Content Analysis of Peace Education Themes in English Textbooks from Elementary Curriculum in Punjab

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Abstract
Peace education is the transformation of behaviors, skills, and attitudes; this is why it is necessary to give it to those students who are in a phase of transformation such as the elementary level. This study is based on qualitative research in which deductive content analysis was done through coding text to trace the extent of peace themes demonstration in English textbooks of Punjab. For this purpose, thematic model of peace education curriculum was adapted which was proposed and presented in "Learning the way of peace –A teacher guide to peace education" comprising ten themes given by UNESCO and the expected characteristics of the personality from these themes. Next, for triangulation, an interview followed by thematic analysis was conducted to confirm the expected characteristics of the personality from these themes to yield a comprehensive and intricate explanation of content analysis. The sample included English textbooks of 6th, 7th and 8th grades at the elementary level. All these books were taught in the Public Schools of Punjab, Pakistan. The content analysis revealed that the English textbooks published by Punjab Textbook Board were aligned with the themes of peace education which are essential for inculcating peace in students. But some themes of the thematic model were found more frequent in content analysis of textbooks, while the others were less frequent. However, among the less focused themes was theme 3 " discover inner peace" which was common among the three grades. Whereas theme 9 "building peace in the community" was least focused in 6 and 7 grades English textbooks. Consequently, less focused themes require more inclusion in the content of English Textbook of grades 6, 7, and 8 in Punjab.

Key words: Peace education, content analysis, Elementary curriculum, triangulation

Introduction
Pakistan has been open to armed conflict, violent extremism, militancy, ethnic

separatism and border disputes. One of the main reasons for this conflict, specifically ethnic, religious and sectarian, is the nature of the fragmented societies in the south Asian region (Visweswaran, 2011). Numerous studies have emphasized that contents in public school textbooks that contain fabricated and misinterpreted descriptions of history and that there is proof how textbooks present factual mistakes, prejudice, and hatred towards non-Muslims (Aziz, 2010). The National Commission for Justice and Peace found that fifty-five chapters in twenty-two-course books which are used in Sindh and Punjab contain inequitable material against religious sections (Express Tribune 2013). Pakistani society is handling severe challenges to peace. Many individuals, including teachers and students have lost their lives during this period of radicalization and intolerance. The school curriculum is under criticism for not posturing the concern of peace that is of extreme position for Pakistani society. The present curriculum of public school is critiqued for not promoting equality, human rights, peace, recognition, critical thinking, conflict management, in any significant way (Nayyar & Salim, 2005).

Pakistan is up against multiple challenges to peace building. Ferocity and fanaticism are revealed in diverse ways across the country. There are both native and geopolitical causes for Pakistan's fanaticism problem. Since the September 11 extremist bouts in the United States, there has been larger concern in opposing forceful extremism. Madrassas in Pakistan have acknowledged international consideration for starting peace education agendas through international NGOs owed to the U.S.-Led 'Battle on Terror'. The education system giving to fulfil the necessities of pupils mainly belonging to dissimilar socio-economic classes carry on allocating on religious and racial lines. To shape flexibility in contradiction of extremist beliefs that are being endorsed by native and overseas groups, peace education is a choice. There is a crucial requirement to expand the scope of peace education to pupils in community and private institutes in city and rustic areas as the hazard of extremism is not only restricted to madrassas. Peace education has established recognition all over the world, particularly through the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) which through their widespread range has pursued combating violence and conflict through peace culture.

Curriculum analysis is an effort to explain how effectively curriculum practices and construction functioned in educational locations implemented by administrators. Analysis can be done for diverse purposes in order to find out the unities and varieties (Houang, & Schmidt, 2008). The curriculum of peace education has a solid belief that ferocity (every type) is an interference to the total development of a state and is very alarming for humanity. Curriculum analysis is an effort to explain how effectively curriculum practices and construction function. Different subjects like language, religious studies, sociology, history, philosophy and psychology can inspire the content related to peace (Eslami-Somea & Movassagh, 2014). The primary purpose of this study was to find the extent to which the themes of peace education are embedded in elementary English curriculum of Punjab.

Literature Review

Humanism evolved during 1900s as a reply to the common educational theories at the time, which were mainly rooted in behaviorism and cognitivism. At the beginning of the 20th century, through the appearance of a positivist scientific viewpoint to education and with the start of Western secularism, moral and human values including peace gradually vanished from school curriculum. In such materialistic views, the philosophy of humanists like Rousseau, Henry Thoreau, Tolstoy and Maria Montessori kept the sense of education alive. With the observer of the horrors of the First and Second World Wars there was a new beginning for the need to mount the humanistic side of education, at least among a few educationists. In this situation Maria Montessori's (1870-1952) loud and untiring propagation of the need for peace education is worth mentioning (Balasooriya, 2001).

Maria Montessori's was (1870-1952) was an Italian educator who wrote about scientific pedagogy. She was best known for her philosophy of education. She challenged conventional teaching learning setting. Montessori technique aims to fetch more groups to a child's learning in hopes of facilitating better understanding. From the beginning of the 21st century till today we are only rediscovering her idea of peace education which Maria Montessori tried to tell the world in the 1930s. Educators who trust in the humanist philosophy of education make an environment where the learner is mainly responsible for learning, emphasizing free will of choice with regards to the learning practice. The educator also insists the student in becoming "self- actualized", which Maslow defines, "the full use and exploitation of talents, capacities, potentialities, etc." (Maslow, 1954).

The United Nations (UN) was established in 1945 after World War II, when all nations around the world consented to the idea of peacebuilding at local and global level. Peace educators like Johan Galtung and Betty Reardon along with peace leaders worked for peacebuilding and peacekeeping across countries and continents. The United Nations Educational, Scientific and Cultural Organization (UNESCO) desired to use its extensive spread to end violence and conflict through the upgrade of a culture of peace (Harris, 1990). The damaging effects of violence on human civilization are long-term. Generations have to endure their penalties. (Kivel & Creighton, 1997).

According to Balasooriya, Peace education does not have to be taught as a separate subject in the curriculum. Rather, it could be the formation of proportions through the curriculum, as an apprehension that can be travelled in diverse ways with any age group and any topic. In order for it to be an effective and compulsory subject for everyone in the system, an appropriate curriculum must be designed and implemented with objectives like: to alert the public or the society with causes of ferocity within, to generate in the learner the consciousness, knowledge and compassion concerning issues that contract with combat and peace; authority and justice; sex and race, conflicts, situation and ecology, etc., to grow abilities in problem solving/conflict resolution and critical thinking, sympathy, positivity, partaking and collaboration, to inculcate in the learner, commitment to justice, esteem for others, impartiality and idea, environment concern, the habit of self-esteem and self-respect etc., to cultivate pro-peace capabilities, talents and attitudes in the learner and to toil strategies

that are operative in controlling violence and inaugurating peace inside and outside the institute.

The initial peace studies were cogently moved by the concern on the disasters of the Second World War and by a sense of catastrophe of human existence affected by the threat of nuclear confrontation between the two world powers. Hence, it was estimated in the early eras of peace studies that peace is the contradictory of battle, and it was defined as the nonexistence of war. Bar-Tal (2002), said that in positions of belief, purposes, concentration, courses, content and applies Peace education programs differ significantly all over the world. Additionally, Simpson (2004), Davies (2005), stated that Peace education also has many different names, such as education for international understanding, peace building education, education for encounter resolution, education for reciprocated accepting, education for human rights, education for equality or social responsibility, life skill education, serious teaching, worldwide education, education for freedom and authorization, forbearance education, education for social justice, ecological education, development education and demilitarization.

At present Pakistan is facing severe problems related to peace. Across the country extremism and violent extremism appear in different ways. This can be attributed to national and geopolitical scenario. The concentration on peace education is imperative to shape flexibility in contradiction of extremist beliefs among the defenceless children in and out of the school. Implanting these ideas of peace and accord in school curricula outwardly plays a productive part in producing a society appreciating peace. Though peace education initiatives in Pakistan have been constant for a long time, there is shortage of intellectual valuations (Ahmed, 2018). According to Ashraf & Huma (2020, 2021) incorporating the concepts of peace and harmony into school curricula play a constructive role in creating a peaceful society. The content analysis of English, Urdu, Science and Social Studies textbooks and need assessment of teachers professional development showed that teachers at elementary school level need professional development for teaching the peace themes infused in the textbooks of grade 5.

Additionally, Bashir & Akbar (2016) described the connection between peace education and language teaching. They reflected that peace education and language teaching share a number of common teaching techniques. Discussion, dialogue, and conversation are established ways to practice language learning likewise peace education can also rely on these methods to achieve its objectives. This connection gives space to peace education in the teaching of language. Language is meant to share different cultural components e.g. values and customs. This provided the basis for selecting the subject of English for content analysis of peace education themes in elementary curriculum.

The UNESCO Handbook on Peace Education (Balasooriya, 2001) offered a model containing 10 themes that can lodge the most noteworthy peace standards and ideas which offers a framework. These themes are i.e., think critically, learn to live together, take care of the planet, be compassionate and do no harm, respect human dignity, think positive, be your true self, discover inner peace, resolve conflicts non-violently and build peace in the community. This study has investigated the extent to which the peace education has been embedded in the English content of grades 6, 7 and 8. The themes provided the conceptual basis

for the study.

Thematic Model of Peace (Balasooriya, 2001)

Purpose Statement
Certain features of Peace education are indicated in the National Education Policy (2009), such as endorsing human rights and inclusive harmony. The school curriculum is under criticism for not posing the concern of peace that is pertinent to Pakistani social order (Nayyar & Salim,2015). Peace education can be given by increasing counter narratives grounded on tolerance and regard for all people irrespective of religion, background, nationality, gender or race through communicating changes and rising critical skills that are required to clench violence and conflict. The English subject has the depth and breadth to embrace peace content for language offers wider interpretation opportunities for students (Muthui, 2015). Moreover, scarce literature on peace education related to our local scenario was reported or merely a few themes of peace were focused which was insufficient for providing meanings, concepts and interpretation of peace education.

Research Questions
Following were the research questions of the study:
1. What is the extent to which the content of English textbooks of grades 6, 7, and 8 are related to peace education?
2. Are the peace themes as mentioned in the thematic model presented in the paragraphs of the textbooks?
3. How do the teachers perceive the themes of peace education in the content of English textbooks for grades 6, 7, and 8?

Methodology
It was qualitative research in which descriptive design was adopted. Qualitative Content analysis of textbooks was conducted by using framework analysis provided by the thematic model of peace themes. Further semi-structured interviews were conducted followed by thematic analysis of the transcribed

interview. Qualitative content analysis was done in the study which followed the stages of Quantitative Content Analysis (Rose, Spinks & Canhoto, 2015). The type of qualitative content analysis was conceptual as it determines the existence and frequency of concepts in a text. The conceptual analysis was conducted by identifying the research questions and tapping textbooks for analysis. Further, the text was coded according to the10 themes given by Balasooriya (2001). The content was categorized, and the process of selective reduction was completed by reducing the text to categories,

Next, framework content analysis was employed to trace the extent of representation of peace themes in English textbooks. The framework content analysis approach was applied in order to put conceptual classes (themes of peace education) to a new setting as the current theory or previous research about an occurrence (peace education themes) was incomplete (Hsieh & Shannon, 2005).

Analysis of Textbooks
The study was delimited to the Elementary school level English curriculum which is translated into the English textbooks of grade 6, 7 and 8. In qualitative research, content analysis is a document review procedure to evaluate a topic by considering the meanings related to it . To analyze documents, content analysis could be used as a "first pass document review" (Bowen, 2009).   Hsieh   and Shannon (2005) describe qualitative content analysis as a research methodology for the personal explanation of the content of writing data through the systematic organization procedure of coding and finding themes or outlines. Therefore, a framework approach was used for qualitative content analysis.

First the themes of peace education mentioned in the thematic model of peace (Balasooriya, 2001) provided the conceptual basis of the study. These themes were adopted for the framework analysis to see the extent to which they are included in elementary English Textbooks of Punjab Textbook Board for grades 6, 7 and 8. The unit of analysis was a paragraph. For the coding scheme different colors were given to each theme such as parrot green was applied for the first theme "think positive", blue was specified for the second theme " be compassionate and do no harm", purple was allotted to the third theme "discover inner peace", yellow was assigned to the fourth theme "learn to live together", red was given to the fifth theme "respect human dignity", pink was allocated to the sixth theme "be your true self" orange colour was fixed for the seventh theme "think critically", brown was used for the eighth theme "resolve conflict non-violence", dark green was saved for the ninth theme "build peace in community" and black was dedicated to the tenth theme "care for the planet". After developing the coding scheme, data were collected by underling the text with related theme colours codes. Next, qualitative tables were made to show the alignment of coded text with relevant themes of peace education. Finally, the content of the English textbooks of grades 6, 7 and 8 was analyzed in codes according to the framework of peace themes paragraph-wise.

Document Analysis
According to the National Education Policy of 2009, human rights and holistic agreements are two of the specific aspects included in peace education. Therefore, it was important to decide whether the provincial curriculum was presenting the principles of Peace education.

Content Analysis of English Text-Book Grade 6
In the grade 6 English textbook, there are 13 chapters in which a total of 83 paragraphs are given.

1. The first theme, "think positive" reflected eighteen times in eighty-three content paragraphs.
2. The second theme, "be compassionate and do no harm" mirrored fourteen times in eighty-three paragraphs of all content.
3. The third theme, "discovering inner peace" exhibited twice in eighty-three content paragraphs.
4. The fourth theme, "learn to live together" surfaced seven times in eighty-three paragraphs of all content.
5. The fifth theme, "respect for human dignity" was observed four times in eighty-three content paragraphs.
6. The sixth theme, "be your true self" came ten times in eighty-three paragraphs of all content.
7. The seventh theme, "thinking critically" presented nineteen times in eighty-three content paragraphs.
8. The eighth theme, "resolve conflict non-violence" showed up fifteen times out of eighty-three paragraphs of all content.
9. The ninth theme, "building peace in the community" appeared twice in eighty-three content paragraphs.
10. The tenth theme, "care for the planet" was visible ten times in eighty-three paragraphs of all content.

Hence, theme 7, "think critically" was the most frequent theme as it surfaced 19 times while theme 3, "discover inner peace", and theme 9, "building peace in the community" were the least frequent as they exhibited only twice in all the content paragraphs of grade 6 English textbook.

Content Analysis of English Text-Book Grade 7
In the 7th class English textbook, there are 14 chapters in which a total of 103 paragraphs are given.

1. The first theme, "think positive" came seventeen times in all hundred and three content paragraphs.
2. The second theme, "be compassionate and do no harm" showed up ten times in hundred and three paragraphs of all content.
3. The third theme, "discovering inner peace" was visible thrice in all the hundred and three paragraphs of the content.
4. The fourth theme, "learn to live together" appeared eleven times in the hundred and three content paragraphs.
5. The fifth theme, " respect for human dignity" surfaced fifteen times in hundred and three paragraphs of all content.
6. The sixth theme, "be your true self" mirrored seventeen times in hundred and three paragraphs of all content.

7.   The seventh theme, "thinking critically" presented six times in hundred and three paragraphs of all content.

8.   The eighth theme, "resolve conflict non-violence" reflected seven times in hundred and three paragraphs of all content.

9.   The ninth theme, "building peace in the community" exhibited three times in hundred and three paragraphs of all content.

10.   The tenth theme, "care for the planet" was observed thirty-one times in hundred and three paragraphs of all content.

Consequently, theme 10, "care for the planet" was the most frequent theme as it appeared 31 times in the content while theme 3," discover inner peace", and theme 9, " building peace in the community" appeared only 3 times throughout the content making them the least frequent themes in the content of grade 7 English textbook.

Content Analysis of English Textbook Grade 8

In the 8th grade English textbook, there are 14 chapters in which a total of 85 paragraphs are given.

1.   The first theme, "think positive" appeared nineteen times in eighty-five content paragraphs.

2.   The second theme, "be compassionate and do no harm" came fifteen times in eighty-five paragraphs of all content.

3.   The third theme "discovering inner peace" was seen three times in eighty-five content paragraphs.

4.   The fourth theme, "learn to live together" showed up thirteen times in eighty-five paragraphs of all content.

5.   The fifth theme, "respect for human dignity" was visible eight times in eighty-five content paragraphs.

6.   The sixth theme, "be your true self" surfaced twenty-seven times in eighty-five paragraphs of all content.

7.   The seventh theme, "thinking critically" reflected eighteen times in eighty-five content paragraphs.

8.   The eighth theme, "resolve conflict non-violence" mirrored eight times in eighty-five paragraphs of all content.

9.   The ninth theme, "building peace in the community" presented four times in eighty-five content paragraphs.

10.   The tenth theme, "care for the planet" exhibited three times in eighty-five paragraphs of all content.

Thus, theme 6, "be your true self" was found to be the most frequent theme as it surfaced 27 times, while theme 10 "care for the planet", and theme 3 "discover inner peace" were identified as the least frequent themes as they were visible only 3 times throughout the content of grade 8 English textbook.

Table: Comparative analysis of most and least frequent themes across grades

Sr. no	Content analysis of textbooks	Most Frequent theme	Least Frequent theme
1.	Grade 6	theme 7 "think critically"	theme 3 "discover inner peace" and theme 9 "building peace in the community"
2.	Grade 7	theme 10 "care for the planet"	theme 3 "discover inner peace", and theme 9 "building peace in the community"
3.	Grade 8	theme 6 " be your true self"	theme 10 "care for the planet", and theme 3 "discover inner peace"

Subsequently, all themes were found in the English textbooks where some were more frequent than others. Noticeably, theme 3 " discover inner peace" surfaced as a common least frequent theme across all grades. Whereas theme 9 " building peace in the community" presented as the least frequent theme in both 6 and 7 grades. Therefore, these less frequent themes need to be integrated in the content of 6, 7, and 8 grades English textbooks.

Interviews with subject teachers
After the permission from the district office, we were able to contact the school heads. We took the consent from the school heads through email. Further the informed consent elaborated that the teacher's identity and records would be confidential, and the interview data would be used only for research purpose. Permission for audio recording was also sought in the consent.
Three teachers for each class who were teaching English to grade 6, 7 and 8 were interviewed for the purpose of validation of content analysis data. In the preliminary meeting the material of peace gathered from the specific grade textbooks was shared with the respective teachers and an interview was scheduled according to their availability. All interviews were audio recorded, and the responses of the interviewees were transcribed for analysis. The findings of the interviews regarding the peace education themes according to framework analysis were reported. Braun and Clarke (2006) provided a detailed account of six phases that were applied for analysis, such as familiarization of the data, first coding, subject identification, evaluation of the theme, theme definition and nomenclature, and finally report preparation.

Findings of Interview Analysis

- 5 interviewees out of 9 focused most on theme 1 "Think positive".
- 3 interviewees were most focused on theme 8 "Resolve conflict non-violently".
- 1 interviewee focused most on both theme 1 "Think Positive" and theme 2 "Be compassionate and do no harm".

- Whereas 4 interviewees out of 9 were least focused on both theme 6 "Be your true self" and theme 10 "Care for the planet".
- 2 interviewees were least focused on only theme 6 " Be your true self".
- 2 interviewees were least focused on only theme 10 "Care for the planet".
- 1 interviewee was least focused on theme 1 " Think positive".

Hence it was seen that the elementary school teachers teaching English to grades 6,7 and 8 in Punjab considered "Think positive" the most important theme of peace education whereas almost ignoring "Be your true self" and " Care for the planet".

Discussion

Subject specialists agreed that the peace-related category in the text included peace education indicating awareness, knowledge, sensitivities, attributes or skills for respect toward others, compassion, assumption of group responsibility, respect for human rights, cooperation within society, and conflict resolution without violence to ensure peaceful coexistence. Such delivery shall be effective if the teacher ensures clarification and interpretation of the text. This is corroborated by Hammett & Marshall (2017) insight that global teaching methods and peace building strategies in divided societies might serve to enforce power dynamics and hierarchies, undermine social (and other) justice while at the same time mitigating dissent and criticism through appeals to loyalty, harmony, civility, and nation-building. Peace is generally promoted for dominance. Further, Hymela and Darwich (2018) discovered that social emotional learning (SEL) in education provides hope to future generations by promoting peace.

The text promotes critical thinking, problem-solving, conflict resolution, kindness, sharing, and cooperation but makes teachers struggle with the development of these skills. This derives strength from Fatmawati, Zubaidah, Mahanal, and Sutopo (2019) who reflected that diversity and innovation in school improve cognitive skills and critical and creative thinking. They felt the need to promote cognitive talents in education to enhance critical and creative thinking, as well as academic performance, through innovative learning.

The teachers believed peace education in school and implementation of positive behaviors in the classroom brought about desirable changes in their students' behavior. Teachers and schools play an important role in peace education. Chohan (2015) added that regardless of cultures, schools taught and fostered the well-being of the youth to be aware of their rights and duties, so that they may prepare for life in a better society. Educational institutions need to train students with learning skills that help them honor their social duties. All cultures provide respect for equality, social morality, and civilization that one can learn enough about with holistic education. Some of the respondents revealed that the textbooks taught peace as many of the peace concepts were included in them.

The identified text related to the themes of peace education imparts self-respect, respect for others, anger management, and environmental awareness which is also endorsed by Demirci and Ekşi (2018) where they stated that tolerance,

effectiveness, perspective, sacredness, responsibility, solution, deservingness, faith, and consistency are necessary for peace and happiness. Virtues, faith, personal and cultural values, and character characteristics are reported to be the primary sources of serenity and happiness. Peace is possibly better needed than happiness for life.

Moreover, the respondents acknowledged the fact that peace education teaches children to live with each other through social and moral values as they benefit from group work in the classroom and positive behavior. Therefore, commitment to justice and a peaceful resolution of classroom disputes are necessary but student peace is what the teacher needs to achieve. A respectful treatment of students by their teacher is likely to ensure classroom calm. Klimecki (2019) suggested that compassion and empathy foster positive feelings and resolution in intergroup circumstances. Compassion and sympathy were associated with more altruism, less violence, better intergroup relations, and a greater motivation to understand after conflict.

Good peace education depends on teacher training. Rónay (2019) explained how teachers and curricular texts help youngsters handle demanding situations and their behavior improvement. He said disasters happen at all altitudes and in all spheres of life. These disasters are terrible for children. We have to facilitate children's life in such an environment and improve their interaction skills. This process includes the family, but it is strictly important for teachers and schools. Universities prepare future teachers for this. Pre-service teachers should be taught their rights and obligations to conduct class instruction. It should be drilled that respect for human dignity forms the life principle rather than a legal duty or abstract philosophical expression. As such, it should be institutionalized in schools as well as within pre-service education on teaching.

The participants of the study shared their experiences of solving classroom problems with students who adopt non-violent approaches. Their views indicated that non-violent conflict resolution depends on context and circumstances. A study by Ibanga & Eyo (2017) explained that aggression and pacifism are frameworks for peaceful conflict resolution. A forceful or peaceful strategy and when or where to implement it depends on the context. A combination of aggressive and nonviolent techniques may be the best way to solve a historical situation. Naive idealism argues that everything should be dealt with peacefully. The law of complementarity believes that angry exterior silence collaborates in resolving harmonic conflict.

The study found that all the ten themes of peace education were present in the elementary English textbooks of Punjab, although some were more focused than the others. The same was identified in the teachers' interviews, where also a few themes were more emphasized as compared to the others. Baltork et.al. (2015) declares that peace education is essential in the national curriculum required for all schools. Baltork and colleagues alleged that war and hostility, subjugating human civilizations and other forms of life, will continue without proper education. They support peace education and conflict resolution. All schools must teach peace education as part of the national curriculum. Okafor (2016) states that peace and care for the planet is further emphasized by encouraging people to plant more trees and champion mutual understanding, ease, peaceful

coexistence, and responsive environments as basic principles of a culture of peace and care for the earth, which demands students to have a grasp of chemical concepts. Waldorf (2007) concluded that discourse and discussion among pupils under the direction of teachers about the complications of real life are very significant. In these negotiations, students can absorb in surroundings that remove strict power relations and offer the students liberty in their education. According to Howie (2018) being oneself and clarified democratic societies should safeguard freedom of speech. Free speech is the very foundation of individual development and democratic community according to international law. Free speech is indispensable for the independence of the press and the right to vote, assemble, and associate. It is vital in helping deliver better lives while developing strong democratic communities.

Conclusions

An analysis of the English textbooks used in the elementary schools of Punjab was undertaken to achieve the objectives of the study, along with thematic coding and triangulation through interviews with teachers. It is found that the themes of peace education are well-embedded within the curriculum but are differently represented in frequency. The content analysis indicated that Grade 6 emphasized "Think Critically" the most, while Grade 7 had the highest focus on "Care for the Planet," and Grade 8 prioritized "Be Your True Self." However, across all three grades, the theme "Discover Inner Peace" was the least emphasized, suggesting a gap in content addressing students' internal emotional development. The teacher interviews further supported the findings, wherein the teachers focused most on "Think Positive," whereas "Be Your True Self" and "Care for the Planet" were considered as the lowest priorities. The results call for a more equitable representation of all the peace education themes, but particularly those associated with self-awareness and environmental responsibility. Revisions of curriculum should be such that under-emphasized themes may be highlighted so that this could provide a holistic peace education structure for elementary students in Punjab.

Implications of the Study

The research revealed the significant role of peace themes in promoting culture of peace among students through the elementary English curriculum.However, there remains a dire need for establishing content to explore inner peace that molds students' behaviour, attitudes and skills. Therefore, the curriculum developers may design content relevant to the students' interests while ensuring that teachers contextualize lessons within peace themes. The role of the teacher in the learning process is fundamental, and thus, how teachers deliver, explain, and interpret text is of utmost importance. Consequently, teacher training programs must be designed to incorporate strategies that effectively impart peace education, equipping educators with the necessary tools to guide students in understanding and applying peace concepts. Interactive and experiential learning activities must also be included in the curriculum, encouraging students to exchange ideas, engage in discussions, and develop a deeper understanding of their responsibilities as individuals, family members, and active participants in society. Classroom discussions should be highlighted as a core pedagogical

approach, promoting empathy, critical thinking, and interpersonal understanding, thus enabling students to internalize peace values and apply them in real-life situations.

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