commons* explores 'gradually diminishing freedom' where a population can increasingly exceed the limits of its resources if avoidance measures are not implemented (e.g., privatization or publicly owned property with right of entry) which is emerging as an issue of environmental justice – study of inequalities at the intersection between environmental quality, accessibility, and social hierarchies. This research suggests human-nature relationship is seemingly disproportionate to those vulnerable groups in society (lack of green spaces, and poor air quality) which is believed to be contributing to health inequities. Such inequities are causing conflicts between both private and collective interests and posing great challenges to future social economic development.

Environmentalism is a new trend among the present generation towards this end within this ESG is an international civil society effort to constantly interact with the industries to ensure all productive economic activities are environment and gender sensitive. Feminism or for that matter eco-feminism is another approach to empowering women for their active participation in decision making from home to global level to bring in women's perspective in saving the planet. There are also other research which look at planet as a living system like any organism. Based on such research combined with indigenous peoples' beliefs on natural environment some Latin American countries like Bolivia took fundamental step to enact laws like Earth Right. This is in line with traditional belief and practices that look at natural environment as supreme deity who needs to be appeased through rituals while extracting limited resources for livelihood like cultivation, gathering and hunting.

Environmentalism:

Defined as an ideology or social movement focusing on fundamental environmental concerns as well as associated underlying social, political, and economic issues stemming from humanity's interactions affecting the natural environment. In this human-nature relationship is explored through various human-related activities, from natural resource extraction and environmental hazards to habitat management and restoration.

Global production and consumption have a major impact on our environment. When producing and consuming everything from cars to food, we contribute to climate change, resource depletion, waste, pollution, deforestation and bio-diversity to name a few examples (ESG).

Human influence is unequivocally to blame for the warming of the planet and some forms of climate disruption are now locked in for centuries, according to a report from the U.N.

intergovernmental Panel on Climate Change (IPCC). This report must sound a death knell for coal and fossil fuels before they destroy our planet, said UN Secretary-General, Antonio Guterres. ESG (Environmental, Social and Governance) investing is sometimes referred to as sustainable investing, responsible investing, impact investing, or socially responsible investing (SRI). To assess a company based on ESG criteria, investors look at a broad range of behaviors

Environmental criteria may include a company's energy use, waste, pollution, natural resource conservation, and treatment of animals. The criteria can also help evaluate any environmental risks a company might face and how the company is managing those risks. For example, there might be issues related to its ownership of contaminated land, its disposal of hazardous waste, its management of toxic emissions, or its compliance with government environmental regulations.

Social criteria look at the company's business relationships, does it work with suppliers that hold the same values as it claims to hold? Does the company donate a percentage of its profits to the local community or encourage employees to perform volunteer work there? Do the company's working conditions show high regard for its employees health and safety? Are other stakeholders' interests taken into account?

Governance, investors may want to know that a company uses accurate and transparent accounting methods and that stockholders are allowed to vote on important issues. They may also want assurances that companies avoid conflicts of interest in their choice of board members, don't use political contributions to obtain unduly favorable treatment and, of course, don't engage in illegal practices

Environment

- Company that put out carbon or sustainability reports
- Limits harmful pollutants and chemicals
- Seeks to lower greenhouse gas emissions
- Uses renewable energy sources

Social

- Companies that operate an ethical supply chain
- Supports LGBTQ rights and encourages diversity
- Has policies to protect against sexual misconduct
- Pays fair wages

Governance

- Companies that embrace diversity on their board
- Embraces corporate transparency

Employs a CEO independent of the board chair

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India's North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader's guide

Signature (Self)

Signature (Reporting Authority)

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 24-01-20	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 4	Unit No: 1	Topic: Understanding conflict: the use of perception in analysing communication and representation of contentious issues in television and other modern media																																																						
Objective: <ul style="list-style-type: none"> To let students learn about the use of perception in analysing communication and representation of contentious issues in television and other modern media 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td colspan="2">Any other methods:</td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								
Outline of the Topic: Biology of human body has abilities to hear, see, smell, touch and taste to be able to sense the																																																								

outside world to carry out its normal functions with safety and protection from dangers. This process of sensing the world outside of our body is 'completed by our perception'. Perception allows our body to recognize and identify the existence of all kinds of stimuli and then evaluate and give meanings to them. Perception is the entry to the world of diverse cultures, perspectives, communication, stereotypes, symbols and rhetoric, and so to understand the conflicts and contentious issues which are presented in the audiovisual electronics media. Perception became an important site for academic exercise in the context of intercultural communication studies (IC) to issues of communication problems between peoples from diverse cultural backgrounds in the modern society. In other words, perception would not have attracted academic attention if the world was inhabited by a single cultural group speaking in a single language. This paper will provide some definitions of perceptions in order to understand inter-connected concepts; perspectives, symbols, stereotypes and use of rhetoric in media generating much of social and political conflicts in multicultural societies.

Definitions

Perception according to Longman Dictionary of Contemporary English is defined as; "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing, etc; c) the natural ability to understand or notice things quickly."

Perception is a process of attaining awareness or understanding of sensory information in philosophy, psychology, and cognitive science. The root word of perception comes from the Latin words *perception*, *percipio*, and means 'receiving, collecting, action of taking possession, and apprehension with the mind or senses.' Perception as a process consists of three stages; selection, organization, and interpretation.

1. *Selection*: as the first stage in the process our mind receives stimuli from the environment and convert it into meaningful experience. In our daily life we are bombarded with large variety of information/ stimuli from our surroundings like; words we hear from different sources, what we see and attract our eyes all around in our natural and artificial environment. These countless stimuli get into our mind through the sensory organs waiting to be processed. Since our mind may not want to process all the information it selectively processes some of them. According to Singer (1987, p.9), "We experience everything in the world not as it is – but only as the world comes to us through our sensory receptors." Many researchers attended to this process of selection. For instance, Bruner (1958, p.85) posits that "in the interest of not overloading ourselves with too much information, we limit our attention to those aspects of strangers or the situations that are essential to what we are doing". Similarly, Watts (1966, p.29) points out that selection happens when our sensory organs notice something more than many other things that are happening in the surrounding – which are ignored. Further, selection process happens when being surrounded by many competing stimuli we pay only to those which are familiar with or interested. This process of selecting certain things out of many things makes one's perception partial in understanding the world and one's interactions with many things around. Perception becomes more partial, especially, when seen from different cultures giving rise to possibilities of misunderstanding in inter-cultural communications. This also goes to say that each culture may have different perception systems within their own worldviews.
2. *Organization*: The selective attention or the partial information collected by our sense organs from the external stimuli need to be organized into meaningful patterns or pre-

existing categories familiar to our minds. In other words, organization stage involves categorizing the selective information into certain patterns. For example, when we ask what a human being is, some may describe it from the perspective of skin color, others may do it from race or nationality, etc. depending upon the way they organize their world of experiences of the internal and external environment. Organization stage helps to “structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes” (Cantor, et al., 1982, p.34). Perception at this stage falls into a structure and remains stable as meaningful experience.

3. *Interpretation*: This is the third stage. It refers to the process of attaching meaning to the selected stimuli which has been categorized into a structure and stable pattern in the second state. It is at this stage perception of same thing may have different meanings when it is interpreted from different cultural backgrounds. For instance, when a teacher enters a classroom student who have come with homework done will perceive him/her differently than those who has come without. Similarly, a man walking with a girl may be perceived differently by different people on the road.

Such interpretations of differing meaning arise as “culture provides us with a perceptual lens that greatly influences how we interpret and evaluate what we receive from the outside world” (Samovar, et al., 2000, p.57). different experiences and backgrounds will result in people attributing different meanings to the same stimulus, so perception differs from person to person.

Furthermore, people from same cultural background and experiences may have similar perceptions while very different perceptions in different cultures. This also goes to say that people belonging to a culture may have incorrect perceptions about people in other cultures.

Two dimensions of perceptions

There are two dimensions of perceptions; one is physical and other is psychological. These two dimensions help us understand how we develop structure of information gathered from physical and social world, stable patterns and make meanings out of them.

Physical dimension involves all the sensory organs through which we receive external stimuli and make sense of the environment outside of our body. These sensory organs are part of nervous system and brain where processing, structuring, patterning and meaning making happens at the initial stage but provide little help to understanding intercultural communication. This is so because our sensory organs see the physical differences more than the similarities in human physical features having the same functions across cultures.

Psychological dimension becomes more significant in situation of intercultural communication. It is because people's beliefs, values, attitudes, needs, interests, etc. have much greater impact on how they perceive the outside world. People give meaning to selected stimuli and so they unique personal touch on the same object. People may have different beliefs and values towards their parents in different cultures. For instance, children may not like to live their parents as they value privacy and individuality when they grow up while among the oriental society children believe that they have serve their parents by living together when grow up.

Hence, perception is a problem of intercultural communication. Bai (2001) suggests, in her paper *On the Relationship Between Language and Perception* in order to have successful intercultural

communication one has to treat different cultures as equal by standing above *ethnocentrism* so as to development mutual understanding. Li and Wu (2005) in their paper *Communication Barriers and Cultural Perception in the Intercultural Communication* suggest that the analytical framework based on Hofstede's cultural dimensions can help people enhance their cultural perception competence and eliminate communication barriers: because perception enjoys selectivity, partiality and diversity.

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India's North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader's guide

Signature (Self)

Signature (Reporting Authority)

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 24-01-20	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 4	Unit No: 1	Topic: Understanding conflict: the use of perspective and symbols in analysing communication and representation of contentious issues in television and other modern media																																																						
Objective: <ul style="list-style-type: none"> To let students learn about the use of perspective and symbols in analysing communication and representation of contentious issues in television and other modern media 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Any other methods:</td><td></td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								
Outline of the Topic:																																																								

Perspectives is a view or a projection. Perspective can be a geographical view of what lies in front or back or in any direction we may like to see. It can also be how we think and make a sense of our lived world experiences or ideological. One look at a given situation of poverty from the Marxist ideological frame or one's cultural point of view or neoliberal economic ideology. Perspective is not free from culture specific perceptions. One may discuss how people belonging to different cultures describe future perspectives of the world based on their cultural values, beliefs and practices. According to the dictionary of vocabulary, perspective is the way we see something. If one thinks smartphones encourage gaming addictions and spoil school going children's academic progress, then from that perspective a smartphone shop is an evil place.

Perspective has Latin root meaning "look through" or "perceive" and all the meanings of perspective have something to do with looking. If one observes the world from an industrialist's eyes, then the world is full of resources which includes human population also. This perspective can be very different from a philosopher's or a mystic's or an artist's eyes. Similarly, a tribal perspective of the world deep within the Amazon forests can be very limiting than an explorer who has travelled across the seas. Thus, there is a close relation between perspective and perception. Perception precedes perspective. One has to make a sense of the world outside to develop a perspective – a view of the reality in time and space.

Symbols can be an object, shape, sign or character used to represent something else. A flag is a symbol of a country and its identity. A pink ribbon is symbol of breast cancer awareness, a yellow ribbon is a symbol of support for US troops and a red ribbon is awareness of HIV and AIDS. Similarly, a car can be a symbol of wealthy and powerful. By definition, according to dictionary of vocabulary, symbol is something visible that by association or convention represents something else that is invisible.

Symbolism is a field of study in cultural anthropology or symbolic anthropology or more broadly, symbolic and interpretive anthropology. Symbols is used to gain a better understanding of a particular society. According to Clifford Geertz and Max Weber, 'man is an animal suspended in webs of significance he himself has spun'. They take culture to be those webs which can studied by methodologies other than scientific. In theory, symbolic anthropology assumes that culture lies within the basis of the individuals' interpretation of their surrounding environment, and that it does not exist beyond the individuals themselves. Furthermore, the meaning assigned to people's behavior is molded by their culturally established symbols leading to cultural expression. There are two recognized approaches to the interpretation of symbolic anthropology; the interpretive of Clifford Geertz and symbolic of Victor Turner, another approach by David M. Schneider which does not fall into the broad categories.

Clifford Geertz posits that human are in need of symbolic expression to orient themselves to the system of meaning in a particular culture. Victor Turner believed that symbols initiate social actions, and are 'determinable influences inclining persons and groups to action.' This is based on Emile Durkheim's view on 'the way symbols functioned within society.' These two views differ more because Clifford looks at it from American way and Victor being a British looks at it from his cultural point of view. According to Schneider (1968:1) presents *American Kinship* as a cultural system; that is as a system of symbols. He defines "A symbol" as "something which stands for something else, or some things else, where there is no necessary relationship between the symbol and that which it symbolizes". For Geertz, culture is "an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in

symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitude toward life”, and a symbol is “any object, event, quality, or relation which serves as a vehicle for a conception... Victor Turner proposed the concept of “social drama” to describe social interactions that entail some sort of conflict in society, proposing symbolic significance. He suggests that there are four phases to any conflictive interaction; 1) breach, 2) crisis, 3) redress and 4) reintegration based on his observations among the Ndembu in West-Central Angola in Africa and others.

From the above what we observe is symbol as product of culture which may differ from one culture to another as it also consists of interpretations or making meanings of one’s interactions with other members of society and the natural environment. Symbols in a multicultural society can also lead to conflictual situations.

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India’s North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader’s guide

Signature (Self)

Signature (Reporting Authority)

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 25-01-20	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 5	Unit No: 1	Topic: Understanding conflict: the use of stereotypes and rhetoric in analysing communication and representation of contentious issues in television and other modern media																																																						
Objective: <ul style="list-style-type: none"> To let students learn about the use of stereotypes and rhetoric in analysing communication and representation of contentious issues in television and other modern media 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Any other methods:</td><td></td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								
Outline of the Topic:																																																								

Stereotypes in APA Dictionary of Psychology is “a set of cognitive generalizations (e.g. beliefs, expectations) about the qualities and characteristics of the members of a group or social category. Stereotypes, like schemas, simplify and expedite perceptions and judgments, but they are often exaggerated, negative rather positive, and resistant to revision even when perceivers encounter individuals with qualities that are not congruent with the stereotype.

Stereotype, prejudice, discrimination, and racism are interrelated categories and often used interchangeably in everyday conversation. Stereotypes can be based on race, ethnicity, age, gender, sexual orientation, most often negative characterization of the others. Stereotypes can be positive also if it is about one's own group such as a dominant racial group considered as superior as against the minority groups considered as stupid or lazy. In either case stereotypes are generalization which are believed to be the truth about oneself and others and does take individual differences into account. Prejudice refers to the beliefs, thoughts, feelings and attitudes someone holds about a group. Prejudice is not based on experience, instead, it is prejudgment without actual experience. For instance, if one considers blue eyes as superior one would have prejudice against anybody who is not blue eye. Both stereotypes and prejudices result in discrimination which can become structural and cultural causes of conflicts between people from different cultures. Stereotyping someone negatively or positively can influence one's perception.

Rhetoric refers to the study of and uses of written, spoken and visual language. Study of rhetoric is about how language may be used to organize and maintain a social group, construct meanings and identities, coordinate behavior, mediate power, produce change, and create knowledge. Study of rhetoric began in Ancient Greece. Since, then, it has evolved a rich and diverse body of research, texts and pedagogies.

Plato quoting Socrates, was of the opinion that rhetoric is use of words to influence judgments in courts of law, public opinions even in private places. And it must not be the same art that is concerned with great issues and small, its right employment commanding no more respect when dealing with important matters than with unimportant?” Friedrich Nietzsche (1872-73) locates rhetoric, as power to discover, within language itself and to make impress and make things happen as the power may desire. Aristotle calls rhetoric, as the essence of language. Michel Foucault (1973), ‘rhetoric, the orator, the struggle of discourse within the field of analysis; not to do, as linguists do, a systematic analysis of rhetorical procedures, but to study discourse, even the discourse of truth, as rhetorical procedures, as ways of conquering, of producing events, of producing decisions, of producing battles, of producing victories.

Further, rhetoric according to Isocrates (353 BCE) is ‘speech’ which is human ability to persuade one another and to make what we want in thoughts and actions – nearly all inventions; cities, laws and arts to live together as one kind. Rhetoric highlights good over bad, dispel ignorance, and investigate the unknown. To be able to be rhetorical is a sign of good mind and intelligent. Cicero (ca. 90 BCE) sees rhetoric or eloquence is an important part of political science which seeks to ‘persuade an audience’ in the manner they like by speech. Friedrich Nietzsche (1872-73) looks at ‘rhetoric’ or ‘rhetorical’ as a means of conscious art which are already found in language. He looks at language itself as full of rhetorical arts and rhetoric as the essence of language. Rhetoric is also seen as power. Roland Barthes (1964-1965) argues that rhetoric as metalanguage can be found in teaching works, science, as ethic, a technique, as social practices, etc. Rhetoric is “a technique, i.e. an art, the art of persuasion, a body of rules and recipes whose implementation

makes it possible to convince the hearer of the discourse, even if what he is to be convinced of is false.” As social practice ‘[R]hetoric is that privileged technique which permits the ruling classes gain ownership of speech – language being power. Lastly, Wayne Booth (1874) brings together rhetoric with symbolism as nature of man through which his nature is discovered and lived where ‘borderlines between the self and the other have either disappeared or shifted sharply.’ Moreover, language is our most elaborate, most sophisticated symbol system, and through the use of language it is possible to make explicit shades of meaning which simply cannot be communicated through other media... language is an indispensable tool in the study of cultural systems, providing intricate and subtle insights which otherwise are unobtainable, verbal pronouncements are not immune to the dilemmas permeating other sorts of evidence.’

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India’s North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader’s guide

Signature (Self)

Signature (Reporting Authority)

North East Institute of Social Sciences & Research, Dimapur – Nagaland

Daily Lesson Plan (DLP)

Semester: IVth Semester

Name of the Faculty: Dr. Deben Sharma

Dual Faculty: Yes/ No

Name of the Second Faculty:

Date: 27-01-20	Class Hour: 1 hour	Time Management: Recapitulation: 5 minutes Explanation: 45 minutes Interactive session: 10 minutes																																																						
Course No: SPC-407	Paper Title: Peace Education and Peace Building																																																							
Lesson Plan No: 6	Unit No: 1	Topic: Analyzing life at school: culture of competition; corporal punishment and its consequences; Role of family; gender roles and stereotypes																																																						
Objective: <ul style="list-style-type: none"> To let students learn about analyzing life at school: culture of competition; corporal punishment and its consequences; Role of family; gender roles and stereotypes 																																																								
Teaching-Learning Tools: 1) Charts 2) Whiteboard 3) LCD Projector 4) Others:																																																								
Methodology (Please tick whichever is appropriate)																																																								
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td>✓</td></tr> <tr><td>Lecture</td><td>✓</td></tr> <tr><td>Lecture with discussion</td><td>✓</td></tr> <tr><td>Teach back session</td><td>✓</td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>✓</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td>✓</td></tr> <tr><td>Report back session</td><td></td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Guest speaker</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation	✓	Lecture	✓	Lecture with discussion	✓	Teach back session	✓	Panel discussion		Brainstorming	✓	Debate		Group discussion	✓	Report back session		Case study method		Poster presentation		Guest speaker		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td>✓</td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td colspan="2">Any other methods:</td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling	✓	Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Any other methods:	
Recapitulation	✓																																																							
Lecture	✓																																																							
Lecture with discussion	✓																																																							
Teach back session	✓																																																							
Panel discussion																																																								
Brainstorming	✓																																																							
Debate																																																								
Group discussion	✓																																																							
Report back session																																																								
Case study method																																																								
Poster presentation																																																								
Guest speaker																																																								
Motivational talk of student																																																								
Role play																																																								
Gaming and simulation																																																								
Survey																																																								
Quiz down gaming																																																								
Story telling	✓																																																							
Project writing																																																								
Mapping																																																								
News reading																																																								
Music																																																								
Art																																																								
Puzzle gaming																																																								
Article review																																																								
Buddying and grouping																																																								
Any other methods:																																																								

Outline of the Topic:

Education is to prepare young generation with appropriate knowledge, values, attitudes, and skills to lead productive life in their time. Subjects of education can change from time to time with changes in external environment. One can broadly assess how traditional education systems and practices have either abolished or changed overtime or overtaken by modern education with the changes in the external environment within which people live. What has fundamentally changed overtime in education is shifting from culture of cooperation and work as community to one that is individualistic and highly competitive world which marks a move from tradition to the modern culture. Education, since colonial period, has played critical role in breaking down community to create individual role models with private /profit interests as main motivation for cutthroat competitions.

Competition, according many dictionaries, means activities or condition of striving to gain or win something by defeating or establishing superiority over others, an event or contest in which people take part in order to establish superiority or supremacy in a particular area, person or people over whom one is attempting to establish one's supremacy or superiority, the opposition, interaction between animal or plant species, or individual organisms, that are attempting to gain a share of a limited environmental resource. To compete is to strive to gain or win something by defeating or establishing superiority over others, able to rival/challenge, take part in contest another or others. For generations together, young children have been separated from their parental care (thinking parents either do not know how to educate their children or have no time for their education) at home to educational institutions and homes making them suffer emotional pains to grow as individuals with human rights for laying foundation for democracy. Which has enabled this shift is the economic policy and practices that thrives on private/ individual interests and profit making at the expense of others and natural environment. In this connection, it is interesting to note that there an Act to prevent monopolistic competition but there is no law or act to promote cooperation among educated population in India or for that matter in any 'developing countries' as categorized and defined by developed countries. Such economy has reduced the human 'agency' to mere consumers and customers who may not have any political power to change their lives while the power of economy will always be in the hands of the others – developed countries.

To cooperate means to work jointly towards the same end, assist someone or comply with their requests, to act or work with another or others: act together or in compliance, refused to cooperate with the police and to associate with another or others for mutual benefit. Cooperation is action or processes of working together to the same end, assistance, especially by complying readily with requests. Unfortunately, cooperation has been part of education. Despite legal and policy changes in recent years in school education, such as CPCRA Act, 2005, RTE 2009, and POCSO Act, 2012 prohibiting corporal punishment at home and educational institutions to children age between 0-18 years, parenting at home and teaching in educational institutions continue to follow 'carrot and stick' policy practices as the education policy continue to be guided by private interest-driven economic growth models. Every child as they enter into educational institutions are trained to compete to excel for individual names and fames in the education system by according to a few as toppers out of the whole lot with the highest awards. This system of selecting a few from the whole lot has consistently let down many young children feeling less worth. Furthermore, the existing education system also continue to practice corporal punishments – threats and intimidations affecting physical and psychological wellbeing of the children at home and

educational institutions resulting into large number of dropouts and out of the school children. Many studies have shown that most students, both boys and girls experienced humiliating punishments at homes and educational institutions under the strict controls and disciplines. Many of them get demotivated from studies as teaching methods do not cater the needs of diversity of learning styles among the students.

Role of family; gender roles and stereotypes

The existing education that works on private-profit-driven interests has not also ended social discriminations including gender inequalities. The present trends indicate parents giving priority to their girl child education as their chances of getting jobs, due to female preference in the job markets, is more than sons. More and more girls, by policy, are being encouraged to go to schools and colleges in the name of women empowerment creating tensions in the society as the chances of educated males seems to on the decline. Gender stereotypes at homes and educational institutions that used to work against the girls now seems to go against male boys. Similarly, caste-based selection and positive racial discrimination or preferences in education and job markets although is increasing representation and participation of these sections of society politics informed by such positive preferences is threatening healthy democracy based on merits. In the name of addressing gender justice the preferential treatment for weaker sections (as against socially and economically advanced sections of society) including women and girls, or lower castes, tribes and race by increasing number of girls, members of economically weaker sections, lower caste and tribal persons have not fundamentally changed the social structures. The only change is a swing from right to left the balance is yet to achieved while number game has replace merit in the society. As study conducted by NCPCR (National Commission for Protection of Child Rights) is revealing in this regard.

Conclusion

Foundational values of education must include ‘cooperation’ and ‘collaboration’, and children must be trained to practice these values in their learning journey and professional life. This requires a fundamental shift in the economic policy which is possible only when there is shift in the philosophy of education. As long as the economic policy is structured around private-personal interests as the main motivation factors education will continue to produce individuals as consumers and producers of consumer growth and peace will continue to be distant dream. Therefore, peace education as pedagogies must be integrated into the existing education policy to inform the curriculum framing exercises and practices at the institutional level.

Suggested Readings:

- Avruch, Kevin. (1998). Culture and conflict Resolution. Washington, DC:USIP.
- Hussian, Wasbir. (2010). Peace, Tools and Conflict Nuances in India's North east. Guwahati: Bhabani offset and imagining systems.
- Kraybill , Ronalds et.al. Peace Skills: Manual for community Mediators
- Evas, A. Robert et.al. Peace Skills : Leader's guide
- [Corporal Punishment-Perceptions and consequences — Vikaspedia](#)

- [National Commission for Protection of Child Rights, Government of India \(ncpr.gov.in\)](http://ncpr.gov.in)

Signature (Self)

Signature (Reporting Authority)