

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1. Introduction

The area of peace education is an area of concern the world over. It is a widely researched area, but still a lot has to be done in order to gain more understanding for manifesting the vision of global citizenship. The present research would help to find out in what way school education can generate a favorable environment to build peaceful society.

We are in an era which has witnessed the tragedy of nuclear warfare. The experience of war established the fact that such wars would be a disaster for life as a whole on this earth. Thus, the concern for peace developed into peace movements in the fifties. The creation of the United Nations itself was to save the world from the scourge of wars. By the end of the sixties many universities started their own peace programmes, peace center and intervention programmes. (Devi Prasad, 1984). There have been significant writings from the perspective of nuclear disarmament and war-free world. It was followed by research into the area of peace and conflict resolution. Peace education as a concept evolved from such researches. People realized that education is a powerful means for bringing about peace between warring groups. Peace education has to become part of school curriculum for another reason too. There has been an increase in violence and hostile aggression in schools which has motivated educators to give importance to peace education. The curricular approach should be such that ‘the children learn to deal with conflicts in a just and peaceful way’ (NCERT, 2004).

If we analyze the existing studies, we would be able to identify the knowledge areas and themes of peace education. In most of the foreign studies it is about peace education in regions of intractable conflicts. The focus is on peace education in areas such as Northern Ireland, Kosovo, Israel/Palestine, or Rwanda. There are a number of studies under this topic. The investigator has mentioned a few of them below. Some of the studies states how peace education is related to other forms of inclusive and anti-oppression education like empowerment education or democracy education or environment education. Some of the studies are about the components or the content basis of peace education, some deal with the role of schools in creating a culture of peace in society and some discuss how peace education has to be adopted across all levels and areas of school curriculum. Researches on Peace education in school curriculum are very scanty.

As the investigator wanted to study the ways in which peace education is being integrated in curriculum, the relevant literature available in this area was studied. The concept of peace education in Indian school curriculum has taken shape only in the recent years; it is related to ‘value education as well as moral education’ (NCF, 2005). These two subject areas gave genesis to peace education and education for peace.

In the following paragraphs brief account of the reviewed related literature is made. The contributions of peace research are presented, at the same time contradictions or inadequacies of earlier investigations are also highlighted. Review of literature gave an idea about the methodology adopted by other investigators, the tools and techniques of data collection, how the analysis and what key findings emerged from the studies. Each study contributed to the theme the researcher was researching. Around twenty-five studies were taken up in the review of literature. They were then organized under six categories, as per the requirement of the present study. They are mentioned below.

1. Studies on the components of peace education
2. Studies considering peace education and values related to peace
3. Studies in factors affecting peace education
4. Studies related to intervention programme on peace education
5. Studies conducted on curriculum
6. Studies on peace education and analysis of textbooks

Review of literature gave an idea about the methodology adopted by other investigators, his tools and techniques of data collection, and how the analysis and interpretations was done. Moreover, the investigator being in the field of education for more than a decade gave the impetus to study whether peace is transacted or not, what kind of obstacles are there and if the study could shed some light on the way it is practiced in schools and classrooms. And we will be able to know the status of this curricular area in schools. Students who view the conflicts in the outside world will question the presence of war and will demand to gain knowledge about how to make the world a better place to live. This is an area of study that is of nation’s interest as well as world’s interest.

The review has helped the researcher to identify the content and themes of peace education. The macro concept of peace education is related to the micro concept of values. It is dimension which has to be viewed in a holistic and interdisciplinary manner. In this chapter

which deals with the review of related literature, the pertinent studies have been classified under different headings and presented below. The contributions of peace research are presented, at the same time contradictions or inadequacies of earlier investigations are also highlighted. It has sections that deal with Indian and foreign literature on the topic. A summary of the related literature is given at the end.

2.2. Studies on the Components of Peace Education

In their article, the authors **Mondal, A. & Mete, J.** (2014) have summarized and reiterated the ideas presented in NCF 2005 relating to education for peace. They have enumerated the ways in which language teaching can integrate peace components. Students can find using language the meaning of cooperation in different subjects, write a story on tolerance and sensitivity to others, compose a poem or song depicting the values like honesty and hard work, writing an essay on how anger destroys peace. The article also discusses the way social sciences can be used in integrating peace education. Students can imagine a peaceful world, they can organize visits to local orphanages or old age home, sensitize themselves to the loneliness and helplessness of these sections of the society, etc.

The article further talks about how education for peace be achieved through co-curricular activities arranged in schools. Activities and projects like dramas, role plays, celebration of Human Rights Day, children's day, UN day, day for the disabled, girl child day environment day, national days, storytelling sessions and so on. According to authors peace must be pursued with single minded vigour and undeviating sense of purpose.

NCERT (2006 b) has published a position paper on Education for Peace. This NCERT document has eight chapters beginning with the concepts and concerns that propelled the idea of peace education. Peace concretizes the purpose of values and peace education concretizes the integration of those values into the learning process. Peace education is meant for making operative value education. The initiatives taken at international and national level to promote peace education is briefly explained to form the background. The paper goes on to describe the stage specific approaches that need to be taken. It considers teachers as peace builders. It suggests ways in which the teacher can integrate peace concerns in classroom transactions using various pedagogical skills and strategies.

Teachers are advised to gain the confidence of children first to draw out the best from a child, to infuse and reinforce peace related values present in the textual material taught. The useful strategies in this context are discussions, questions, anecdotes, games, experiments, dialogues, role plays and simulations. It then outlines the outcomes of education for peace, namely, for personality formation, for living together in harmony, for becoming responsible citizens and for national integration. It needs to bring about a complete difference in the lifestyle of people. It discusses the challenges in the form of its potential for exceeding the curriculum load, the effect of school setting, the lacuna in textbook writing, the influence of media and about teacher parent partnership. It points out education of peace as consisting of both peace values and peace skills. The paper concludes with recommendations to teachers and other stakeholders of education. The ideas are relevant to all educationist of our country as it is articulation of the policy of education created by the Indian government

2.3. Studies Considering Peace Education and Values Related to Peace

In their article, **Opotow, S. et al** (2005) outline that there are two key concepts related to peace education namely moral exclusion and moral inclusion. The form of moral exclusion is characterized by: a) seeing those excluded as psychologically distant from and unconnected with oneself, b) lacking constructive moral obligation toward those excluded, c) viewing those excluded as nonentities, expendable and undeserving of fairness and community resources that could foster their wellbeing, and d) approving of procedures and outcomes for those excluded that would be acceptable for those inside the scope of justice. Whereas moral inclusion is willingness to: a) extend fairness to others, b) allocate resources to them, and c) make sacrifices that would foster their well-being.

Johnson, D.W. (2005) and his co-author present an overall plan for peace education, emphasizing teaching students the competencies and values they need to build and maintain peace on consensual basis. The steps of institutionalizing consensual peace through education include: a) establishing public education that is compulsory and integrates the diverse members of society, b) establishing the mutuality and positive interdependence underlying a peaceful society and teaching students the cooperative efforts, c) teaching students how to engage in peaceful political discourse to make difficult decisions, d) teaching students how to engage in integrative negotiation and mediation and e) inculcating civic values.

Sinha (1964) tried to find the development of interest, attitude, ideals and character among school children. He interviewed about 100 children of 9 to 12 years and asked them as to what they would regard as 'bad' and 'good' to others. He observed that stealing, lying, beating others, not obeying parents or teachers, killing animals and dirtiness were frequently listed as vices while honesty, obeying teachers, ahimsa and kindness were frequently mentioned as positive virtues. Diary analysis is another technique for identifying students view.

Chinara (1992) conducted a study on democratic values among adolescents. This study centers upon the problems of the effect of strategies for inculcation of democratic values among adolescents in relation to introversion –extraversion and value related behavioural types. The objective was to draw democratic value preference pattern for adolescent group and to examine the effectiveness of two strategies for orienting adolescent introverts and extroverts into seven democratic values. There were seven democratic values, namely individual dignity, equality, sympathy, openness to reason, tolerance, responsibility and cooperative decision making were taken for inculcation among adolescents of 16 year olds. The preference patterns of the values were found to be curvilinear in nature. Although the two strategies of clarifying response strategy and self-confrontation strategy differed in their effectiveness for other values, it was found equally effective for the value of sympathy.

Varma (1976) conducted her study on the development of moral values in children. She interviewed 300 school going children of 6 to 12 years on 14 moral values. They were probed into their observance of these values. Most of the respondents reported that respect was the value they always tried to observe in their behaviour. Other positive values like forgiveness, duty and virtue were observed in their behaviour sometimes.

2.4. Studies on Factors Affecting Peace Education

Harris and Morrison (2003) found that 'Exacerbating the problem is that many, if not most, educators have received little in the way of peace-related instruction themselves. Teacher education programs stress, in large part, the academic and technical skills perceived as necessary to teach, generally to the exclusion of relevant material on peace and peace-making'

Sahashrabudhe (1977) sought to relate sixteen personality factors of teachers of both open climate and closed climate schools. The study reveals that in an open climate the action of the teacher emerges freely and without constraint. It further states that if teachers are forced to

work under pressure their behaviour will be unauthentic. This study reveals the importance of school organization as major factor in determining and influencing student's mental development.

Akudolu, L. (2010) in a biennial conference on developing peace education curriculum held in Nigeria says that the effective delivery of peace education in formal, informal and non formal forms of education will result in a peace literate society and that a teacher's role cannot be over emphasized. Whereas a teacher plays a central position in effective delivery of peace education in formal and non-formal forms of education, she plays an indirect role in informal education too. She emphasized the adequate preparation of the teacher and that the principles and strategies of peace education be integrated into basic methodology courses offered to trainee teachers. The goal of peace education can be achieved when the following attributes are nurtured. They are Respect all life, Non-violence, Sharing, Listening to understand, Preservation of the planet, Tolerance and solidarity, Equality of men and women, and Democracy. These represent the key components of peace education in our country.

2.5. Studies Related to Intervention Programme on Peace Education

Bretherton, D. et al (2005) have described in their article the development of a peace education project including the Peace Education Kit in schools of Seirra Leone. The Kit (intervention program) had 4 sections. The introduction sets out the philosophy of peace education. The second section has a set of cross curriculum units covering broad issues teacher may need to take up in their efforts to strengthen peace in Seirra Leone. The third section is divided into areas of English, Social Sciences, Health and Physical education and Arts. The fourth section had whole school and community activities designed to build a more peaceful school and community in general. The evaluation of the intervention indicated that the Peace Education Kit together with the mentor support provided, has contributed significantly toward changing teaching practices, student involvement and even community attitudes.

Thorpe, C. (1999) founder of a voluntary organization in Sierra-Leone presented a module prepared through inputs from various sources, for women participants. This module provides practical ideas to enhance women's traditional conflict resolution and mediating practices. There are 8 areas of concern which can be dealt with. They are understanding gender

and gender roles, trauma and healing, conflict resolution, role of women in peace building, peace building through drama and practices for sustaining peace.

New Delhi-based Centre for Dialogue and Reconciliation (**CDR**) prepared peace education components for teachers in schools in June, 2002. The Peace Education Curriculum is a framework and a handbook for teachers who are interested in teaching conflict resolution, non-violent communication and peace. The five themes of the peace education curriculum were carefully chosen—communication, differing viewpoints, diversity & discrimination, understanding conflict, and individuals can make a difference. For every theme, CDR created 4 to 6 lessons, each of which was taught in a half-hour session. Three concepts were deemed central to the philosophy of the programme;

- a) Conflict is an irrefutable part of life; the goal of conflict resolution must be to use conflict for its constructive and positive aspects and not destructive ones;
- b) Conflict is not a contest where there are winners and losers;
- c) There is no one right way to handle situations of conflict.

Reardon, B. (2001) prepared an educational programme for teachers keeping in mind the gender perspective. Educators are encouraged to use the concepts mentioned by her. The concepts are violence and non –violence, human dignity, cultural diversity, social responsibility, ecological awareness, gender, gender – apartheid, gender – sensitivity, social purposes, war systems, planetary perspective, and ecological approach. She favors participatory and dialogic forms of pedagogy. The class is to be organized into groups and facilitator or teacher presents the discussion group with the concepts. The participants have to clarify points made, to challenge compare and contrast position taken, to assess arguments, reasons and evidence offered to support positions, to identify ways in which different positions might complement and strengthen each other and to integrate ideas towards the fullest possible consideration of the topic.

Chhabra, P (1992) conducted a study on the impact of a programme on moral education. His study was conducted on primary school children. Non- scholastic aspects such as moral judgment and moral preferences and number of moral problems faced by the learners were studied. The sample comprised 305 class IV children from six schools of Ujjain. There was no significant influence of the treatment (moral education programme) on the moral judgment and moral preference abilities of boys and girls. The size of the family, qualification of both parents

and employment status of the mothers were found to be determinants in respect of moral problems faced by the students.

Sakade, N. (2009) in his study explores theoretical and practical aspects of peace education and key issues relevant to these aspects, including its place in schooling. The empirical study investigated a peace education organisation in the UK, West Midlands Quaker Peace Education Project (WMQPEP) and one of its projects in a primary school. WMQPEP particularly focuses on interpersonal skills to build peaceful relationships and raise self-esteem. This study used a range of methods to examine changes in pupils' attitudes and perceptions according to the aims and expected outcomes of the project.

This research mainly focused on the following two samples as subjects of the study:

1. One organization: West Midlands Quaker Peace Education Project (WMQPEP) supported by Quakers, fosters peace education in schools in the West Midlands
2. One primary school, where WMQPEP has been active. A multi-cultural primary school in Birmingham, whose pupils are ethnically very mixed but the size of the school is relatively small. There was only one class for each year group of about 30 pupils; about 200 pupils in total. Thus, the observation focused on interpersonal skills and relationships relevant to education for peace.

- a) Communication: Are children encouraged to speak? Do they listen to each other?
- b) Co-operation: Do the children help each other? Do the children share tasks?
- c) Affirmation: Do the children make positive comments about each other? Do the children encourage each other?
- d) Problem-solving: Do the children identify problems and possible solutions? Do the children discuss and prioritize the possible solutions?

The findings suggest that the project had positive effects on the school, as a preventive measure in terms of pupils' behavioural and emotional problems. The findings also suggest certain limitations of the project, for example, the division between different gender and cultural groups was not solved in the short term. The comparison between the project and normal lessons found significant differences between the two, in terms of the aims and focus of learning, teaching styles and the relationships between pupils and adults. The overall research provides understanding of the principles and practice of peace education as well as its impact, and

identifies some factors which can either promote or undermine effective peace education in schools.

2.6. Studies Conducted on Curriculum

The study by **Demirel, M. (2009)** tried to identify how students are enabled to gain value of peace with specific emphasis on the aims of primary curricula, acquisitions (capacities acquired), objectives, activities and skills. The units of analysis were the skills, acquisitions, objectives and activities of Turkish elementary education curricula. The curriculum was analyzed in terms of importance given to peace education. The main findings were that the elementary curricula contained the concepts and values such as respect, tolerance, love, respecting differences, peace, cooperation, empathy, problem solving and sensitivity; but not under the heading of peace education. Peace and peace education are emphasized especially in the curriculum of life sciences, social sciences and Turkish language courses.

Srinivasan, A. (2009) conducted a Survey of Civil Society Peace Education Programmes in South Asia. The main findings of the study are that there are peace education programmes in the region: many in number and diverse in character ...with relatively more programmes in India, Pakistan and Sri Lanka. There are individual schools with curricula that reflect an overall ethos of peace; NGOs that either work in classrooms themselves or train teachers to apply their peace education curricula. Curriculum development and teacher training are the two main activities for the majority of programmes. The content of peace education programmes have expanded to include issues of social security as well as traditional conflict resolution themes. It was also found that across the region, sustainability is a major concern, primarily because of the difficulties of finding long-term funding for peace education.

Bartlett (2008) argues that the nature and methods of peace education programmes draw on several key aspects of the basic premise of Paulo Friere's philosophy of education was that education can be used to enhance an individual's potential and liberate her; moreover, peace education clearly adopts the problem-posing approach to education, as opposed to the banking model that encourages rote learning.

Kertyzia and Standish, (2019), have assessed the national curriculum of Mexico for components of peace education in their study titled 'Looking for Peace in the National Curriculum of Mexico'. This mixed method study adopted content analysis as a technique. The

curricular statement was analyzed to identify the frequency (summative) and semantic meaning (directive) of textual passage (passages are composed of sentence, bullet or heading segments). Software of the content analysis located incidences of content related to these elements and frequency of such instances. The authors had identified three components found in peace education programmes, namely, recognizing violence, (direct, structural or cultural), addressing conflicts non-violently and creating conditions for positive peace. The major findings were that Mexico's curriculum (Plan de Estudios education Basica, 2011) contains limited content that recognizes violence, some evidence of techniques used in transforming conflict non-violently and there were select content that contributed to positive peace. Among the nine components to positive peace, the most common element is social justice (N=37), followed by well-being (N=27), link mind (N=23), resilience (N=7), prevention (N=6), gender mind (N=5), peace zone (N=2), eco mind (N=1) and peace bond (N=1), and Peace Education Curriculum Analysis (PECA) positive peace nodes congruent with the Sustainable Development Goals (SDGs) include social justice, well-being, gender mind, eco mind and prevention.

2.7. Studies on Peace Education and Analysis of Textbooks

Rajam (1990) conducted a study on the peace concepts in school textbooks so as to give suggestions for promoting education for peace. The higher secondary textbooks were the sampling documents for the study. English, Tamil, History, Economics and Commerce textbooks were taken. Nearly 90 peace concepts were enumerated and sent to experts on peace studies for their opinion and concurrence. The peace concepts were further categorized into four different forms namely, individual, social, national and international. Each form the peace concepts were further divided into exact, similar and related concepts. It was found that peace concepts were greater in History textbooks and less in commerce textbooks. Among the four forms of concepts the societal concepts had larger distribution and international concepts have less distribution at higher secondary level.

Kariappa (1992) in his study made an attempt to look into value awareness of upper primary students in their Tamil Language textbooks. Three of the objectives were 1) to identify the values that are incorporated in the textbooks for standard VI, VII and VIII 2) to identify the value awareness of the students in standard VI, VII and VIII in prose and poetry in Tamil textbooks and 3) to identify difference between rural / urban, girls/ boys, and government / aided

school students in their value awareness. The sample consisted of 120 students randomly selected from 12 schools of a district in Tamilnadu. It was found that the level of value awareness of standard VI students in poetry was higher than that of standard VII and VIII students. The level of value awareness of standard VIII students in prose was higher than that of standard VI and VII students. The level of value awareness of standard VI, VII and VIII urban students in prose and poetry taken together was higher than that of rural students.

Sallabus (2013) attempted to assess value transfer in narrative texts at the secondary education textbooks. His study tried to determine whether narrative texts in Turkish textbooks used in value transfer while teaching Turkish. As his study was following a qualitative research paradigm, he had employed document analysis method. In this method there is a systematic procedure for reviewing or evaluating documents- both printed and electronic materials. The method involved analysis of written materials containing information on the examined phenomenon of values. The presence of values was determined in the textbooks at secondary level. The textbooks are mandatorily endorsed by the Ministry of National Education. The texts in the books are composed of informative, narrative texts and poems. In this study 36 narrative texts found in 6th, 7th and 8th grade Turkish textbooks and teacher's workbooks were evaluated. The list of values used in the study was taken from Social Science Instruction Program prepared by the Turkish Ministry of National Education. The texts were studied to find the pre-defined list of values. The study considered both directly and indirectly narrated values. The values emphasized were: hard working, sensitivity, love, responsibility, patriotism, being scientific, respect, helpfulness, aesthetics, solidarity, considering family unity important, independency, hospitality, freedom, honesty, giving importance to being healthy, cleanness, being fair, peace and tolerance. The study revealed that the related textbooks are rich in values like diligence, sensitiveness and love. On the other hand, some values such as peace, tolerance, fairness, caring about being healthy, honesty freedom cleanness and hospitality do not find much place in the texts.

Georgescu, D. & Bernard, J. (2007) had prepared a report titled 'Thinking and Building Peace through Innovative Textbook Design'. The authors of this report have collated the aspects identified by the participants of the meeting on developing guidelines for promoting peace and intercultural understanding through curricula, textbooks and learning materials. The four major outcomes of the meeting were on the positive potential of textbooks as tools for peace, the

negative potential of textbook as obstacles to peace building, finding alternative approaches to textbook development and the ways to find compliance between contexts and needs. Here the first two outcomes have been outlined below. According to the participants, for enhancing positive potential the textbooks should: stress commonalities and not the differences; encourage the idea that productive solutions can be possible through negotiations and fair compromises; help project the concept of humanity; promote interactive methodologies; reflect learner's life experiences; help teachers and learners prioritize learning aspects. Conversely, it was acknowledged that the textbooks and other learning materials have had negative consequences for building cultures of peace. The negative impact occurs as the textbooks: project prejudices and stereotypes, present misconceptions on moral and scientific racism; use inappropriate language offending sensitivities of individuals and groups; are at inappropriate level to the user's abilities; focus on scholastic training than facilitating links between school and real life; are not passed through reliable quality control mechanisms.

2.8. Summary and Implications of Related Literature

From the review of related literature, the following implications are derived.

Very few studies were found to have made an attempt to carry out an analytical research on school curriculum from the perspective of peace education. Most of the studies were of implementing or evaluating intervention program in conflict affected areas. **Bretherton, D. et al**, (2005) developed a peace education kit, **Thorpe, C.**, (1999) presented a module, **CDR**, (2002) prepared a peace education curriculum in the form of a handbook, **Sakade, N.**, (2009) investigated a peace education project, **Reardon, B.** (2001) prepared an educational programme. The present study was aimed at curriculum already in practice in schools from a peace education perspective. Unlike need based and prepared curriculum of other studies, the researcher had to work within the existing framework and delineate the peace values perceived through reading of textbooks and observation of curriculum transaction in classrooms.

The studies have found that the teacher may need to take a set of cross curriculum units covering broad issues or the subjects of school when a preconceived curriculum is not available. **Bretherton, D. et al** (2005) in their project used English, Social Sciences, Health and Physical education and Arts whereas **Demeriel** (2009) too found that peace components were taught in the curriculum of life sciences, social sciences and Turkish language courses. The researcher was

by this idea, encouraged to analyze the curriculum of English language and Social Studies for the embedded peace values.

The macro perspective of peace is inter-related with micro perspective of values found in textbooks, pedagogical materials and classroom practice. The textbooks laden with values can be used to create awareness about peace concept among students. **Kariappa** (1992) found students can gain value awareness through textbooks and **Rajam** (1990) found distribution of peace concepts based on individual, societal, national and international categorization in the textbooks of higher secondary textbooks of Tamil Nadu. The study by **Sallabus** (2013) found that the textbooks which were analyzed, rich in values like diligence, sensitiveness and love. A report of an international level meeting on textbook design was made by **Georgescu, D. & Bernard, J.** (2007). It articulated that there is positive potential of textbooks as tools of peace. In line with this procedure, the researcher decided to use the textbooks of upper primary education to ascertain the values that support peace in the discourse of subject content.

Analysis of written materials is the method followed for obtaining information on the relevant concept. **Sallabus** (2013) tried to determine whether narrative texts in Turkish textbooks used in value transfer while teaching Turkish. **Kertyzia and Standish** (2019) for assessing the national curriculum of Mexico adopted content analysis as a technique. The researcher too used the technique of content analysis to identify peace-oriented values from textbooks.

In terms of the mode and method of transaction of peace curriculum, it needs to be different from lecturing or reading. **Bartlett** (2008) argues that the nature and methods of peace education adopts the problem-posing approach to education, as opposed to the banking model that encourages rote learning. In the study by **Reardon, B.** (2001) participants have to clarify points made, to challenge compare and contrast position taken, to assess arguments, reasons and evidence offered to support positions, to identify ways in which different positions might complement and strengthen each other and to integrate ideas towards the fullest possible consideration of the topic. **Chinara** (1992) conducted a study which found two strategies - response strategy and self-confrontation strategy- effective for inculcation of democratic values among adolescents. **Johnson, D.W. et al** (2005) and **Bartlett** (2008) suggest the best approach to be taken in teaching peace education. According to them the method of teaching that is learner centered is more suitable to teach peace concepts. The methods adopted by the teacher could be lecture or discussion or demonstration in the classroom, the investigation will reveal if

approaches suitable for peace education is implemented in the classroom and other places of learning in the school.

In terms of expected behavior in classrooms supportive of peace education, fair practices and sharing resources take an important place. In their article **Opotow, S. et al (2005)** outline that there are 2 key concepts related to peace education namely moral exclusion and moral inclusion. The classroom practices have to follow the principles of moral inclusion. **Johnson, D.W. (2005)** and his co-author presented an overall plan for peace education, emphasizing teaching students the competencies and values they need to build and maintain peace on consensual basis. One of the main ways is teaching students how to engage in peaceful political discourse to make difficult decisions.

It is always emphasized that the teacher's role is central to the transaction of peace curriculum. According to **Akudolu (2010)**, a teacher plays a central position in effective delivery of peace education in formal and non-formal forms of education. The teacher needs training in adopting appropriate strategies for peace education is stressed in the study by **CDR (2002)**. **NCERT (2005)** has published a position paper on Education for Peace. It considers teachers as peace builders. It suggests ways in which the teacher can integrate peace concerns in classroom transactions using various pedagogical skills and strategies. The role of **teachers** in transacting peace values cannot be overlooked and their **training** is important according to **Harris and Morrison (2003)**. **Srinivasan, (2009)**, **Opotow, S. et al (2005)** and **Johnson, D.W. et al (2005)** expressed that conducive student teacher behavior is crucial to peace education. The teacher's role in integrating various peace components in the classroom interactions is an integral to curriculum transaction. Therefore, observation of classroom teaching by teachers formed another aspect in the study to examine how teachers 'mediated the curriculum' (UNICEF, 2000)

The study by **Demirel, M. (2009)** showed that the elementary curricula contained the concepts and values such as respect, tolerance, love, respecting differences, peace, cooperation, empathy, problem solving and sensitivity; but not under the heading of peace education. **Kertyzia and Standish, (2019)**, found nine components to positive peace, social justice, well-being, link mind, resilience, prevention, gender mind, peace zone, eco mind and peace bond. According to **Akudolu, L. (2010)** the goal of peace education can be achieved if the attributes like Respect all life, Non-violence, Sharing, Listening to understand, Preservation of the planet, Tolerance and solidarity, Equality of men and women, and Democracy are nurtured. It is

According to Bretherton, **D. et al** (2005) whole school and community activities designed to build a more peaceful school and community contributed to changing student involvement. Varma (1976); Sinha (1964); Sahashrabudhe (1977) explain how personality of school going children are influenced by overall **school organization**.

The review has helped the researcher to identify the content and themes of peace education. Linking and assimilating some relevant points found in literature, the researcher devised a set of ten themes to be representative of peace education in the studied curriculum. The mainstream literature focused on pre-prepared module or programme. Several such studies have been conducted abroad but very few in India. Integrating peace education in the subjects already being taught in one kind of approach supported in peace education literature. This study made an endeavor at it.

From the literature reviewed, the researcher could find very few studies that made an attempt to carry out an analytical research on school curriculum from the perspective of peace education. Another aspect is that the participants in most of the studies were adults unlike the present study which focused on primary level students. Age is an important factor as youngsters can be empowered through peace education. There have been studies on the role of textbooks in bringing in awareness about peace concepts. Terms and vocabulary related to peace have been identified in these studies but content analysis on the semantic meaning conveyed through sentences and the contexts has not been done. The present study took the analysis of entire chapters of both English and Social Science textbooks of the three standards of upper primary education. The classroom teaching of teachers and whole school organization in educating for peace cannot be ignored. Very few studies have gathered empirical evidence from actual classroom practices and co-curricular activities.

Curriculum is a process that cannot absolve itself from its duty to strengthen the character thereby individuals committed to solidarity and peace. And in line with this thought the researcher conducted an analytical study of school curriculum from peace perspective. The following chapter gives detail of the plan and procedure of the study.