

Peace Education in Teacher Education Programme

A Suggested Curriculum

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Abstract

The concept of Peace Education is not new, but its practice in our education system is a challenge. Global institutions like UNICEF and UNESCO have been initiated to make Peace Education a component of our school as well as Teacher Education long before. Accordingly, Indian institutions like the NCERT, NCTE, and the UGC have also tried to include Peace Education in Indian school, teacher, and higher education system. NCTE, the apex regulatory body for Teacher Education in India has recently come out with a revolutionary Curriculum Framework for all the levels of Indian Teacher Education Programmes. It is expected to have a complete qualitative revamping of Indian Teacher Education programmes if truly the curriculum will be implemented in the Teacher Education institutes. In its new resolution (January 2015), the NCTE has made a provision to integrate Peace Education as a component in the content designing of Diploma in Elementary Education (D.El.Ed.) curriculum, and has also made a provision to add Peace Education as an independent course in the list of optional courses in Bachelor of Education (B.Ed.) programme. Realising the importance of including Peace Education in Teacher Education curriculum, the author here tried to develop a curriculum of Peace Education which could help the Teacher Educators to design their curriculum for Peace Education at the Diploma, Bachelor, or at the Master level.

BACKGROUND

Realising peace and harmony is the ultimate aim of any system of

education. Peace Education has been considered as essential and important component of every stage of education.

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L. Navarro Castro and J. Nario Galace speak about the levels of peace, which should be realised through integrating the same with education of different levels of education viz., elementary to Higher Educational. Let us see Figure 1 to understand the comprehensive concept of peace at different levels. As it shows the personal and interpersonal peace conveys the message of harmony with the self. Self-respect and respect for others, love, hope, justice, and tolerance are the key to resolving conflicts and violence, and Help to establish peace within the individual and at the interpersonal level. Global and inter-group peace focusses on keeping harmony with others. Respect for other groups within the nation, and with other nations is the key to establishing justice, tolerance, and cooperation. Peace between humans and the earth and beyond, spreads the message of harmony with nature and the sacred source.

Through Peace Education practices in School Education Curriculum, it is evident to have the 'process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable the children, youth, and adults to prevent conflict and violence, both in overt and structural; to resolve conflict peacefully; and to create the conditions conducive to

peace, whether at an intrapersonal, interpersonal, inter/group, national or international level' (Fountain Susan UNICEF, 1999).

UNESCO (2001), in its document on Peace Education, 'A Teachers' Guide to Peace Education' has described that Peace Education could be taught as an integrated concept in school curriculum and the content alignment in a subject should be central to the value of peace and harmony. 'It suggests ways of making every lesson a peace and every teacher a peace teacher.' Peace Education is not an independent discipline. The concept of Peace Education can be better understood by discussing the perspectives of various disciplines like anthropology, economics, sociology, education and teacher education, history, psychology, environmental studies, etc. (McElwee, et al. 2011).

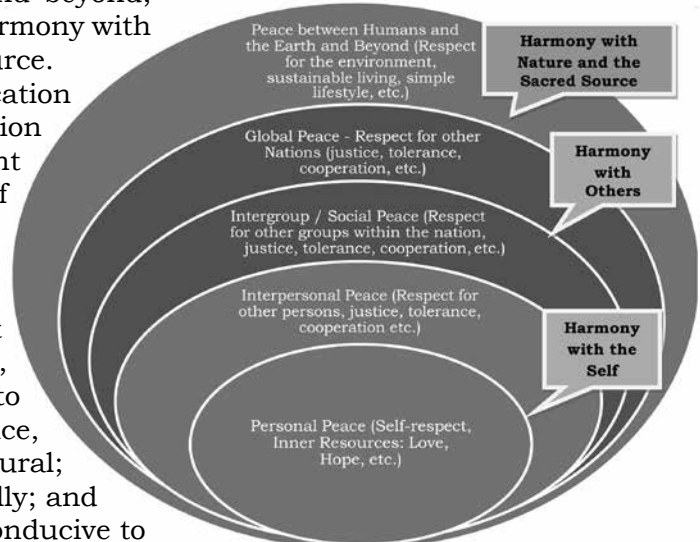


Figure 1. Levels of Peace

(Source: Peace Education: A Pathway to a Culture of Peace, Navarro-Castro, L. and Nario-Galace, J. 2010)

Peace Education is keenly related with the children's right and value patterns, education for development, gender training, global education, life skills' education, economic and educational awareness, and psycho social rehabilitation.

To cater to the above relations with Peace Education and to establish better peace education practices in the schools, it is essential to have Peace Education as an important component in the Teacher Education Programme. Though the concept of Peace Education is not new in Teacher Education programmes, still its practices are very limited in our education system. Many global initiatives on Peace Education have been taken by UNICEF, UNESCO, and the Commonwealth of Learning (COL) for making it an inclusive and integrated part of school and teacher education institutes. According to UNESCO, 'Peace Education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognise potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence.'

INDIAN INITIATIVES

If we focus on the Indian practices in Peace Education, we find that Peace Education has also a definite place in our school and Teacher Education curriculum. The components of Peace Education in the Indian School Education curricula have been

practised as an integrated content alignment with various disciplines since years. In the Position Paper National Focus Group on of National Focus Group Education for Peace, it has rightly pointed out that 'peace, as an integrative perspective for the school curriculum, is an idea whose time has come;' and 'if implemented with vigour and vision,' it 'can make learning a joyful and meaningful experience' (NCERT 2006). Accordingly, the *National Curriculum Framework (NCF-2005*, NCERT) has also pointed out that 'the potential of peace education for socialising children into a democratic and just culture can be actualised through appropriate activities and a judicious choice of topics in all subjects and at all stages.' Peace education as an area of study is also recommended for inclusion in the curriculum for teacher education'. *National Curriculum Framework for Teacher Education (NCFTE 2009*, NCTE), has also focussed on 'Peace Education as an integrating principle for the value-orientation of education. Education for peace is education for life, not merely training for a livelihood'.

Recently, the Indian Teacher Education Programmes have changed in a revolutionary way. The most appraised documents in the Indian Teacher Education Programmes relating to School and Teacher Education that is, the *National Curriculum Framework-2005 (NCF-2005)* developed by the National Council of Educational Research

and Training (NCERT), and *National Curriculum Framework for Teacher Education 2009 (NCFTE-2009)* developed by the National Council for Teacher Education (NCTE) have equally focussed on the integration of the component Peace Education in school as well as teacher education curriculum. It is rightly reflected on the content of the prescribed books published by the NCERT after implementation of the NCF-2005 in school education starting from the elementary to the senior secondary level. It is very much evident to keep Peace Education as an essential component in its curriculum for children's and the youth' development.

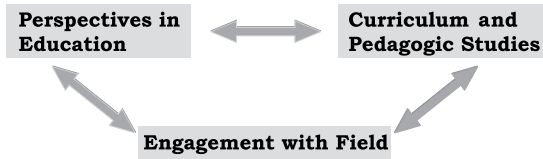
In January 2015, the NCTE has come out with a revolutionary Curriculum Framework for two-year Teacher Education programmes at the diploma, bachelor, and master of education level. The face-to-face Diploma in Elementary Education (D.El.Ed.) has been kept two years as it was earlier, but both Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) have been changed from one to two years. The NCTE's new initiatives have been appreciated across the country for the effective measures to control quality in Teacher Education programmes. It is expected that the implementation of the new curriculum regulations could completely revamp Indian Teacher Education and teacher preparation system. However, some doubt persists the minds of the intellectuals

to implement the changes in Teacher Education, starting from designing the curriculum to the classroom practices within a short period of time. Many institutions/universities have started the process of designing the curriculum for implementing the new regulations. The NCTE is also making an effort for sensitising the Teacher Educators by organising workshops on the implementation issues of new Teacher Education regulations across the country.

At present, if we talk about the NCTE's New Curriculum Framework in the context of Peace Education, we find that there is no independent course for Peace Education in the two year-face-to-face Diploma in Elementary Education curricula. The component of Peace Education has been included in some of the courses like 'Education in Contemporary Indian Society', 'Emerging Gender and Inclusive Perspectives in Education' and 'Towards Self-Understanding', both in the first and the second year of D.El.Ed. programme. It is worthwhile to note here that no complete course on Peace Education has been suggested by the NCTE in its D.El. Ed. Curriculum Framework, but the component of Peace Education has been realised as an important theme to be included in various course contents in the programme.

Again when we talk about the NCTE's two year face-to-face New Curriculum Framework for the Bachelor of Education (B.Ed.) programme, we find that Peace

Education gets a definite place in the New Curriculum. The NCTE's B.Ed. curriculum is designed in three broad curricular areas; that is, 'Perspectives in Education', 'Curriculum and Pedagogic Studies', and 'Engagement with the Fields'.



(Source: Curriculum Frameworks, NCTE 2015)

'Perspectives in Education' discusses the core component Courses in Teacher Education that is, Childhood and Growing Up; Contemporary India and Education; Learning and Teaching; Gender, School and Society (1/2 course); Knowledge and Curriculum; and Creating an Inclusive School (1/2 course). Curriculum and Pedagogic Studies discusses the course components like Languages Across the Curriculum (1/2 course), Understanding Disciplines and Subjects (1/2 course), Pedagogy of School Subject, Assessment for Learning, and the optional courses such as Vocational/Work Education, Health and Physical Education, Peace Education; Guidance and Counseling, or an additional pedagogy course taught at the secondary or the senior secondary level. The third component 'Engagement with Field' discusses the practical aspects of education like school internship, assignments, and

Enhancing Professional Capacities (EPC) like reading and reflection on texts, drama and art education, critical understanding of ICT, and understanding the self.

In NCTE B.Ed. Curriculum Framework, we find that peace education is included in one area of its entire curricula that is, 'Curriculum and Pedagogic Studies', which is also as an optional course, not compulsory. In this regard, it can be said that, though 'Peace Education' is included in the NCTE B.Ed. Curriculum Framework, still it is in the hands of the university institutes whether to practice Peace Education in their B.Ed. curriculum or not. Again, in case the universities include Peace Education in their B.Ed. curriculum as an optional course, it is still in the hands of the students to opt for it or not. Moreover, the NCTE has come out in a detailed the course outline for the areas of the courses in 'Perspectives in Education' but not discuss in detail, the curriculum, outline for optional courses like Peace Education. That is why, it is a challenge before the University and the Institutes to design a 'Peace Education' curriculum for the B.Ed. students, if they want to keep 'Peace Education' in their curriculum as an optional course.

Again when we talk about the NCTE New Curriculum Framework for the Master of Education (M.Ed.) programme, we find that the component of Peace Education is included neither in common core

areas of the studies nor in the specialisation branches.

Keeping in view the above facts, here the author has tried to develop a detailed curriculum outline on Peace Education which could be considered as a course for teaching either in Bachelors or Masters level of Teacher Education programme. This is only a suggested curriculum outline; it might be further discussed, debated, and modified. Let us discuss the detailed course outline on Peace Education.

Detailed Course Outline on Peace Education

Total Weightage—100% (Theory—70% and Practicum/Assignment—30%)

Objectives of the Course

At the end of the course, the trainee teachers will be able to

1. define the concept of Peace Education practices in School and Teacher Education.
2. explain various initiatives relating to Peace Education including the practices of various life skills.
3. practice the approaches of Peace Education in classroom teaching-learning situation.
4. adopt various methods of teaching in Peace Education.
5. understand various perspectives of practising Peace Education across the curriculum.
6. analyse the global and Indian initiatives on Peace Education and Research.
7. identify Peace Education components integrated with

various disciplines/subjects being taught at the school level.

8. identify the conflicts present within themselves and the methods of its resolution and transformation.
9. evaluate Peace Education programmes undertaken at the school as well as at the Teacher Education level.
10. review the researches conducted earlier on Peace Education and also be able to conduct research on Peace Education. and
11. conduct and analyse various cases and action research on Peace Education.

Course Outline (70% weightage)

Unit 1 Understanding Peace Education

- Defining the concept of Peace Education
- Aims and Objectives of Peace Education—Knowledge, Skills, and Attitudes
- Importance of Peace Education in School and Teacher Education Curriculum
- Approaches to Peace Education
 - Within the School—Improving the School Environment, Curriculum Development, Pre-service Teacher Education, and In-service Teacher Education Programme
 - Outside the School—Children's and Youth Camps, Sports and Recreation, Training for the Community Leaders,

Workshop for Parents, Channels of Communication (Magazine, Travelling Theatre, Puppetry, Television and Radio Programmes, Cartoons and Animation, Peace Campaign, Contests and Exhibition, etc.)

Problem Solving, Interpersonal Relationship, Effective Communication, Coping with Stress, and Coping with Emotions

- Psychosocial Rehabilitations

Unit 2 Global and Indian Initiatives on Peace Education and Research

- Global Initiatives on Peace Education—UNICEF, UNESCO, and COL
- Indian Initiatives on Peace Education—UGC, NCERT, NCTE, RCI
- Researches on Peace Education conducted since last one decade
- New areas on Peace Education—Identifying gaps for Research

Unit 5 Conflict Resolution and Transformation for Peace Education

- Defining Conflicts—Personal, Socio-psychological, and Professional
- Conflict Resolution—Ways and Means
 - Through Negotiation, Mediation, Cautious Optimism, Introspection, Fact Analysis and Readiness to Change
- Conflict Transformation
- Reducing Conflicts in the School and Building Peace

Unit 3 Peace Education in Disciplinary Perspectives

- Anthropological Perspective
- Economics Perspective
- Sociological Perspective
- Historical Perspective
- Psychological Perspective
- Environmental Studies Perspective

Unit 6 Suggested Teaching-Learning Methods and Techniques in Peace Education

- Participatory Learning Methods
- Peer and Group Learning Method
- Activity based and Problem Solving Learning Method
- Slogan and Essay writing, Poster and Cartoon Presentation, Debates and Quizzes, short plays & drama, etc.
- Projects, Action Research and Case Studies

Unit 4 Mainstreaming Peace Education

- Children's Right and Human Rights Education
- Education for Development
- Gender Training
- Global Education
- Life Skills Education
 - Self-awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making,

Unit 7 Evaluation of Peace Education Programme

- Steps of Evaluating Peace Education Programme
- Survey, Questionnaire, and Rating Scales

- Interviews
- Observation
- Focus Group Discussion
- Textbook / Content Analysis
- Review of School Records
- Experimental Procedures

Practicum and Assignments (30% weightage)

A list of practical activities is suggested herewith for assigning assignments and semester activities to the students. It can be evaluated either internally or both, by the internal and external examiners. Weightage to the practicum will be 30%. It can be assigned to the students individually or in group. A student should undertake at least one assignment/activity out of the proposed ten activities/assignments.

- Conduct an Action Research on the practice of Peace Education among the identified students in your class and prepare a report on it.
- Conduct a case study on any Institute or School providing Peace Education and prepare a report on it.
- Conduct a survey (by using questionnaire/interview) to identify the nature of conflicts faced by the students and suggest the methods of resolution and transformation of the conflicts.
- Analyse an Elementary or Secondary curriculum textbook and find out the components of Peace Education elements/

contents are integrated in the text.

- Conduct a project in the community to make the community members and the parents aware about the conflict resolution and Peace Education concept. Record the opinions/suggestions of the community members on conflict resolution and Peace Education and also suggest them the methods of conflict resolution and achieving peace.
- Conduct a programme on Peace Education in an Elementary or Secondary School and prepare a report on it. (slogan and essay writing, poster and cartoon presentation, debates and quizzes, short plays & drama, etc.)
- How does the Life Skill Education help to resolve conflict among the students and to achieve Peace among them? Analyse critically by citing suitable examples.
- Write a note on the disciplinary perspectives on the practice of Peace Education in schools.
- Analyse and review the researches conducted in India and abroad on Peace Education in the last one decade.
- Prepare and discuss a plan of Peace Education approach suitable in the Elementary/ Secondary class teaching within the school.

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DISCUSSION ON PEACE EDUCATION COURSE OUTLINE

The proposed course outline of Peace Education has been designed keeping both the components of theory as well as practicum. Out of the total weightage of 100% to the course, the theory portion of the course has been credited to 70% weightage and practicum/assignments cover 30% weightage. The theory part of the course is further designed in seven units and 10 activities are suggested in the practicum area. Let us discuss the main key issues or themes, that cater to the theoretical as well as practical aspects of the course.

| Unit | Discussion |
|---|---|
| Unit 1 Understanding Peace Education | The Course outline of ‘Peace Education’ has started from the conceptual framework of Understanding Peace Education. Understanding the details of peace education depends upon how one has conceptualised it in view of the purposes it has included in teacher education curriculum. Teachers need to have been sensitised about its practices within and outside the school environment. Keeping in view the above, a detailed conceptual input is given in Unit-1 for discussions and deliberations between the trainees and Teacher Educators about the need and importance of including peace education in teacher education curriculum. The Unit will further help the trainees to understand the subsequent units of this course. |

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| Unit 2 Global and Indian Initiatives on Peace Education and Research | Understanding the developments and history of any academic discipline enables the learners to understand the discipline better. In view of this, Unit-2 of this course discusses the development of peace education and researchers undertaken on various themes on peace education across the globe, including India. We believe that peace education can be addressed better in an inclusive curriculum set-up. We therefore advocate to make peace education practices an inclusive practice of the curriculum, but at the same time, a detail course on peace education can also be advocated for the group of learners who want to know more on it. The above aspects are addressed in this Unit while discussing the global and Indian initiatives on peace education fix window. |
| Unit 3 Peace Education in Disciplinary Perspectives | Peace education is not an independent area of study. The practices of peace education are interdisciplinary in nature. The issues relating to human development, culture, custom and costume, racial-lingual-religious unity, privileged and unprivileged sections of the society, inter and intra-personal relations, well-being, conflicts, emotions, attitudes, personality, acceptance, and the environmental ecosystem are necessary to be highlighted in peace education practices. Hence the importance of interdisciplinary subjects in understanding Peace Education its application in life need to be considered in the curriculum. Keeping in view the above, Unit-3 is designed to elaborate upon many critical discussions among the learners on understanding and practising peace education on various disciplinary perspectives. |
| Unit 4 Mainstreaming Peace Education | So far, we have understood that peace education is not an isolated aspect of study. It goes with many subjects, disciplines, and themes studied in school and higher education curriculum. For making its effect significant in educational practices, there is a need to words mainstreaming peace education. It means to include peace education not only as a part of school and teacher education curriculum but also to practise it in life skill development, rehabilitating people, addressing gender, child, and other such issues, through peace education programmes. Therefore, mainstreaming peace education and not keeping it isolated from human living is the necessity of the time. |
| Unit 5 Conflict Resolution and Transformation for Peace Education | Conflicts and violence are the main constraints to Peace Education. Often, we experience conflicts in our personal, social and professional life. Students should know the reasons for conflict and disharmony, and the ways of its resolution and transformation for a better living. It is said that there is a solution to every problem. Therefore, we can say that if and when there is a conflict, there is definitely a way to resolve it. We generally try to resolve our conflicts in our own way and understanding. This can be done through certain standard methods and techniques. Transforming conflicts into peace is a challenge before us. Therefore, the ways and methods of resolving conflicts and establishing peace need to be studied. The present Unit addresses all such issues. |

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| <p>Unit 6 Suggested Teaching- Learning Methods and Techniques in Peace Education</p> | <p>For practising a better method to learn and teach Peace Education, a good teacher likes to adopt the child-centred approach, especially at the elementary and the secondary level. A teacher needs to conduct various activities for realising the goal of Peace Education. 'A teacher is not only concerned with imparting knowledge but also concerned with developing social and life skills, moral attitudes and learning skills of children (UNESCO, 2001). For introducing Peace Education in Teacher Education Programme, we should know the methods and techniques to be used in the teaching-learning process of Peace Education. Teaching peace education can not be done like other theoretical subjects. This can be done better by practising participatory, peer and group discussion methods. This can also be better taught by presenting various success stories on peace education, projects on peace education, case analysis, and conducting action research on Peace Education. The other techniques of learning Peace Education for sensitising the learners can also be conducted through various activities such as slogan and essay writing, poster and cartoon presentation, debates and quizzes, short plays and drama, etc. Students usually get active in such activities. Unit-6 addresses all such methods and techniques.</p> |
| <p>Unit 7 Evaluation of Peace Education Programme</p> | <p>Evaluating academic programmes and courses are a regular activity of institutional functioning. For realising the need and to know how far the course satisfies the need and queries of the learners, there is a requirement to analyse and evaluate the programme or courses, starting from the beginning of its development. Generally for evaluating any academic programme, we involve the stakeholders associated with the programmes. Opinions and views of the stakeholders are taken, to know how the programme works. For this, tools are used to get their responses. Usually, questionnaire, interview, observation, rating scale, focus group discussion, reviewing school record, and textbook analysis, etc., are done to evaluate the programme. This Unit will give the learners an overview to evaluate a peace education course.</p> |
| <p>Practicum / Assignments</p> | <p>Besides the theoretical aspects of the Course, a detailed practicum is also suggested as a compulsory component of the Course. Doing is better than listening or seeing. Therefore, an effort has been made to involve the learners in various activities related to Peace Education. 10 activities/assignments under the practicum have been suggested. It can be assigned to the students individually, in peers or in a group. The students should be given opportunity to undertake one assignment/activity out of a total of ten. The major practical aspects of Peace Education like conflict and conflict resolution & transformation, practising life-skill education for peace building, conducting action research, case studies, projects, organising school activities on Peace Education, community awareness programmes, organising and presenting cases of importance relating to Peace Education and critically analysing various themes on Peace Education are the suggested practicum areas.</p> |

CONCLUSION

To conclude, it can be said that the proposed course outline of Peace Education can be further discussed and modified for the practice of including it in the Bachelor or Master of Education Programme in Teacher Education. The suggested thematic units and the practicum/assignments have their own strengths to make the Teacher Educators aware and acquainted with the concepts and practice of Peace Education in schools and Teacher Education for peace. The inclusive and integrated approach of the themes of Peace Education in various academic disciplines could be further identified and exemplified to the Teacher Educators for their

learning and practice. Moreover, the Teacher Educators should be motivated to conduct meaningful research, case studies, and projects on Peace Education. The Teacher Educators should also be acquainted with the methods and techniques to teach Peace Education in an interactive and participatory way. The hierarchy of transforming the concept and practices of Peace Education, i.e., from the Teacher Educators to teachers, and from teachers to students needs to be maintained. It is therefore important to understand the concept and practice of peace Education by the Teacher Educators first, and then only could it be better transformed to the teachers and students.

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