

Peace Education in Curriculum of Educational Psychology in Teacher Education in Pakistan

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Abstract

Curriculum development is the need of every society according to its philosophical needs. Peace in society is a basic need for human beings and their overall development. The study was designed to analyze peace education in the curriculum of 'Educational Psychology' at B.Ed. (Hons) Elementary 4 years. Qualitative research design for the study was adopted to achieve the research objectives. The curriculum approved of Educational Psychology for the 5th semester by the Higher Education Commission (Pakistan) in 2012 was analyzed. Braun and Clark recommended procedure in 2006 was adopted for content analysis. A tool was developed containing a list of all three aspects of peace education. The validation of the tool was ensured through experts' opinions while reliability was established through Experts' peer reliability process. Peace education themes were analyzed and further explained. Peace education has not been satisfactorily focused and the theme-wise analysis revealed that the frequency of peace knowledge themes addressed in the content were two out of nine (22%), peace values five out of 12 (41%) and peace skills three out of eight (37%). The unit-wise analysis revealed that two units out of five (40%) addressed peace knowledge while three out of five units (60%) addressed peace values and three out of five units (60%) were related to peace skills. It was concluded that a very small portion of the content addressed peace education and its subsidiary themes and recommended a review of the curriculum and giving an equal ratio to all themes in the content of Educational Psychology.

Keywords: Castro and Galace Model of Peace Education, Educational Psychology curriculum, Content Analysis, Teacher Education, Higher Education Commission.

1. Introduction

Peace is the internal state of mind which reveal the behavior of kindness, sympathy and impartiality. Peace is the trait for the success of the nations and peace education is the source to achieve this trait. Peace has two-dimensional approaches which link with the educational process

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of any society. The teaching of information, attitudes, principles and personal attributes are prerequisites to resolving conflicts and settling the issues without violence and serve as the first dimension of peace education. The second dimension of peace education serves to promote sustainable and harmonious relationships among people and nations (Johnson & Johnson, 2010).

The world is facing violence and conflict problems which remained a burning issue since human history began (Ahmed & Bukhari, 2019; UNESCO, 2009). Globally, it exists among nations, in social groups at the local level, inter groups and within individuals. Several efforts have been established to address conflict issues and reduce violence at each level. The world community also faces social, economic, cultural and political problems; however, peace and security issues are the major issues which are increasing the risks of human existence on the earth's planet. The increasing conflicts among nations have created the threat of using weapons of mass destruction (WMD). The innovative cultural perspectives also create conflict and violence issues (Kester, 2017).

The global community, especially Pakistan faced peace and conflict issues i.e., ethnic and religious conflicts in different parts of the country and the expansion of peace and conflict issues brought terrorism, promoted extreme thoughts, and caused severe threats to the theoretical and national integrity of Pakistan (Bajaj, 2019). The question is how to deal with extremism and which approaches may be adopted to deal with peace and conflict issues in Pakistan. The existing situation of peace in Pakistan needs a comprehensive approach to be adopted and all stakeholders may be made accountable to stop extremism and promote peaceful culture (Oueijan, 2018).

Pakistan's National Education Policy (2009) focused on societal unity (peace-building) by highlighting the education role which creates critical thinking about the imbalance in powers and resources (Ahmed, & Bukhari, 2019). It is not believed by people as well as not presented in the curriculum (UNICEF, 2013). Peace education should be taught in teacher education programs (Bajaj, 2019). Cromwell (2019) highlighted that peace education may be imparted through integration at B.Ed. (Hons) program. It will enable teacher-educators to teach peace by adopting a professional approach. It will permit to shape the course for achieving peace education objectives (Niyozov & Lalani, 2019).

Different research conducted on curriculum reflects that the peace education content lacking at B.Ed. (Hons) and suggested incorporating peace education content to promote a peaceful culture (Bashir et al., 2020; Bashir, & Akbar, 2019). Ali and Hussain (2021) finalized that trainee teachers lack peace-related knowledge, values and skills in Pakistan. Teaching Peace education allows teachers to transform positive knowledge, values and skills in future generations and it is possible by including it in the curriculum (Bahera, 2013).

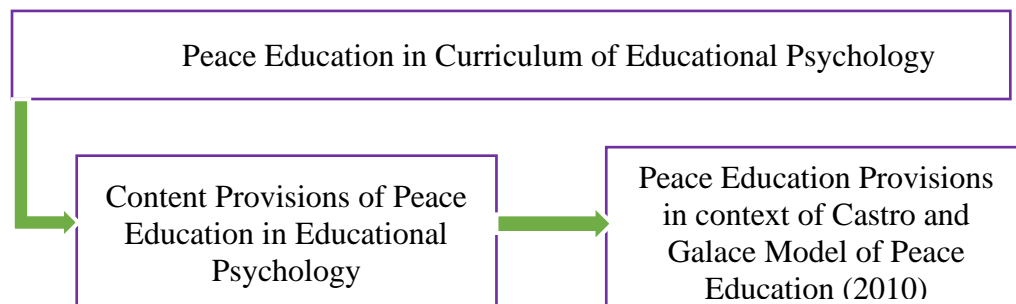
2. Rational of the Study

Generally, the early age of the children is very sensitive and they get inspiration from the environment whether of peace or violence (Balasooriya, 2011). The educational institutions' environment shapes their behaviors. It is thought that education decreases the chances of violence (Krueger & Maleckova, 2013). Educational institutions are thought the proper places for educating peace while educators are considered social change agents and they may cultivate the students' behaviours into peace-loving people (Sommers, 2012). The curriculum provides opportunities to educators through classroom peace teachings that they may develop a peaceful

culture and transform it into the children (Mumtaz, 2019). Previous research studies conducted on peace education reflected that it is a complex phenomenon and needs to be incorporated into the curriculum of every subject at all levels of education whether school or B.Ed. (Hons) curriculum (Niyozov & Lalani, 2019). However, research indicates that high school curriculum lacks of content provisions of peace values and focused on knowledge of peace education only (Amin, 2021, Hayat, 2019). The National Education Policy (2009) pointed out a major gap in the policy objectives regarding the inclusion of peace education in B.Ed. (Hons) curriculum and its implementations. Less work has done to analyze the curriculum at B.Ed. (Hons) or its different courses regarding the peace education provisions in the curriculum. Among all subjects, the course of educational psychology at B.Ed. (Hons) Elementary 4 years has a unique position in the curriculum through which teachers may achieve the educational objectives by keeping in view the psychological needs and problems of the prospective teachers. Therefore, the present study is focused on the analysis of the ‘Educational Psychology’ course at B.Ed. (Hons) Elementary education-4 years program offered by the department of education, universities of Pakistan.

3. Conceptual Framework of the Study

Figure 1
Conceptual Framework of the Study



4. Research Questions

The research questions were:

1. What is the peace education provisions status in the curriculum of ‘Educational Psychology at the B.Ed. (Hons) Elementary 4 years in Pakistan?
2. What is the extent of Peace Education in the curriculum of ‘Educational Psychology’ (B.Ed. Honors) in the context of Castro and Galace Model?

5. Literature Review

Peace education refers to acquiring peace knowledge, inculcating peace values and practicing skills to make changes within oneself for living in reconciliation and promoting understanding (Begum, 2012). Furthermore, peace education is the process of sharing information, enhancing cooperation, feeling others’ emotions and creating moral competencies to bring changes in students’ behaviors (UNICEF, 2013). It is also the study of the comprehensive concept of peace, seeking the basic reasons for violence and educating the people on how to live peacefully (Begum, 2012). Peace education is considered essential to sustain peace and safety in society as people maintain and preserve peace in society (Dhaliwal, 2013). Moreover, the recognition of peace education by strategy makers and publications in the

domain of peace education reflected that it is an important emerging educational model (Synott, 2005). The main reason for conflicts and violence is that people don't have the competencies to cope with violence in society (Harris & Morrison, 2003). Teachers get fewer teaching opportunities regarding conflict resolution mainly in the context of social discrepancy either as a student or as a teacher (Boler & Zembylas, 2003).

It is essential to know the reasons for violations of social justice and their impacts on humans (Pang & Valle, 2004). Cultural knowledge is a prerequisite to developing the life quality of individuals. Teachers can help students who have faced financial discrimination and inequality (Merryfield, 2000). Research about teacher educators reflected that teachers complement the multicultural and tolerance only in the context of theory without focusing on the techniques of teaching concepts in the classroom (Koshmanova, & Holm, 2007).

Educators normally support peace education and its themes should be properly imparted to the students and someone give importance to training. Peace education concentrates to develop peace sense and spirit. It is an approach which demands the integration of experiences (Cromwell, 2019). Finely (2004) argued that students at B.Ed. (Hons) may be taught peace education and its concepts as they are the future teachers. Future teachers may be familiar with violence and conflict-resolving skills to promote a peaceful culture and it is possible by conveying peace education concepts in the classroom. Teachers are considered ideal people for their students and they establish standards for peace while presenting teaching content in classrooms and through co-curricular activities i.e., conducting workshops, debates, seminars and conferences (Thapa et al. 2010).

The majority of teachers and prospective teachers agreed to integrate peace education themes at B.Ed. (Hons) Elementary as it enhances peace knowledge inculcates peace values and trains in peace skills (Amin, et al., 2019; Mishra, 2011). Moreover, the appropriate adoption and integration of peace education may be the ultimate objective at B.Ed. (Hons) program which will permit the prospective teachers to work on projects related to peace education as well as implement peace skills they needed to cope with peace issues. Brantmeier (2013) argued that integration of peace education at B.Ed. (Hons) may enhance peace knowledge, peace values and peace skills. Sampere (2011) believed that peace education may be taught through activities i.e., stories related to peace education, classroom incidents, moral values and scenarios. The universities may provide opportunities to teachers in teacher education programs they work on different assignments and research tasks and prepare teaching equipment to foster peaceful thought in society (Rasool & Yousuf, 2014).

Pakistan is facing several challenges regarding peace education and one of the needs is to incorporate peace education concepts into B.Ed. (Hons) program as there is no separate curriculum for peace education (Elias, 2013). The main challenge for teachers is the establishment of peace culture and coordination. It is a serious fact that the curriculum is only a 'philosophy of education' course at B.Ed. (Hons) concentrated on the techniques that how a teacher may deal with issues and challenges. Peace education and its relevant themes are missing from the curriculum content. Furthermore, the linkage is missing and the main term is peace education (Mishra, 2011). Zembylas & Bekerman (2017) pointed out a challenge of lack of interest from the political side as reflected in the education policies. Salomon (2011) argued that lack of a comprehensive curriculum for peace education according to the country's interest.

According to Eslami-Somea and Movassagh (2014), there are many courses in teacher education at B.Ed. (Hons) Elementary 4 years that focused to some extent on peace education. the content of the courses i.e., language courses, Islamic studies and ethics, social studies, Pakistan Studies, history, educational philosophy and educational psychology. The course of educational psychology develops peace knowledge and inculcates such characteristics that are essential for students' whole personality development. Through the teaching of Educational Psychology, a teacher develops different aspects of peace education i.e., recognizing human rights, justice, gender equality, social responsibilities, environmental and global concerns, promoting tolerance and enhancing the skills of conflict resolution and critical thinking. Therefore, Educational Psychology addresses the whole personality development of individuals as well as prospective teacher as they may transform the knowledge, values and skills of peace education for future generations. Considering the importance of Educational Psychology, the course at B.Ed. (Hons) Elementary was analyzed.

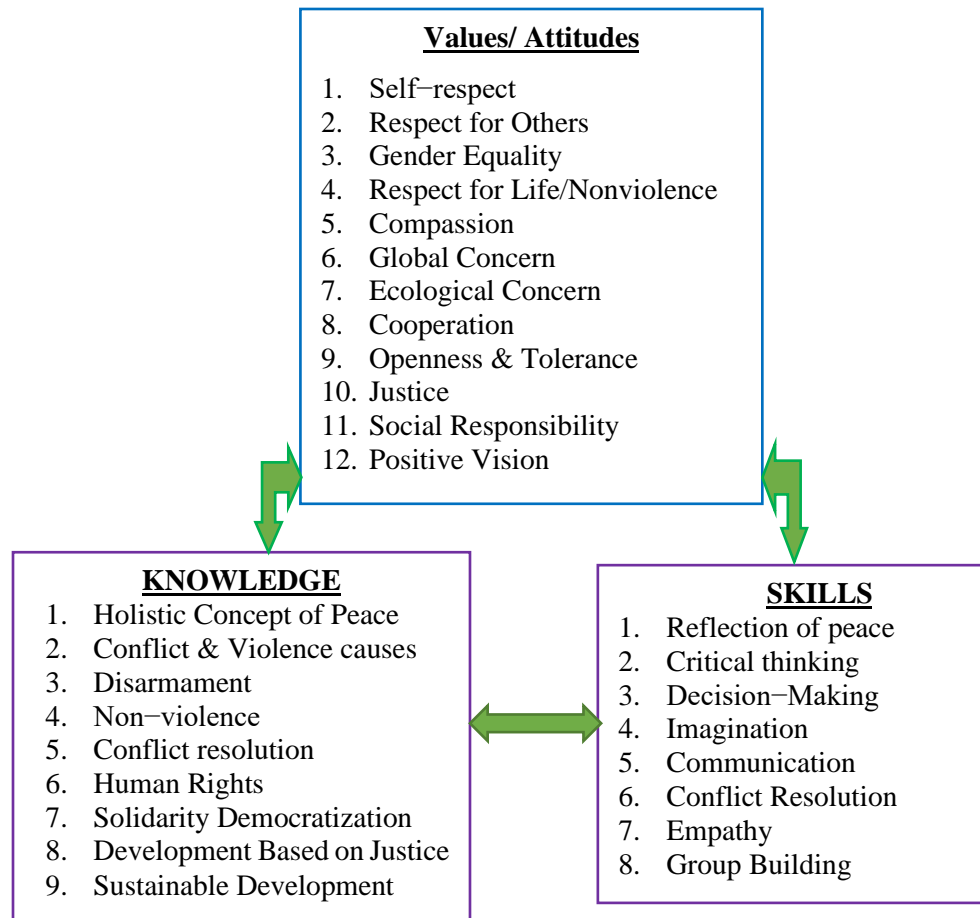
6. Research Methodology

The existing study was designed to analyze the curriculum of 'Educational Psychology' regarding peace education at B.Ed. (Hons) in Pakistan in the context of Castro and Galace Model of Peace Education. Qualitative research design was adopted to conduct to achieve the research objectives. The Higher Education Commission (HEC) of Pakistan-approved "Educational psychology" course for the 5th semester in 2012 was analyzed through a recommended process by Braun and Clark in 2006 for content analysis. A tool was developed containing all three aspects of peace education i.e., peace knowledge, peace values and peace skills and its 29 sub-themes (shown in Fig. 2). The validation was managed through experts' opinions while reliability was established by adopting the Experts' peer reliability procedure. Content analysis was carried out, noted and further explained. Peace education has not been satisfactorily concentrated and the theme-wise analysis reflected that peace knowledge themes addressed in the content were two out of nine (22%), peace values five out of 12 (41%) and peace skills three out of eight (37%). The unit-wise analysis revealed that two units out of five (40%) addressed peace knowledge while three out of five units (60%) addressed peace values and three out of five units (60%) were related to peace skills. The themes found in the connection of peace knowledge i.e., the concept of peace and human rights while there is no existence of themes i.e., conflict and violence causes; disarmament; non-violence; conflict resolution; development based on justice and sustainable development. The themes found in the context of peace values i.e., respect for others; gender equality; ecological concern; cooperation and openness and tolerance while the themes i.e., self-respect; non-violence; compassion; global concern; justice; social responsibility and positive vision were not found while the themes found in the connection of peace skills i.e., critical thinking skills, decision-making and group building while themes i.e., the reflection of peace, imagination, communication, conflict resolution and empathy were not found. It was concluded that a very small portion of the content addressed peace education and its subsidiary themes and recommended a review of the curriculum and giving equal weightage to all themes in the content of Educational Psychology.

7. Theoretical Framework of the Study

Figure 2

Theoretical Framework of the Study



8. Analysis of Educational Psychology Curriculum of B.Ed. (Hons)

The analysis was established of the educational psychology curriculum by applying the suggested process by Braun and Clark (2006) for content analysis. The content analysis was carried out in the context of Castro and Galace Model of peace education. All three aspects i.e., peace knowledge, peace values, peace skills and its subsidiary themes were analyzed, noted and further explained to what extent exist in the curriculum of Educational Psychology at B.Ed. (Hons) program.

Table 1
Peace Knowledge-Wise Analysis of Educational Psychology

Sr No.	Peace Knowledge Themes	Content Description	f	%age
1.	Holistic concept of Peace	A sentence found related to the concept of peace in unit-3 “Individual differences” under the topic ‘personality taxonomies’ describes that intelligence and its qualities are not often growing together at the same time as nature does not constitute a personality to live orderly in a peaceful manner (p.94).	1	50%
2.	Conflict and violence cause	Nil	0	0
3.	Disarmament	Nil	0	0
4.	Non-Violence	Nil	0	0
5.	Conflict resolution	Nil	0	0
6.	Human rights	In unit-1 “Basics of Educational Psychology” the topic’s critical analysis described that in Pakistan the media frequently report about several issues i.e., physical punishment, energy crisis and human rights violations and suggested that teachers and students may explore specific cases regarding these issues (p.48).	1	50%
7.	Solidarity Democratization	Nil	0	0
8.	Development based on Justice	Nil	0	0
9.	Sustainable Development	Nil	0	0

Table 1 reflected on the themes of peace knowledge and revealed the mentioned themes in the course of educational psychology i.e., the concept of peace and human rights while there is no existence of other themes i.e., conflict and violence causes; disarmament; non-violence; conflict resolution; development based on justice and sustainable development. Further, it indicated that the peace education themes were found i.e., holistic concept of peace ($f = 1, 50\%$); conflict and violence cause ($f = 0, 0\%$); disarmament ($f = 0, 0\%$); non-violence philosophy and practice ($f = 0, 0\%$); conflict resolution ($f = 0, 0\%$); human rights ($f = 1, 50\%$); solidarity democratization ($f = 0, 0\%$); development based on justice ($f = 0, 0\%$) and sustainable development ($f = 0, 0\%$).

Table 2

Peace Values-Wise Analysis of the Educational Psychology

Sr No.	Themes	Content Description	f	%age
1.	Self-respect	Nil	0	0%
2.	Respect for others	In uni-3 “Individual Differences” the section on motivational strategies and techniques mentioned personality. This heading reflected that it is the personality trait to give respect others’ ideas and thoughts (p.65). In the topic of ‘overview of differential psychology’ under the section articles and reading presented the different research studies and the study of Strelau (1998) stated that respect may be given to that who deserve it (p.97).	1	20%
3.	Gender equality	In unit-3 “Individual Differences” the paragraph of ‘Gardner’s theory’ stated that students’ teachers will compare both male and female students and will identify equal opportunities for both genders (p.33).	1	20%
4.	Non-violence	Nil	0	0%
5.	Compassion	Nil	0	0%
6.	Global concern	Nil	0	0%
7.	Ecological concern	In unit-4 ‘Individual Differences and Intelligence’ under the section sample assessment rubrics given the web link as well as sample assessment rubric for student teachers (prospective teachers) (p.80).	1	20%
8.	Cooperation	In unit-1 “Basics of Educational Psychology” the section on learning outcomes described different interactive approaches i.e., debates, discussions, questioning, critical thinking skills and cooperation (p.38).	1	20%
9.	Openness and tolerance	In the section articles reading under the topic personality and ability stated that emotional power needs intellectual openness (p.89).	1	20%
10.	Justice		0	0%
11.	Social responsibility		0	0%
12.	Positive vision		0	0%

Table 2 reflected the content analysis results regarding peace values themes and found i.e., respect for others; gender equality; ecological concern; cooperation and openness and tolerance while the themes i.e., self-respect; non-violence; compassion; global concern; justice; social responsibility and positive vision were not found. Further, it depicted that the themes; respect for others, gender equality, ecological concern, cooperation and openness and tolerance, each were of weightage 20%, while remaining themes were of 0%.

Table 3
Peace Skills -Wise Analysis of Educational Psychology

Sr No.	Themes	Content Description	f	%age
1.	Reflection of peace	Nil	0	0%
2.	2-Critical thinking	In unit-1 “Basic of Educational Psychology” the section skills to be practiced by student teachers are reading, analyzing, describing, classifying, categorizing, synthesizing and critical thinking (p.20). In unit-3 “Individual Differences” under the topic, skills to be practiced by student teachers are critical and analytical thinking that promotes their critical and logical skills to solve their daily problems (p.21). Unit- 2 “Learning Development” stated the weekly learning outcomes i.e., critical thinking and creativity in the classroom (p.40). Unit-5 “Learning Difficulties and Disabilities” described the development of critical thinking skills among student teachers that are necessary to handle the peace issues in daily life whether faced in the classroom or outside the classroom (p.42).	4	40%
3.	Decision-making	In unit-1 “Basic of Educational Psychology” mentioned the necessary skills to be practiced by student teachers i.e., critical and analytical thinking and decision-making (p.20). In unit-1 “Basic of Educational Psychology” the section of unit content weekly wise stated that teaching and learning processes also include decision-making within the system (p.31).	2	20%
4.	Imagination	Nil	0	0%
5.	6-Communication	Nil	0	0%
6.	7-Conflict resolution	Nil	0	0%
7.	8-Empathy	Nil	0	0%
8.	9-Group building	In unit-1 “Basic of Educational Psychology” under the section learning and teaching, approaches stated that cooperative learning strategies are i.e., group work, jigsaw, mind mapping and think and share (p.13). In unit-2 “Learning Process” the section on modes of assessment are quizzes, group work to define educational psychology and written work (p.20). In unit-2 “Learning Process” the section on critical thinking and creativity in the classroom stated that in a jigsaw activity divide the class into small groups for working in groups (p.48). The portion of methods and strategies to use in planning stated that groups work is one of the important tips for forming instructional groups (p.83).	4	40%

Table 3 revealed the content analysis and found the themes regarding peace skills i.e., critical thinking skills (40%), decision-making (20%) and group building (40%) while there was no existence of themes i.e., the reflection of peace, imagination, communication, conflict resolution and empathy.

Table 4.

Themes-Wise and Unit-Wise Analysis of Educational Psychology

Sr. No	Peace Themes	Total Themes (f, %)	Total Units (theme f, %age)
1.	Peace Knowledge	9 (2, 22%)	5 (2, 40%)
2.	Peace Values	12 (5, 41%)	5 (3, 60%)
3.	Peace Skills	8 (3, 37%)	5 (3, 60%)
Total		29 (17, 100%)	

Table 4 reflected the theme-wise analysis and depicted that a total of two themes out of nine (22%) addressed peace knowledge themes while five themes out of 12 (41%) addressed peace values themes. The theme-wise analysis depicted those three out of eight themes (37%) addressed peace skills themes. Table 7 further reflected the unit-wise analysis and reflected that a total of two units out of five (40%) were addressed to peace knowledge while three units out of five (60%) addressed peace values aspects. The unit-wise analysis regarding peace skills found three out of five units (60%).

9. Research Findings

The study was designed to analyze peace education and its themes in the curriculum of the teacher education course 'Educational Psychology' and found that peace education existed in peace knowledge themes i.e., the holistic concept of peace 50% and human rights was also 50%. The other themes i.e., disarmament, non-violence, conflict resolution, solidarity democracy, development based on justice and sustainable development don't exist. The analyzed content data reflected that the peace values themes i.e., respect for others 20%, gender equality 20%, ecological concern 20%, cooperation 20% and openness and tolerance found 20%. The peace values i.e., self-respect, non-violence, compassion, global concern, justice, social responsibility and positive vision were not existing in the curriculum. The peace skills themes i.e., critical thinking skills were found at 40%, decision making at 20% and group building at 40%. The remaining peace skills i.e., reflection of peace, imagination, communication, conflict resolution and empathy were not existing in the curriculum. The unit-wise analysis depicted that a total of two units out of five (40%) were found to have peace knowledge while a total of three units out of five (60%) were related to peace values. The analysis content reflected that three units out of five (60%) were found in the connection of peace skills themes.

10. Discussion

The existence of peace in society is the basic need for sustainable development in any country and it is not possible to achieve it without the contribution of its youth (Castro & Galace, 2010). The findings coincide with the findings of Bashir et al. (2022) who concluded that peace education did not get priority in the educational policies of Pakistan and found a massive gap in the objective and its implementation. The National education policy (2009) also agrees that there is a gap between policy objectives and peace education content provisions in the curriculum of B.Ed. (Hons) Elementary 4 years in Pakistan and supported the research

objective-1 as well. The findings of Amin (2021) supported the current findings and concluded that the higher secondary school curriculum has a conceptual understanding of peace and the conclusions also supported the research objectives. Hayat (2019) analyzed the curriculum at the secondary level and finalized that a major focus was given to peace values in the curriculum. Baltork et al. (2015) who analyzed the curriculum in Iran at the primary school level support the current study findings. To some context, the findings correspond with Afzal (2015) and Cordesman & Vira (2011) who determined that the current curriculum does not support peace values as well agree with the objectives of the study. Moreover, Pakistan needs to revise the curriculum and follow the international demands and needs for peace education in the curriculum. (Tehseem, 2014) controverts who determines that the courses at B.Ed. (Hons) conveying the state ideology and making discrimination against others than Muslims. The findings controvert the objectives of the National education policy (2009) and its implementation and content provisions in the curriculum and it supported the literature of the study.

The findings of the study agree with the literature that peace education is the process of acquiring peace knowledge, peace values and skills and promoting harmony and understanding with other people. It is the holistic study of peace and educating the people (Begum, 2012). The literature agrees that peace education is necessary to sustain peace and security in society (Dhaliwal, 2013). Peace education may be taught at B.Ed. (Hons) Elementary through peace education curriculum content (Finely, 2004). Pakistan does not have a separate curriculum of Peace education and further, its relevant themes are missing from the curriculum content. Furthermore, the linkage is missing regarding the course content and the main term peace education.

11. Conclusions and Recommendations

It was concluded based on research findings that there was a very small portion of the content of peace education in the course of Educational Psychology. Concluded that peace knowledge themes were only a holistic concept of peace 50% as well as human rights 0% and the remaining themes were not found i.e., disarmament; non-violence; conflict resolution; solidarity democracy; development based on justice and sustainable development. It was concluded that peace values were found i.e., respect for others 20%; gender equality 20%; ecological concern 20%; cooperation 20% and openness and tolerance 20%. The remaining values i.e., self-respect; non-violence; compassion; global concern; justice; social responsibility and positive vision were not found while the peace skills i.e., critical thinking skills were found at 40%, decision-making at 20% and group building at 40%. Remaining peace skills i.e., the reflection of peace; imagination; communication; conflict resolution and empathy were not found. It was concluded that peace knowledge units were found two out of five (40%), peace values units were three out of five (60%) and peace skills units were three out of five (60%) in connection with Castro and Galace Model of Peace Education (CGMPE).

It is hoped that the current study may highlight the significance to move the attention of policy-makers and decision-making bodies to investigate the deficiencies lying in the current curriculum at B.Ed. (Hons) and may point out the need to incorporate peace education themes by reviewing the curriculum. It may realize the need to increase the peace knowledge, peace values and skills of prospective teachers through the content incorporation in the curriculum as well practice in the classrooms. The study may contribute to highlighting the grey areas related

to peace education and its subsidiary themes in the course of Educational Psychology and recommended that the Higher Education Commission may review the curriculum of Educational Psychology and integrate peace education into its themes at B.Ed. (Hons) to promote a peaceful culture. Recommended that the missing themes in the content of Educational Psychology may be included to give equal weightage to the content. The co-curricular activities are important to enhance the knowledge and values of peace. Therefore, the co-curricular activities i.e., conduction of seminars, peace education workshops and training, peace conferences, conduct discussions and speeches to develop peace education and its concepts.

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