

## PEACE EDUCATION IN INDIA: ACADEMICS, POLITICS, AND PEACE

*Barbara S. Tint and G. Koteswara Prasad*

---

This article examines the evolution of peace education and peace studies in India. Factors that influence the viability of this development include the philosophical underpinnings of peace education, ideological issues concerning the relationship between academia and politics, and the structural and economic conditions in India. An examination of Gandhi's legacy provides an additional lens by which to understand the ways in which peace education has and has not been developed in India. The article then analyzes the launch of a Peace and Conflict Resolution Centre at the University of Madras as a microcosm of these larger issues affecting peace education in a global context. It concludes with recommendations to enhance the success and visibility of this work and to support peace education in India.

---

In April of 2003, several academics from the University of Madras joined together to form a new interdisciplinary centre, the Centre for Peace and Conflict Resolution Studies. Through the generous support of the International Council for Educational Exchange (ICEE) and the United States Educational Foundation in India (USEFI), a visiting Fulbright scholar went to Chennai in 2003/2004 to assist in the development of the Centre, to collaborate with its faculty members, and to offer various programs under its jurisdiction. During this time, the co-authors of this article, Dr. G. K. Prasad, the director of the Centre, and Dr. Barbara Tint, the Fulbright scholar, had numerous conversations regarding the evolution, goals, mission, and responsibilities of a centre such as this. Through these conversations, a variety of issues and insights emerged that are relevant to our roles as peace researchers and educators. The purpose of this article is to share some of these insights, to explore some of the theoretical issues underlying the development of a Peace Education Centre, to consider the development of this Centre as a microcosm of larger issues affecting peace educators in India, and to examine the role of academics in the work of peace within the Indian context. This exploration ends with some recommendations for advancing the work of peace education in this region.

PEACE RESEARCH

*The Canadian Journal of Peace and Conflict Studies*

Volume 39, Numbers 1-2 (2007): 23-37

©2007 Peace Research