CHAPTER III
## CHAPTER III

REVIEW OF RELATED LITERATURE

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CHAPTER III

REVIEW OF RELATED LITERATURE

3.1 Introduction:

A literature review is a text written by someone to consider the critical points of current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and as such, do not report any new or original experimental work. Also, a literature review can be interpreted as a review of an abstract accomplishment. Most often associated with academic-oriented literature, such as a thesis or peer-reviewed article, a literature review usually precedes a research proposal and results section. Its main goals are to situate the current study within the body of literature and to provide context for the particular reader. Literature reviews are a staple for research in nearly every academic field.

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A review of related literature therefore is a must to precede any well planned research study. The review of related literature allows the researcher to acquaint himself with current knowledge in the field of area in which he is going to conduct his research. It also enables the researcher to define the limit of his field. It also helps the researcher to delimit and
define his problem. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are likely to result and his endeavours would be likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It also gives the researcher an understanding of research methodology which refers to the way the study is to be conducted. The researcher can also acquire knowledge about the tools and instruments which proved to be useful and promising in the previous study. The final and most specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed their studies for further research.

The reviews of related literature have revealed that very few studies have been done on peace education on both international and national level. The researcher have reviewed various journals, books, projects and thesis for gathering information and knowledge about the work that has been done on peace education.

3.2 Studies at International Level:

Spielman (1986) studied the development of attitude towards peace asking Jewish and Arab children and adolescents (N= 1224, ages 9-10; 13-14, 17-18) to write essay titled “Thoughts about Peace” prior to and following the visits of Anwar Sadd (President of Egypt) to Israel. While the younger children made use of short and single compositions, the compositions of older children were longer and more expressive. From an interpretive point of view, older children’s views were more advanced than the younger ones.
Rogers, P. (1991) studied on Education for Peace in the Classroom Curriculum, Development Strategies And Materials, A Case Study From Ireland. This study describes the curriculum development process involves in the prediction of a set of peace education materials developed by the churches in Ireland during the past 13 years. This study examines the educational rational of this project in the context of two educational systems operating in Ireland. The study outlines some of the issues facing the development of peace education in Ireland in the next decade. Some of these are learning from past experiences, avoiding rising expectations that are not fulfilled, appreciating the difficulties of implementation of curriculum innovation in a climate of financial cutback, understanding past inconsistencies in policy in this area, giving adequate resources to agencies that are supportive to schools and appreciating the greater emphasise in society on competitiveness and a strong utilitarian thrust.

Sadatomo, T. (1996) in paper entitled Cooperation for peace and development in North Asia: functionalist approach contains the basic concept and framework for cooperation in the sea rim economic sphere the examines the cooperation in different field such as public administration culture, business and social science in the context of promoting peace and development in the academic field there exist more culture exchange relations. The mass media including newspaper radio and TV have played an importance role in raising the consciousness of regional community among diverse national groups.

Cardella L. A & Slyck M. V.(1999) have written a paper on Peace Education and Conflict Resolution Curricula. This paper consists of a critical review of six extant peace education and conflict resolution curricula for the middle school
level. It represents a follow-up to a recently completed study which examined these types of curricula at the high school level. The previous research established a set of educational objectives to be met by these curricula including knowledge and understanding, competencies, attitudes and values, and efficacy and outcome expectancies with regard to the principles and practice of social conflict and dispute resolution. In addition, such factors as grade appropriateness, interest, and difficulty were rated. The results suggested that the curricula varied markedly in the scope and the extent of objectives met as well as on such dimensions as interest and difficulty. This paper examines these issues for the middle school level and is based upon but attempts to improve the methodology used in the previous curriculum review project.

Basiga B. (2004) in her study, globalisation and peace education says that, today, it would be difficult to find a community that has been unaffected by globalization, yet its effects are unknown to many people. This study is an attempt to bring the subject to the awareness of educators while particularly focussing on those in the Phillipines. It is ironic that globalization on one hand has incited people all over the world to protest against it: on the other hand, it has drawn the world closer together. Various contradicting effects of globalisation on nations all over the world, especially on the economic sphere, are presented in the early part of the paper and then the specific impacts in Phillipines context are discussed. The later portion of the paper discusses an attempt at reconciliation of the conflicts created because of globalisation through global education or peace education.

Goran, B. (2004) in his study Positive steps turning into a process concludes there is no systematic, accountable and structural confrontation with the past in
Croatia, but there is growing concern within the civil society about the problems incurred by the lack of such a confrontation. Two different approaches can be discerned: individual work with particular persons or target groups and advocacy that could influence the alteration of the public opinion and decision-making. Both levels are necessary and they should unfold simultaneously. The systematization and regional cooperation of documentation centres, cooperation between victim organizations and peace initiatives, the inclusion of former warriors into peace building processes the cooperation of artists and activists - represent some of the new and promising steps on the civilian scene in Croatia. The constant strengthening of the independent media and the judiciary, coupled with constant efforts on both levels - the personal and the public - raises hopes that the confrontation with the past in Croatia is a process and not a trend.

Simpson K., (2004) in the paper Making connections: wholistic teaching through peace education writes about the need of educating for peace. According to the writer educating for peace at the primary level is more critical now than ever before, as the students struggle to choose and emulate the models of peace education that stand before them. Continuously facing a sensationalized picture of war, students must not learn from the media generated models that stand before them in a time of war. Instead, education must equip students' alternatives of violence. Thus teacher must provide students with opportunities to explore their feelings about war, and learn about peaceful alternatives and conflict resolution. Further, students must learn to challenge the assumptions that traditions have put into place, to ensure that the tenets of peace education preside over inequity that is structural and has gone unquestioned for too long.
Jie, cao (2004) in the article Incorporating moral education into environmental education describes the action taken by a school regarding the numerous complaints and criticisms about students trespassing on lawns, picking flowers and fruits, and destroying trees. The school decided to take the opportunity to launch an environmental education campaign to teach students to protect flowers. Plants and the environment. Environmental knowledge was integrated into various courses. In addition, secondary educational activities were also organized. For instance, moral education was embedded in environmental education by celebrating Environmental Protection Day. By way of activities associated with “protecting flowers, plants and the environment”, the level of students ethical thinking was elevated. Students learn to care about the environment and other human being. It reinforces their collective spirit and attitude towards labour and environmental awareness.

Haggy, K. & Graviel, S. (2005) studied on Lessons to Be Learned from Research on Peace Education in the Context of Intractable Conflict Research on peace education entails important practical lessons about educational work in regions of intractable conflict. Peace education in this context must deal with collective narratives and deeply rooted historical memories and societal beliefs. Research findings from a series of studies with Israeli and Palestinian students and teachers demonstrate the challenges of attaining durable and worthwhile effects through educational activities: short-term benefits may erode over time, ongoing violence and hostility may block attempts to understand the opponent's perspective, and power and status asymmetries may dictate incompatible agendas or prohibit a mutual common ground for constructive interaction. At the same time, these studies
offer several promising directions to enhance the potential of carefully designed peace education programs. Such programs are likely to foster participants' ability to acknowledge the adversary's collective narrative, engage in constructive negotiations over issues of national identity, and express a less monolithic outlook of the conflict.

**Brantmeir E. (2005)**, has conducted study on Constraints and Possibilities for intercultural Peace curricula: A critical case study of Teacher involvement in multicultural change at a U.S. Midwestern high school. The study of the education of minority and majority groups in pluralistic societies is important for understanding the processes of social and cultural change that are occurring in a culturally, economically, politically, and environmentally interdependent world. The findings study indicates that constraints on teacher time, on teacher energy, on school resources, and dominant Euro-American in-group norms were encountered during the curricula development process. Short-term, additive curricula units were developed and the following long term ideas were suggested but not initiated by teacher inquirers: cultural awareness education that permeates the school curriculum; a diversity course; diversity graduation requirements; and/or a school wide reading. Teacher inquirers reported changes from their involvement in the intercultural peace curricula development process: increased levels of cultural awareness; changes in their feelings toward newcomers and their classroom behaviors in relation to newcomers; and positive changes that they saw in newcomer student attitudes and behaviors.

**Akudulu, (2006)** has done a study on assessing peace education component of the universal basic education in Nigeria through social studies curriculum. The
background information reveals the urgent need for peace education in Nigeria. The study is an attempt to present the extent Nigeria has gone in implementing peace education. Three research questions guided the study Peace Education and role of teachers. The findings of the study reveals that the social studies curriculum for the UBE programme in Nigeria contain some peace education topics that are based on the eight action areas of peace education recommended by the United Nations.

Picket L. (2006) in her paper Importing Peace Education from Belfast: A prosocial Approach to school improvement in the US presents the results and experiences of one school within a unique university/k-12 school district partnership that approached school reform through a framework of Peace Education. Faced with the challenge of improving academic achievement in a district with a history of five years failing to meet Annual Yearly Progress as defined by the No Child Left Behind Act, university faculty collaborated with elementary school teachers to implement principles of peace education that have been successfully applied at Old wood Integrated Primary School in Belfast, Northern Ireland. The author in the paper presents challenges, theoretical perspectives and the model that guided the initiative, the process and results of social change.

Bitton and Solomon (2006) examined the effects of a school based yearlong peace education programme(Pathway to Reconciliation) carried out in Israeli and Palestinian schools with818 Jewish and Palestinian high school students, divided into programme participant and non-participant control. The programme was administered during the 2002 Palestinian uprising. Despite overall belligerent atmosphere, the programme had positive effects mainly on the participants’ conception of peace moving from negative to positive peace.
Khemani, E. Hughes, J. (2006) in his article in University of Toronto Medical Journal explains the relation between peace educations and health, i.e., peace has long been known to be an important determinant of health on many levels, including different health problems role of peace through in health science education and also discussed about 12 challenges in adopting Peace thorough health in the medical curricula i.e. the health professionals should begin acquiring knowledge and skills in peace through health early in their training for use both locally and internationally.

Mastumoto, M. (2006), have conducted study on Strengthening Peace Education Programming in the United Nations: Recommendation for Inter-Agency Peace Education Working Unit in the UN The thesis focuses on the analysis of the Peace Education programming by the United Nations system. Based on the analysis with reference to academic theories and the history of peace education, the study concludes that the coordination among the different agencies on Peace Education is very weak, and it is hindering the effectiveness and the improvement of such initiatives. In order to strengthen the coordination for the improvement of the Peace Education programs, the thesis recommends that the UN create an Interagency Peace Education Working Unit (IPEWU) within its system. The creation of such a unit could be a model for further coordination among various agencies on other issues and initiatives.

Page J. (2006) in his thesis peace education, exploring ethico philosophical foundation, says, Peace Education is now well recognized within international legal instruments and within critical educational literature as an important aspect of education. Despite this, little attention has been given in the critical literature to the
philosophical foundations for peace education thus remains substantially an assumed one. This investigation explores some possible ethico-philosophical foundations for peace education through an examination of five ethical traditions:

1) Virtue ethics, whereby peace maybe interpreted as a virtue, and/or virtue is interpreted as peacefulness, and peace education as education in that virtue.

2) Consequential ethics, whereby peace education may be interpreted as education regarding the consequences of our action and inaction, both as individuals and collectivities.

3) Conservative Political ethics, whereby peace education maybe interpreted as emphasizing the importance of the evolution of social institutions and the importance of ordered and lawful social change.

4) Aesthetic ethics, whereby peace maybe interpreted as something lawful and valuable in itself, and peace education as emphasizing the importance of that beauty and value.

5) The ethics of care, whereby care maybe interpreted as a core element in peace, and peace education as encouraging trust and engagement with the other.

The thesis addresses major contributions to each of these ethical traditions, the strengths and weaknesses of the tradition, and the ways in which the tradition provides support for peace education. It is argued in the thesis that each tradition provides only a partial basis for peace education, and that ultimately a holistic and integrative understanding is required, one that encourages a culture of peace.
Paz, A. (2008) in his paper Teacher Insights From An Intercultural Peace Curricula Development Project En Paz Program has provided for analyzing various teaching strategies for the development of eight citizenship competencies which are essential for constructive conflict handling and the prevention of aggression – i.e. handling anger, empathy, distance-taking, creative generation of alternatives, considering consequences, active listening, assertiveness, and questioning beliefs. Preliminary results of the Aulas en Paz program were published in the previous issue of this Journal. This paper supplements the previous one by highlighting the teaching strategies that have been most successful in getting these citizenship competencies put into practice in an environment which is motivating and significant for the students.

Ajala E. M. (2007) has conducted a study on “The impact of relationship management of Peace Education, Labour-management Relations and Workers Welfare in Selected Industries in Nigeria.” The study examines the impact of relationship management in peace education. The constant re-occurrence of conflicts at industrial level due to the failure of the use of statutory mechanisms of trade dispute resolution necessitate the need for use of alternative approach in the form of relationship management of peace education. It is further recommended that the introduction of relationship management in workers and management education will create a peaceful workplace culture and at the same time assist in reducing tension, strain, and stress thereby promoting workers welfare and productivity.

Brendan, (2007) conducted a research on education under attack: a global study on targeted political and military violence against staff, students, teachers, Union and Government Officials, and Institutions. This report reports on how
political and military violence targeting educational systems is depriving a growing number of children of the right to education. This study focused on targeted violent attacks, carried out for political, military, ideological, sectarian, ethnic or religious reasons, against students, teachers, academics, education trade unionists, education officials and all those who work in or for education institutions such as schools, colleges and universities. It also included attacks on educational buildings, such as the firebombing of schools. It urged the international community to address the issue of violent attacks, press for an end to impunity for such attacks and extend the application of human rights instruments to cover violence against education.

**Pieternei de, Bie (2007)** have done a study on “Rethinking Media Violence” media literacy within the fields of peace education. The purpose of this study is to thread new ground by exploring the use of media as an educational tool from a peace education perspective. The study is based on two assumptions. First, most mainstream media normalize violence. Second, media are powerful and useful tools to teach about, for example, human rights. The merging of these two assumptions gives rise to potential conflict, as the use of violent media might counterbalance the purpose of peace education, to confront and transform the culture of violence. Thus, two questions arise:

1. How should media be used in (peace) education?
2. How can media be critically examined with and by youth?

These questions are explored through a literature review across several academic disciplines, appraising social scientific as well as drawing on the fields of cultural studies and critical pedagogy to question a protectionist approach to the
issue of media violence. Also, by combining the fields of media education, cultural studies and critical pedagogy, the importance of media literacy education within the field of peace education is addressed, giving rise to the term critical media literacy. Also, the paper evaluates a small scale educational project conducted at a Bronx Middle School, through which is examined the gap between the way youth use and interpret media, and the apparent effects of media violence. The conclusion is that media should be used as an educational tool, if within the framework of critical media literacy.

Marimuthu, J. (2007) in his study Consensus, terrorism and peace: the role of Malaysia’s media to promote world unity in the post-September 11th scenario. The result of this study show that while the mainstream media in Malaysia can enlighten the West on perceived injustices leading to grievances, they are also in a unique position to initiate a reform of moderate and liberal thinking in the Islamic world. The emergent moderate and balanced stances as highlighted in this study lead to the conclusion that the Malaysian media have the scope of fostering greater understanding across religions, cultures and societies, the very foundation needed both to establish a consensus with regard to international terrorism and to build a world of peaceful coexistence for future generations.

Waldorf, S. (2007) in the study “A case study of peace education in Iowa High Schools and proposal for a new curriculum finds that there is a need for peace education in Iowa to address the pervasive individualism and pressure to conform to the norms of society that are deeply imbedded into U.S., and specifically Iowan culture. These two aspects of the culture, which arguably play a negative role in the development of a culture of peace, can be addressed through Hossain Danesh’s
education for unity in combination with Paulo Freire’s education for social consciousness. Three Iowa high schools are currently incorporating aspects of these two theories, but additional work must be done to integrate the theories more intricately into the curriculum. Once high schools in Iowa implement curriculum related to these two theories, schools and communities will experience less violence and more movements toward social justice.

Colardy, E. (2008) in his article in the journal the peace and conflict review titled 1000 Peace Cranes: Exploring Children’s Meaning Of Peace describe the preliminary findings of the exploratory project of peace education piloted over the course for three months to group children age 7-14 at boys and girls club in Midwest city objectives of the study were to define the peace means to oneself, begin to describe diverse possibility for what peace could look like for the individual family unit organization communities, state nation and world, strengthen the skills of the collaboration in group that shares a comma goal finding of the study The children in this study extended definitions of peace beyond the prevailing absence of violence as identified, they spoke of peace in terms of the presence of positive communication among family, social connections, basic necessities, and support for school success. They articulated an ability to control one’s own anger and/or behaviour as well as good decision-making as essential elements in their definitions of peaceful actions. These themes were reiterated in the final focus group when children were asked at the end of the peace class to, once again, define what peace meant to them.

Morton, J. (2008) has done a study on reading and writing peace: the core skills of conflict transformation and literacy. Research, dialogue, critical thinking
and creativity are four skills that shape both the practice of conflict transformation and literacy. These skills function similarly in both spheres, allowing for an easy transfer between the two disciplines. In this research project, the author constructs a pedagogical framework for teaching these skills by exploring the intersection and application of each in the fields of conflict, transformation and literacy. As the researcher notes in her introduction: “As a teacher, my calling is to prepare the next generation to grow, even flourish, in an interconnected but violent world. I believe passionately that violence needs to be addressed directly in our classrooms, yet the current education must serve a public with vastly different views, values and ideals. Like writing or math, students ought to leave classrooms with concrete skills to apply rather than an ideology to adopt. I realized that research, dialogue, critical thinking and creativity are all teachable skills applicable in both conflict transformation and literacy, that we could challenge the culture of violence now. Peace education should be accessible to all, not just those who can afford private schools.” This thesis proposes that the skills for transforming conflict and for developing literacy are equivalent. The hope is that conflict transformation and literacy can be taught in schools using these skills, and that their connection to each other will only reinforce their utility in promoting a just and peaceful world.

Martin, D. & Pence, H. (2008) have done a study on supporting peace education in teacher education programme. In examining their elementary teacher education programme at James Madison University, from their mission to the curriculum and programme delivery, the authors used the opportunity to focus explicitly on peace education. The mission and content of teacher education programmes are determined largely by the faculty of the institution of higher
education that house them, and by teacher listening regulations within the given state. Therefore, although committed to making an impact with peace education as an area of focus in their courses, the authors were not free to add peace education as an additional and required course within the programme. This article focuses on three courses in which peace education could be more consciously and systematically integrated. These courses were taught by three different faculty members across one semester. Through critical and collaborative examinations of their work, student’s artifacts, and their own philosophical reflections, the authors aspired to expand their effectiveness as peace educators and in turn, guide their students in the ways of peace.

Brantmeir, E. (2009) in his study teacher insight form intercultural Peace curricula development project Data garnered from an eight month critical ethnographic action research project tells a story of prejudice and discrimination in a white, Euro-American dominant context at Junction High School in the U.S. Midwest. However, counter-normative efforts aimed at transforming the situation for newcomer students were conducted by both the researcher and a group of teachers who developed and implemented intercultural peace curricula. White, Euro-American constructions of “others” and teacher reflections on their engagement in the process are presented in this article. The article aims to provide a case study and to encourage deeper dialogue on intercultural peace education in schools for achieving an authentic democracy.

Hamed, M. Zadeh ; A. Ghaheri ; L. Karp (2009) In the case study A Model of Non-Cooperative Dynamic Game to Conflict Resolution Among Common Natural Resource Operators, studied non-cooperative dynamic game to resolve
conflict among common natural resources operators is represented. Bidestan aquifer, where two municipal and agricultural operators are simultaneously pumping common aquifer, is chosen as case study. Based on the cooperation among aquifer operators, aquifer operation is modelled by 3 scenarios (1) non-cooperative static game, (2) non-cooperative dynamic game and (3) cooperative game. Results show the benefits of cooperative model are more than non-cooperative models. Employing proposed dynamic game has lead to 25% more extraction than static game.

Dogan, Y. (2009) studied the concept of war and peace within the content of social sciences course with pictures. The propose of the study is to evaluate the peace and war concepts, which are to be internalized by the students in the Social Sciences course, and to investigate these according to gender and section variables, and also to examine student’s pictures to see how students perceive these concepts. Findings of the study usually, girls tend to organize their behaviours according to the behaviours of the opposite side. Additionally, when the answers of boys and girls were compared, it was observed that they were confromable since they tried to look for a solution. Boys, in a way, punish the opposite side passively and aggressively. Fourth grade students usually tend to punish the opposite side, and the problems are perceived as the problems of the opposite side. They tend to accuse the opposite side whenever a 16 problem arises. Fifth grade students are usually sensible. They tend to be more rational, looking for solutions and embrace tolerance mutually.

Ezozo A. (2009) has written a paper on African peace education: An Initiative for a Non-Violence Curriculum, in the journal of Pan African Studies. This paper critiques problems resulting from military and social-conflict in five African nations, and thus offers ways to understand this conflict in an effort to introduce new
longitudinal and durable ideas for peace in contemporary Africa by suggesting that a mandatory peace curriculum be implemented to educate the future leaders of Africa.

Mehmet Alpargu; Enis Sahin; Serkan Yazici (2009): In their article ‘Teaching History and its contribution to Peace’ has discussed the roles historical studies can take in the construction of peaceful societies in the future by means of the values and functions of historical data. The methods applied for this aim include “Peace Education” and “Historical Empathy”. Through examining the related publications, peace education is discussed with specific attention paid to types of practices and defined curricula in numerous countries including Australia. It is also suggested that historical empathy can be used for solving historical problems and creating a mutual understanding between societies which are neighbours or share common past while they struggle with globalization process. Both researchers and students who establish “historical empathy can develop a different attitude towards the “other” as a basic problem of teaching history by finding new approaches and horizons. In this article, the difficulties encountered in when it comes to the practice of “peace education” and “historical empathy” include a peaceful understanding to individuals, dealing with the concepts like war and antagonism – all discussed in the light of academic views. Basic principals like “permanency” and “reciprocity” are elements of the methods recommended above and are argued for in the article within the scope of the question of whether or not history can serve world peace.

Odejobi & Adesina (2009) in their study Peace Education and the School Curriculum examined the role of school discipline in the implantation of peace education. The study looks at the goals of peace education and highlighted the tenets in school subjects such as social studies, government, history and religious studies,
which go well with the achievement of peace in the society. The study also examined problems militating against the existing school subjects and raised appropriate recommendations towards achieving peace in the Nigerian society. The work concluded by ranging the advantages in the teaching discipline.

Clark M. (2010) Have done a project on Making Peace, a creative thesis project. The purpose of this project was to create a book for children, titled “Making Peace”, which gives children the language of peacemaking, possible definitions of what peace means, and examples of how to make peace in their own world. This book includes an appendix written specifically for parents and teachers. The appendix describes ways to integrate peace education methods and activities into the classroom curriculum and learning environment. Along with the writing and illustration of an original children’s book, the investigator seek to answer the following research questions; what are the common elements of children’s picture books whose main theme is peace? How do children react to these types of stories? How do children talk about and define peace? How can teachers incorporate the philosophy of peace education into their classrooms? And lastly, how do children react to her own children’s book about peace?

Findings:

Based on class discussions and art activities, the investigator discovered that young children can be categorized into three different groups or types of peacemakers, what she has named; the naturalist, the meditator, and the humanist. The naturalist is the student who describes peace as a connection or caring for the earth and it’s plants and animals. The meditator is the student who defines peace as
an individual desire to find quiet, calm, and silence. The humanist is a category of students who believe peace is about taking care of one’s family and friends. These three categories, along with a list of common literary and visual elements found in children’s literature, are what make up the framework for her own children’s book about peace.

**Dream of God (2010)** This paper describes the testing of methods for transformative peace education that were taught to, and tested on, students in 7th and 9th grade. These methods are a central part of, but not restricted to, the UN supported “Dream of the Good” peace education project. They include mind/body techniques employing calm and concentration that may counteract negative effects of experienced stress, and contribute to positive mental states in place of negative ones. They also include reflection that aims specifically to affect the students’ perception and make them see that their experience of others, and of the external world in general, is strongly connected to and dependent on themselves. The two methods employed in this study each belonged to one of the two types and were yoga and dialogue about existential questions. The purposes of this study were both to evaluate if the self-report tests that were used constituted good measuring instruments, to evaluate the effects of the methods by using these instruments, and to discuss design of a planned large-scale controlled study based on these findings. The effects of the methods were viewed in terms of an overarching concept of peace defined at the individual level. This was measured in terms of psychological constructs for well-being, empathy and aggression. In this study a multidisciplinary approach was used for the theoretical framework. Empirical based psychology, with findings from controlled studies, represented a primary perspective that was rooted
in a Western research tradition. In addition, Buddhist philosophy, representing knowledge based on centuries of introspective study, was applied as an Eastern perspective in order to extend the theory and help form hypotheses.

Ssenkumba M. (2010) in his study on School Based Peace Education and Guidance and Counselling in Secondary Schools in Northern Uganda aimed at documenting the perceptions of students and teachers of selected secondary schools in the northern part of Uganda towards peace education and guidance and counselling needs. The study found that peace education is rightfully identified as a curriculum that may hold the keys to bringing about significant change in secondary schools of the war ravaged region of the pearl of Africa. The major components of peace education should emphasize techniques of conflict resolution, tolerance, respecting differences, awareness of behaviours that protect peace, gender equality, dialogue, interaction. Respondents also noted the importance of the need to effectively train peace educators to help them acquire the skills and knowledge of dispensing peace education to students. The revelations of the study also led to the conclusion that school counselling services are crucial for proper adjustments of students that were directly or indirectly affected by the rebellion.

Adeymi, Falde & Olowo (2011), has written a paper on Participatory Means of Teaching Peace Education Concepts in the Universal Basic Education Social Studies curriculum. This study examines the teaching of Peace Education concepts in the Upper Basic Education Social studies curriculum. The paper posits that conventional rote learning method used in our schools cannot develop in the learners the values, attitudes and skills required for building the culture of peace. The participatory approach is recommended for the teaching of peace education
concepts. This will help learners to acquire and demonstrate the values and traits of peace.

Lazarus N (2011) have done a study on Evaluating Peace Education In The Oslo/Intifada Generation: An Impact Study Of Seeds Of Peace 1993-2010. Since 1993, several thousand Israeli and Palestinian youth have participated in 12 summer “coexistence” programs in North America. The programs espouse a common theory of change: that an experience of dialogue in an idyllic American setting will inspire youth to return to the Middle East as aspiring peacemakers. This dissertation provides the first large-scale, long-term empirical assessment of that theory, by tracking the peace building activity of all 824 Israeli and Palestinian graduates of SOP's first decade of operation (1993-2003), and complementing this with qualitative research on more than 100 adult graduates (ages 21-30). The longitudinal framework assesses fluctuations in activity over time, highlighting the influence of changing personal, organizational, and political contexts. Key findings include that more than half of alumni engaged in peace building during high school; that compulsory Israeli military service discouraged activity among both Israeli and Palestinian graduates; that nearly one-fifth of alumni engaged in peace building as adults; and that extensive follow-up programming was essential for sustaining long-term commitments to peace building. The study concludes that the international intervention structure embeds an effective educational model in a problematic organizational model. While providing an unprecedented evaluation of a popular peace education approach, this study tells the stories of a pivotal generation: Palestinians and Israelis who entered adolescence at the hopeful dawn of the Oslo peace process, to emerge as adults in an era of intifada and “separation.”
Najjuma R. (2011) have done a study on Peace education in the context of post-conflict formal schooling: the effectiveness of the revitalising education participation and learning in conflict affected areas—peace education programme in northern Uganda. This study set out to explore the effectiveness of REPLICA-PEP and to gain insight into the reality of the current practice of peace education in schools in a post-conflict context in Northern Uganda. The school is one of the places where children learn values, attitudes and behaviour, schooling is often criticised for using symbolic violence to maintain and reinforce different forms of violence including physical violence. This study explores theoretical and practical aspects of peace education and key issues relevant to the effectiveness of peace education programmes, including the role and influence of formal schooling in a post-conflict context. Combinations of qualitative methods (interviews, observation and documentary analysis) were employed to examine REPLICA-PEP effectiveness and its impact on pupils’ knowledge, attitudes, skills and behaviour. The results show that, although some traces of impact were found in pupils’ awareness of: the dangers of using violence; non-violent conflict resolution alternatives; and attitude change to non-violent conflict resolution, pupils did not develop empathy, self-control, competences and skills for non-violent conflict resolution. Interrogation of qualitative data about the REPLICA-PEP implementation process and activities in the schools have led to the generation of theoretically-informed and empirically-grounded recommendations which integrate and accommodate the nature of formal schooling in a post-conflict context and programme design features for improving the effectiveness of peace education programmes. It has also laid the ground for future research on what is possible in terms of strategies to facilitate and promote
pupil peace building activities in post-conflict formal schooling contexts such as peace-related pupil voice, documentation and action.

**Begum A. (2012)** in her study “The Concept and Perception of Peace Education in Gilgit Baltistan Pakistan: A Comparative Case Study” tries to explore the perception and practices of peace education in Gilgit Baltistan Pakistan. In the geographically remote culture and context of Gilgit Baltistan Pakistan, this study explores the perceptions and practices of peace education by two secondary school head teachers (one in a relatively urban area and another in a rural area), as well as three additional teachers from each school. A qualitative, interview-based research approach is employed. The concept of peace education is related by the interviewed teachers to the inculcation and development of positive thinking and positive attitude among students. This positivity is seen as instrumental for the holistic development of the children, and ultimately, for the cultivation of a peaceful society.

3.3 **Studies At National Level:**

**Rajput (2000)** points out that education needs to promote the culture of peace, cohesion and collaboration that is in consonance with the socio-cultural ethos of India. Value emphasise in school must form a part of every unit and activity. Stories from epics, mythology and history would generate awareness about the cultural heritage and practices, community, respect for religions, language etc. A couple of action plan have been given such as liberating the child from the chain of prescribed curriculum, giving freedom to the teacher and learner to evolve curriculum around their own situations, delineating strategies for value inculcation.
from religions, inculcating a sense of belongingness and ride of being an Indian, development of commitment among teachers and so on.

Sahoo J. (2003) studied adolescents’ conception of peace, violence and strategies to attain peace in relation to some psycho social variables and academic achievement. Here, he observed that adolescent students of high intelligence had significantly better concept of peace than the low intelligent students. He has also found that socio economic status played a significant role in concept and attitude towards peace among adolescents’ students. Students of high socio economic status acquired more conception and attitudes towards peace than the students of socio-economic background.

Sahoo J. (2003) investigated the academic achievement and settlement on the concept of peace of adolescents and found that there were significant differences between urban and rural adolescents. Students of high academic achievement had significantly better concept of peace than the students of low academic achievement.

Preeta, (2007) conducted a case study on Mohalla Committees in Mumbai: A case Report. This report is based on a project on the society initiative in negotiating peace in Mumbai. The chief objective of the Mohalla Committee was communal harmony. Conclusions drawn from the study are that in the riot hit areas of Mumbai intra-ethnic civic networks were weak. Formation of Mohalla Committee is thus, a major step forward. They represent an inter-ethnic network that opens the channels of communications between the Hindus and the Muslims, and attempt to bridge the gap between the two. Much of the success of the Mohalla Committee in preventing communal violence flows from the fact. Many of their
weakness, however, emanate from the fact that Moholla Committees represent the everyday forms of engagement and not the associational form.

Devi, Kh. E. (2008) in her article on Muslim women of Manipur and peacemaking tried to analyze and observe the spatial conundrum of Manipuri Muslim women in their march towards socio-political upliftment and bringing peace in trouble torn society of Manipur.

BABAEI, A. R. (2009) have done a study on “The Role Of International Nongovernmental Organization In Structuring A Peace Strategy For Twenty First Century”. Objectives of the study were to study fundamental purposes and dynamics of INGOs and how to canalize them for the attainment of an effective peace strategy, to study modes of interaction between INGOs and governments and how they can be deployed to prevent and resolve conflict within and between states. The study concluded that what we mean by “peacemaking” and “peacekeeping” depends largely on what we mean by peace, in the short term, neutral outside military forces can sometimes play a useful, even critical role in this process by helping the police and enforce the conditions of cessation of armed conflict that the parties previously at war have agreed. But in the long term, the peace that is being kept will only endure if the conditions that led to the outbreak of war have changed. For lasting and prosperous peace the population of a place or a country needs checks and balances on those who have the potential to transform conflict into abuse and violence.

Bajaj M. & Chiu B. (2009) in their paper Education for Sustainable Development as Peace Education examine the intersection among peace education and Environmental Education to understand how these commonalities frame
education for sustainable development. The authors trace the intersection of the two disciplines and explore the role of United Nations in promoting and empowering individuals with the values to advance the twin goals of peace and ecological sustainability. The paper profiles the United Nation's Decade of education for sustainable development, particularly as formal education, non-formal learning channels, and popular culture have embraced the holistic notion of ecological responsibility, peace and social justice.

**Pradhan P. (2009)** in her study on *A study on creativity in relation to yoga*: A theoretical framework has tried to find out the relationship between creativity and peace and yoga. The main objective of the study was to study the concept of creativity, peace and yoga and to study the relationship between creativity in relation to yoga. The major finding of the study was that there is a positive relation between creativity, peace and yoga.

**Rajagopalan, P. (2009)** in the study "From Agenda to Action: interpreting and implementing the N.C.F. Peace Education Guidelines states that crafting the perfect pedagogical intervention is futile without a clear understanding of the structure, methods, contexts and specific needs of a given system. This study takes the National Curriculum Framework and its guidelines on peace education as its point of departure, read the textbooks currently in use in a majority of Tamil Nadu schools as its lens on what is being taught to children.

**Chauhan V. & Khanna S. (2009)** conducted research to study the tourism's contribution to the peace building in Kashmir in terms of residents' and tourists' perception. The research concludes that tourism has a significant contribution
towards peace building in the study area. The study also suggests a strategic model based on developing guest-host relationship.

Srinivasan, A (2009) studied civil society peace education programmes in south Asia. The objective of the study was to identify civil society organizations and individuals who are working in the area of peace and conflict resolution education and understand the work that they have been doing. Conclusions of the study were that there are many peace education projects in South East Asia, particularly in India, Pakistan and Sri Lanka. Those who initiated them were motivated by many different factors that inevitably intersect between the personal and the political and include both their individual and collective history. Peace education programmes are as much about and for the trainers as they are for the trainees or students. There are several qualified good intentioned educators eager to constantly expand the boundaries of learning in the classrooms. There are schools that genuinely want to offer their students education that incorporates ideas of peace ideas of peace and nonviolence.

Udaykumar, S.P. (2009) in his article, peace education in India: A proposal discusses on how different perspective on peace through education can be generated. Across the world, Peace Education programs are gaining popularity, as states, international agencies and civil society organizations increasingly recognize the importance of such education. However, with this growing recognition there are increasing contestations over both the broader objectives and the specificities of carrying out peace education programs. This article sketches out the various options that are available, and also looks at how a regional perspective on peace through education can be generated. While such a perspective would have to be sensitive to
the history, the current reality and the future needs of the different South Asian states, given the shared cultural practices in South Asia, it may not be an impossible undertaking.

**Chinara, B. (2010)** in his article *Promoting Peace for Quality School Education: A challenge for Teachers* has discussed the need of peace education during schooling. He has also discussed how people perceive teachers’ potential for promoting a culture of peace. The author, in this article says that the schools have become the transmission points of violence. The contemporary conflict ridden and threat prone society has placed unbelievable faiths in teachers who have the potential for nourishing both rational and relational skills in children by imparting peace based knowledge, developing peace oriented attitudes, nurturing peace governed ethics, inculcating peace associated values and enhancing peace related competencies, and thereby transforming schools into ‘nurseries’ for promoting peace.

**Leban Serto (2011)** has done a study on *Teaching for Peace and Peace curriculum in Manipur*. The study reveals that peace studies do not get any priority in the state curriculum. Co-curricular activities are not given due importance and the teachers use only the lecture method. The study also revealed that the curriculum needs a complete overhaul to meet the changes and prepare people to live in the present dynamic society.

**Goswami Pujari M. (2011)** in her study on *Awareness and Attitude Towards Peace Education among Secondary School Students of Assam; A critical study*, aimed at finding out the awareness and attitude of secondary school students
towards peace education. The study found that both male and female students have equal level of awareness towards peace education and both are equally concerned about the subject. The study also found that socio-economic status plays a dominant role on the awareness and attitude of peace education among secondary school students. Students of high socio-economic status are more aware and acquire strong attitude of the need of peace education than those of the low socio-economic status. However, no influence of race variables is found in this regard. The study also found that the awareness level of urban and rural students varies appreciably.

Mishra L. (2011) in his study on Pre-service Teacher Training for Peace education has stressed that in order for peace education to become a regular inclusion and curriculum expectation within schools, nations and worldwide, teachers must be prepared to teach issues that are often socially uncomfortable and conflicting in order to combat the stigma, conflict and inequality that peace education seeks to diminish. The study is an exploratory study. The data was analyzed according the three categories listed as main components of peace education. As a pre-service teacher, learning the skills to work with students to create a culture of peace is a difficult task to envision. The finding of the study strongly recommended that the Philosophy course and every core course of the Bachelor of Education programme adopt and promote peace education effective learning tool.

Lakhyani S. (2012) has done a study on Developing Inner Peace and Joy through Art education. The problem statement of the study was, Art education has been given a place in the curriculum yet there is a general misconception that the subject Art is of lesser importance and treated as a mere entertaining fringe. The
basic key question, therefore, is - Does process of art education that is art instruction, promotes creative aspects of students and develops inner peace? It is with reference to the teacher Education course. Approach: for the study, a workshop on art was organised and 400 B.Ed students (pre-service teachers) were taken. Most of these students had studied art only till VIIIth standard while few of them had no experience of any art in school. They were hesitant to paint and had lot of misconception about art. The workshop included slide show, discussion and interpretation, meditation listening music, painting on the spot and writing the experience of going through the workshop. Data was analysed qualitatively. The study concluded that art education promotes: unique perception, feelings, sensitivity, symbolic association, imagination, originality, unique idea self realization and observation which are the aspects of creativity. It was also analysed from the data that art education made subjects feel relaxed; satisfied; fresh; feeling of otherworldliness; contented; inner peace; joy and happy; inspired; motivated; confident to create; sense of freedom and awareness of inner potentialities. Thus, the study concludes that art education promotes peace and joy in an individual and it is important in one’s growth.

Das Sarma, P., (2013) have done a study on Teachers’ attitude in creating non-violent atmosphere in the classroom by providing peace education: an analytical study. The investigator in the study has made an attempt to know the role of teacher in providing peace education. The study has three main objectives, (1) To identify the role of the teacher in building awareness and support for the introduction of peace education into all spheres of education. (2) To help students in developing some qualities like problem solving, decision making, communication skills, coping
with emotions etc. (3) To identify and implement peaceful solutions for resolving conflict in the classroom situation like communication skills, interpersonal relationship skills etc. The study finds that 99% teachers are in favour of living together in peace and harmony. The study concludes that teachers are the right agencies for preservation and transmission of peace amongst children.

3.4 An Overview:

Review of various related literature reveals that studies on peace education have been done on a variety of issues and thoughts relating it to different variables such as conflict, violence, creativity, yoga, attitude, awareness, academic achievement of students, curriculum, textbooks, teachers etc. It has been revealed that majority of the peace studies are done in the conflicts affected countries or states. The review of related literature also reveals that most of the peace studies at the international level are based on the conflict resolution issues. However, there are many studies both at national and international level which have given importance on the development of peace through education at the school level. Various studies have been done at different nation, state and district level on the need of development and modification of curriculum for imparting peace education as well as for development of peace. It has also been found that most of these studies at both international and national level are done on the students of different grades of school level. Some studies on peace education have also been conducted stressing the role of schools in conducting, developing and imparting peace education.

The studies of Cardella &slyk, Akudulu, Simpson, Jie,Cao,Brantmeir,Picket, Bitton &Solomon,Waldrof, Dogan,Ezozo, and Odejobi &Adesina have dealt with
the development of curriculum for peace education in different ways. It is a noticeable fact that all these studies have given stress examining the curriculum of the school level of different countries. Some studies have also suggested ways of redesigning curriculum for peace education.

But there are some altogether different types of studies which deal with some novel type of issues and concepts. Roger (1991) e.g. in his study has dealt with peace education material developed by churches at Ireland during past 13 years and issues facing development of peace education at Ireland.

Another researcher, Sedatomo, examined co-operation in different fields such as public administration, culture, business and social science in the context of promoting peace and development in the academic field. Goran B. (2004) have stressed on the strengthening of independent media and judiciary to bring justice in Croatia. Basiga, B (2004) in her study expresses concern that though Globalisation has affected all the communities today, yet, its effects are unknown to many people. The study attempts to bring the subject to the awareness of educators while particularly focussing on those in the Phillipines. Ajala E.M. (2007) has examined the impact of relationship management in Peace Education. Khemani and Hughes (2006) have dealt with a different issue. The study has explained very clearly about the relation between peace and health. They have also advocated for adopting peace through health in medical curricula.

Mehmet Sahin & Yazici (2009) have discussed the roles historical studies can take in the construction of peaceful societies in future. Another researcher Clark
(2010) have done a project on Making Peace, A creative Thesis project, with an aim of creating a book for children, titled “Making Peace”.

At the national level very few studies have been done directly on peace education. Review of literature reveals that peace education in India has not gained much importance. But some studies have been done on various issues relating to peace. Most of these studies have given importance on development of peace amongst the students at the school level by redesigning the curricula, through innovative methods of teaching and by developing peace amongst teachers through pre-service and in-service training.

But there are some diverse type of studies taken up by people belonging to different field. Preeta J. have done a study on Mohalla Committee which took initiation on bringing peace in the riot hit areas of Mumbai. Vinay, C. Subidha, K. have conducted research to study the tourism’s contribution to the peace building in Kashmir in terms of residents’ and tourists’ perception and found that tourism has significant contribution in the study area. Another researcher Pradhan P. have tried to find out the relationship between creativity, peace and yoga and found that creativity, peace and yoga have a positive relationship. Sahoo, J have studied adolescents’ conception of peace, violence and strategies to attain peace in relation to some psycho social variables and academic achievement and found some differences in concepts and attitude towards peace among adolescents of different socio-economic background. He also found out that students of high academic achievement had a significantly better concept of peace than the students of low academic achievement. Goswami Pujari have also done a similar study.
3.5. The felt Gap:

Review of related literature reveals the fact that in India Peace Education has not gained much popularity. There are very few research studies on Peace Education especially at the Universities of India. Of course there are some very good articles and small projects at the national level which tries to develop awareness amongst people regarding peace education. After the review of literature it is felt that more and more studies should be taken up in India on peace education so that it can directly or indirectly help to bring peace in our country.

Thus, though studies on peace education includes diverse issues and thoughts, no studies till now have been done on how peace education can be developed through scholastic and co-scholastic activities at the school level. The school is an important agency of developing peace. Therefore the investigator feels that more and more researches on peace education in relation to schools should be taken up. But review of related literature reveals that no such studies have been done in India so far and there seems to be a gap in this regard. So, this gap prompted the researcher to take up this study.
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