



Perception of Peace Education among Resource Teachers Pursuing B.Ed. Special Education in SCERT, Mizoram

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Abstract

Resource teachers can play a vital role in implementing peace education initiatives by collaborating with classroom teachers, providing specialized support to students, and advocating for inclusive practices. This study was carried out to find out the perception of peace education among students pursuing B.Ed. Special Education in SCERT, Mizoram. The sample comprised of 46 prospective and resource teachers using a questionnaire constructed by the researchers. It aims to assess and explore resource teachers' knowledge, understanding and perception of peace education concepts, their experiences in implementing peace education activities, and their perceived challenges and needs. The study revealed that participants found it necessary to integrate peace education into special education courses to equip resource teachers with the skills and knowledge to foster inclusive, peaceful environments for all students, particularly those with diverse needs, promoting empathy, conflict resolution, and social justice. They believe that peace education is vital for teachers in creating inclusive learning environments that cater to the needs of all students, including differently-abled or from marginalized backgrounds.

Keywords: Peace education, special education, prospective teachers, resource teachers.

Introduction

Peace education contributes to promote peace by changing the thinking of people. Education is a tool to impart peace by changing the mind of people. Teacher can solve the problems of peace by developing the peaceful minds of youth through peace education. Peace education means a global effort to change the way people think and act in promoting peace and education is a major tool for promoting peace in the world (UNESCO, 1998).

Teachers play an important role in creating a world where peace, equality, diversity, and unity prevail. The teacher should develop qualities such as tolerance, respect and appreciation of others, being fair and open minded, and being able and willing to consider other points of view looking beyond his or her own self-interest. Education is the key to uniting nations, bringing human beings closely together. In many parts of the world, civil society suffers because of situations of violent conflicts and war. It is important to recognize the crucial role of teacher education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. It is education that enables man to harness nature and utilize her resources for the well-being and improvement of his life. The key for the betterment and

completeness of modern living is education. Today if the world is inclined to seek a long term means to build and promote peace on this planet earth, we have to opt for education and ultimately we should go for teachers as they will contribute by performing their role in building and promoting culture of peace among students and in their institutional environment that will further extend peace to the community, society, nation and lastly to the world.

Importance of Peace Education in Special Education

The need and benefits of peace education extend beyond differently-abled students with disabilities, as it promotes a culture of respect, understanding, and empathy for everyone. Focusing on special education, the importance of peace education is multitude which requires skills for diverse needs of the students.

- Students with disabilities may face unique challenges in social interactions and conflict resolution, making peace education even more crucial.
- It can help them develop essential social-emotional skills, such as empathy, communication, and conflict resolution, which are vital for their well-being and success.
- It can create a more inclusive and peaceful learning environment for all students, regardless of their abilities.

- It can help differently-abled students understand and participate in their communities, promoting social justice and equality.

Role of Resource Teachers in Fostering Peace Education

Resource teachers' role is to provide specialized instruction and support to differently-abled students, and collaborate with classroom teachers to create inclusive learning environments. They often work with diverse student populations, and peace education is vital for fostering inclusive, equitable, and peaceful learning environments, emphasizing skills like conflict resolution, empathy, and understanding cultural differences.

In order to efficiently inculcate peace building skills to students, the roles of resource teachers are as follows.

- **Adapt Curriculum and Materials:** Special educators should adapt curriculum and materials to meet the specific needs of students with diverse learning styles and abilities.
- **Utilize Assistive Technology:** Assistive technology can be used to support students in accessing peace education materials and participating in activities.
- **Promote Positive Social Interactions:** Special educators should create a classroom environment that promotes positive social interactions and inclusivity, where all students feel valued and respected.
- **Address Trauma and Mental Health:** Educators should be aware of the potential impact of conflict and trauma on students' mental health and provide appropriate support and resources.
- **Advocate for Inclusive Policies:** Special educators should advocate for inclusive policies and practices that promote peace education for all students.
- **Focus on Strengths:** Educators should focus on the strengths and abilities of all students, including those with disabilities, and help them to develop their potential for peace-making.
- **Promote Self-Advocacy:** Educators should help students develop self-advocacy skills, so they can effectively communicate their needs and participate in decision-making processes.
- **Collaborate with Families:** Educators should work closely with families to support students' learning and development in peace education.

Rationale of the Study

Differently-abled students may face unique challenges in social interactions and conflict resolution, making peace education even more essential. Peace education can assist them to develop essential social-emotional skills, such as empathy, communication, and conflict resolution, which are vital for their well-being and success. It can create a more inclusive and peaceful learning environment for all students, regardless of their abilities and can help differently-abled students understand and participate in their communities, promoting social justice and equality. For achieving the aforementioned goals, the assessment of resource teachers' knowledge and perceptions towards peace education is of paramount importance. Their understanding of peace education concepts, their experiences in implementing activities to enhance peace education, and their perceived challenges and needs in inculcating peace building to students is indispensable. Educators should be aware of the potential impact of conflict and trauma on students' mental health and provide appropriate support and resources. Further, it is

essential for educators to adapt curriculum and materials to meet the specific needs of students with diverse learning styles and abilities. It may also aid teachers in gaining skills on the use of assistive technology to support differently-abled students in accessing peace education materials and participating in activities.

This study could significantly play a supportive role in highlighting the importance of peace concepts for educators, prospective teachers, and administrators of educational institutions, researchers, educationists, parents, and society because it focuses on continuous training and capacity building through integrating peace education into the teachers' curricula. Peace education in classrooms aims at equipping students with necessary knowledge and attitudes through respectful, tolerant, participatory and cooperative techniques and methods. Thus, peace education should be regarded as an opportunity to improve the social well-being and responsibilities of both teachers and students. No prior study has been undertaken among B.Ed. Special Education trainees and therefore justifies the need to conduct this study.

Review of Related Literature

Deveci *et al.* (2008) carried out research to explore pre-service teachers' views on peace education. The study employed a qualitative approach, specifically a semi-structured interview method, to gather data during the 2005-2006 academic years. Interviews were conducted with 26 prospective teachers from primary education and social sciences education programs within the Department of Primary School Education. The findings reveal that pre-service teachers describe peace and welfare using overlapping concepts such as well-being, love, respect, and friendship. Moreover, most participants stressed the importance of incorporating peace education into primary schools.

Mishra (2015) carried out a study on the implementation of peace education in secondary schools in Odisha, focusing on the perceptions of key stakeholders, including parents and teachers. The research aimed to explore their understanding of peace education and strategies for its effective integration into the school system. The findings indicated that head teachers, teachers, and parents were largely dissatisfied with the prevailing societal culture and made efforts to counter communal influences by fostering a positive school environment. The study further recommended that incorporating peace education into the curriculum, along with active parental involvement, could yield significant benefits.

Polat *et al.* (2016) studied "The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Teachers' Who Attended the Peace Education Programme". The findings indicated that participants grasped the concept of peace education on a theoretical level. Prospective teachers highlighted the importance of educators possessing both conceptual and theoretical knowledge of peace education, along with personal traits that promote peace and conflict resolution skills. Therefore, this study is significant as it emphasises the need for selecting, training, and enhancing educators who teach peace education.

Nisa and Parveen (2019) conducted a study titled "*Perception of Female Teachers in Transferring Peace Concepts among Adult Students.*" Their research highlights that teachers serve as fundamental pillars in shaping knowledge and behaviour. They emphasize that both teachers and educational institutions play a crucial role in fostering peace concepts and addressing the needs of a society struggling with violence by integrating peace education into the curriculum. The study

also found that teachers have a partial understanding of the concept of peace and recommended that School atmosphere, teachers, classroom environment, curriculum, activities and concerned school setting should be transformed in such a way to reduce violent actions and conflicted situations in school that will lead to better future citizens.

Shahibzada (2020) carried out a study to explore the attitude of teachers and students towards peace education and found that majority of the respondents possessed positive attitude towards peace education in comparison to students, teachers had relatively more positive attitude towards peace education. Faheem and Iqbal (2021) conducted on peace education, examining the perceptions of secondary school teachers in Punjab, Pakistan. The research aimed to explore teachers' views on peace education themes and compare their responses across various demographic variables. Data were gathered from a sample of 240 secondary school teachers across 80 schools in the Punjab province. The findings revealed that teachers generally held highly positive perceptions of peace education. Furthermore, the study concluded that there were no significant differences in perceptions between male and female teachers or between teachers from rural and urban areas regarding peace education themes.

Raja and Singh (2023) conducted a study on perception of secondary school teachers towards peace education with respect to gender, habitation and teaching experience and state that gender and experience do not affect the perception of secondary schools teacher towards peace education but the habitation significantly affect the perception of the teacher towards peace education.

Research Questions

- What is the perception of peace education among resource teachers pursuing B.Ed. Special Education in SCERT, Mizoram?
- What is the understanding and awareness of peace education among resource teachers enrolled in B.Ed. Special Education in SCERT, Mizoram?
- What classroom practices are employed by resource teachers to promote peace education to students?
- What trainings and professional development have been provided to resource teachers with regard to peace education?
- What are the recommendations to enhance peace education for resource teachers?

Objectives of the Study

- To find out the perception of peace education among resource teachers pursuing B.Ed. Special Education in SCERT, Mizoram.
- To explore the knowledge and comprehension of peace education among resource teachers pursuing B.Ed. Special Education in SCERT, Mizoram.
- To find out the classroom practices to promote peace education to students.
- To identify the training and professional development provided to teachers with regard to peace education.
- To provide recommendation to enhance peace education for resource teachers in accordance with the present findings.

Methodology

A descriptive survey method is employed in the present study.

Population of the Study: The population consists of fifty (50) resource teachers from different districts across the state

pursuing B.Ed. Special Education in SCERT, Mizoram.

Sample of the Study: Data was obtained from 46 resource teachers. While considerably efforts were taken to include all resource teachers, the remaining 6 were absentees on the specific day driven by unforeseen circumstances rather than deliberate exclusion. The sample is presented in the following table.

Table 1: Sample of the study

Resource Teachers		
Male	Female	Total
25	21	46

Tool Used in the Study

A questionnaire on "Perception of Peace Education for Resource teachers" constructed by the investigators was used for the study. The questionnaire consist of open-ended and close-ended aiming to explore the different areas including the knowledge and attitude of teachers towards peace education, the classroom practices to promote peace education, and the professional development in equipping teachers to foster inclusive, and peaceful environments for all students.

Interpretation and Discussion of the Findings

The findings of the study are interpreted and discussed in accordance with the objectives specified by the researchers.

Objective 1: To find out the perception of peace education among resource teachers pursuing B.Ed. Special Education in SCERT, Mizoram

In order to find out the perception of peace education among resource teachers, responses to several questions are interpreted in this objective. Amongst the resource teachers, there are still few in numbers that have not heard of the term 'peace education' attributable to absence of training or any other professional development. However, majority have of the opinion that peace education is extremely important and agreed that it is vital to impart peace education in school. It was found that teachers are aware to the meaning and understanding of peace concept to certain extent although in-depth information is exceedingly required. It was expressed by teachers that measures are carried out in the classroom to the best of their abilities and efforts despite unpreparedness to inculcate the necessary knowledge, attitudes, and values, to resolve conflicts peacefully, promote positive interaction, and create an environment of peace in and outside the school.

Table 2: Perception of Peace Education in School

Sl. No.	Statement
1.	How do you address conflicts that arise in your classroom?
2.	How can peace education be made more relevant and effective in our schools?
3.	What types of activities or strategies do you use to promote peace and understanding in your classroom?

When asked on how conflicts that arise in classroom are addressed, the responses are stated as follows.

"By understanding the cause of conflict and then solve the problem with effective steps"

I stay calm, listen to both sides, and find a fair solution"

"By confronting the underlying issue behind the conflict rather than the effect that issue has"

"Encourage them to work together to find solutions"
"Interacting with the students and their caregiver"
"If there are any conflicts I usually try to listen to both sides of the stories, after that I will help them resolve the causes, tell them the importance of compromising and help them to find solution to problems"
"I help students talk, listen, and understand each other to solve conflicts peacefully and fairly"
"I would address them in fair, empathetic, and solution focused manner. Here are some strategies I usually apply depending on the situation-create a respectful environment, apply conflict resolution skill, and model peaceful behaviour throughout the year"
"Letting them pour out their problems and giving them advises, and also telling them to not use inappropriate languages to anyone."

Statement 2 of the questionnaire aims to explore teachers' perception on how peace education can be made more relevant and effective in schools. The responses are presented as follows.

- i). Teachers require in-depth knowledge of peace education.
- ii). Teachers require further peace building skills for effective delivery to students.
- iii). Teachers need training and support in the form of seminar, or workshops to gain more information on peace education.
- iv). Integration of peace education into the curriculum of B.Ed. Special Education course.
- v). Peace education can be more relevant and effective by using real-life examples, giving more interactive activities, and encouraging more open discussions.
- vi). By having numerous interactions with the students about their problems on their studies as well as their personal problems.
- vii). Teachers need to know how to foster inclusive environment and empower students through practical skills and real world applications, encouraging critical thinking, equal opportunity and empathy.
- viii). Engaging families and communities, and using real life practical approach will promote peace in and outside the school.
- ix). Organizing more co-curricular activities on the theme such as painting and sketching, poster making, skits, seminars, debates, dialogues and others may foster favourable attitude in students towards peace.

The resource teachers listed diverse activities and strategies (statement 3) they use to promote peace and understanding in the classroom. Different activities and strategies reported include debate, discussion, storytelling, role-playing, conflict resolution exercises, group based activities that require collaboration, multicultural activities to foster peace and teaching students the importance of empathy in daily natural environment.

It can be seen that the overall perception is found to be positive and favourable towards peace education. However, the aforementioned responses indicate the need for efficient training, providing necessary skills and resources for teachers in achieving desired goal. It also reveals the need to incorporate more theme-based activities to foster mutual understanding, empathy, conflict resolution and inclusive environment for all. The perception of peace education among resource teachers is further explored in the succeeding objectives.

Objective 2: To explore the knowledge and comprehension of peace education among resource teachers pursuing B.Ed. Special Education in SCERT, Mizoram

Table 3: Perception on Knowledge and Comprehension

Sl. No.	Statement	Response	N	%
1.	Have you heard of the term 'peace education'?	Yes	34	73.91%
		No	12	26.08%
2.	How familiar are you with the concept of 'peace education'?	Not at all familiar	12	26.09%
		Slightly familiar	11	23.91%
		Moderately familiar	10	0.21%
		Familiar	10	0.21%
		Very familiar	3	6.52%
3.	What does 'peace education' mean to you?			
4.	What are the key concepts of peace education in your opinion?			
5.	How important do you think peace education is in today's world?	Not at all important	0	0
		Slightly important	3	6.52%
		Neither important nor unimportant	0	0
		Important	18	39.13%
		Extremely important	25	54.34%
6.	Do you believe peace education is important in schools?	Yes	46	100%
		No	0	0
7.	Do you believe that schools can play a role in promoting peace?	Yes	43	93.47%
		No	3	6.52%

Resource teachers were assessed on their knowledge and comprehension of peace education as indicated in the table above. A quick glance at the above table revealed that majority of the resource teachers (73.91%) have heard of the term "peace education" while 26.08% have not. It may be deduced that few of the respondents are deemed unaware with the term, as peace education is an emerging concept in the realm of education. However, it revealed that only 6.52% of the participants are very familiar with the concept. Majority of the teachers (26.09%) is not at all familiar and 23.91% is slightly familiar of the concept. The findings depict that majority of the resource teachers are generally aware of the term but are not well-informed on the concept of peace education. This may be due to the lack of teachers specifically trained in peace education which may create a gap in knowledge and skills. Considering teachers being the agent of change for students, they need to be educated on the fundamentals of peace education in order to integrate it into the teaching-learning process.

Regardless of inadequate comprehension of the concept, more than half of the teachers (54.34%) perceive that peace education is extremely important in today's world and believe that it is important to inculcate in schools. Majority of the teachers (93.47%) believe that schools can play a role in promoting peace. The remaining 6.52% perceived otherwise attributable to lack of equipment and resources. It is found to be of imperative importance to inculcate the values and attitude of peace to students and has also been stated that educators at all levels normally agree that the concept of peace education should be accurately imparted to the students (Finley, 2004).

Finding of the study also reveals that majority of the resource teachers have the general understanding on the meaning and key concepts of peace education. In responding to statement 5 and 6, the teachers' generally associate the concept of peace education with teaching strategies and practices that promote conflict resolution, respect for diversity, a peaceful coexistence, aiming to cultivate empathy, critical thinking, and non-violent conflict resolution skills in students. Some of the meanings and key concepts described by teachers are stated as follows.

"It is the ability to learn in a friendly and peaceful environment."

"To me, peace education means peaceful environment of teaching and learning."

"Peace education is an approach that aims to promote peace,

understanding, values and conflict resolution among individuals and communities."

"Peace education aims to create an environment where students can learn about and practice peaceful interactions, both in the classroom and beyond."

"It is the teachers' attitude, value, skills and knowledge that are important to promote peace in the classroom."

"I believe all the aims of peace education are basically integrated to school, communities and also organisations to foster a culture of peace and understanding."

The above responses validate that resource teachers do have a general understanding of the concept of peace. Meanwhile, to enhance students' learning and well-being, teachers must have extensive knowledge to achieve the desired learning outcome in fostering peace.

Objective 3: To find out the classroom practices to promote peace education to students

Table 4: Classroom practices

Sl. No.	Statement	Response	N	%
1.	To what extent do you feel prepared to teach peace education?	Not at all prepared	12	26.09%
		Not too well prepared	7	15.21%
		Somewhat prepared	13	28.26%
		Pretty well prepared	6	13.04%
		Very well prepared	8	19.39%
2.	How often do you incorporate peace-related themes or topics into your classroom?	Never	10	21.74%
		Occasionally	14/9	19.57%
		Sometimes	13	28.61%
		Often	11	23.91%
		Always	3	6.52%
3.	Do you find it difficult to incorporate peace-related themes or topics to differently-abled students?	Yes	23	50%
		No	23	50%
4.	Do you create a classroom environment that is inclusive, respectful, and safe for all students?	Yes	44	95.65%
		No	2	4.35%
5.	Do you encourage students to engage in service learning or community projects that promote peace?	Yes	42	91.30%
		No	4	8.70%
6.	Do you encourage student participation in discussions about conflict and peace?	Yes	38	82.6%
		No	8	19.39%
7.	Do you treat your students as equals regardless of their abilities/diverse disabilities or cultures?	Yes	43	93.47%
		No	3	6.52%
8.	As a teacher, do you ensure that all students have the opportunity to thrive?	Yes	45	97.83%
		No	1	2.17%
9.	Do you believe you have provided an inclusive environment where all students, including those with disabilities, feel valued and respected?	Yes	43	93.47%
		No	3	6.52%
10.	How effective do you think these activities or strategies were?	Not at all effective	1	2.17%
		Somewhat effective	9	19.56%
		Neither effective nor ineffective	4	8.70%
		Effective	25	54.35%
		Very effective	7	15.21%
11.	Do you feel that your school administration supports peace education initiatives?	Yes	40	86.95%
		No	6	13.05%

The readiness and preparedness of the resource teachers for imparting the concept is assessed and also aims to identify the practices carried out to promote peace education in the classroom. Regarding the preparedness of teachers in teaching peace education to students, 28.26% feels that they are

somewhat prepared to teach students. Majority of the teachers (28.61%) reported that they sometimes incorporate peace-related topics. It can be seen that 15.21% and 26.09% are not well prepared and not at all prepared respectively to successfully execute teaching the concept in the classroom.

Meanwhile, there are 21.74% who have never carried out peace-related themes in their classroom. It can be said that unless the teachers possess readiness and favourable attitude towards peace, it is not viable to internalize the peace-oriented behaviour among the students. It has also been stated that peace education is most effective when the skills of peace and conflict resolution are learned actively and are modelled by the teachers and school environment in which students are taught (Baldo & Furniss, 1998).

Majority of teachers (95.65%) attempt to create inclusive and safe environment to all students, and believe that they have to provide an inclusive environment where all students, including differently-abled, feel valued and respected (93.47%). It was found that respondents had opinion that they provide conducive environment to all irrespective of their diverse cultures, multi-ethnicity, and disabilities. Peace education is extensively vital in special education since it helps students with disabilities develop essential social-emotional skills, promotes inclusivity, and fosters understanding and participation in their communities, ultimately leading to a more peaceful and just society. Likewise, 91.30% also encourage students to engage in service learning or community projects to promote peace, and 82.6% encourages student participation in discussions about conflict and peace. In a similar vein, they recognise the importance of accomplishing their responsibilities and transforming students' behaviour to preserve social harmony. As resource teachers, 93.47% treat their students equally regardless of their diverse disabilities or cultures, and ensures that all students have the opportunity to thrive (97.83%). By promoting inclusivity and respect for diversity, peace education strengthens social bonds. It provides the opportunity to bridge ethnic, religious, and cultural divides, encouraging greater unity and cooperation in rebuilding society (O'Brien & Lee, 2023). It may be concluded here that resource teachers have developed insight of peace education and are working to impart the necessary knowledge and skills to students so they may solve problems without resorting to violence.

However, 50% of the teachers find it challenging to incorporate peace-related themes or topics to differently-abled. The reasons shared by teachers include lack of training to understand their problem and how to deal with it in an effective and efficient manner. It was also stated that differently-abled students have unique and diverse needs including communication issue, and poor attention span, which sometimes makes it more difficult to incorporate peace related themes than that of regular students. Imparting peace building skills and attitude to individuals with differently-abled may present unique challenges, including accessibility issues, potential stigmatization or misconception, feeling of not being understood or recognized, and the need for specialized teacher training and inclusive educational infrastructure. Furthermore, several may exhibit behavioural and emotional challenges often accompanied by developmental or intellectual skills; requiring various coping strategies and skills to help handle and manage their emotions (Alexander, 2023).

The resource teachers listed diverse activities and strategies they use to promote peace and understanding in the classroom. Different activities and strategies reported include debate, discussion, storytelling, role-playing, conflict resolution exercises, group based activities that require collaboration, multicultural activities to foster peace and teaching students the importance of empathy in daily natural

environment.

All the peace related activities listed and carried out to avoid conflicts in classroom (Objective 1) were found to be effective by more than half (54.35%) of the respondents, 19.56% found it somewhat effective, and 15.21% found it to be very effective. Out of 46 resource teachers, 8.70% of the teachers found it neither effective nor ineffective, and 2.17% found these activities and strategies not effective at all for students. In the process of integrating peace education, "how to teach" is more important than what to teach. Classroom activities must attempt to give students an understanding of their traditions and teach them what they need to know in order to exercise their responsibilities as citizens. For such, teaching techniques and strategies should be used deliberately to support learning aims to relate the knowledge, skills and attitudes of peace education.

Objective 4: To identify the training and professional development provided to teachers with regard to peace education.

Table 5: Teachers' Training and Professional Development

Sl. No.	Statement	Response	N	%
1.	Have you received any training or professional development on peace education?	Yes	0	0
		No	46	100%
2.	What kind of professional development would you find most helpful in improving your peace education practices?			
3.	Do you feel the need to integrate peace education in your B.Ed. course?	Yes	46	100%
		No	0	0
4.	Suggestions on how to implement more effective approaches for equipping teachers to foster inclusive, peaceful environments for all students, particularly those with diverse needs.			

A cursory glance at Table 5 indicated that 100% of the teachers have not received any definite training, workshop or seminar on peace education. In order to impart effective peace building skills and attitude to students, all resource teachers expressed that they feel the need to integrate peace education in their B.Ed. Special Education curriculum. Traditional teaching methods may not be suitable for all learners, particularly the differently-abled, requiring educators to adopt differentiated instruction and inclusive teaching strategies in relation to the theme. As observed, majority of the educators lack the necessary training leading to ineffective instruction and exclusion. Some students with emotional and cognitive challenges may impact their ability to participate in the aforementioned activities, requiring patience, understanding, and specialized skills from educators. Poorly trained teachers may inadvertently reinforce prejudices or fail to facilitate constructive dialogue between students from different abilities and backgrounds (Kumar, 2022).

In response to statement 22 and 24, the participants specified that integration of peace education to their curriculum may found to be most beneficial for equipping teachers to foster inclusive, peaceful environments for all students, particularly those with diverse needs. They expressed the need of periodical trainings and seminars to acquire the skills and techniques to implement peace education effectively to diverse learners; in consequence of the lack of necessary skills, knowledge, and emotional resilience to teach peace education in a sensitive and unbiased manner without preparedness and skills.

Objective 5: Recommendations to enhance peace education for resource teachers

After analysing the findings, the following recommendations are specified as follows.

- i). Integration of peace education in the curriculum of B.Ed. Special Education programme. It is recommended to develop peace education as a compulsory or an optional course in the teacher education program.
- ii). Organize regular trainings, seminars, and workshops for resource teachers to enhance their skills and keep them updated with the current development and events around the society.
- iii). Collaboration between educators, families, and community members for enhancing peace building practices and skills in and outside the school.
- iv). Provide awareness of the potential impact of conflict and trauma on students' mental health and provide appropriate support and resources.
- v). To encourage resource teachers to take up more project-based or research related to peace, empathy, and conflict resolution.
- vi). Empower teachers to incorporate the latest ICT innovations for effective teaching-learning process in promoting peace education.

Conclusion

Every society needs peace education because issues related to peace affect every community on the entire globe. The advancement of peace is achievable through the implementation of a peace curriculum across all educational levels, particularly within teacher education programs, as educators serve as the cornerstone of the education system and can effectively inculcate the principles of peace in future generations.

This study intended to analyse the overlooked attention towards the pre-requisite culture and perception of peace among the resource teachers in developing an inclusive classroom. The researchers examined the perception and opinions of the teachers regarding the need for peace education and their classroom practices. It may be concluded that most participants were not well-informed of peace education and its practices however have the readiness to learn and a positive outlook in the hope of the inclusion of peace education in the teacher education curriculum in the future. They face challenges in implementing peace education initiatives due to limited resources, time constraints, and inadequate skills. However, they also see opportunities to leverage their expertise and relationships with students to promote peace and understanding.

Peace education will help students to welcome human differences, identify commonalities and take the initiative to build positive human relationships. Therefore, in order to achieve the goal of peace education at all levels of education, efficient steps to develop a consistent curriculum related to peace education and engaging in the necessary practices is the need of the hour.

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