



University for Peace
Universidad para la Paz



Master of Arts in Environmental Security and Peace
UPEACE Programme in South Asia, the Horn of Africa and the Middle East
(UPSAM)

Introduction of Peace, Conflict, Development and Security

Manoj Kumar Mishra

Advisor Victoria Fontan

July, 2009

**This curriculum is submitted in partial fulfilment of the requirements for the
degree of Master of Arts, International Peace Studies**

Permission for Use of the Curriculum

Full name of author: **Manoj Kumar Mishra**

Full title of Graduation Research Project :

An Introduction to Peace, Conflict, Development and Security

Degree: **Master of Arts in Environmental Security and Peace**

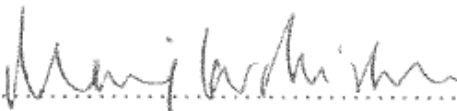
Year of submission: **2009**

University Department: **Environmental Security and Peace**

I do agree to this Graduation Research Project being consulted (for research or study purposes only) provided that due acknowledgement of its use is made where appropriate.

I do consent to single copies of this Graduation Research Project, in part or as whole, being made for research or study purposes at another institution, at the discretion of the University Librarian.

I wish the following limitations to apply, for the period of time specified, to the use of this Graduation Research Project:

Signature of author: 

Date: 22-10-09

Declaration of Academic Honesty

I hereby declare that this research report is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

Signed Manoj Kumar Mishra

Place: B.H.U., Varanasi, Uttar Pradesh, India
Date: 22.10.09

This curriculum has been submitted for examination with my approval, as the UPSAM program supervisor:

Signed.....Victoria Fontan.....

Victoria Fontan
University for Peace

Date.....19/10/2010.....

Acknowledgments

I thank Professor Priyankar Upadhyaya, Coordinator, Malaviya Centre for Peace Research, Faculty of Social Sciences, Banaras Hindu University, Varanasi for giving me the opportunity to go to the UN Mandated University for Peace, Cost Rica to learn the finer aspects of Peace and Conflict Studies. I would also like to express my gratitude to the encouragement given by faculty members at the University for Peace.

Thanks are also due to my wife Anima and daughter Anchal.

Dedication

To the future students of Malaviya Centre for Peace Research, Faculty of Social
Sciences, Banaras Hindu University

TABLE OF CONTENTS

Permission for Use of the Curriculum	ii
Declaration of Academic Honesty	iii
Acknowledgements	iv
Dedication	v

Introduction to Peace, Conflict, Development and Security

Introduction	10
Course Description	12
Main Goal	13
General Objectives	13
Learning Objectives.....	13
Contents	14
Methodology	24
Evaluation	26
Bibliography	27

Administrative Chapter

Specific Course Title	34
Course Code	34
Prerequisites	34
Course Length	34
Course Credit	34
Course Meeting, Time and Place	34
Intended Participants	34
Where the Course Fits in with General Programme of Study	35
Assessment	35
Instructor's Biography	35

Teachers Manual

Session One: Understanding Peace

Brief Description	39
Objectives	39
Outcomes	40
Contents	40
Methodology	40
Evaluation	40
Readings	41

Session Two: Peace Movement

Brief Description	43
Objectives	43
Outcomes	44

Contents	44
Methodology	44
Evaluation	45
Readings	45

Session Three: Peace Research

Brief Description	46
Objectives	46
Outcomes	47
Contents	47
Methodology	47
Evaluation	48
Readings	48

Session Four: Understanding Conflict in the Contemporary World

Brief Description	49
Objectives	49
Outcomes	49
Contents	50
Methodology	50
Evaluation	50
Readings	51

Session Five: Conflict Resolution: Theory and Practice

Brief Description	52
Objectives	52
Outcomes	53
Contents	53
Methodology	53
Evaluation	53
Readings	54

Session Six: Conflict Mapping

Brief Description	55
Objectives	55
Outcomes	56
Contents	56
Methodology	56
Evaluation	57
Readings	57

Session Seven: Gandhian Way to Peace and Non-Violence

Brief Description	58
Objectives	58
Outcomes	59

Contents	59
Methodology	59
Evaluation	60
Readings	60

Session Eight: Satyagraha: The Gandhian Approach to Conflict Resolution

Brief Description	61
Objectives	61
Outcomes	62
Contents	62
Methodology	62
Evaluation	62
Readings	63

Session Nine: Understanding Development

Brief Description	64
Objectives	64
Outcomes	65
Contents	65
Methodology	65
Evaluation	66
Readings	66

Session Ten: Understanding Human Security

Brief Description	68
Objectives	68
Outcomes	69
Contents	69
Methodology	69
Evaluation	70
Readings	70

Session Eleven: The “Link” between Peace, Development and Security

Brief Description	71
Objectives	71
Outcomes	72
Contents	72
Methodology	72
Evaluation	73
Readings	73

Session Twelve: Field Trip

Brief Description	74
Objectives	74
Outcomes	74

Contents	75
Methodology	75
Evaluation	75
Readings	75
Annex	76
Bibliography	85

An Introduction to Peace, Conflict, Development and Security

1a) Introduction

Peace, conflict, development and security are closely connected and as such deserve an integrated focus. Due to the complex and interconnected nature of this topic, this class will seek to address and explain the international, regional, national, and local manifestations of peace, conflict, development and security.

Global inequities, extensive poverty and deprivation often fuel violent conflict both at the inter-state and intra-state levels. The link between security and development is a major feature of the UN Millennium Development Goals (MDGs) and an important part of the current debate on peace and development issues. At a time when global conflicts seem to be on the rise, the need for skills that may be utilized to prevent, analyze and manage these conflicts is felt at every level of social organization, whether between or within nation-states or within smaller cultural and social groups, including communities and workplaces. Of particular relevance is the connection between community development and conflict, and the need to cultivate problem-solving techniques where conflict occurs in conjunction with development.

As far as South Asia is concerned, this region is one of the most volatile regions of the world in terms of conflict, development and security. Issues in conflict range from ethnic tensions, civil wars, communal and political violence, terrorism, religious extremism, militarization, gross and systematic violations of human rights, and unresolved inter-state and intra-state conflicts. More recently, South Asia has become a hot bed of the war on terror and a victim of the strategic interests of major international powers, keeping the region in constant turmoil and uncertainty. This has wider repercussions in the region as resentments against foreign forces in the region are growing among various sectors in society. Home to one fifth of the world's population, this region is accountable for fifty percent of the world's illiteracy and forty percent of the world's poor. This

poverty stricken region faces the worst hit of innumerable adversities in terms of securing peace, security and development.

India, in particular, is the largest democracy in the world, but it faces serious threats to peace, security and development. Religious intolerance and the politicization of religion, the persecution of minorities, and criminalization of politics are all commonplace in India today. India's long cherished religious tolerance and secular values have been threatened by religious fundamentalism. Although there is much conflict in India today, there is also a long heritage of peace-building efforts that have occurred throughout history. One can find abundant messages of peace in ancient texts, such as the *Vedas*, *Puranas*, *Ramayana*, and *Mahabharata* and also see vocal peace activists, such as Gandhi, Buddha, Mahavira, and Guru Nanak. The presence of conflict along with peace-building efforts, makes India a fascinating lens through which to view peace, conflict, security and development.

The city of Varanasi is located in the eastern region of Uttar Pradesh, which happens to be the most backward and poverty-stricken area in India. The Human Development Index (HDI) is among the lowest in this region and issues of communal disharmony, poverty, security, health and under development are prevalent. All of the issues that South Asia as a region and India as a nation face are alive and present in the smaller context of Varanasi and the surrounding rural area of Eastern Uttar Pradesh.

1b) Course Description

This course curriculum is designed for post graduate students in the Malaviya Centre for Peace Research, Faculty of Social Science at Banaras Hindu University. Conflict has become a prevalent feature both in the international and the national levels. In South Asia and in India various forms of conflict are disturbing the peace and tranquility of the society. This course will attempt to address the issues of peace, conflict and development both at the national and regional levels.

The course will look into the key aspects of peace, both negative and positive. Peace research and peace movements both at the global level and in the Indian tradition will form two major sessions of the course. The notion of conflict and conflict resolution will be a major part of the curriculum. The Indian notion of peace, non-violence and the Gandhian mechanism of conflict resolution known as *Satyagraha* will also be discussed. Lastly, theories of development and human security and their linkages to peace and conflict will be a part of the course.

With conflict situations on the increase at every level of global society, the ability to gain the skills needed to analyze and then manage conflict is widely felt in the international arena as well as in community settings, business organizations and any other work place. In particular, the development community is exploring the two-way link between community development and conflict as well as the relevance of conflict management and problem-solving techniques to carry through their development work.

This curriculum offers an opportunity for students and practitioners from diverse fields concerned with peace, conflict, security and community development. This course curriculum proposes to take the students step by step through the process of analyzing links between development, peace, conflict and security. It also develops pedagogy and understanding to handle conflict situations and thus provides knowledge and skills that are increasingly sought after in today's competitive world.

1c) Main Goal

The main goal of introducing this course is to raise the awareness of the students regarding the dynamic interface between peace, conflict, development and security. This course curriculum has been designed to familiarize the students about the diverse aspects of peace and conflict studies. This course will also provide students with primary knowledge in these fields such as positive and negative peace, peace research and peace movements. While locating development and security issues within the frame of a peace and conflict discourse, this course prepares the students to develop a holistic view of all these inter-related concepts.

1d) General Objectives

The general objective of this course is to examine the major challenges to peace in the contemporary world. It will also analyze the various non-violent methods and techniques- Indian and otherwise- to bring about conflict prevention and transformation. It will further critically analyze the various theories and approaches of peace and conflict studies. It will explore the Gandhian method of conflict resolution which is popularly known as *Satyagraha*. It will further examine the different theories of development and security and their linkages to peace and conflict studies.

1e) Learning Objectives

Upon completion of this course students will:

- Learn about the different dimensions of peace and the relationship between peace, war and violence.
- Have an awareness of different peace movements and the various methods and techniques to do peace research.

- A strong foundation in conflict and conflict resolution by examining its various theories, approaches and mechanisms.
- A basic understanding of the Indian concept of peace, nonviolence and forgiveness; *Satyagraha*, the Gandhian mechanism of conflict resolution.
- Adapted and applied the different theories, concepts and models of development, security and human security to specific regions of the world.
- Developed the capacity to understand the complex relationships and linkages between peace, conflict, development and security.

1f) Contents

Session	Readings
1. Introduction: Understanding Peace	<ul style="list-style-type: none"> • Mortimer, Adler J. 1995. <i>How to Think About War and Peace</i>. New York: Fordham University Press. • Barash, David P. ed. 2000. <i>Approaches to Peace: A Reader in Peace Studies</i>. New York: Oxford University Press. • Boulding, Kenneth. 1978. <i>Stable Peace</i>. Austin & London: University of Texas Press. • Juergen, Dedring. 1987. <i>Recent</i>

	<p><i>Advances in Peace and Conflict Research: A Critical Survey.</i></p> <p>London: Sage Publications.</p> <ul style="list-style-type: none"> • Howard, Michael. 1948. <i>Clausewitz: A Very Short Introduction.</i> London: Oxford University Press. • Ho-Won, Jeong. 2000. <i>Jeong Peace and Conflict Studies: An Introduction.</i> Aldershot: Ashgate. • Luc, Reychler. & Thania, Paffenholz. 2001. <i>Peace Building.</i> Lynne Rienner. Boulder, London.
2. Peace Movement	<ul style="list-style-type: none"> • Barash, David P. & Webel, David P. 2002. <i>Peace and Conflict Studies.</i> Sage Publications. New Delhi, India. Chapter-2, pp. 28-54. • Everts, Philip P. 1989. "Where the Peace Movement Goes When It Disappears". <i>Bulletin of the Atomic Scientists</i> 45, pp.26-30.

	<ul style="list-style-type: none"> • Sharma, Anand. ed. 2007. <i>Gandhian Way: Peace, Non-Violence and Empowerment.</i> Academic Foundation. New Delhi. • Chandra, Bipan. et. al. 1989. <i>India's Struggle for Independence.</i> Penguin books. Chapter15, pp.184-196, Chapter-22, pp. 270-283, Chapter.-35, pp. 457-472.
3. Peace Research	<ul style="list-style-type: none"> • Wallensteen, Peter. 1988. ed. <i>Peace Research: Achievements and Challenges.</i> West View Press. London. Chapter-1, 2 and 11. • Parikh, Ramlal. ed. <i>Perspectives of Peace Research.</i> Gujarat Vidyapith, Ahmedabad. • Galtung, Johan. 1985. "Twenty five Years of Peace Research: Ten Challenges and Some Responses." <i>Journal of Peace Research.</i> Vol. 22, No. 2, pp-141-158.

	<ul style="list-style-type: none"> • Ho-Won, Jeong.1999b. “Peace Research and International Relations”, in H. Jeong. ed. <i>The New Agenda for Peace Research</i>, Ashgate, Aldershot, pp. 3-11.
<p>4. Understanding Conflict in the Contemporary World</p>	<ul style="list-style-type: none"> • Wallensteen, Peter. 2002. <i>Understanding Conflict Resolution: War, Peace and The Global System</i>. Sage Publication. London. • Ho-Won, Jeong. 2000. <i>Peace and Conflict Studies: An Introduction</i>. Ashgate Publication. England. • Fisher, Simon & Williams, Sue. et. al. 2003. <i>Working with Conflict: Skills and Strategies for Actions</i>. Zeed Books. London. Chapter-1, pp-3-15. • Pruitt, Dean & Kim, Sung Hee. 2004. <i>Social Conflict: Escalation, Stalemate and Settlement</i>. Boston: McGraw-

	<p>Hill 3rd Edition. Chapter 1: Overview, pp 3-14.</p> <ul style="list-style-type: none"> • Ramsbotham, Oliver; Woodhouse, Tom and Miall, Hugh. 2005. <i>Contemporary Conflict Resolution</i>. Second Edition. Cambridge, UK. Chpter-1, Overview, pp-3-13. • Noorani, A.G. 1994. “Easing the Indo-Pakistani Dialogue on Kashmir: Confidence Building Measures for the Siachen Glacier, Sir Creek and the Wular Barrage Dispute”, <i>Occasional Paper 16</i>. Washington DC: Henry Stimson Center.
5. Conflict Resolution: Theory and Practice	<ul style="list-style-type: none"> • Wallensteen, Peter. 2002. <i>Understanding Conflict Resolution: War, Peace and the Global System</i>. Sage Publication. London. Chpter-1, pp3-12, Ch-3, pp 33-60.

	<ul style="list-style-type: none"> • Ho-Won, Jeong. 2000. <i>Peace and Conflict Studies: An Introduction</i>. Ashgate Publication. England. Chapter-11, pp-167-204. • Ramsbotham, Oliver; Woodhouse, Tom and Miall, Hugh. 2005. <i>Contemporary Conflict Resolution</i>. Second Edition. Cambridge, UK. Chapter-1, pp 3-31, Chpter-2, pp-32-54.
6. Conflict Mapping	<ul style="list-style-type: none"> • Wehr, Paul. 1979. <i>Conflict Regulation</i>. West View Press. Boulder, Colorado, USA. Chapter-1, pp-1-23. • Fisher, Simon & Williams, Sue et. al. 2003. <i>Working with Conflict: Skills and Strategies for Actions</i>. Zeed Books. London. Chapter-2, pp-17-35. • Ho-Won, Jeong. 2000. <i>Peace and Conflict Studies: An Introduction</i>. Ashgate Publication. Englan. Chapter-3,

	<p>pp-31-52.</p> <ul style="list-style-type: none"> Cheldelin, Sandra; Druckman, Daniel and Fast, Larissa. eds. <i>Conflict: From Analysis to Intervention</i>. Continuum Publications. 2008. London.
7. Gandhian Way to Peace and Non-Violence	<ul style="list-style-type: none"> Dhawan, G. 1962. <i>The Political Philosophy of Mahatma Gandhi</i>. Navajivan. Keer, Dhananjay. 1973. <i>Mahatma Gandhi</i>. Bombay: Popular Prakashan. Misra, K. P. & Gangal, S. C 1981. <i>Gandhi and the Contemporary World: Studies in Peace and War</i>. Delhi: Chankya Publications. Upadhyaya, Priyanker. 2009. <i>Peace and Conflict: Reflections on Indian Thinking</i>. Strategic Analysis. Vol. 33. Issue 1, pp. 71-83.
8. Satyagraha: The Gandhian Approach to Conflict Resolution	<ul style="list-style-type: none"> Juergenseeryer, Mark. 2002. <i>Gandhi's Way: A</i>

	<p><i>Handbook of Conflict Resolution</i>. University of California.</p> <ul style="list-style-type: none"> • Diwakar, R. R. 1969. <i>The Saga of Satyagraha</i>. New Delhi: Gandhi Peace Foundation. • Gangal, S. C. & Gangal, Anurag. 1995. <i>Contemporary Global Problems: A Gandhian Perspective</i>. Jammu: Vinod. • Weber, Thomas. 1991. <i>Conflict Resolution and Gandhian Ethics</i>. New Delhi. Gandhi Peace Foundation.
9. Understanding Development	<ul style="list-style-type: none"> • Fukuda-Parr, Sakiko & Kumar, A. K. Shiva. ed. 2003. <i>Readings in Human Development</i>. Oxford University Press. Chapter-1.2, pp. 17-34. • Junne, Gerd & Vorkoren, Willemijn .ed. 2006. <i>Post Conflict Development: Meeting New Challenges</i>. Viva Books. New Delhi. Chapter-1, pp. 1-18.

	<ul style="list-style-type: none"> • Dreze, Jean and et. al. 1998. <i>India-Economics Development and Social Opportunity</i>. Oxford University Press. New Delhi. • Elseinhana, Hartmut. 1991. <i>Development and Underdevelopment: The History, Economics and Politics of North-South Relations</i>. Sage Publication. New Delhi. • Ho-Won, Jeong. 2000. <i>Peace and Conflict Studies: An Introduction</i>. Ashgate Publication. England. Chapter-14, pp-241-266.
10. Understanding Human Security	<ul style="list-style-type: none"> • Mathews, J. 1994. "Re-defining Security" in Olson W & Lee J. (Eds.). <i>The Theory and Practice of International Relations</i>, 9th ed. New Jersey. Prentice Hall. • Owens, Heather & Arneil, Barbara. 1999. <i>The Human Security Paradigm Shift: A New Lens on Canadian Foreign Policy</i>.

	<p>Canadian Foreign Policy, 7(1), Fall pp. 1-12.</p> <ul style="list-style-type: none"> • Chenoy, Anuradha M. eds. 2006. <i>Putting People at the Centre: Human Security Issues in Asia.</i> ARENA. Chapter-1 & 2, pp. 1-47.
<p>11. The “Link” Between Peace, Development and Security</p>	<ul style="list-style-type: none"> • Baldwin, David A. 1995. “Security Studies and the End of the Cold War.” <i>World Politics</i>, Vol. 48. No.1. pp. 117-141. • <i>UNDP’s Human Development Report</i>, 1994. • Galtung, Johan. 1996. <i>Peace by Peaceful Means</i>. Sage Publication. New Delhi. Conclusion, pp. 265-274. • Sen, Amartya. 2000. <i>Development as Freedom</i>. Oxford University Press. New Delhi, India. pp. 3-4, 35-46, 53, 290-298.

<p>12. Field Trip to a Maoist/Naxal affected area in the Sonbhadra district of Uttar Pradesh.</p>	
---	--

1g) Methodology

The general methodology of teaching will be a combination of lectures and seminars. The instructor will draw on a number of teaching strategies in order to reach the broadest number of student learning styles. These teaching strategies include, but are not limited to, the following: role play, storytelling, workshops, case studies, assignments, guest speakers, field trips, reading materials (see above for reading list) and panel discussions.

The instructor will begin each course with a short lecture on the topic of the day and then the students will be divided into small groups to design presentations based on the required readings. A group discussion will be organized on important topics and students will be encouraged to engage in group activities which relate to the practical aspects of peace and conflict studies. Audio visual aids (films and documentaries, such as *The Role of Gandhi in the Indian Freedom Struggle*) will be shown to enhance insights on the development and security challenges and how they bear on humans across cultures. Most importantly, students would be assigned case studies involving field work on local conflict issues that bear on community development and peace. The students will then be asked to make a presentation, sometimes in groups, to highlight the cases they have studied.

The curricula will be administered as a compulsory course module at the M.A. level. It will consist of class room engagement of one and half hours through participation as well as interaction on the presented themes and case studies. Participants will be encouraged to make power point presentations and at the same time relate narratives and stories about their experiences.

The pedagogy employed in the curriculum will be a blend of both theoretical and praxis based exercises on the problems of peace and conflict studies. On the one hand, the course draws on the conceptual aspects of peace and conflict and its linkages with the notion of development and security; on the other hand it will focus on practical examples and case studies which endorse the interface between conflict and sustainable peace. The idea is to infuse an experiential knowledge through praxis so that the student feels involved and committed. Through the step-by-step learning process we would like students to develop a holistic understanding of how conflict is posing a threat to peace and development at all levels from global to local. To this end, we propose to introduce certain standard readings on the global aspects of peace and development and its generic linkages as amplified through practical examples. We would like to introduce varied approaches and major variations on the problems including the so-called North and South divide on the subject and also would like to bring in aspects of cross cultural understanding on these issues. We will also introduce the regional dimensions within which India and its other regional countries are facing threats of development and security. The overall approach will be analytical with problem solving approaches and will suggest ways and means to tackle the challenges of peace and conflict through the development framework.

The pedagogy employed in the curriculum ranges from the theoretical aspects of peace, conflict development and security to the traditional Indian notion of peace, non-violence and Gandhian method of conflict resolution known as *Satyagraha*.

1h) Evaluation

The grading of this class will be based on the following chart:

CLASS ATTENDANCE	10%
ACTIVE PARTICIPATION IN CLASS DISCUSSION / TUTORIAL CLASS/ GROUP PRESENTATION.	10%
TERM PAPER / HOME ASSIGNMENTS	10%
END OF SEMESTER EXAMINATION (DURATION 3 HOURS)	70%
TOTAL	100%

The final examination will be composed of fill-in-the-blank objective questions, short written answer questions, and longer essay response questions. For the essay, students will be given several topics to choose from and will be graded on introduction, critical analysis, lessons learned and conclusion. In addition to the essay and final examination, students will also be evaluated on their class attendance and level of active participation in group discussions, role plays and the field trip.

It will be a goal of the course to evaluate students overall comprehension of the topics discussed in class. To do this, special attention will be paid to written work (both in the essay and essay section of the final exam), in which students will be encouraged to convey their understanding of the concepts and themes of this course. As this course deals with the practical aspects of conflict resolution and management, we will also seek to engage and evaluate students based on the skills and techniques they develop and incorporate throughout the term in classroom discussions, role plays, moot courts and similar activities.

1i) Bibliography

- Baldwin, David A. 1995. "Security Studies and the End of the Cold War", *World Politics*, Vol. 48(No.1), pp. 117-141.
- Banuri, T and et. al. 1997. *Just Development beyond Adjustment with Human Face*, Oxford.
- Barash, David P. Webel, Charles P. 2002. *Peace and Conflict Studies*. Sage Publications, New Delhi, India, Chapter-2, pp. 28-54.
- Barash, David P. Webel, Charles P. 2002. *Peace and Conflict Studies*. Sage Publications, New Delhi, India.
- Barash, P. David. Ed. 2000. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press.
- Booth, Ken. 2005. *Critical Security Studies & World Politics*. Viva Books. New Delhi.
- Bose, Nirmal Kumar. 1957. *Selections from Gandhi*. Ahmedabad: Navajivan Publishing House.
- Boulding, Kenneth. 1978. *Stable Peace*. Austin & London: University of Texas Press.
- Burton, John. 1990. *Conflict: Resolution and Prevention*, New York: St. Martin's.
- Burton, John. and Frank, Dukes. 1990. *Conflict: Practices in Management, Settlement & Resolution*, Macmillan Press, London.
- C. Thomas. 2000. *Global Governance, Development and Human Security*, London; Pluto.
- Chandra, Bipan et. al. 1989. *India's Struggle for Independence*. Penguin Books. Chapter 15. pp.184-196, Chapter-22, pp. 270-283, Cp.-35, pp. 457-472.
- Cheldelin, Sandra. Druckman, Daniel. and Fast, Larissa. eds. 2008. *Conflict: From Analysis to Intervention*. Continuum Publications, London.
- Chenoy, Anuradha M. Eds. 2006. *Putting People at the Centre: Human Security Issues in Asia*, ARENA, Chapter-1 & 2, pp. 1-47.
- Dhawan, G. 1962. *The Political Philosophy of Mahatma Gandhi*, Navajivan.

- Diwakar, R. R. 1963. *Gandhiji's Basic Ideas and Some Modern Problems*, Bombay.
- Diwakar, R. R. 1969. *The Saga of Satyagraha*. New Delhi: Gandhi Peace Foundation.
- Dreze, Jean and et. al. 1998. *India-Economics Development and Social Opportunity*. Oxford University Press. New Delhi.
- Druckman, Daniel. 2005. *Doing Research: Methods of Inquiry for Conflict Analysis*. Sage Publications. Part-I, Chapter-1, pp.25-60.
- Elseinhana, Hartmut. 1991. *Development and Underdevelopment: The History, Economics and Politics of North-South Relations*. Sage Publication. New Delhi.
- Esteva, Gustavo. 1992. "Development", in *The Development Dictionary*, ed. Wolfgang Sachs. Zed Books Ltd. London.
- Everts, Philip P. 1989. "Where the Peace Movement Goes When It Disappears". *Bulletin of the Atomic Scientists* 45. pp.26-30.
- Fisher, Simon and Williams, Sue. et. al. 2003. *Working with Conflict: Skills and Strategies for Actions*. Zeed Books. London. Chapter-1, pp-3-15.
- Fisher, Simon and Williams, Sue. et. al. 2003. *Working with Conflict: Skills and Strategies for Actions*. Zeed Books. London. Chapter-2, pp-17-35.
- Galtung, Johan. 1972. Peace Research, Education, Action, Security Dialogue, 3, 101.
- Galtung, Johan. 1985. "Twenty five Years of Peace Research: Ten Challenges and some Responses", *Journal of Peace Research*, Vol. 22, No. 2, pp-141-158.
- Galtung, Johan. 1996. *Peace by Peaceful Means*. Sage Publication. New Delhi. Conclusion, pp. 265-274.
- Galtung, Johan. 1996. *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. International Peace Research Institute. Oslo.
- Gandhi, M. K. 1928. *Satyagraha in South Africa*, Madras: G. Natesan.

- Gangal, S. C. & Gangal, Anurag. 1995. *Contemporary Global Problems: A Gandhian Perspective*, Jammu: Vinod.
- Howard, Michael. 1948. *Clausewitz: A Very Short Introduction*. London: Oxford University Press.
- Ho-Won, Jeong. 1999b. "Peace Research and International Relations", in H. Jeong (ed.), *The New Agenda for Peace Research*, Ashgate. Aldershot. pp. 3-11.
- Ho-Won, Jeong. 2000. *Peace and Conflict Studies: An Introduction*. Ashgate Publication. England, Chapter-11, pp-167-204. Chapter-3, pp-31-52. Chapter-14, pp-241-266.
- Ho-Won, Jeong. 2006. *Peace Building in Post Conflict Societies: Strategy & Process*. Viva Books. New Delhi. Chapter-5, pp. 122-154.
- I. William, Zartman ed. 2007. *Peacemaking in International Conflict: Methods and Techniques*, 2nd Edition. US Institute of Peace Press.
- Juergen, Dedring. 1987. *Recent Advances in Peace and Conflict Research: A Critical Survey*. London: Sage Publications.
- Juergenseeryer, Mark. 2002. *Gandhi's Way: A Handbook of Conflict Resolution*. Mass: University of California.
- Juergenseeryer, Mark. 2002. *Gandhi's Way: A Handbook of Conflict Resolution*. Mass: University of California.
- Keer, Dhananjay. 1973. *Mahatma Gandhi*, Bombay: Popular Prakashan.
- Krishnaraj, Matithreji and et. al. 1998. *Gender, Population and Development*. Oxford University Press, New Delhi.
- Kumar, Mahendra. 1968. *Current Peace Research and India*. Varanasi. Gandhian Institute of Studies. UP.
- Kumarappa, J. C. 1958. *The Non-Violent Economy and World Peace*. Kashi: Rajghat.

- MacGinty, Roger, & Williams, Andrew. 2009. *Conflict and Development*. Routledge Publications. London.
- Mathews, J. 1994. Re-defining, in Olson W & Lee J. (Eds.). *The Theory and Practice of International Relations*, 9th ed. New Jersey: Prentice Hall.
- Mathur, J. S., and Sharma P. C. 1975. *Non-Violence and Social Change*. Ahmedabad: Navajivan.
- Mayer, Bernard. 2004. *Beyond Neutrality: Confronting the Crisis in Conflict Resolution*. San Francisco: Jossey-Bass. Chapter 1.
- Mehta, Geeta. 1991. *Gandhi and Conflict Resolution*. Gandhi Marg 12 (4): pp. 477-482.
- Minogue, Kenneth. ed. 1986. *World Encyclopedia of Peace*. Vol.2. Oxford: Pergamon Press.
- Misra, K. P. & Gangal, S. C. 1981. *Gandhi and the Contemporary World: Studies in Peace and War*. Delhi: Chankya Publications.
- Mitchell, C. R. and Banks. M. 1990. *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach*. Pinter. London.
- Mitchell, Chris. 1981. *The Structure of International Conflict* Macmillan. London. Chapter-1.
- Mortimer, Adler. J. 1995. *How to Think About War and Peace*. New York: Fordham University Press.
- Nakhare, Amrut, 1976. "Meaning of Nonviolence: A Study of Satyagrahi Attitude." *Journal of Peace Research* 13(3). pp. 185-196.
- Noorani, A.G. 1994. "Easing the Indo-Pakistani Dialogue on Kashmir: Confidence Building Measures for the Siachen Glacier, Sir Creek and the Wular Barrage Dispute", *Occasional Paper 16*. Washington DC: Henry Stimson Center.
- Owens, Heather & Barbara, Arneil. 1999. *The Human Security Paradigm Shift: A New Lens on Canadian Foreign Policy*. Canadian Foreign Policy. 7(1), Fall pp. 1-12.
- Parikh, Ramlal. ed. *Perspectives of Peace Research*. Gujarat Vidyapith, Ahmedabad.

- Pruitt, Dean & Kim, Sung Hee. 2004. *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill 3rd Edition. Chapter 1: Overview, pp 3-14.
- Qanungo, Bhupen. 1942. *The Quit India Movement*, in a Centenary History of the Indian National Congress, Vol.III.
- Ramsbotham, Oliver, Woodhouse, Tom and Miall, Hugh. 2005. *Contemporary Conflict Resolution*. Second Edition. Cambridge, UK. Chapter-1, Overview, pp-3-13.
- Ramsbotham, Oliver, Woodhouse, Tom and Miall, Hugh. 2005. *Contemporary Conflict Resolution*, Second Edition. Cambridge, UK. Chapter-1, pp 3-31, Chapter-2, pp-32-54.
- Rath, Biraja Shanker. 1986. *Gandhi and Conflict Resolution*. Gandhi Marg 7(12). pp. 850-857.
- Reychler, Luc. & Paffenholz, Thania. 2001. *Peace Building*. Lynne Rienner. Boulder, London.
- Ross, Marc Howard. 1993. *The Culture of Conflict*. Yale University Press. New Haven and London.
- Sahadevan, P. ed. 2001. *Conflict and Peacemaking in South Asia*. New Delhi: Lancers Books.
- Sakiko, Fukuda-Parr & A. K. Shiva Kumar. ed. 2003. *Readings in Human Development*. Oxford University Press. Chapter-1.2, pp. 17-34.
- Sandole, Dennis J. D. Merwe, Hugo van der. 1993. *Conflict Resolution Theory and Practice: Integration and Application*. Manchester University Press. New York.
- Sarkar, Sumit .1982. "Popular Movements and National Leadership", 1945-47, in *Economic and Political Weekly*, Vol. XVII. Nos. 14-16.
- Sarkar, Sumit. 1983. *Modern India* Vikash Publication, New Delhi, pp. 195-226.
- Schmid, Herman. 1968. "Peace Research and Politics." *Journal of Peace Research*. 5; 217.
- Sen, Amartya. 2000. *Development as Freedom*. Oxford University Press. New Delhi. India.
- Sharma, Anand. Ed. 2007. *Gandhian Way: Peace, Non-Violence and Empowerment*. Academic Foundation. New Delhi.

- Sheehan, Michael. 2006. *International Security: An Analytical Survey*. Viva Books. New Delhi.
- Swarna, Rajagopalan. eds. 2006. *Security and South Asia*. Routledge. New Delhi.
- Thomas, C. Daniel & Michael, T. Klare eds. 1989. *Peace and World Order Studies: A Curriculum Guide*. Boulder, Colorado: West view Press.
- UNDP's, 1994. *Human Development Report*.
- United Nations Development Programme. 1994. *Human Development Report*. New York: UNDP.
- Upadhyaya, Priyanker. 2009. *Peace and Conflict: Reflections on Indian Thinking*, Strategic Analysis, Vol. 33, Issue 1, pp. 71-83.
- Ury, L. William. 1999. *Getting to Peace: Transforming Conflict At Home, At Work, and in the World*. London: Viking Adult.
- Uvin, Peter. 2002. "The Development/Peace building Nexus: A Typology and History of Changing Paradigms." *Journal of Peace building and Development*. 1:1.}
- Vorkoren, Willemijn and Junne, Gerd. Ed. 2006. *Post Conflict Development: Meeting New Challenges*. Viva Books. New Delhi. Chapter-1, pp. 1-18.
- Wallensteen, Peter .ed. 1998. *Preventing Violent Conflicts: Past Record and Future Challenges*. Department of Peace and Conflict Research. Uppsala University.
- Wallensteen, Peter. 1988. ed. *Peace Research: Achievements and Challenges*. West View Press. London. Chapter-1, 2 and 11.
- Wallensteen, Peter. 2002. *Understanding Conflict Resolution: War, Peace and The Global System*. Sage Publication. London.
- Wallensteen, Peter. 2002. *Understanding Conflict Resolution: War, Peace and the Global System*. Sage Publication. London. Chapter-1, pp3-12, Ch-3, pp 33-60.
- Weber, Thomas. 1991. *Conflict Resolution and Gandhian Ethics*. New Delhi. Gandhi Peace Foundation.

Wehr, Paul. 1979. *Conflict Regulation*. West view Press. Boulder, Colorado, USA. Chapter-1, pp-1-23.

Wiberg, Hakan. 2005. "Peace Research: Past, Present, and Future" In *Revista Critica de Ciencias Sociais*, Vol. 71, pp. 21-42.

World Development Reports. 1994 Onwards. Oxford University Press, New Delhi.

Administrative Chapter

a. Specific Course Title: An Introduction to Peace, Conflict, Development and Security

b. Course Code: 001

c. Prerequisites:

As this course will be introduced at the Master's level, the Banaras Hindu University admission norms requires 50% marks at the under graduate level. In addition to this, some preliminary knowledge about peace, conflict and development will be required.

d. Course Length:

The course will consist of one semester, which is around three and half months long. In a week there will be three classes of 90 minutes each. Overall, this course will be completed in 60 hours.

e. Course Credit:

As per the Banaras Hindu University Academic Council Resolution, each course will bear five credits. So, the total number of credits of this course will be 5 credits.

f. Course Meeting, Time and Place:

According to the set rules of Banaras Hindu University, three classes consisting of 90 minutes each will be held at every week. The course will be conducted in the lecture theater of the Malaviya Center for Peace Research, Faculty of Social Science, and New Building. The timing of the classes is from 10 a.m. to 11.30 a.m.

g. Intended Participants:

This course has been designed for students at the Master's level. The content and readings of this course will be related to global, national and regional levels of peace and conflict studies. Students, teachers NGO people, bureaucrats and researchers who are interested in the field of peace and conflict studies are appropriate students of this course.

h. Where the Course Fits within the General Programme of Studies:

This course will be an excellent introduction to the area of peace and conflict studies. With conflicts becoming an endemic feature in the world today, this course offers an excellent opportunity to study the various issues of peace, development and security in an integrated and problem solving manner.

i. Assessment:

There are different levels to assess the course. After the semester is over the students will assess the course with an evaluation format provided to them. At Banaras Hindu University every course is assessed first at the department level and second at the faculty level. Lastly, every year the University's Academic Council evaluates every course of the University and sends the report to the University Grants Commission of India.

The evaluation and grading system will be done according to the rules established by the Academic Council at Banaras Hindu University, India.

Distribution of Marks for Evaluation

CLASS ATTENDANCE	10%
ACTIVE PARTICIPATION IN CLASS DISCUSSION / TUTORIAL CLASS/ GROUP PRESENTATION.	10%
TERM PAPER / HOME ASSIGNMENTS	10%
END OF SEMESTER EXAMINATION (DURATION 3 HOURS)	70%
TOTAL	100%

A comprehensive reading and syllabus will be given to the students. Every student will be judged according to their knowledge, articulation and the way they represent their ideas in the class. The capacity of the student to comprehend and the way in which they answer questions in the class will also be judged.

Attendance is a must and according to the resolution of the Academic Council of Banaras Hindu University, 75% attendance is a must in each semester. The students should actively participate in seminars and workshops organized during the course.

The term paper will be an essay of 2000 words to increase the writing skills of the students. It should meet the logical criteria of writing a research paper which includes an introduction, analysis and conclusion. The citations, foot noting and references will be according to the standard followed at Banaras Hindu University. The students will be made conscious about plagiarism. The

students can assess the literature given in the readings while writing the research papers. They will search additional references and resource material available in the University library.

Final Course Grading Criteria:

PERCENTAGE OF MARKS	MARKS	GRADES
91% and Above	10	A+
86% to 90%	9	A
81% to 85%	8	A-
76% to 80%	7	B+
71% to 75%	6	B
66% to 70%	5	B-
61% to 65%	4	C+
56% to 60%	3	C
51% to 55%	2	C-

46% to 50%	1	D
Less than 45%	FAIL	FAIL

For each course, the marks of a student awarded in the final semester examination, and the marks awarded by the course instructor for the term paper, class participation and attendance shall be calculated and converted into grades following a 10 point grading scale as given above.

j. Instructor’s Biography:

Dr. Manoj Kumar Mishra.

Educational Qualification:

- B.A. (Hons.) in Political Science, Ravenshaw College, Utkal University, Orissa, India.
- Masters in Political Sciences, Utkal University, Orissa, India
- Masters in International Politics, Jawaharlal Nehru University, New Delhi, India
- M.Phil in Central Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi, India
- PhD in Central Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi, India

Current Position:

Assistant Professor

Malaviya Centre for Peace Research, Faculty of Social Sciences, Banaras Hindu University, U.P., India.

Email: manoj.mcpr@gmail.com.

Teacher's Manual

Session: No. 01: Understanding Peace

1. A. Brief Description:

In the first session the students will be familiarized with the key concepts of peace. The concept of negative and positive peace will be discussed with a view to include cultural and structural violence as the defining parameters of indirect violence. Lastly, approaches to peace like the feminist approach, the political economic approach and the environmental approach will be debated in the class.

1. B. Objectives:

Peace is generally conceived of as equivalent to the absence of manifest violence. It is synonymous with phrases like “respite from war”, “rest from any commotion”, “freedom from fear” and “suppression of thoughts” etc. Peace is thus largely identified as a lack of conflict of serious kind. More often the term “peace making” is associated with conflict resolution without the use of violence.

The core of peace studies includes the study of peace as the absence of violence, however, there is a disagreement as to what constitutes “peace” and “violence”. Peace is defined simply as the absence of war, often called ‘negative peace’ or if the concept encompasses both the absence of war and the presence of social and economic justice, it is called “positive peace.” In this session the concept of structural and cultural violence will also be discussed in detail. Structural violence is a discriminatory practice, causing human misery like poverty, hunger, repression and social alienation; while cultural violence is related to religion, ideology, norms and values which discriminate among people and gender in particular. Lastly, in this session different approaches to peace like the feminist approach and environmental approach will also be discussed.

1.C. Outcomes:

- The students will learn about the different dimensions of peace.
- They will comprehend the relationship between peace, war and violence.
- They will also learn about the various approaches to peace.

1. D. Contents:

- Definition of Peace
- Positive and Negative Peace
- Structural and Cultural Violence
- Approaches to Peace

1. E. Methodology:

The teaching methodology will be a combination of lecture and seminar styles. Strong emphasis will be given to active participation of the students. The students will be divided into small groups to make presentations of the required readings. The following will be used as discussion questions:

- What do you understand by peace?
- What is the difference between negative and positive peace?
- What are the different approaches to peace?
- What do you understand by structural violence?

1. F. Evaluation:

This session will be evaluated first by judging the participation of the students in the class. The evaluation will also be conducted on the group presentation.

1. G. Readings:

1. Required Readings:

- Adler, J. Mortimer. 1995. *How to Think About War and Peace*. New York: Fordham University Press.
- Barash, P David. Ed. 2000. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press.
- Boulding, Kenneth. 1978. *Stable Peace*. Austin & London: University of Texas Press.
- Dedring, Juergen. 1987. *Recent Advances in Peace and Conflict Research: A Critical Survey*. London: Sage Publications.
- Howard, Michael. 1948. *Clausewitz: A Very Short Introduction*. London: Oxford University Press.
- Jeong, Ho-Won. 2000. *Jeong Peace and Conflict Studies: An Introduction*. Aldershot: Ashgate.
- Luc, Reychler & Thania, Paffenholz. 2001, *Peace Building*, Lynne Rienner, Boulder, London.

2. Recommended Readings:

- Juergensmeyer, Mark. 2002. *Gandhi's Way: A Handbook of Conflict Resolution*. Mass: University of California.
- Minogue, Kenneth. ed. 1986. *World Encyclopedia of Peace*. Vol.2. Oxford: Pergamon Press.
- Thomas, C. Daniel & Michael T. Klare, eds. 1989. *Peace and World Order Studies: A Curriculum Guide*. Boulder, Colorado: West view Press.
- Ury, L. William. 1999. *Getting to Peace: Transforming Conflict At Home, At Work, and in the World*. London: Viking Adult.

- Galtung, Johan. 1996. *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. International Peace Research Institute, Oslo.
- Barash, David, P. Webel, Charles, P. 2002. *Peace and Conflict Studies*. Sage Publications. New Delhi, India. Chapter-1, pp. 1-27.

Session: No. 02: Peace Movement

2. A. Brief Description:

This session will be devoted to analyzing the history of peace movements in the world, especially after World War I and World War II. This session will also analyze the success and failure of peace movements in the world. Lastly, the session will address the Indian Nationalist Movements, especially the Gandhian phase which can also be termed as a peace movement in India.

2. B. Objectives:

A peace movement is a social movement which seeks to achieve and to end wars, human violence, or any atrocities against mankind. The methods employed in peace movements are pacifism, non-violent resistance, boycott and silent demonstrations. With the end of World War I, peace movements picked up momentum. However, World War II and the coming of the Nuclear Age gave a set back to peace movements.

The resurgence of peace movements during 1950s and 1960s was largely due to the growing anxiety about nuclear weapons and opposition to specific wars in Korea and Vietnam.

In this session the successful peace movement which led to independence of India will be discussed. The Gandhian phase of freedom in India which started from 1919 till 1947 will be emphasized. Gandhi emphasized *Ahimsa* and Non-Violence to gain freedom from the British Rule in India. Mahatma Gandhi employed the techniques of *Satyagraha* in the three peace movements of the Non-Cooperation Movement, the Civil Disobedience Movement and the Quit India Movement to liberate India from the tyrannical British rule. These three movements are considered as non-violent peace movements in the freedom struggle of India.

2. C. Outcomes:

- The students will learn about peace movements with a historical perspective.
- They will analyze why peace movements fail and war takes an upper hand.
- The role of Mahatma Gandhi in the Indian freedom struggle will also be analyzed.

2. D. Contents:

- History of Peace Movements
- Role of Peace Movements in Peace Making
- Peace Movements in India

2. E. Methodology:

In this session a variety of teaching methods will be involved including lectures, discussions, debate and guest speakers. To discuss the Indian Freedom Struggle, especially the Gandhian phase, a guest speaker from the history department of the University will be invited. A short documentary picture on the Indian Freedom Struggle will be shown followed by a debate among the students to analyze how far the Indian freedom struggle was a peaceful one. The following will be discussion questions in this session:

- What are some similarities and differences between different peace movements of the world?
- Why do peace movements fail?
- What is the role of Mahatma Gandhi in the freedom struggle of India? Can Gandhi's struggle be called a peace movement?

2. F. Evaluation:

The evaluation procedure for this session will be the interactive discussion among the students and guest speaker. The students will be evaluated on their performance in the debate.

2. G. Readings:

1. Required Readings:

- P. Barash, David, Webel, Charles P.. 2002. *Peace and Conflict Studies*. Sage Publications. New Delhi, India. Chapter-2, pp. 28-54.
- . Everts, Philip P. 1989. “Where the Peace Movement Goes When It Disappears”. *Bulletin of the Atomic Scientists* 45, pp.26-30.
- Sharma, Ananda. (Ed.). 2007. *Gandhian Way: Peace, Non-Violence and Empowerment*. Academic Foundation. New Delhi.
- Bipan, Chandra, et. al. 1989. *India’s Struggle for Independence*. Penguin books. Chapter15, pp.184-196, Chapter-22, pp. 270-283, Chapter.-35, pp. 457-472.

2. Recommended Readings:

- Sumit, Sarkar. 1983. *Modern India*. Vikash Publication. New Delhi. pp. 195-226.
- Bhupen, Qanungo. 1942. *The Quit India Movement* in a Centenary History of the Indian National Congress, Vol.III.
- Sumit, Sarkar. 1982. “Popular Movements and National Leadership”, 1945-47, in *Economic and Political Weekly*, Vol. XVII, Nos. 14-16.

Session: No. 03: Peace Research

3. A. Brief Description:

This session will focus on the different areas of peace research. Peace research is a systematic study generated by reaction to war and other types of conflict and violence. The study of a problem is to understand the various aspects which may lead to conflict- both manifest and latent- and promoting social development and change of the problem at the local and national levels can be classified as peace research. So peace research is a systematic study to understand conflict, tension and war and how to improve and bring about change in these areas.

3. B. Objectives:

Peace research has its inspiration from two different sources: disaster like war has prompted social scientist to given explanations as to why it took place; on the other hand, futuristic and utopian ideas by thinkers and researchers have provided a pool of ideas for theoretical and empirical studies. Of late, theories, data and methods are being developed to increasingly sharpen the questions coming under peace research.

In the early stages of peace research the main concern was the analysis of conceptual behaviour and effective crisis management. In the cold war period peace research was concerned with the prevention of nuclear warfare. Thereafter, peace research concentrated on the horrors of the Vietnam War. Of late, peace research is concentrating on the political and economic structures of the international system which creates unequal distribution of wealth among and within nations. More recently, peace research is also concentrating on the damage done to the eco system.

Peace research in India is in an embryonic stage. One encouraging feature of peace research in India, however, is that unlike the west, the emphasis in this country is on structural violence as well as on direct violence and on the positive aspects of peace. The main areas of peace research in

India can be on communal tension and communal riots, tension and imbalance between different regional and linguistic groups, agrarian relations and problems affecting the vast population of the landless and rural unemployed. This session will also focus as to how to improve and develop peace research in India.

3. C. Outcomes:

- The students will acquire holistic knowledge about the origin and development of peace research.
- They will also learn about the hopes, challenges and traumas of peace research.
- They will also learn the different methods and techniques employed in peace research.
- They will also explore the areas in which peace research can be conducted in India.

3. D. Contents:

- Origin of Peace Research
- Peace Research Movements
- Future of Peace Research

3. E. Methodology:

This session will start by a lecture from the instructor. It will be followed by a round table discussion of the status of peace research in India. The students will identify the areas and topics in which peace research can be conducted in India. The following are a list of discussion questions that will be used in this session:

- Discuss the origin and development of peace research.
- What are the hopes and challenges of peace research in the future?

- What is the status of peace research in contemporary India?

3. F. Evaluation:

This session will be evaluated on the basis of participation of the students in the round table discussion.

3. G. Readings:

1. Required Readings:

- Wallensteen, Peter. 1988. (Ed.) *Peace Research: Achievements and Challenges*. West View Press. London. Chapter-1, 2 and 11.
- Ramlal, Parikh (Ed.). *Perspectives of Peace Research*. Gujarat Vidyapith, Ahmedabad.
- Galtung, Johan.1985. "Twenty five Years of Peace Research: Ten Challenges and some Responses." *Journal of Peace Research*, Vol. 22, No. 2, pp-141-158.
- Ho-Won, Jeong. 1999b. "Peace Research and International Relations" in H. Jeong (ed.). *The New Agenda for Peace Research*. Ashgate. Aldershot, pp. 3-11.

2. Recommended Readings:

- Schmid, Herman. 1968. "Peace Research and Politics." *Journal of Peace Research*. 5; 217.
- Wiberg, Hakan. 2005. "Peace Research: Past, Present, and Future" In *Revista Critica de Ciencias Sociais*, Vol. 71, pp. 21-42.
- Galtung, Johan. 1972. Peace Research, Education, Action, Security Dialogue, 3, 101.
- Kumar, Mahendra. 1968. *Current Peace Research and India*. Varanasi, Gandhian. Institute of Studies, UP.

Session: No. 04: Understanding Conflict in the Contemporary World

4. A. Brief Description:

In this session the students will be taught about the various issues involved in conflict like resources, governance, ideology, religion and identity. The session will end with the note on the stages of conflict, different methods to manage conflict and how to bring about conflict transformation and peace-building. In this session there will be a discussion about the different internal and external dimensions of conflict prevailing in contemporary India; for example Caste and Communal conflict, the Maoist conflict and the conflict between India and Pakistan concerning Kashmir.

4. B. Objectives:

Conflict is a famously imprecise term that may have quite different meanings. In its milder forms, it may refer to a disagreement or debate; it may also refer to a quarrel or dispute, or to quite extreme forms of turmoil and chaos. It is found in and between families, communities, cultural or social groups, and even (as in the formulation of Samuel Huntington) civilizations. It may have a negative or positive connotation, though perhaps the most common view of it is negative. It is opposite of cooperation, harmony, accord or even peace.

4. C. Outcomes:

- The students will learn about the various themes and dynamics of conflict.
- They will also learn about the various methods and approaches to manage conflict.
- The students will also comprehend how to bring about conflict transformation.
- Lastly, the students will make themselves aware of the different conflict situations prevailing in contemporary India.

4. D. Contents:

- Definition of Conflict
- Underlining Causes of Conflict
- Issues Involved in Conflict
- Stages of Conflict

4. E. Methodology:

In this session a short documentary picture on the *Maoist Insurgency in India* will be shown. It will be followed by a discussion on the documentary and the role played by the Central Government and State Government to tackle this conflict. The following are a list of discussion questions that will be used in this session:

- What is conflict and how it is different from violence?
- What are the different theories about the causes of conflict?
- What are the different approaches to manage resolution and transformation of conflict?
- What are the different types of conflict prevailing in India today?

4. F. Evaluation:

This session's evaluation will be done on the critical comments and assessments made by the students after seeing the documentary picture.

4. G. Readings:

1. Required Readings:

- Wallensteen, Peter. 2002. *Understanding Conflict Resolution: War, Peace and The Global System*. Sage Publication. London.
- Ho-Won, Jeong. 2000. *Peace and Conflict Studies: An Introduction*. Ashgate Publication. England.
- Fisher, Simon and Williams, Sue (et. al.). 2003. *Working with Conflict: Skills and Strategies for Actions*. Zeed Books. London. Chapter-1, pp-3-15.
- Pruitt, Dean & Kim, Sung, Hee. 2004. *Social Conflict: Escalation, Stalemate and Settlement*. Boston: McGraw-Hill 3rd Edition. Chapter 1: Overview, pp 3-14.
- Ramsbotham, Oliver, Woodhouse, Tom and Miall, Hugh. 2005. *Contemporary Conflict Resolution*, Second Edition. Cambridge, UK. Chapter-1, Overview, pp-3-13.
- A.G. Noorani. 1994. "Easing the Indo-Pakistani Dialogue on Kashmir: Confidence Building Measures for the Siachen Glacier, Sir Creek and the Wular Barrage Dispute." *Occasional Paper 16*. Washington DC: Henry Stimson Center.

2. Recommended Readings:

- Mitchell, Chris, . 1981. *The Structure of International Conflict*. Macmillan, London. Chapter-1.
- Marc, Howard Ross. 1993. *The Culture of Conflict*. Yale University Press. New Haven and London.
- Burton, John. 1990. *Conflict: Resolution and Prevention*. New York: St. Martin's.
- Sahadevan, P (ed.). 2001. *Conflict and Peacemaking in South Asia*. New Delhi: Lancers Books.

Session: No. 05: Conflict Resolution: Theory and Practice

5. A. Brief Description:

In this session the students will be given a broad outline about the origin, foundation and development of the field of conflict resolution. After giving a working definition of conflict resolution, the students will be taught about the different methods to prevent and manage conflict.

5. B. Objectives:

Since conflict is inevitable in every level of society, its prevention, management and resolution demands serious attention. Incompatible demands and claims made by one party are met with refusal, counter claims or denial, which can lead to violent conflicts and even war. As war is a very costly affair, peaceful settlement is a much better way to handle conflict. But, resolving conflict in a non-violent way requires strong conviction and commitment from all sides. Diverse methods have been applied to deal with a dispute that arises from a disagreement concerning matter of facts, law or policies.

The League of Nations and the United Nations use a variety of methods, like negotiation, enquiry, mediation, reconciliation, arbitration and judicial processes for the peaceful settlement of disputes. The use of a third party is a popular technique in opening UN official channels of communication between the two conflicting parties. Conflict can also be managed and resolved through mutual agreements. In the peaceful settlement of any conflict, emphasis is made on reframing from the use of threat or use of force. Since conflict can not be resolved in a repressive environment, conflict resolution is, ideally and in principle, opposed to coerced diplomacy.

In this session the students will be trained in the methods and techniques of conflict resolution.

5. C. Outcomes:

- The students will engage themselves with the key concepts of conflict resolution.
- They will develop the ability to comprehend the different techniques and methods to resolve conflicts at every level.
- Lastly, they will also learn the practical aspects of conflict resolution.

5. D. Contents:

- Understanding Conflict Resolution.
- Origin and development of Conflict Resolution
- Different Methods of Conflict Resolution

5. E Methodology:

This session will start with a lecture followed by a group discussion on conflict resolution. There will be a short interactive session where the students will be divided into groups and given a conflict situation and asked to resolve it. The following questions will be used as discussion questions in this session:

- What is conflict resolution?
- What are the various techniques of conflict resolution?

5. F. Evaluation:

The evaluation will be conducted on how the groups employ the methods and techniques to resolve and manage the conflict situation given to them in the class.

5. G. Readings:

1. Required Readings:

- Wallensteen, Peter. 2002. *Understanding Conflict Resolution: War, Peace and the Global System*. Sage Publication. London. Chapter-1. pp3-12, Ch-3, pp 33-60.
- Ho-Won, Jeong. 2000. *Peace and Conflict Studies: An Introduction*. Ashgate Publication. England. Chapter-11, pp-167-204.
- Ramsbotham, Oliver, Woodhouse, Tom and Miall, Hugh. 2005. *Contemporary Conflict Resolution*, Second Edition. Cambridge, UK. Chapter-1, pp 3-31, Chpter-2, pp-32-54.

2. Recommended Readings:

- Dennis, J. D. Sandole, Hugo van der Merwe. 1993. *Conflict Resolution Theory and Practice: Integration and Application*. Manchester University Press. New York.
- Wallensteen, Peter. (ed.). 1998. *Preventing Violent Conflicts: Past Record and Future Challenges*. Department of Peace and Conflict Research. Uppsala University.
- Burton, John and Dukes, Frank. 1990. *Conflict: Practices in Management, Settlement & Resolution*. Macmillan Press. London.
- Mayer, Bernard. 2004. *Beyond Neutrality: Confronting the Crisis in Conflict Resolution*. San Francisco: Jossey-Bass. Chapter 1.

Session: No. 06: Conflict Mapping

6. A. Brief Description:

In this session attention will be given to the understanding of a particular conflict, the background and history of the situation, as well as the current issues involved in the conflict. This session will also focus on relevant groups and parties involved in the conflict. The students will also try to understand how these groups and parties relate to each other in a conflict situation. This session will further focus on the tools and different types of techniques involved in conflict mapping.

6. B. Objectives:

In order to effectively intervene in a conflict situation and to resolve it, one must be able to analyze the conflict in a proper manner. Conflict analysis is a practical process of examining and understanding the real issues involved in a conflict from a number of perspectives. In order to do conflict mapping, the first thing one has to comprehend is the context of the conflict. Context may be political, social, economical and cultural aspects involved in the conflict. If one is aware of the context it is easy to understand and to predict the behaviours and attitudes of the parties involved in the conflict. The next thing in conflict mapping is to find out the issues involved in the conflict and the power relationships of the parties and groups in the conflict situation. The parties or the groups involved in the conflict may be divided into primary, secondary and tertiary parties. The attitude of these groups towards each other is very important to investigate before one proceeds with conflict mapping. Only after gathering the above background information, one can intervene in the conflict for the purpose of reaching a resolution or managing the conflict. Lastly, possible attempts can be made to change the party's relationship, attitudes and behaviours to bring about conflict transformation.

6. C. Outcomes:

- Students will understand the background and history of a conflict while performing conflict analysis.
- They will learn the context of the conflict, the relevant groups involved in the conflict, their attitudes, behaviours and relationships involved in the conflict.
- The students will also learn the major techniques and tools involved in conflict mapping.

6. D. Contents:

- Conflict Mapping/ Analysis
- Stages of Conflict Analysis
- Tools and Techniques of Conflict Mapping
- Actors, Parties and Forces in Conflict Analysis

6. E. Methodology:

After the instructor gives a brief lecture on conflict mapping and conflict analysis the students will be assigned a conflict mapping project. The students can choose any conflict situation in India, conflict in the work place or interpersonal conflict. The following questions will be used as discussion questions in this session:

- What do you understand by conflict analysis and conflict mapping?
- What are the different stages of conflict?
- What are the tools and techniques of conflict mapping?
- Which is the most important aspect of conflict mapping?

6. F. Evaluation:

The evaluation of this session will be conducted on the conflict mapping assignment of a given situation. Students will submit a written assignment of 1000 words.

6. G. Readings:

1. Required Readings:

- Paul, Wehr. 1979. *Conflict Regulation*. West view Press. Boulder, Colorado, USA.
Chapter-1, pp-1-23.
- Fisher, Simon and Williams, Sue (et. al.). 2003. *Working with Conflict: Skills and Strategies for Actions*. Zeed Books. London. Chapter-2, pp-17-35.
- Ho-Won, Jeong. 2000. *Peace and Conflict Studies: An Introduction*. Ashgate Publication. England. Chapter-3, pp-31-52.
- Sandra, Cheldelin, Daniel Druckman and Larissa Fast (eds.). 2008. *Conflict: From Analysis to Intervention*. Continuum Publications. London.

2. Recommended Readings:

- Zartman, I. William (ed.). 2007. *Peacemaking in International Conflict: Methods and Techniques* 2nd Edition. US Institute of Peace Press.
- Druckman, Daniel. 2005. *Doing Research: Methods of Inquiry for Conflict Analysis*. Sage Publications. Part-I. Chapter-1, pp.25-60.
- Mitchell, C. R. and Banks. M. 1990. *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach*. Pinter. London.

Session: No. 07: Gandhian Way to Peace and Non-Violence

7. A. Brief Description:

In this session the class will discuss the Indian approach to peace and non-violence. The Indian culture and tradition embodies important aspects of peace and non-violence. The discussion in the class will start with ancient texts in India like the *Rig-Veda*, *Arthashastra*, *Bhagbat Gita*, *Buddhism*, *Jainism* and the different *Puranas*. Then the session will analyze the peace and non-violent views of Mahatma Gandhi.

7. B. Objectives:

In order to understand the Gandhian approach to peace, we must comprehend the core of Gandhi's general social and political thought. Gandhi had an integral philosophy of life and society applicable to domestic and international situations alike. This philosophy stemmed from his actions as well as his thoughts. His conceptions about man, society and the state provided the basis for his approach to peace and world affairs. As is well known, Gandhi's vision of peace was not limited simply to the absence of strife. He envisioned nations and individuals living in mutual assistance and cooperation without oppression or exploitation. His was a positive, engaged and pro-active vision of a world order.

Peace and truth cannot be separated. The way of peace, in Gandhian philosophy is the way of truth. Truthfulness is even more important than peacefulness. Hence, peace achieved through untruth and deceit is not to be encouraged. Such peace cannot last long. Peace based on truth is stable and also promotes internal spiritual growth in man and social progress. Peace and justice are also integrally related; they are like two sides of the same coin.

7. C. Outcomes:

- The students will learn from the different ancient texts of Indian culture and civilization about the notions of peace and non-violence.
- Students will develop an idea about Mahatma Gandhi's vision of peace, *ahimsa* and non-violence.

7. D. Contents:

- Understanding Peace in the Gandhian perspective
- Non-Violence, Tolerance, Harmony and Forgiveness
- Community Peace

7. E. Methodology:

In this session the students will be divided into small groups of 4 to 5 students and each group will be provided with flip charts. Each group will represent a particular religion; for example Hinduism, Islam, Christianity, Buddhism, Jainism and one group will represent Gandhian philosophy. The students will be asked to outline the main ideas of peace, non-violence, forgiveness etc. which are present in these religions. At the end of the class each group will make a presentation.

The following questions will be used as discussion questions in this session:

- What are the different themes and issues concerning peace in the ancient Indian tradition?
- Do you think that the *Bhagbat Gita* is a narration of peace?
- Explain the views and ideas of Mahatma Gandhi on peace, non-violence and forgiveness.

7. F. Evaluation:

This session will be evaluated on the basis of how the groups collect and represent their ideas about peace, non-violence and forgiveness present in different religions of the world.

7. G. Readings:

1. Required Readings:

- Dhawan, G. 1962. *The Political Philosophy of Mahatma Gandhi*. Navajivan.
- Dhananjay. Keer. 1973. *Mahatma Gandhi*. Bombay: Popular Prakashan.
- Misra, K. P. & S. C. Gangal. 1981. *Gandhi and the Contemporary World: Studies in Peace and War*. Delhi: Chankya Publications.
- Priyanker Upadhyaya. 2009. *Peace and Conflict: Reflections on Indian Thinking*, Strategic Analysis, Vol. 33, Issue 1, pp. 71-83.

2. Recommended Readings:

- Bose, Nirmal Kumar. 1957. *Selections from Gandhi*. Ahmedabad: Navajivan Publishing House.
- Diwakar, R. R. 1963. *Gandhiji's Basic Ideas and Some Modern Problems*. Bombay.
- Kumarappa, J. C. 1958. *The Non-Violent Economy and World Peace*. Kashi: Rajghat.
- Mathur, J. S., and Sharma P. C. 1975. *Non-Violence and Social Change*. Ahmedabad: Navajivan.

Session: No. 08: Satyagraha: The Gandhian Approach to Conflict Resolution

8. A. Brief Description:

In this session the students will start with a discussion about the meaning and origin of the word *Satyagraha*. The students will explore the basic principles of *Satyagraha* which Gandhi employed in South Africa and in the Indian Freedom Struggle Movement. Lastly, students will participate in training required to apply the techniques of *Satyagraha* and analyze whether *Satyagraha* methods can be applied in solving present-day conflict.

8. B. Objectives:

Satyagraha is Gandhi's most original and significant contribution to conflict resolution. This principle of *Satyagraha* is a non-violent struggle to fight against injustice, exploitation and domination which Gandhi faced when he was in South Africa and against the British Colonial Rule in India. The principle of *Satyagraha* is applicable to all situations: from inter-personal to group relationships, from national to international conflicts. It can be carried out through several non-violent means like reasoning, persuasion, moral appeal, self suffering, non-cooperation, civil disobedience, strikes and fasting. The objective of *Satyagraha* is to convert, not to coerce the wrongdoer. Conversion of the opponent is made possible by the *Satyagrahi's* sincerity and willingness to make sacrifices for the cause. Self-suffering and positive psychological attitudes of *Satyagrahi* may lead to changes in attitudes of the opponent in the long-run. This approach may lead to the opponent changing inwardly and reconciling with the non-violent activist, leaving no aftermath of resentment or revenge.

The question remains, can *Satyagraha* serve as a mechanism for conflict resolution applied to the conflicts of recent times? The students will explore this question by analyzing case studies of contemporary conflicts and apply *Satyagraha* techniques to resolve these conflicts.

8. C. Outcomes:

- The students will understand the basic concept of *Satyagraha*.
- They will also learn the various techniques and methods of *Satyagraha*.
- Lastly, they will employ the *Satyagraha* method to comprehend contemporary conflicts.

8. D. Contents:

- The Origin and Development of Satyagraha
- The Basic Principles of Satyagraha
- The Training Required for Applying Satyagraha Techniques
- How Satyagraha Can Be applied for Resolving Present-Day Conflicts

8. E. Methodology:

In this session there will be a short field trip to *Serva Seva Sangh*, a Gandhian Institute, at Rajghat, Varanasi, where the students will interact with people who follow the principle of *Satyagraha* in their day-to-day life. The students will submit a report on the field trip. The following will be used as discussion questions in this session:

- What do you understand by *Satyagraha*?
- What are the various techniques of *Satyagraha*?
- Can *Satyagraha* be employed as a conflict resolution method in contemporary periods?

8. F. Evaluation:

The evaluation of the session will be based on the interaction of the students with the Satyagrahi in the Gandhian Ashram and the submitted field report.

8. G. Readings:

1. Required Readings:

- Juergensmeyer, Mark. 2002. *Gandhi's Way: A Handbook of Conflict Resolution*. Mass: University of California.
- Diwakar, R. R. 1969. *The Saga of Satyagraha*. New Delhi: Gandhi Peace Foundation.
- Gangal, S. C. & Gangal, Anurag. 1995. *Contemporary Global Problems: A Gandhian Perspective*. Jammu: Vinod.
- Weber, Thomas. 1991. *Conflict Resolution and Gandhian Ethics*. New Delhi: Gandhi Peace Foundation.

2. Recommended Readings:

- Mehta, Geeta. 1991. *Gandhi and Conflict Resolution*. Gandhi Marg 12 (4): pp. 477-482.
- Nakhare, Amrut. 1976. "Meaning of Nonviolence: A Study of Satyagrahi Attitude." *Journal of Peace Research* 13(3). pp. 185-196.
- Rath, Biraja Shanker. 1986. *Gandhi and Conflict Resolution*. Gandhi Marg 7(12). pp. 850-857.
- Gandhi, M. K. 1928. *Satyagraha in South Africa*. Madras: G. Natesan.

Session: No. 09: Understanding Development

9. A. Brief Description:

This session will focus on the various dimensions of development, its meaning and its definition. It will further deal with the various theories of development in the post World War II period. The students will also differentiate between development and modernization and lastly, this session will end with a discussion on human- centered development.

9. B. Objectives:

The establishment of resilient democratic institutions that facilitate popular participation in the affairs of the community and the nation are required for a development process that meets the basic needs of all citizens and preserves them from exploitation. Freedom from fear and empowered self confidence in the ability of ordinary community members to pursue and fulfill their human and social potentials may be considered the hallmark of successful development. Development has to contribute to the realization of human potential, so that the weaker section of society can improve their social and economic wellbeing as well.

Development is a social programme which should be based on the moral principle of equity. Failure to meet the needs of the marginalized section of society, including women, children and the elderly goes directly against the goals of developments. Development should contribute to peace by satisfying the basic needs of human beings like food, clothing, shelter, education, health and clean water etc. Development also means that human dignity and equality of all sections of society should be upheld.

9. C. Outcomes:

- Students will understand the key concepts of development.
- The students will learn the various theories and models of development.
- Lastly, they will learn about human-centered development.

9. D. Contents:

- Meaning of Development
- Theories of Development
- Modernization vs. Development
- Human-centered Development

9. E. Methodology:

In this session the first part will be devoted to a lecture by the instructor and during the remaining time there will be discussion on the various issues of development and peace-building. The students are expected to present a summary of the main ideas of development which are prescribed in the readings. The session will review the various theories of development and assess which of the theories is most suitable for India. The following will be used as discussion questions in this session:

- What is the definition of development and what are its various theories?
- How is development different from modernization?
- Why doesn't development bring about equality in all sections of society?

9. F. Evaluation:

The evaluation of the session will mostly depend upon the quality of presentation, discussion and questions made by the students.

9. G. Readings:

1. Required Readings:

- Sakiko Fukuda-Parr & Kumar, A. K. Shiva (Ed.). 2003. *Readings in Human Development*. Oxford University Press. Chapter-1.2, pp. 17-34.
- Gerd Junne & Willemijn Vorkoren, (Ed.). 2006. *Post Conflict Development: Meeting New Challenges*. Viva Books. New Delhi. Chapter-1, pp. 1-18.
- Dreze, Jean and et. al. 1998. *India-Economics Development and Social Opportunity*. Oxford University Press. New Delhi.
- Elseinhana, Hartmut. 1991. *Development and Underdevelopment: The History, Economics and Politics of North-South Relations*. Sage Publication. New Delhi.
- Ho-Won, Jeong. 2000. *Peace and Conflict Studies: An Introduction*. Ashgate Publication. England. Chapter-14, pp-241-266.

2. Recommended Readings:

- Banuri, T and et. al. 1997. *Just Development beyond Adjustment with Human Face*. Oxford University Press. New Delhi.
- *World Development Reports*. 1994. Onwards. Oxford University Press. New Delhi.
- Krishnaraj, Matithreji and et. al. 1998. *Gender, Population and Development*. Oxford University Press. New Delhi.

- C. Thomas, C. 2000. *Global Governance, Development and Human Security*. London; Pluto.
- Ho-Won, Jeon. 2006. *Peace Building in Post Conflict Societies: Strategy & Process*. Viva Books. New Delhi. Chapter-5, pp. 122-154.

Session: No. 10: Understanding Human Security

10. A. Brief Description:

In this session the discussion will begin with the concept of security in its traditional form. Then the class will discuss the changing notion of security with a special emphasis on human security. The meaning of human security, its development, approaches and challenges will also be discussed. Lastly, the class will address how to ensure human security.

10. B. Objectives:

The concept of security, narrowly interpreted means the security of territory from external aggression, the protection of national interest and the overall protection of the nation-state. In the post Cold War era the concept of traditional security of the nation-state gave way to the concept of human security. The United Nation's Development Programme (UNDP) and its Human Development Report of 1994 first articulated this dimension of security which is known as human security.

Human security is a radical alternative to territorial or state security. It focuses on human welfare as an end of policy, rather than an acceptable sacrifice for the securing of state power. Human security, if it means anything, is found in the achievement of freedom from pervasive threats to human rights and human wellbeing as well as in relief from overtly violent threats. In the post Cold War situation, with the increasing number of complex conflicts throughout the world, it is important that post conflict reconstruction have a built-in mechanism to preserve human security. The real threat to human kind in the coming decade arises more from action affecting the security of millions of people than from aggression by few nations. It is time that we focus on human security in all of its dimensions and manifestations for all people of the world.

10. C. Outcomes:

- The students will understand the traditional meanings of security and the new meaning of human security.
- They will understand why there is a paradigm shift from traditional security to human security.
- Lastly, the students will learn the challenges to human security and ways and means to ensure human security in the contemporary world.

10. D. Contents:

- Defining Human Security Concerns
- Approaches to Human Security
- Challenges to Human Security
- Ensuring Human Security

10. E. Methodology:

This session will be conducted with a combination of lecture and seminar styles. The first part will be devoted to a lecture by the instructor and for the remaining part of the session the students will be divided into group and present on the required readings. The following will be used as discussion questions in this session:

- What do you understand from the concept of Human Security?
- Why is there an emergent need for addressing the issues of human security?
- What are the human security challenges posed by technological development and liberalization?

- What are the insecurities facing humanity with the raise of globalization? How they could be overpowered?

10. F. Evaluation:

This session will be evaluated on the basis of class participation and group presentations made by the students.

10. G. Readings:

1. Required Readings:

- Mathews, J.. 1994. “Re-defining Security” in Olson W & Lee J. (Eds.). *The Theory and Practice of International Relations*, 9th ed. New Jersey: Prentice Hall.
- Owens, Heather & Arneil, Barbara. 1999. *The Human Security Paradigm Shift: A New Lens on Canadian Foreign Policy*. Canadian Foreign Policy. 7(1), Fall pp. 1-12.
- Chenoy, Anuradha M. (Eds.). 2006. *Putting People at the Centre: Human Security Issues in Asia*. ARENA. Chapter-1 & 2, pp. 1-47.

2. Recommended Readings:

- Rajagopalan, Swarna (Eds.). 2006. *Security and South Asia*. Routledge. New Delhi.
- United Nations Development Programme. 1994. *Human Development Report*. New York: UNDP.
- Michael, Sheehan. 2006. *International Security: An Analytical Survey*. Viva Books. New Delhi.
- Ken, Booth. 2005. *Critical Security Studies & World Politics*. Viva Books. New Delhi.

Session: No. 11: The “Link” Between Peace, Development and Security

11. A. Brief Description:

This session will examine the relationship between peace, development and security. Cases of conflict and peace-building will be discussed in the class. This session will analyze how conflict and violations of human rights hampers the development process. It will also analyze the extent to which development activities lead to peace. Lastly, the class will discuss relevant case studies.

11. B. Objectives:

The term peace, development and security are inextricably linked concepts which explain the social and political life of national and international systems. Development and conflict prevention have mutually complementing features and have the capacity to under mind each other. Development cannot be the sole vehicle of promoting inequalities amongst people and thus be the main source of conflict generation. It is also true that conflicts mar development and conflict prevention or management is essential to ensure development can take place. It is important to understand that no development can be oblivious of human security concerns. as the two are integrally connected to the well-being of the people. It is also true that a lack of human security produces adverse consequences on development. At the same time, development promoting inequalities is a great source of conflict and a threat to human security.

Both conflict prevention and development are people-centered; they both promote the well-being of people and their potential for growth. Both perspectives are multi-dimensional; they address people’s dignity and human needs. They also recognize and seek to address the myriad ways that poverty and inequality make individuals fundamentally vulnerable to violence, direct and indirect.

There is also a link between human security and development. It is important to understand that development cannot be oblivious to human security concerns, as it is integrally connected to the well-being of the people. It is also true that a lack of human security produces adverse consequences on development. As a result, both human security and development have to be people centric. They both challenge the traditional concepts of state security and liberal economic growth.

11. C. Outcomes:

- The students will understand the complex relationship between peace, development and security.
- They will also learn how development does not always create peace, but at times creates violent conflict.

11. D. Contents:

- The Relationship Between Peace, Development and Security
- Views of Mahbub ul Haq and Amartya Sen on Development and Human Security
- Paradigm Shift: State Security to Human Security
- Impact of Paradigm Shift on Development Discourse

11. E. Methodology:

The teaching methodology will be a combination of lecture and seminar styles. Strong emphasis will be given to active participation of the students. The students will be divided into small groups to present on the required readings. The following will be used as discussion questions in this session:

- What is the link between peace, development and security?

- Does development always bring about peace?
- What is the relationship between development and human security?

11. F. Evaluation:

This session will be evaluated by judging the participation of the students in the class. The evaluation will also be conducted on the group presentation.

11. G. Readings:

1. Required Readings:

- Baldwin, David A. 1995. "Security Studies and the End of the Cold War." *World Politics*, Vol. 48(No.1), pp. 117-141.
- UNDP's. 1994. *Human Development Report*.
- Galtung, Johan. 1996. *Peace by Peaceful Means*. Sage Publication. New Delhi. Conclusion, pp. 265-274.
- Sen, Amartya. 2000. *Development as Freedom*. Oxford University Press. New Delhi, India, pp. 3-4, 35-46, 53, 290-298.

2. Recommended Readings:

- Uvin, Peter. 2002. "The Development/Peace building Nexus: A Typology and History of Changing Paradigms." *Journal of Peace building and Development*. 1:1.
- Esteva, Gustavo. 1992. "Development" in *The Development Dictionary*, ed. Wolfgang Sachs. Zed Books Ltd. London.
- MacGinty, Roger & Williams, Andrew. 2009. *Conflict and Development*. Routledge Publications. London.

Session: No. 12: Field Trip to a Maoist/Naxal Affected Area in the Sonbhadra District of Uttar Pradesh.

12. A. Brief Description:

Students will take a field trip to Sonbhadra, which is a rural area two hours North of Varanasi. The field trip aims at preparing students to raise well-thought questions and understand the linkages between conflict and development. Participants are expected to work with the hypothesis that the impoverished and oppressed masses are distraught by a massive transfer of forest and agricultural land for developing industry, mining and infrastructure. This phenomenon provides fertile ground for the growth of rebellion.

12. B. Objectives:

The idea of this session is to expose the students to the factors of skewed development and crisis of governance. Students will be encouraged to interview the local population in order to understand the motivation and compulsions of why people take up armed ideology, despite its outdated political program. The students will be given advance orientation about the differing views on Naxal violence and their task will be to explore beyond the officially promoted visions of Naxal violence in order to understand the human face behind it.

12. C. Outcomes:

- The students will gain practical experience of the Naxal movement of the region.
- They will have face-to-face interactions with some of the Naxal leaders and the community members of the area.
- They will then investigate why the government has failed in their development programme in the region.

12. D. Content:

Field visit, interviews, discussion, field work report and presentation.

12. E. Methodology:

Students are expected to prepare a field work report and will be asked to make individual as well as group presentations on the field trip.

12. F. Evaluation:

The evaluation criteria of this session will be based on the field trip report and presentation. Students will also be evaluated by their interaction with the Naxal leaders and the community members.

12. G. Readings:

There will be no required readings for this session.

Annex

An Introduction to Peace, Conflict, Development and Security

Peace and Conflict Resolution Studies refers to a growing assortment of interdisciplinary approaches to analyze and suggest the possible causes and solutions to unmanaged violent conflicts. Such academic focus not only includes the direct violence of inter-state and ethnic conflict, but also the structural violence of oppression, exploitation and the denial of human rights.

The proposed curriculum aims to prepare the students with a holistic understanding of the generic causes of violent conflicts and the necessary skills to defuse and resolve them. It promises to explore ways and means to strengthen and expand the constituencies of sustainable peace and development through learning, training, and mutual interaction. Such practical knowledge to handle dynamic conflict and change is needed at both national and international levels, as well as in different community settings such as in industrial organizations and trade unions.

Lately, there is a growing recognition of the multiple ways in which catalysts of peace, development and security are interrelated. We cannot visualize sustainable peace without sustainable development and human security. Thus, we need a holistic approach to grasp the varied ways in which development issues and security discourses interface with peace-building. Any such composite understanding should however require a conceptual understanding of each of these terms. We should therefore begin with a basic understanding of the context and lineage of what peace is and then relate it with the anatomy of development and security. To do this, one must establish an understanding of the dynamics that shape each factor, both individually and collectively. The purpose of this curriculum, therefore will be to outline the main concepts, ideas and debates of each of the above topics.

Peace

Peace is an infinitely large topic and involves innumerable transferences. For the purpose of this introductory class, however, our main focus will be on the basic premises of the term and the diverse ways in which the term has been conceptualized over time. The course will include a discussion on the negative or minimalistic interpretations of the term against the notion of positive peace for a broader understanding. We will look into various global trends as well in Indian traditions which impinge on the understanding of peace discourses. This approach will also unravel the main courses in which the discipline of peace and conflict studies has grown.

For a generic understanding of the multiple dimensions of peace, one must begin by seeking a definition of peace. Scholars such as Johan Galtung, John Lederach and Peter Wallensteen for instance have expanded the definition of peace beyond the common understanding of simply an absence of violence. According to Galtung, peace is both “the absence and reduction of violence of all kinds [...] and nonviolent and creative conflict transformation.”¹ Peace, in these terms, is an active process that includes the concept of positive peace and also aims to eliminate the course of indirect violence. Positive peace is thus a broader understanding and an attempt to eliminate social conditions that create hostility and inequality. Positive peace cannot be obtained without the development of just and equitable conditions in social structures.

The idea of peace has been interfaced with social thought and action in a remarkable way throughout human history. It has informed many significant peace movements and social transformations which have in turn influenced its theory and praxis. Professor Ho-Won Jeong offers that “peace movements are fluid and sometimes short lived social phenomenon with a broad participation of ordinary people.”² In our course curriculum we will explore the connectedness between theory and practice. In this context we need to include salient peace movements within and

¹ Johan Galtung, *Peace By Peaceful Means*, (London: Sage Publications, 1996), 9.

² Ho-Won Jeong, *Peace and Conflict Studies: An Introduction*, (London: Ashgate Publishing, 2000), 337.

across our respective societies which have sought to end wars and violence, both direct and indirect. We can start with an understanding of Gandhian vision in this regard. As such, the methods employed in peace movements include pacifism, non-violent resistance, boycott and silent demonstrations. With the end of World War I, peace movements picked up momentum, but with World War II and the coming of the Nuclear Age, peace movements had begun to slow down. A resurgence of peace movements took place during the 1950s and 1960s, largely due to the growing anxiety about nuclear weapons and opposition to specific wars in Korea and Vietnam. In the post Cold War period, increasing tensions in the Gulf region and Africa have given a blow to peace movements and there is now a strong need felt to evolve a fresh impulse of global social action to deal with the scourge of terror both by the states and people.

The rise and fall of peace movements in the last century has, without a doubt, contributed to the emergence of an academic discourse dedicated to the study of peace. Peace research has its inspiration from two different sources: disaster like war has prompted social scientists seek explanations as to why it took place; on the other hand, futuristic and utopian ideas by thinkers and researchers have provided a pool of ideas for theoretical and empirical studies. Of late, theories, data and methods are being developed to increasingly sharpen the questions of peace research.

In the early stages of peace studies, the main concern was the analysis of conceptual behaviour and effective crisis management. In the Cold War period peace research was concerned with the prevention of nuclear warfare. Thereafter, peace research concentrated on the horrors of the Vietnam War. Of late, peace research is concentrating on the political and economic structures of the international system which create unequal distribution of wealth among and within nations. More recently, peace research is also concentrating on the damage done to the eco system.

Conflict

In order to reach a proper understanding of peace, we must seek a broader comprehension of conflict. A general definition of conflict is offered by Simon Fisher et. al. as “a relationship between two or more parties (individuals or groups) who have, or they think they have, incompatible goals.”³ As such, conflict emerges from the pursuit of incompatible goals which can intensify struggle between opposite forces, especially in the absence of collaborative problem solving mechanisms. Again, for the purposes of this particular course, the main concepts of conflict will include understanding conflict in the contemporary world, conflict resolution, conflict analysis and conflict mapping.

Conflict is a famously imprecise term that may have quite different meanings. In its milder forms, it may refer to a disagreement or debate; it may also refer to a quarrel or dispute, or to quite extreme forms of turmoil and chaos. It is found in and between families, communities, cultural or social groups, and even (as in the formulation of Samuel Huntington) civilizations. The word conflict usually has negative connotations because it is viewed in opposition to the concepts of cooperation, harmony, accord and even peace.

Theoretical explanations tend to focus either on structural conditions or human agencies. Structural theories of conflict assume that the organization of the society itself creates the causes and conditions of conflict. These theorists focus on the general forces and dynamics at play, which make a society more or less prone to different levels of conflict and violence.

Agency-based explanations, in contrast, look at the causes of conflict at the level of the individual or collective agency, based on human behavior. There are many agency-based theories which argue that aggressive behavior is innate and biologically programmed in human species. A

³ Simon Fisher et al, *Working with Conflict: Skills and Strategies for Action*, (London: Zed Books, 2000), 4.

different type of agency-based theory is psychoanalytic; arguing that early differentiation between “self” and “other” manifests itself in a deep psychological need for enemies.

A socio-psychological development of this focuses on processes of group formation and differentiation, particularly the role that images, misperceptions, stereotyping and dehumanization play in the decision making that leads to violent conflict. Psycho-cultural approaches provide accounts of conflict behavior in terms of culturally shared images and perceptions of the external world. Another agency-based explanation of the underlying causes of conflict is the basic human needs theory, which contends that there are certain basic human needs for identity, security and recognition, which are universal and essential for human development and social stability. Human beings will seek to satisfy these basic needs even at the cost of social disruption. When social institutions fail to satisfy these needs or violate them, this will give rise to protest, rebellion and conflict.

As far as the discipline of conflict resolution is concerned, there are a range of trajectories of prevention. We should begin with the early warning and conflict prevention theory. This theory’s significance lies in the fact that it gives notice to an emerging conflict situation and recommends interventions to prevent conflict from taking a violent course. Consultation, mediation and arbitration are the subsequent components of conflict resolution. Consultations are important to gain the confidence, trust and time of the parties involved in the conflict and provides the opportunity to broaden the focus of the conflicting parties and consider latent possibilities.

Mediation and arbitration are important and distinct strategies by which existing conflicts may be addressed. Mediation occurs when an experienced intermediary with the requisite problem-solving skills assists in helping the parties in dispute arrive at a mutually acceptable resolution of a specific issue. Arbitration, by contrast, is the intervention of an institutionally authorized third party

who considers and evaluates the merits of competing positions and imposes a binding judgment that is fair and just within the larger social and legal system.

In addition to the above strategies, conciliation and problem solving are also important concepts in the field of conflict resolution. In conciliation, a third party, trusted by all sides, works informally with them to identify the most significant problems at issue, to scale back tension, and to facilitate moves toward direct interaction.

Similarly, problem solving involves the intervention of a skilled and knowledgeable third party which attempts to facilitate creative resolution through communication and analysis using social scientific understandings of the conflict process.

Conflict mapping or conflict analysis is the final component to this course's discussion of conflict. In order to effectively intervene in a conflict situation and to resolve it, one must be able to analyze the conflict in a proper manner. Conflict analysis is a practical process of examining and understanding the real issues involved in a conflict, from a number of different perspectives. In order to conduct conflict mapping, one must first comprehend the context of the conflict. The conflict may be political, social, economic or cultural in nature or perhaps, a combination of all of the above. If one knows the context, it is easier to understand and to predict the behaviour and attitudes of the parties involved in the conflict. The next step of conflict mapping is to find out the issues involved in the conflict and the power relationship of the parties and groups in the conflict. The parties or groups involved in the conflict may be divided into primary, secondary and tertiary categories. Understanding the attitudes of these groups towards each other is very important in order to investigate before one begins the conflict mapping process. Only after gathering the above background information, can one intervene in the conflict situation for the purpose of reaching a resolution or managing the conflict. Lastly, if possible, attempts will be made to change the party's relationship, attitude and behaviour and bring about conflict transformation.

Peace and Conflict in the Indian Tradition

As this course will pay particular attention to the Indian tradition of peace and conflict, a brief section of this paper will be dedicated to the topic. Dr. Priyankar Upadhyaya, director of the Malaviya Center for Peace Research, notes that “The Indian culture and civilization embodies a unique blend of peace and conflict trajectories.”⁴ In India, peace and conflict are embodied in an almost inseparable way, often simultaneously coexisting within the same text. Ancient religious texts, such as the *Mahabharata*, illustrate this point when *Krishna*, for example, is willing to negotiate peace, however tenuous the process may be, as a starting point towards the peaceful settlement of a conflict. It is only when negotiations fail that *Krishna* encourages his compatriots to wage war. The uniqueness of the Indian tradition lies in the fact that both *Krishna*’s attempts to facilitate peace and wage war are seen as just and valid.

Another aspect of the Indian tradition of peace and nonviolence is highlighted by the Gandhian ethos. Upadhyaya explains that Gandhi was “indeed the foremost architect of the vision of a peaceful and morally superior India whose policy and practice were to be different than others.”⁵ In order to understand the Gandhian approach to peace, one must comprehend the core of Gandhi’s general social and political thought. He had an integral philosophy of life and society, applicable to domestic and international situations alike. This philosophy stemmed from his actions as well as his thought. His conceptions about man, society and the state provide the basis for his approach to peace and world affairs.

As is well known, Gandhi’s vision of peace was not limited simply to the absence of strife. He envisioned nations and individuals living in mutual assistance and cooperation without oppression or exploitation. His was a positive, engaged, and pro-active vision of a world order.

⁴ Priyankar Upadhyaya, “Peace and Conflict: Reflections on Indian Thinking,” *Strategic Analysis* 33, no. 1 (2009): 71.

⁵ *Ibid.*, 74.

From Gandhi's perspective, peace and truth cannot be separated. The path to peace is the way of truth and in this sense, truthfulness is even more important than peacefulness. Hence, peace achieved through untruth and deceit is not to be encouraged because such peace is not sustainable. Peace based on truth is stable and promotes internal spiritual growth in man and social progress.

Development and Security

The establishment of resilient democratic institutions that facilitate popular participation in the affairs of the community and the nation are required for a development process that meets the basic needs of all citizens and preserves them from exploitation. Freedom from fear and empowered self confidence in the ability of ordinary community members to pursue and fulfill their human and social potential may be considered the hallmark of successful development. Development should contribute to the realization of human potentialities, so that the weaker sections of society can improve their social and economic wellbeing as well.

Development is a social programme which should be based on the moral principle of equity. Failure to meet the needs of marginalized sections of the society, including women, children and the elderly goes directly against the goals of development. Development should contribute to peace by satisfying with the basic needs of human beings like food, clothing, shelter, education, health and clean water. Development also means that human dignity and equality of all sections of society should be upheld.

The concept of security, narrowly interpreted, means the security of territory from external aggression, the protection of national interest and the overall protection of the nation-state. In the post Cold War era this concept of traditional security of the nation-state has given way to the concept of human security. The United Nation's Development Programme (UNDP) and its Human

Development Report of 1994 first articulated this dimension of security which was known as human security.

Human security is a radical alternative to territorial or state security. It focuses on human welfare as an end of policy, rather than an acceptable sacrifice for the securing of state power. Human security, if it means anything, is found in the achievement of freedom from pervasive threats to human rights and human wellbeing as well as in relief from overtly violent threats.

In the post Cold War situation, with the increase in the number of complex conflicts throughout the world, it is important that post conflict situation should have built-in mechanisms to preserve human security. The real threat to human kind in the coming decades arises more from action affecting human securities of millions of people than from aggression by a few nations. It is time that we acknowledge human security, in all its dimensions and manifestations, as a concept closely intertwined with ideas of peace and conflict.

Conclusion

Although the Indian tradition of peace and conflict was touched on previously in this paper, it is my belief that the Indian academia has not been sufficiently forthcoming in promoting research on analyzing conflicts and possible conflict resolution trajectories. When conducted, the research fails to adequately make connections between the concepts of peace, conflict, development and security. This curriculum, however, will be an attempt to accomplish just that. By investigating the concepts of peace, conflict, development and security, it is our hope that students will gain a deep understanding of not only the problems that we face and the solutions that exist, but also the linkages that exist between the concepts. With this new set of knowledge, our students will be able to participate in international discussions within the peace and conflict arena.

Bibliography

Select Bibliography

- Acharya, Amitav, 2008. "Human Security." In *Globalization of World Politics: An Introduction to International Relations*. Edited by John Baylis et al. London: Oxford University Press. pp 492-505.
- Fisher, Simon et al. 2000. *Working with Conflict: Skills and Strategies for Action*. London: Zed Books.
- Galtung, Johan. 1996. *Peace by Peaceful Means*. London: Sage Publication.
- Jeong, Ho-Won. 2000. *Peace and Conflict Studies: An Introduction*. London: Ashgate Publishing.
- Upadhyaya, Priyanka. 2009. "Peace and Conflict: Reflections on Indian Thinking." *Strategic Analysis*, 33, no. 1 pp. 71-83.

Related Readings

- Bose, Nirmal Kumar. 1957. *Selections from Gandhi*. Ahmedabad: Navajivan Publishing House.
- Burton, John. 1990. *Conflict: Resolution and Prevention*. New York: St. Martin's.
- Chenoy, Anuradha M. 2006. *Putting People at the Centre: Human Security Issues in Asia*. New Delhi: Arena Press.
- Dhawan, G. 1962. *The Political Philosophy of Mahatma Gandhi*. Navajivan Press.
- Galtung, Johan. 1985. "Twenty Five Years of Peace Research: Ten Challenges and some Responses" in *Journal of Peace Research*, 22, No. 2.
- Lederach, John Paul. 2005. *The Moral Imagination: The Art and Soul of Peace Building*. Oxford University Press. New Delhi.
- Mehta, Geeta. 1991. *Gandhi and Conflict Resolution*. New Delhi: Gandhi Marg 12.

- Mitchell, C. R. and Banks. M. 1990. *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach*. London: Pinter Press.
- Ramsbotham, Oliver, Woodhouse, Tom and Miall, Hugh. 2005. *Contemporary Conflict Resolution*. Second Edition. Cambridge, UK.
- Sen, Amartya. 2000. *Development as Freedom*. Oxford University Press. New Delhi.
- Wallensteen, Peter. 1998. *Preventing Violent Conflicts: Past Record and Future Challenges*. Department of Peace and Conflict Research. Uppsala University.
- Weber, Thomas. 1991. *Conflict Resolution and Gandhian Ethics*. New Delhi: Gandhi Peace Foundation.