

Readiness of Curriculum for Peace Education; Analysis of Urdu Curriculum at Elementary Level

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Abstract

Every society develops the curriculum with the expectation to fulfill its needs. Peace is a need of every human society from the beginning. This research is conducted to analyze the readiness of Urdu curriculum for this need of peace. The analysis was conducted by adopting the core curriculum analysis framework suggested by Levander & Mikkola, in 2009. The analysis was accomplished in two stages: Concept mapping framework and dimensional description framework. At first a tool of concept map consisted of list of aspects of peace education was developed. Urdu curriculum objectives, textbooks and activities suggested in the textbooks of 6th, 7th and 8th grade was analyzed for the aspects of peace education. Text description that was noted down in concept map was further analyzed to explore the quality of description. Reliability of data was maintained by applying expert peer reliability. Peace education is not adequately addressed in the objectives of curriculum of Urdu at elementary level. Text books of Urdu for grade 6th, 7th and 8th elaborated few aspects of peace education e.g. love for humanity, human value, brotherhood, tolerance, critical thinking, cultural diversity, gender equality, creativity and environmental education. Dimension of description in aspects of peace education were found brief most of the time. The study suggests that all aspects of peace education in curriculum of Urdu should be included in a balance form. Existing curriculum of Urdu for elementary grades should be revised to promote peace education.

Keywords: Urdu curriculum, analysis, peace education

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Introduction

Peace is characterized as internal state of mind, a behavior of kindness, sympathy, self-assurance and impartiality. Peace is an attribute for success of nations, peace education is a mean to achieve this attribute. Peace has two dimensions that are interconnected with the educational process of society. The first dimension is that peace education is teaching of information, attitudes, standards and personal traits that are prerequisite to settle matters without violence. Secondly, peace education serves to nourish sustainable and harmonious mutual relations among people and nations (Johnson & Johnson, 2005; Karlsberg, 2005). Peace education encourages acceptance, sympathy and expertise in cooperation among learners (Yousuf et al., 2010; Hodge & Kress, 2001). Danesh (2006) an exponent of peace education asserts that the only way to develop peaceful and peace creating civilization is peace education. He further suggests that curriculum must integrate all aspects of society in which peace plays a role. These aspects include emotional stability, honesty in social and political behaviors, and ethical values. Realization of these aspects is compulsory for the achievement of peace, without this realization peace remains an ambition rather than a recognized reality. Peaceful living is always desired by every society. Demand of peace education is increased in the era of haphazard changes in the world scenario. Education has to shoulder the responsibility to inculcate peaceful thinking in youngsters. Curriculum could serve as a mean to achieve this purpose.

Language is a powerful source for promotion of peace in society. Language is both the medium and the object of study. Language through words can promote the peace of mind in society. Tishkov (2004) has rightly said that conflicts start with words and words have the ability to kill, not less than bullets. Language plays key role to develop perceptions about cultures and people. Language in any society provides understanding of the philosophy behind the thinking of citizens. Understanding of culture of any society can be made better through its language. Native language can contribute to understand the inter-culturality of society. The integration of peace issues into the language curriculum can stimulate both learning and teaching by creating interactive classroom (Tsuda, 2004). The subject of language provides the opportunity of extensive reading to the students, this activity broadens the vision and innovative ways of thinking in students (Matos, 2012). The role of language is multidimensional for promotion and prevention of all types of violence in the world. It serves for both purposes to endorse and hinder the achievement of peaceful living (Onishi, 2005). The foremost purpose of the subject of language is to improve the communication skills, and for that purpose it assigns meaning to societal and environmental realities. For these social actions' language has a powerful tool in the form of literature: it forms the behaviors and actions, take place in response to

what language has represented in its essence (Wodak, 2002; Shapiro, 1988; Karlsberg, 2005; Fairclough, 2004). Peace education and language teaching share a number of common teaching techniques e.g. discussion, dialogue, and conversation are established ways to practice language for the sake of its learning and peace education also rely on these methods to achieve its objectives. This connection gives space to peace education in teaching of language. Language is a means to connect the individuals from different cultures. In the learning of language written and verbal connections of ideas serves the purpose to understand the language and, at the same time develops the understanding of cultural differences among countries and people. Language is mean to share the different cultural components e.g. values and customs.

Tanner and Tanner (2007) argue that needs of society guide the schools what to be included in curriculum. Curriculum can be the prime source to attain the sustainable peace in human societies (Pingel, 2010). Many countries of world e.g. Sri-lanka, England, Turkey and Japan implement peace education curriculum in order to come out of wars or troubled situations, as a long-term strategy and achieved the sustainable peace (Rahman, 2014, Cardozo, 2008; Harber & Sakade, 2009; Bar-Tal, 2002; Demir, 2011). Pakistan is struggling against terrorist attacks since 2002. The country has paid substantial human and economic cost for terrorism. (Ahmad, 2018) The enduring solution needs a comprehensive strategy to counter the effects of terrorism. It is important that children learn concepts related to peaceful living at early years of life. This is an ideal stage to transmit warmth and respect for human beings in the students' concentrations. In the long run of life children have to meet with variety of people, they have to accept the individuality of all people for peaceful social adjustment. It is the responsibility of education systems of any nation to cater the needs of a society. Palanndjian (2013) suggests that teaching about peace and tolerance is very important in the development of peaceful cultures in human societies. Peace education is a powerful tool to establish peaceful traditions in societies (Jabbour, 2013). Different subjects can encourage the content relevant to peace i.e. language, religious studies, sociology, history, philosophy and psychology (Eslami-Somea & Movassagh, 2014).

Curriculum analysis is an effort to determine how effectively curriculum experiences and structure worked in educational settings implemented by officials. Analysis can be performed for different purposes in order to find out the commonalities and diversities (Houang, & Schmidt, 2008). Pakistani society is coping with serious issues related to peace. Many people including students lost their lives during this decade. The school curriculum is under criticism for not bearing the responsibility of peace that is of utmost importance for Pakistani society. The present curriculum of public schools is criticized by different circles of society for not addressing the democracy, human rights,

peace, acceptance, critical thinking, conflict management, in any meaningful way (Nayyar & Salim, 2003; Imtiaz, 2012; Naeem, et al. 2011). By realizing the importance of peace, the study aims to analyse the present curriculum of Urdu language to determine the extent of peace promoting characteristics being encouraged. Researchers selected the curriculum of Urdu language owing the importance of language to promote peace in society. The study focused on the analysis of objectives of curriculum of Urdu at elementary level for aspects of peace education. Content and activities suggested in text books of Urdu published by Punjab Textbook Board for grade 6th, 7th and 8th were also analysed for the aspects of peace education.

Framework for Analysis of Urdu Curriculum

Dewenden (2007) describes framework as a set of concepts derived from the basic ideas of any formation. The framework for analysis of Urdu curriculum in the present study was developed based on the technique of analysis of core curriculum advised by Levander & Mikkola, in their research conducted in 2009. Present study analyse the elementary school curriculum of Urdu in two stages named as:

- a) Concept Mapping Framework (CMF)
- b) Dimensional Description Framework (DDF)

a) Concept Mapping Framework (CMF)

At the first stage of analysis researchers outlined a list of concepts related to peace education by reviewing the literature. In this list 14 aspects of peace education were outlined and each aspect was further elaborated to determine the detail it covers.

Table 1

Aspects of Peace Education

1) Love for humanity	5) Non-violence	9) Tolerance	13) Democracy
2) Respect for human life	6) Gender equality	10) Environmental Education	14) Creativity
3) Brotherhood/co-operation	7) Cultural diversity	11) Human values	
4) Justice	8) Human rights	12) Critical thinking	

The objectives of curriculum of Urdu for elementary schools and content and activities from the textbooks of Urdu for 6th, 7th and 8th grade published by Punjab Text Book Board were analyzed to find out the themes pertinent to various dimensions of peace education. Both the researchers read the content carefully to find out the concepts related to peace in the objectives, textbooks and activities (suggested in the end exercise of each lesson) and aspects related to peace were identified. The description of each

concept of peace was listed in the CMF. The reliability of derived themes of peace education was ensured by 'expert peer reliability'. For this purpose, two peers were selected who have research experience in curriculum analysis. They were asked to verify the description of CMF with two objectives:

- Verify the description noted from curriculum document and textbooks.
- Verify the findings of the first stage by using the concept map framework.

This cross-check verification excluded few themes from findings of first stage analysis suggesting that these are not meeting the criteria of that aspect of peace education. Images of text taken from the Urdu textbooks (see figure 1, 2 & 3) also provides the real picture of text that conform the findings of analysis.

b) Dimensional Description Framework (DDF)

In this phase of analysis, the deepness of thought in the narrated aspects related to peace education was explored. The text description of aspects of peace education was analyzed according to the suggested four dimensions in the framework applied in this study (Levendra & Mokka, 2009). These dimensions are brief, explicit, extensive and implicit. Criteria for each dimension of description was developed:

- **Brief:** The description was taken as brief, if it consists of small number of words i.e. 5-15 words.
- **Explicit:** Description of aspect of peace education was considered as explicit if it was explained by giving an example. The length of explicit narration may contain 10 to 15 lines or one paragraph.
- **Extensive:** Detailed description of aspect or idea was taken as extensive category of description. Extensive description might explain the one or more than one feature of peace education in one lesson. If an objective of curriculum thoroughly explained any feature of peace education that will be considered an extensive category of description.
- **Implicit:** Dimension deals with quality of description. If the description made the reader to think about the idea that description was considered implicit. Count of word may be less but idea discussed will touch the higher order thinking abilities. The description of aspect of peace education was considered comprehensive description if it is extensive and implicit.

In DDF researchers read the content carefully as outlined in CMF. The depth and quality of text was determined according to the set criteria in DDF.

Analysis of Urdu Curriculum Objectives on the Basis of CMF

Objectives are the foremost part of curriculum. Objectives determine the purposes of curriculum. In the document of National Curriculum of Urdu, 2006 for grade I-XII, (Compulsory) objectives are stated in the form of goals and benchmarks. Mostly, objectives of National Curriculum are about development of Urdu language competency in students. Aspects of peace education were not discussed in any objective of Urdu curriculum. However, the National Curriculum for Urdu suggests few topics related to peace education for lessons of textbooks.

Analysis of 6th Grade Text Book of Urdu on the Basis of CMF

Analysis of text book of Urdu for 6th grade was done to outline the aspects of peace education for first stage of analysis named as concept map framework. The text books of Urdu are in Urdu language and texts found related to aspects of peace education was translated by researchers into English. The activities suggested in the textbook were also analyzed for the aspects of critical thinking and creativity. Text description and suggested activities related to the aspects of peace education are described below along with the page number of textbook:

Table 2

Description of texts and suggested activities in the Text Book of Urdu (Grade 6th)

Aspects	Content
Love for humanity	One sentence found related to aspect of love for humanity i.e. “if you pursue the advantages from worldly sanctifications be beneficent with others as Allah Almighty is with you” (p.50).
Tolerance	Characteristics of the personality of The Prophet Muhammad (SAW) are described in “Naat”; In His life Prophet Muhammad (SAW) practiced the higher values of forgiveness and mediation. Aspect of tolerance is supported by quotation of great Islamic Scholar Sheikh Saadi i.e. “don’t pay attention to the words of jealous person because he is already burning in the fire of jealousy” (p.51).It is described that games and sports develop tolerance in people because the spirit of competition and acceptance were encouraged in all categories of games (p.40).

Brotherhood	In the “Naat” characteristics of Prophet Muhammad (<i>SAW</i>) are discussed that He always helps others (p.1-2).The poem “Hum Aik Hain” describes the two aspects of peace education i.e. brotherhood and co-operation (p.23). In the lesson “Story of Gul Sanobur” the character Sanobur (girl) changed her plan to take revenge from her enemy (p.46). Worth and value of everything decides upon its uses. “If we use the scientific inventions for the advancement and well-being of human beings, it will stimulate love and brother hood” (p.60). Games educate us to live with cooperation (p.90). Lesson “Organization of Islamic Countries” (OIC) stimulates the notion of Muslim brotherhood. Author of this lesson suggested that OIC has to put his energies to resolve the differences of Muslim countries (p. 97-99). Non-cooperation with other countries could ruin the society (p.102).
Human values (Forgiveness)	Last paragraph of 9 th lesson “The Story of Gul-Sanobur” described, “Sanobur (girl) is happy that Allah Almighty protected her from committing a sin of murder. She whole heartedly forgives her enemy” (p.46).
Gender equality	The aspect of gender equality was highlighted by discussing the role of Fatima Jinnah in Pakistan movement in the 2 nd lesson. Explaining the personality of Fatima Jinnah, it is stated that she worked for the welfare of humanity from her student life(p.9). She worked for the betterment of women throughout his life (p.10).
Environmental education	The lesson “Man and His Environment” discussed the glitches of environmental pollution. The entire lesson describes the causes and reasons of environmental pollution and the benefits of cleanliness (pp.74-76).
Critical thinking	There are few questions in the end exercise of various lessons that made learners to think about different aspects of peace i.e. critical thinking, e.g. “how this land become the sample of love, peace and brother hood” (p.41). Suggested activities in the textbook rarely forces students to think critically towards the problems. Mostly it is asked teachers in these activities to tell students about different things.
Creativity	One activity suggests that “students have to write the principles to clean their environment and will celebrate the cleanliness day”. This activity can compel students to be creative in their ideas (p.79).Another activity suggests that “told students about the significance of unity for society in the light teachings of Quran and asked them to write an essay on Unity” (p.107).



Figure 1. Extracts from text book of Urdu grade 6th related to cited text

Analysis of 7th Grade Text Book of Urdu on the Basis of CMF

Urdu textbook for 7th grade was analyzed for the first stage of analysis i.e. CMF. The described texts and suggested activities in the text books relevant to the different aspects of peace education were noted down.

Table 3

Description of Texts and Suggested Activities in the Text Book of Urdu (Grade 7th)

Aspects	Contents
Love for humanity	The lesson "Manners of Social Adjustment" explained the aspect of love for humanity. The whole lesson describes the importance of peaceful living in the society e.g. every member of society has the right to be respected whatever his religion, language and profession. Whether he is white or black, whatever his financial status (rich or poor) give him respect (p.75). Further detail includes sentences e.g. "shouting and mistreating is not appropriate for gentle people" (p.75). "Deal with your neighbors' like your family members." (p.76). Social nature of man always compels him to ask for help from others, Islamic history provides us the great example of such type of help 'Essar' (sacrifices for others). It is discussed in the lesson, "Essar-e-Madina", example from Ghazwa (battle) Yarmok is quoted that is how the coiled soldiers fighting in battle refuses to take water just for other soldiers (pp.100-102).

Cultural diversity	The lesson 7 th i.e. “Ao Pakistan ki Sair Karen” is a good example of aspect of cultural diversity. This lesson provides information about different provinces of Pakistan. The cultural patrons and variety of languages in all provinces are described in detail (pp. 34-38).
Environmental education	The lesson 11 th “Meri Awaz Suno” elaborates the severity and causes of environmental pollution. The practical activities in the end exercise of this lesson suggested that it is the responsibility of every student to be a part or launch by himself a plantation campaign (pp. 56-58).
Critical thinking	Text book of Urdu includes few activities that stimulate the critical thinking abilities of students. One activity suggests that teacher will conduct a group discussion of students on some social problem (p.76). That may prompt critical thinking abilities of students. But the problem is that this type of activities rarely found in the text book.

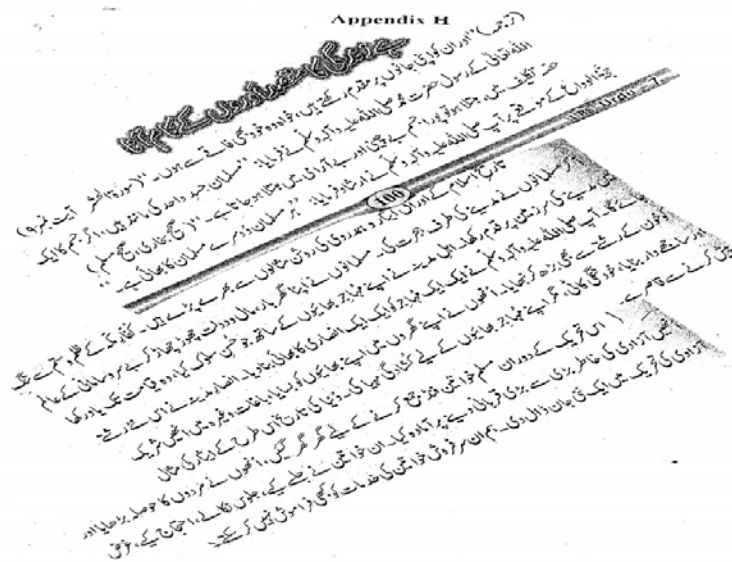


Figure 2. Extracts from text book of Urdu grade 7th related to cited text

Analysis of 8th Grade Text Book of Urdu on the Basis of CMF

Text that explains the different aspects of peace education found in the text book of Urdu for 8th grade is cited below.

Table 4

Description of Texts and Suggested Activities in the Text Book of Urdu (Grade 8th)

Aspects	Contents
Love for humanity	The peace element love for humanity was found in the lesson titled as “Darde Dil K Wasty Paida Kia Insan Ko”. Examples from Islamic history relevant to peace were quoted in the lesson e.g. “when the Muslims of State of Madina facing starvation. Hazrat Usman (R.A) distributed wheat free of cost among the people of Madina for the sake of Allah’s will” (p. 11). Caliph Hazrat Umer (R.A.) and Hazrat Abu Bakar (R.A.) donate their assets for the expenditures of Tabuk battle in front of Prophet (SWT). Example of Yarmuk battle was described in which injured soldiers refused to drink water and asked to give water to the other soldier who has also showed the need of water. All the three were expired but did not accept water for one another (however, this incident is also discussed in the textbook of 7 th grade). At the end of lesson, it is established that human beings can make their society as good as heaven if they develop the habit to help each other (pp.12-14).
Brotherhood/ cooperation	The poem “Mil Kr Raho” elaborates the concept of unity. The poet motivates the reader for unity by giving him examples from history (pp. 91-92). Saying of Prophet (SAW) is quoted i.e. all Muslims belong to one nation and is considered one body. Pain in any part of the body make entire body restless (p.98). The lesson “Milli Wahdat” describes that the major reason of Muslim downfall is lack of unity and is damaging for all type of progress i.e. economic, social and democratic progress of Muslims. Muslims are making efforts for restoration of unity but are not successful to gain dew success. At the first page of lesson an image of joining human hands depicts on the importance of unity (pp.97-100).
Human values	The aspect of human values acquired very limited narration in the text book. It is stated that “Islamic history is rich with examples of benevolence, generosity, love and good conducts” (p.12). “The ideal student gives reverence to elders, help the others and keeps himself clean” (p. 105).
Cultural diversity	Culture of Pakistan elaborated in the lesson “Important Festivals of Pakistan”. This lesson elaborates the festivals celebrated in various parts of the country. (pp.19-22).
Creativity	Few activities suggested in the end exercise energize students to ponder about the well-being of others. It is suggested that students will think creatively and make a list of possible social welfare activities that they want to accomplish in their lives and they will share these social welfare activities with their peers in class (p.18). One other activity suggests that students will do a debate competition on the topic of social service (p.140).

پاکستان کے چند اہم تہوار

ہمارا پیارا ملک پاکستان ایک ایسی اکائی ہے جس میں مختلف ثقافتوں اور تہذیبوں کا رنگ شامل ہے۔ اس کی مثال ایک رنگا رنگ گلہ سے کی ہے۔ ہر پھول اپنی جداگانہ حیثیت کا حامل ہونے کے باوجود گلہ سے کسی طرح الگ نہیں۔ پاکستان کے صوبوں: پنجاب، سندھ، بلوچستان، خیبر پختون خوا اور گلگت بلتستان کے علاوہ متحد قبا ئلی علاقوں اور انجینیئریوں کا الگ الگ رنگ رہن کہن ہے۔ اس انفرادیت کے باعث ان کی زبانیں، پہناوے اور رسم و رواج

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گہرا سواری کے مقابلے بھی منعقد ہوتے ہیں۔ گلگت بلتستان کے فن کار اور دست کار بھی اس میلے میں شریک ہو کر اس کی رونق میں اضافہ کرتے ہیں۔ گھریلو دست کاریوں کی نمائش ہوتی ہے۔ پوشاکوں، شالوں اور کپڑوں پر کڑھائی کا نفیس اور نازک کام اس علاقے کے لوگوں کے ذوق جمال اور ان کی محنت اور جفاکشی کو ظاہر کرتا ہے۔ شامی علاقہ جات کی موسیقی اور ان کے مخصوص رقص بھی میلے کی دل چسپی کو بڑھاتے ہیں۔



Figure 3. Extracts from 8th grade text book of Urdu related to cited text

Analysis of Urdu Text Books on the Basis of DDF

Second phase of analysis i.e. DDF was conducted to explore the dimension of description. The text enlisted in the CMF was further analysed to understand its dimension of description. The findings of analysis are presented below.

Table 5

Dimensions of Quality of Description in the Textbooks of Urdu for Grade 6th, 7th and 8th

Sr. No	Aspects of peace education	Quality of description		
		6 th	7 th	8 th
1)	Love for humanity	Brief	Explicit	Extensive
2)	Tolerance	Brief	NA	NA
3)	Brotherhood	Brief, explicit	NA	Extensive
4)	Human value	Brief	NA	Brief
5)	Gender equality	Explicit, implicit	NA	NA
6)	Environmental education	Explicit,	Explicit	NA
7)	Critical thinking	Brief	Brief	NA
8)	Creativity	Brief	NA	Brief
9)	Cultural diversity	NA	Extensive	Explicit

Note. NA= Not Addressed

Table 5 explains that the features of peace education included in the textbooks of Urdu for elementary grades i.e. 6th, 7th and 8th and demonstrate the quality of description of aspects of peace education. Nine indicators of peace education i.e. tolerance, love for humanity, brotherhood, gender equality, human values, environmental education, critical thinking, cultural diversity and creativity are addressed at different grades of elementary. And it is also elaborated that dimension of description for most of peace components remained brief.

Findings

- Analysis of objectives of Urdu curriculum reveals that the dimensions of peace education are not addressed in the objectives. Five objectives are stated in the document of Urdu curriculum but peace education is not emphasized in any objective.
- Analysis depicts that eight dimensions of peace i.e. human values, gender equality, tolerance, brotherhood, love for humanity and critical thinking are addressed in the text book of Urdu for grade 6th. Analysis of dimensional description shows the variation in the description of aspects of peace education. The analysis discloses that aspect of human values, love for humanity, tolerance, and critical thinking found in the text with brief narration. The description of aspect of brotherhood found brief and explicit while, gender equality was elaborated explicitly and implicitly. The environmental education discussed explicitly in the text book of Urdu.
- Analysis discloses that the text book of Urdu at grade 7th describes the different aspects of peace education. Gender equality, love for humanity, and environmental education were described explicitly, the cultural diversity got sufficient explanation that is extensive. The description of critical thinking was brief in textbook of Urdu.
- Findings of analysis of 8th grade text book of Urdu reveal that, the brotherhood and love for humanity are explained extensively and implicitly. According to the framework of analysis the extensive and implicit description is considered good to explain the peace education. The dimensions of peace i.e. human values, creativity, tolerance, and critical thinking fall in the category of brief explanation. Cultural diversity and environmental education remained explicit in explanation. Narration of gender equality acquired implicit and explicit quality of explanation.
- Activities relevant to peace education that were suggested in the end exercises of different lessons of textbooks were few in number. Moreover, some activities required involvement of whole school e.g. celebrating cleanliness day. But the curriculum does not suggest any guideline to the administrators to facilitate these types of activities.

- Examples that explain the love for humanity as a peace are same at grade 7th and 8th. Islamic history is rich with examples that can be used to elaborate the dimensions of peace. Variety of examples should be quoted to explain the aspects of peace.
- The description of brotherhood focused on Muslim unity. Brotherhood and co-operation among individuals of society is not elaborated in the books.

Conclusion

Language played very important role in the cultural and philosophical development of any nation. All the tales of historical development and philosophical debates, stories of heroes and wars of prejudices among sects are conveyed through the language. Urdu is our national language and is a part of curriculum up to the higher secondary level. It can be a powerful source to develop peaceful culture in society. The analysis of elementary school Urdu curriculum shows that focus on aspects of peace education is not satisfactory. Analysis depicts that description related to the aspects of peace remained brief most of the time. Textbooks are not addressing all dimensions of peace education. Missing elements of peace education i.e. respect for human life, justice, democracy, human rights, non-violence, and cultural diversity should be incorporated at grade 6th. Understanding of cultural diversity is important to establish good values of co-operation, brotherhood and acceptance among the members of society. Although textbooks of grade 7th and 8th described the aspect of cultural diversity but the narration does not cover the diversity based on religion and language. Islamic history is rich with examples related to dimensions of peace. There is a need to include different examples related to peace at different levels to make it interesting for reader. Curriculum of peace education has strong belief that violence (every type) is a hindrance in the overall progress of a country and is very menacing for human society. Harmful effects of violence on human society are long term. Generations have to bear its consequences. (Kivel & Creighton, 1997). Developing the peaceful young minds required inculcation of human rights and culture of non-violence in the country. The aspect of non-violence is not addressed in Urdu curriculum. The stories related to non-violence should be included in the textbooks of Urdu at all levels of elementary education. All aspects of peace education should be addressed in the present curriculum with particular emphasis on respect for human life, to address the misery of disrespect towards human life in the form of suicide attacks in the country. Existence of all aspects of peace education in the text books is a way forward for sustainable peace in Pakistan.

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