

Identification of Peace Elements and Characteristics in 8th Grade Urdu Textbook

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ABSTRACT

Peace is necessitated every-whereas today, due to increasing violence in schools, colleges, universities and consequently in the society. How can be deal with violent thinking and behavior? It is only possible through educating peace and peace education should be started at elementary level. To inculcate peaceable thinking in the minds of the students, early childhood foundation is very crucial. This research deals with the analysis of curriculum of Urdu of 8th grade regarding the identification of peace elements and expected characteristics of the personality from these elements. Documentary analysis was conducted through the review of the book of Urdu. Indicators of peace education were extracted from the thorough review of literature and these indicators were reviewed by the experts. In the light of these indicators, elements of peace were identified in the book and in the perspective of these elements, desired characteristics were concluded. Consequently the research proves that curriculum of Urdu can play very vital role in the characterization of the young students for inculcating peace in the students through the book of Urdu is very much related by the nature of its content.

Keywords: Peace education, Integration, Curriculum, Cultural diversity

INTRODUCTION

Peace studies is not a separate discipline, rather it is interdisciplinary which is based in traditional subjects like history, political science, communications, philosophy, sociology, and other social sciences. Different themes are included in peace education like developmental education and human rights education. It is important that children learn concepts at initial years of age. At this age, hospitality and respect for human beings can be injected in the minds of students. In their upcoming life children will meet different people of all kinds and they will have need of gaining a mental horizon to the wider world. As education helps in social adjustment, its basic function is to make students capable for accepting the challenges of life and to deal with the conflicts and controversies confidently.

Peace education has two dimensions that are linked with the society and educational process. Primarily to teach the information, attitudes, norms and personal capacities required to settle issues without ferocity. Secondly, to develop and sustain mutually favorable and amicable associations (Johnson & Johnson, 2003). Peace education promotes tolerance, empathy and skills of cooperation among learners (Yousuf et al., 2010). The study intends to look over the present day predicament of school environment and standard of the curriculum to what extent the peace promoting characteristics are being produced in the students.

It is important that curriculum analysis and assessment must be under taken to point out what the whole lot of the syllabus and activity is going to stimulate peaceable thinking and personality. Peace studies can be instigated by peace educators at the primary level of schooling and continue in a feasible manner throughout the life of an individual. At pre-

school level parents and teachers can emphasize a caring and strengthen environment and encourage children to turn out conflicts well on their own with their peers. At elementary level young children learn how to respect diversity, control conflicts and come to have an awareness of different cultures. At the middle school level children can be taught about different countries and cultures to get some understanding of the intricacy of the international community. Teachers have to organize various activities other than classroom instruction (Yousuf et al., 2013). Simulation games can give an apprehension of essential features of global entanglements and students at this stage can begin learning the history of arm race. Perhaps the most important place to address vicious behavior is the home, where children learn first of all values and communication skills. The years when children generally form their ideals and their relationships with people, present an ideal time to start a humanistic amalgamation process to provide awareness of individual continuance in relation to others (Harris and Morrison, 2013).

There is great need to understand the concept of curriculum. Teachers can play a pivotal role in planning and designing the curriculum as they should not only taught but to be able to analyze the integrant of curriculum design and development. Unless the teachers not play their role in curriculum evolution it is impossible to meet the challenges and exigencies of the new era. Curriculum should be based on academic rationalism, social re-enactment, self-actualization and others, socio- cultural reshaping and social productivity. It is need of time that an assimilated curriculum should be instituted at elementary level that will be interdisciplinary imbibed curriculum. Teachers have to play a significant role in linking different subject areas and providing consequential learning experiences that evolves skills and knowledge. This process leads to cognizance of conceptual relations (Null, 2011).

There is a great need of peace education for children and tell them socially and train emotionally in a co- operative environment. Teachers should bridging the students by a relevant method and to perceive them through the appropriation of school and by what means the school can be used ideally as an amenity for maturing one's inner self and welfare. School works for enhancing well -being and emotional literacy skills from primary level through advanced high school. Peace education creates a comprehensive approach to provide a solid foundation for inculcating social and emotional literacy skills.

Peace based ideas can include in existing curricula having recognition of emotions, building relationships, conflict management, problem solving, decision making ,and collaboration into all areas of the program. Schools as a safe place provide children an opportunity to learn and thrive. Through peace education caring school communities can cope with this challenging world by encouraging peer support, making ethical choices, problem solving, accountability, and cooperation. As time has changed, so have the demands put upon teachers to fulfill the needs of every child. But one thing cannot be changed, that is the need for all children to feel appreciated, secure, and accepted.

Research proves that to reach the whole child, Social and Emotional Learning (SEL) needs to be an integral part of the regular class room curriculum. But how much can schools can take on, what kind of support do they need, and how do they deal with the challenge of mandated standards compliance and reaching children emotionally? Literature based program is very important that can help school staff with a full suite of integrated materials to do this job, not as add-on, but as a part of daily routine. Years of researching and testing such programs prove that they are easy to implement and sustain (Petersen, 2012). What beliefs have group of people about each other. Attitudes affect the justice and peace at inter group and inter personal level (Blumberg, Hare and Costin, 2006). Acceptance for the differences of opinion is helpful in maintaining peace in the society and minimizes the chances of conflicts. Inner

peace or mental tranquility means stress reduction. Stress reduction helps the mental skills that go with courage, forgiveness and tolerance for differences in opinion. Religious institutions also work for nonviolent movements. For a long time, spirituality has great influence over nonviolent exercises (MacNair, 2012). Decrease the effect of desperate sexual and social differences, gender role coaching and removing obstacles in the way of working positive elements altogether is the second compulsory step towards peace (Kivil and Creighton, 1997).

Students should be prepared according to a systematic program through information, exercises, and group activities and experiences. These activities should be designed according to real life. Objective of curriculum is to assist young students to comprehend violence and be safe from it to come close as the member of the society for making peace. As Martin Luther King Jr said “brutality declines the wholeness of mankind and puts forward to helplessness and hopelessness”. Main idea of peace curriculum is that violence is an obstacle in the way of progress and is very threatening for human beings. Violence is harmful and it affects internally the human beings and the society and these effects are long term (Kivil and Creighton, 1997). Teachers are the role model, they must be able to think, care and act in order to teach the students. Teachers should be benefit from working together with their colleagues while striving for peace education. When the teachers are first to start the peace education without any example, they can pilot programs, use bulletin boards to guide and inform the community and the families of the students (Harris, 2011).

The aim of this study is to highlight the need of an integrated curriculum through the analysis of the syllabus at elementary level and to investigate the desired characteristics that can be produced in the personality of the students. And finally to suggest a model for text books of Urdu, Islamiyat, English and Social Studies that can best produce peaceable class room and school environment which is the foundation of a peaceable society. This study is assessing the current state of peace education at elementary level. For this purpose text book of 8th class regarding the subject of Urdu, English, Islamiyat and Social Studies was analyzed. In addition it looks over the general acquaintance of schoolchildren at elementary level of receiving practical expertise and gain practical ethics and skills at the school those are compulsory element of peace pedagogy.

In a study by UNESCO on learning to live together the values of National framework for Education in schools are care and compassion, care for self and others, freedom, integrity respect, responsibility understanding, tolerance and inclusion social justice (UNESCO, 2014). Some countries like Kenya it was felt curriculum would be the most suitable strategy to deal with extremism (Rahman, 2014). Palanndjian (2013) says that guidance about peace and tolerance can play very crucial role in developing a culture of peace. It is impossible to remove violence and maintain peace in the society but only through the peace education (Jabbour, 2013). It is possible to gain the objective by integrating related peace education ideas, modern instructional techniques and use of thematic style (Eseoba and Oge, 2012).

No doubt that language plays pivotal role in concept building and enhancing the expression ability. Matos describes that literary texts have the fresh and cultural perspectives and have pedagogical significance. Language not only provides the theoretical insight of the subject and its philosophy but it is the source of speculation in nature. Language provides an inherent connection between reading and interculturality. To provide the opportunity of reading to the students, a new vision and innovative ways of thinking can be provided to them. Through reading a students can learn more about their identity and ultimately arrive at a more nuanced understanding of the otherness. Some of the skills are connected with the construction of textual understanding that can facilitate intercultural learning (Matos, 2012).

Peace education has a variety of ways to inculcate in the minds of the students, the positive approach of thinking and behaving. Through the integration of norms and values into the curriculum by using language is the main source of theoretical contexts. Education has two fold functions for a man or woman to perform in the life and in the society; the one is utility and the other is culture. Education must able a man to become more efficient, to achieve with increasing facility the legitimate goals of life. Reasoning ability is not enough, but the character and the moral development are necessary to give the critical intellect humane purposes. So, education must also train one for quick, resolute and effective thinking. To think incisively and to think for self is very difficult, as humans are living to let their mental life become occupied by legions of half- truths, prejudices and propaganda. It is the matter of concern, whether or not education is fulfilling its purpose.

OBJECTIVES OF THE STUDY

1. To overview the role of existing curricula in peace promotion.
2. To explore the peace promoting traits and characteristics within the existing textbook of Urdu at elementary level.
3. To suggest guidelines for peace promoting education at elementary stage.

MATERIALS AND METHODS

Population and Sample

In this study the population comprised of text books of Urdu at elementary level in Pakistan. Whereas, the target population comprised of the curriculum and textbook of subject Urdu at 8th grade. The sample was the text book of Punjab Text Book Board being taught for the session of 2013-14 at Elementary level schools of Punjab Province, Pakistan.

Documentary Analysis

The book of Urdu of 8th grade was used to identify the peace elements. For this purpose a related literature of peace education was thoroughly read and discussed. Then a list of some important elements of peace and characteristics was developed. These indicators were reviewed and checked by the experts and practitioners. According to these indicators, the review of the content of Urdu was conducted. In each lesson of the book of Urdu, related elements of peace were assorted.

Data Analysis

By the extensive review of literature, some elements of peace were identified by the researcher. In the light of these elements, some significant characteristics of the personality were assorted with respect to the effect of these elements. But all these changes in the personality of the students through the usage of latest and innovative pedagogical skills can be brought out in the personality of the students. And environment of the school and the class needed to develop in such a way in which all these exercises and applications of peaceable activities can be practicable.

Findings

Language is the most important element in the cultural and ideological formation of conceptual substructure of any nation. All the historical events, cultural heritage, and philosophical endeavors are transferred through the language. In the subject of Urdu all these material can be inculcated by shaping it up according to the needs and demands of the

students. To save personal and national identity, language has very significantly proven its role in the past.

RESULTS

Table 1. Review of curriculum of Urdu of 8th grade

<i>Sr. No.</i>	<i>Content of Urdu</i>	<i>Element of Peace</i>	<i>Characteristic</i>
1	Hamd	Appreciation of natural beauty, concept formation	Believe in one creator, good thinking skills
2	Naat-e-Rasool-e Maqbool (PBUH)	Characteristics of Hazrat Muhammad (PBUH)	Concept formation about the best leadership of the world.
3	Moalmm-e-Akhlaaq (PBUH)	Optimism, content of good moral values and ethical norms.	Believe in one creator, concept formation.
4	Roshan Sitarah	Positive attitude and values.	Good thinking skills
5	Motamir-e-Aalam-e-Islami	Information of human rights	Concept formation
6	Jugnoo	Description of aesthetic sense	Appreciation of natural beauty
7	Eed-e-Meelaad-un-Nabi(PBUH)	Content about birth of Hazrat Muhammad (PBUH)	Concept formation
8	Maulaana Mohammad Ali Johar	Awareness of human rights	Rules for fighting fair
9	Quad-e-Azam aur Itthad-e-Milli	Awareness of human rights	Positive attitudes and rules for fighting fair
10	Bhaai Charah	Content about dignity of humanity	Positive attitude
11	Islaam ki Azmat	Positive attitudes and values	Concept formation
12	Moazzane-e Rasool(PBUH)	Awareness of self and others	Concept formation
13	Misaali Taalib-e-Ilam	Positive attitudes and values	Good thinking skills
14	Raja Sahib Mehmood Abaad	Positive attitude and values	Awareness of rights and duties
15	Allama Iqbaal aur Tasawwar-e-Pakistan	Ideological way of thinking	Awareness of human rights, Rules for fighting fair.
16	Tehreek-e-Pakistan men Ulama ka Hissa	Content about struggle for good cause	Development of perceptions
17	Jeeway Pakistan	Description about love for Pakistan	Good thinking skills
18	Azaadi ka Matwaala	Awareness of human rights and struggle for good ambitions	Positive and courageous way of thinking
19	Mubaarak Raat ka Tohfa	Awareness of cultural values are included in the lesson	Understanding of Perceptions
20	Man ka Khawab	Depiction of unique love of mother is included in the lesson	Concept formation
21	Aik Azeem Din	Awareness of human rights is included in the lesson	Values for fighting fair

22	Kishwar-e-Haseen Shad Bad	Depiction of love for motherland	Enthusiasm of love for the country
23	Kabaddi	Depiction of traditional games	Love for culture
24	Muqaddas Amanat	Perceptions of positive values	Rules for fighting fair
25	Aik Sher Dil Mojaahid	Content about awareness of rights and duties	Rules for fighting fair
26	Shehri Difaa	Content about good citizenship	Empathy for others, Awareness of rights and duties
27	Escouting	Material about positive attitudes and values	Empathy for others
28	Alloodgi Alloodgi	Emphasis on cleanliness of environment	Ecological awareness
29	Ilm-e-Basriaat ka baani	Information about optics	Scientific way of thinking
30	Hasrat Mohaani	Content about positive attitude and values	Rules for fighting fair
31	Khatoon-e – Karbalaa	Positive attitudes and ideal way of life has depicted	Believe in one Allah
32	Muslamaano ka Qibla-e-Awwal	Perceptions of right and wrong	Understanding of Conflict
33	Kaam ki Baten	Good thinking skills	Believe in one Allah
34	Hazrat Bahauddin Zikria(R A)	Value of truth	Perceptions of right and wrong, Appreciation of virtue
35	Baba Abdullah ki Kahaani	Awareness of positive characteristics of the personality	Awareness of good and bad
36	Utho Ehl-e-Watan k Dost Bano	Value of Unity	Good thinking skills
37	Aik Din Urdu k Taalib Imon k Sath	Importance of Learning Urdu Language Skills	Awareness of cultural diversity
38	Manaazr-e-Pakistan	Beauty of Pakistan has described	Appreciation of natural beauty
39	Diary	Positive attitude and character skills	Empathy for others
40	Khat—Mudeer k Naam	Awareness of how to keep good and clean environment	Ecological information
41	Lataif	Sense of humor	Satisfaction of Aesthetic sense
42	Khaak-e-Watan	Love for motherland	Concept formation
43	Duaa	Significance of asking from creator	Believe in one Allah

FINDINGS

Through documentary analysis of the curriculum of Urdu of 8th grade it has revealed that;

1. Through the lesson “*Hamd*” good thinking skills and belief in one creator is a positive characteristic that can be produced in the students.
2. *Naat e Rasool Maqbool* (PBUH) is useful for concept formation.

3. *Moallm-e-Akhlaaq* (PBUH) is helping for creating belief in one creator and good moral values can be taught to the students.
4. For human rights awareness lesson topics were available “Motamir-r-Aalm-e-Islami , Moulana Muhammad Ali Jauhar, Quaid-e-Azam aur Itthaad-e-Milli, Allama Iqbaal aur Taswwar-e-Pakistan, Tehreek-e-Pakistan men Ulama ka Hissa, Aik Azeem Din, Aik Sher Dil Mujahid, Shehri Difaa, Aloodgi Aloodgi, “Musalmano ka Qibla-e- Awwal, and Azadi ka Matwala”.
5. Appreciation of natural beauty and satisfaction of aesthetic sense can be developed through the content of “Hamd”, *Manaazr-e-Pakistan*, Latif, *Jeeway Pakistan*.
6. Positive attitude and moral values with good thinking skills can be developed through the content of “Roshin Sitaara, Eid Meeladun Nabi(PBUH), Bhai Chara, Islam ki Azmat, Misali Talib-e-Ilam, Raja sahib Mehmood Abad, Escouting, Hasrat Mohani, Khatoon-e-Karbala, Kam ki Baten, Baba Abdullah ki Kahani, Utho Ahl-e-Watan k Dost Bano, Diary, Khat---Mudeer k naam”
7. Concept formation and development of cultural values can be developed in the students through the teaching of lesson “Mubaarak Raat ka Tohfa, Man ka khawab, Kishwar-e-Haseen Shad bad, Kabaddi, Muqaddas Amanat, Hazrat Bahauddin Zikriya (A.S), Aik Din Urdu k Taalib Ilmon k sath, Khaak-e-Watan, Duaa”.

DISCUSSION

From the above analysis and findings the need assessment of peace education at elementary level in Punjab it is obvious that the book of Urdu of 8th grade there is more elements related to peace education in comparison with the book of English and Social Studies. But these elements are needed to be shaped up according to the demands of the students and teachers need to elaborate the things by making their relation with the real life. In exercises the questions should be focused upon practical activities and discussion among students. Discussion among students is an important strategy for making them able to understand each other and for helping them to know their role as student, as family member, and as the member of the society. In a research finding it is included that dialogue and discussion among students under the supervision of teachers about the problems of real life is very important. In these discussions students can learn in an environment which removes authoritarian power relations and provides the students freedom in their education (Waldorf, 2007).

RECOMMENDATIONS

1. It is very important to include the material and practical activities in the syllabus to make the students responsible and positive minded individuals.
2. Practical approach of peace promoting elements available within curriculum of Urdu, highly qualified and trained teachers for teaching the subject and theoretical content is very necessary to foster peaceable thinking in the school.
3. As the Quran is basic content for comprehending all the basic concepts of life, its education should be a compulsory part of the syllabus as an indicator of peace education.

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