



TEACHER EDUCATION AS A WEAPON TO GET RID OF TERRORISM AND BUILDING PEACE CULTURE ACROSS THE COUNTRIES: AN INTROSPECTION

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Abstract:

In the present era of technology, the role of the teacher is very precious to build and promote the peace in schools as well as in society. With the development of the technology apart from the advantages it has also brought many drawbacks which has destructed peace and created many conflicts and brought major setback in the present era of 21st century. It is said no work can be done effectively without peace; peace is primary component to complete a task with proper effectiveness. Where peace failed to spread its objectives there the extent of conflict, violence, terrorism is quite higher, on the other hand, where peace has reached to peoples there we could see a least of violence occurrence. Peace is directly or indirectly related to every phenomenon; in the field of teacher education also the need of the hour is peace. Since teacher plays pivotal role to promote the messages of peace in the present society, so he can do a bid to tackle the violence and secure peace across the countries, we have been witnessed with different activities of teacher while and where the society faces challenges in terms of drug addiction, crime, steal and so on there the teacher succeed to overcome such situations through its institutions. In this regard, teacher education institutions can play key role to take such kind of responsibilities as only such kind of institutions produce student teachers every year with greater extent by ensuring its standard in terms of quality. Therefore, the present paper aims to proliferation about the role of teacher in promoting and maintaining peace in the present day situation and also to spread the message for having harmonious and prosperous life.

Key words: Teacher Education, Peace, 21st century, violence.

Introduction:

Now a day global world has been surrounded by the conflict, dash and sophisticated war activities that lead to destruction in the socio-economic sphere, besides it swell Maoist activity, cross broader conflict that threatens the internal fraternity of the country. The existence of violence is everywhere within the dynamic society where people have become senseless in every aspect of their life activity, it may be in working place, school, society, home and so on. We are witnessed people in the name of power; domination over the common people has become common social malpractice that adversely affecting individual life and country at large. Human beings are living in a period of unprecedented violence in terms of war, terrorism, crime, injustice, and exploitation. Apart from it, people in our country live with distress, miserable situations which make peoples life more complex, moreover people are struggling for survival. In order to combat these harmful destructive activities peace education working as a role of negotiators which ask for controlling war activities, settle down the dispute, reducing violence and strengthening relationship between the countries. The prime focus of peace education is holistic development of the country which embraces and enhances equality, equity, trust, brotherhood, cooperation, mutual respects, fairness, non-violence, social justice, solidarity in the society. Peace process vindicates tolerance, positive willingness within the human being and igniting a unity for the international society that truly evoking a nationalistic attitude. Moreover, it also teaches people about human rights for combating against the problems of social disharmony and paves the way for building social democracy. Peace education is effective in changing people's attitudes and behavior about disharmony, conflicts, violence and holding social values for promoting knowledge, skill, and behavior that demand to live in harmony with others. When people began to holding the chanting of peace culture, involuntarily they will raise their voice against such destructive evil activities and follow the pledge of 'saying no war, no destruction' and light up the feeling of love, brotherhood, trust, fraternity that are conducive for promoting the conflict-free society. In order to achieve optimal peace culture and minimizing social controversy, internal conflict, war, clash, United Nations Organization has been trying best throughout the globe. Today the need of the hour is peace education, which is to be strongly capable of saving mankind from the present predicament and paves the way for growing people spiritually and mentally. To transmit peace education globally education plays a pivotal role, for the amplification of peace philosophy; NCTE, NCERT, NCF, UNICEF sharply advocated to introduce peace education in the school and teacher education curricula since we consider the teacher as a man making social engineer and the backbone of the society. In the teacher education institutions by the means of curricular, co-curricular, pedagogical strategy we can build up the peace foundation among the trainee teachers as well as in-service teachers. For the manifestation of peace concept among the teacher's variety of disciplines have been accommodated in the curricula such as yoga education, environmental education, ICT education, human rights education, inclusive education, international and developmental education, etc. The main aim of such ardent initiatives in teacher education is for developing human personality so as to prevent conflict and violence of the society and proceeds for creating a prosperous and harmonious life.

Defining Peace and Peace Education:

In a nutshell, peace means calm, generous, bliss, a virtue, an attitude, a tendency to good, justice and tranquility condition of mind which is brought by the serenity of soul that demand agreement to stop violence or war. It keeps people aloof from conflict, struggle, dispute, hostile activity in the socioeconomic circumstance and spread the tenet of equality, equity, healed the interpersonal and international relationship, fortitude, forbearance, and fraternity also. In fact, peace is being created by the people for their well being that seeks harmony where people talk politely, listen and interact with each other and also discourages hurt and harm activities so it signifies peace is a phenomenon which proceeds for creating a free atmosphere in the society. Great personalities like Swami Vivekananda, Tagore, and Gandhi strongly advocated for promoting peace and securing International brotherhood through education. Peace is man's inner feeling that transcends the entire domestic obstacle and engulfs the man with smugness. In fact, peace enables the

people to negotiate with mental, physical, cross broader, national and international chaos. We being a human in our daily activities seek or work with common assertion these are ‘Salaam’ and ‘Shanti’ which is closely attached to peace and converse to ‘Yuddhabhava’. So simply we can say the connotation of peace is personal as well as Global, it is not sold in the market.

“If you want peace remove ‘I’ and ‘Me’. When you remove ‘I’ and ‘Me’ you remove ego. When you remove ego, you remove hatred. When you remove hatred you have peace”

-APJ Abdul Kalam.

Literally, Peace education signifies a well design planning strategy for elimination of awful conflict, violence, dispute which causes by injustice, inequality and violation of human rights and implementing the ways to reduce those obstacles through appropriate teaching and learning tactics by means of producing plausible citizens, who attain and preach the tenet of peace throughout the world. The holistic philosophy of peace education promotes social values, conscience, love, human dignity for all, solidarity, trust, fairness, cooperation, equality, and social justice which transform a culture of violence society to a culture of peace society. For the amplification of peace chanting, education works as a tool to enhance the world peace process. Peace education working as a cornerstone of society that tends to focus on skill building capacities of a human being like talking, listening, interacting, critical thinking, problem posing, and conflict resolution which have paved the way for the learner to assiduous participation in democracy and transformative activity in the society. It is a continuous process that will take place until the end of life that evoke learning to live together and learning to be is extremely conducive for peace living in society. Through creative and constructive thought process peace education can be imparted to the children that prevent them not to engage with violating action and sustain peace in the society. The main purpose of peace education is to promote a sense of universal values in every individual, which demands a unique type of behavior on which peace culture is predicted. Furthermore, the lesson of peace education will develop intercultural understanding; willingly work for a peaceful world, ethics of non-violence and devotion toward cultural heritage and so on. In order to make world peace, peace education working as a social changing agent, to resolve internal and external conflict and building the morale of human beings to live happily. In addition, to promote global peace UNO and UNICEF have been playing a pivotal role throughout the world.

Why Peace Education is as much as important in the Present Era?

“If we are to teach real peace in the world we shall have to begin with children”

-Mahatma Gandhi

Today, the inevitability of peace education is pretty important since with the advancement of technology people have forgotten their obligations towards society and being involving in anti-social practices, spreading hate and creating war-like situations across the countries. Despite having intervened of UNO, UNICEF and other agencies, more organization and agencies has to come forward to secure peace worldwide, in this regard teacher education institutions can play a significant role by imparting peace education through its institutes. Below some common issues are specified why today the necessity of peace education is urgent.

- **Strengthening International Relations:**

When people are receiving peace education they will obviously become gentle, calm, generous that directly averse to conflict. The lesson of peace education teaches us how to sustain peace in society and strength national and international relations through voiding destruction, agitation, Maoist activity, cross border threats, furthermore, this helps in to live together with the citizens of other countries and share a common interest. Moreover, during the critical situation of one country, other countries extend their helping hand in order to overcome their barriers; this is a positive influence of peace education. In fact, peace education

helps us to keep up peace culture through showing devotion, cooperation, increase the morale of people, courtesy, group feeling which is truly essential for nurturing the peace process. Sometimes it is found that terrorist activity destructs internal peace of a country through harm action, in this regard peace education helps to cope up with these naughty activities and liberate them from such evil activity so as to pave the way to live with honor. Thus, we can say peace education plays a crucial role in maintaining international relations and building peace culture in society.

- **Promoting violence-free society:**

The existence of peace education in our surroundings is more important than we think it. Since peace begins with the notion of brotherhood in between the people to visualize a better society to live within. Violence is a common problem in our society that threatens to internal peace of our society which results break down of society into small parts as well as debilitated inter-personal relationship. Peace culture helps us to relief from such destructive action. It is the cultivating the feeling of oneness into the mind of human beings where people grasp the true value of love, devotion, cooperation, honesty, generosity, etc. It is a pinpoint which is working in the society to weakened the effect of molestation, agitation, group rival activity and so on moreover, it paves the way for surviving with violence-free society, where no one will feel that they are above the societies rule and actions, and begin to think they are part of society. The feeling of togetherness among the people gradually proceeds for a strong belief within the people to avoid unlawful action that enables the people to become a tranquil minded and force them to promote peace in all parts of the globe.

- **Saying no to War:**

Presently the globe is associated with conflict and violence which leads to war, sometimes these conflict and violence takes place between and within the country, in order to prevent the war the messages for peace to be promoted across the countries where they must be taught to have generosity, not greed, empathy not hate, creativity not destruction. We should follow this notion to live and make the world a peaceful place. War can only lead to the destruction of animate and inanimate being and weaken the socio-economic circumstance, not work for construction too. It does not determine who is right or wrong, it determines only who is left. In order to prevent the causes of war, aggression, arm rebellion, peace education plays a focal role throughout the country. Whenever people begin to realize the true meaning of love, peace, learning to be, learning to live together, belongingness; then they will involuntarily give up war and will get liberation from all such harmful activities and uphold the true path for surviving in the world with great honor, courage, and confidence. In addition, it will help the people to raise the slogan as “We want to peace, no war. We want to live, no jealousy” that truly evokes the process of promoting peace chanting.

- **Defending Hate and Spreading Love:**

The tenet of Peace chanting that spreading love, solidarity, compassion, trust, service to mankind, etc. in the society is honestly conducive for promoting peace culture. Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that, similarly, peace can be brought only by maintaining good rapport and brotherhood with others, which making a better-balanced society for all mankind to live in. Apart from it, it also teaches us how to defend against hate and spread love, in these regards diverse activity to be incorporated in the school curricula in order to inculcate peace concept among the students and to enhance their personality. The participation of student teachers in co-curricular activities can give opportunity to deal with peace issues that can assist in building peace culture in the school where they would definitely understand the significance of peace in society as well. If we don't have sufficient knowledge in respect of peace and peace education so how we will able to defend and prevent hate in society. However, if we succeed to transmit the concept of peace and peace education through incorporating such activity then we will able to make understand people about the ultimate aim of peace and its necessity for addressing social problems.

Present Circumstances of Peace Education in the Teacher Education Curricula:

National Curriculum Framework (NCF-2005) has drawn the importance of peace education in the teacher education curriculum for pedagogical practice, especially for pre-service and in-service teachers. For the purpose of promoting peace globally, NCF incorporated Human Rights education, environmental education, peace education, yoga, health, and physical education in the existing teacher education curriculum, all these subject work as an aid to understand our right, duties, obligation, and responsibilities to prevent harmful actions and sustain peace in the national and International level. With correspondence to teacher education, Radha Krishnan Commission (1948-49), Kothari Commission (1964-66), National Policy on Education (1986), Pedagogy of Education for peace, 23 Committee (1999) signified the importance of peace education in the teacher education curricula. To build peace culture in the world variety of teaching method can be opted during teacher preparation programme such as, role play, yoga, meditation, social camp, games and sports as well as field activity, through these activities trainee teacher acquire mental calmness, purification and tranquil of mind which enhance positive energy within them that develop a zeal and confidence to tackle with critical situation. The Knowledge of peace education that they have acquired over the teacher education programme can be allied with the outside of life for promoting and building a peace culture. We the general population of society consider the teachers as a social man making engineer as well as a change agent who plays a complementary role in the society to maintain peace culture. Teacher plays a tremendous role in bearing peace chanting to enhance sustainable development in the society as well as the nation at large. Teacher education enables the Pre-service and In-service teachers to transfer their knowledge, skill, interest, attitude, devotion and so on for developing a conflict-free atmosphere throughout the world, which pave the durable way for peace practice. NCF strongly recommended for the inclusion of peace education in the teacher education program for securing peace. The main intention of this program is to develop teachers with basic quality and skill so as to spread social values, gain proficiency in problem-solving and practicing peace in society. The pre-service and in-service teacher education facilitates to acquire values such as cooperation, courtesy, team working ability, acceptance, fellow-felling, and appreciation. Thus, strongly we can say peace education enables an individual to realize their dream and progress for development.

Methodologies for Promoting Peace through Teacher Education:

- **Peace oriented pedagogy:**

The place of pedagogy is core in teacher education especially in the implementation of its curricula pedagogy plays a pivotal role. In fact, the success and failure of implementing curricula and taking it in real sense are lies to the pedagogy. So it is believed that the matter of pedagogy cannot be taken lightly, moreover it must be performed with such persons who are equipped with necessitated skills, attitudes, and knowledge. Hence, the person who accompanies such qualities is none other than a teacher. The most crucial problem which we are experiencing today is discrimination; this can be eradicated if teachers practice gender equality. In addition, he can illustrate several practices in the classroom to reducing disparity in personal and professional dealings. Apart from it, teacher can take more crucial role in implementing peace education in teacher education curricula since they possess the professional skills to participate in co-operative group work and collaborative work, in addition, practicing of such activities enable the teachers to be the masters of skills of implementing peace education in teacher education curricula that of course will help the students to boost the knowledge and skills regarding peace education.

• Practice-oriented Curriculum:

The present curricula mainly give emphasis on traditional method only, it has emphasized less on practice whereas we know only practice makes a man perfect as while practicing the individual get the opportunity to get real experiences of the situations and find implications to enjoy harmonious life. The existing teacher education institutions can incorporate several strategies or methods to flourish the use of peace education in the schools of the country. The initiatives which can be taken up for building peace culture across the countries are as follows:

i. Silent Meditation:

Meditation helps to develop one individual's concentration power, besides it is effective to release stress, frustration, and the anxiety of an individual. Practicing silent meditation can help the people to develop different values such as, tolerance, patience, co-operation, oneness, faith, love, sympathy and to be calm in dealing with different situations. Moreover, this must be practiced by the learners before the beginning of class so that the whole day they remain calm and learn in a comfortable environment. Thus, in order to make students calm and silent peace education must be practiced by teacher education institutions.

ii. Commemoration of special days:

Observing Mother language day, Human right day, Beti Bachao Beti Pado, Gandhi Jayanti, International Women's day and other special days in schools may help for reducing violence and promoting peace in society. Observing these days will foster the values among the learners which will make them free from gender discrimination and violence that absolutely leads towards peace as we believe the peace environment can be created by observing these days. Furthermore, we strongly believe observing these days will assist to sustain peace in the present society.

iii. Playing national anthem in the school assembly:

The national anthem is the heart and soul of the country that remains in each and every citizen's heart of the country. In fact, it is interlinked with the prosperity, democracy, secularity, and fraternity of the countries. Further, the national anthem encourages the people to love and respect its people, Constitution, the National flag that discourages the people in attempting violence which definitely facilitates to build peace culture in the society. Hence, teacher education institutions must take initiative to play national anthem in educational premises by the prospective teachers so that through it we may able to promote the message of love among the people of the society.

iv. Painting exhibition:

Sometimes a single paint can signify a thousand words which other methods may not able to do it; presently it is the most effective medium to promote the message of peace in all the parts of the globe. Even it is useful for strengthening international relations since it deals with global issues such as human rights, anti-terrorism, and brotherhood through painting one can easily make aware the people about the necessity of sustaining peace in our society. Thus, teacher education institutions should take initiative to practice it by the prospective teachers.

v. Debate competition:

The debate is an important method of promoting peace in society, where different dispute related matters can be discussed in a healthy and safe environment. A lot of prevailing disruptive matters can be taken up by the prospective teachers for a healthy discussion in a safe environment. Furthermore, it will encourage in dealing with global issues and having a dialogue with conflict issues for removing the conflict between

different countries. Thus, teacher education institutions must organize debate competitions and practice them in order to promote peace across countries.

vi. Yoga:

Yoga should be made as an essential part of teacher education, and it should be made a core of curricula, besides daily practices of yoga by the prospective teachers should be made as mandatory since yoga is very powerful medium and useful in releasing tense, stress, negative emotions and develops concentration power of learners so its role cannot be deniable. With the miseries of life, the lifestyle of people has become uneasy to cope with present situations; in addition, it has brought negative influence among the learners which discourage them to improve further. Thus, the necessity of making yoga as an integral and essential part is not less rather it has high acceptance among the people for overcoming difficulties of life, hence, for the holistic development of an individual and promoting peace, implementation of yoga in schools by prospective teachers is necessary.

• **Incorporation of values of different religions:**

As a human being, we all of us expose inner devotion towards our religious scripture in order to gain freedom from social bondage and want to seek closeness of Almighty God. India as a democratic country, accommodated with diverse religions in her lap, like Muslim, Hindu, Christian, Jain, Buddha, Persian, Sikh, and many more, none of the religion get special priority all are treated as equal by the constitution. The process of religious practice and rituals is varying from religion to religion but the ultimate aim of any religion is to become familiar with God. Every religion believe in humanity, honesty, right karma, right action, right speech, right devotion, right conduct, cooperation, sympathy, all of these religious values can be incorporated in the teacher education curriculum for pedagogical practice for enhancing peace into the mind of novice trainee as well as in-service teachers so as to promote global peace throughout the world. Besides, religious values also help the people to keep up the tranquility of mind, generous, boosting our morale, attitude, knowledge through education. The success of incorporation of different religious values in the curricula is depend upon peoples attitude, while they decorate their lives with correspondence to such religious values, obviously, they will able to reconcile far away from the evil activity, which will proceed them to reach the highest peak of devotion.

• **Life Story of Great Peace Educators and their Values:**

Those who have significant contribution in building and promoting peace in the society are considered as peace educators. Peace educators have been promoting peace in all the parts of the globe in order to resolve conflict and violence between the nations so as to end the war. Incorporation of great person's life story, dedication, struggle, humanitarian work over the life, and love towards the people in academia curricula may help to develop the attitudes, behavior, and emotion of the learners. In this regard we may embrace peace educator's life in teacher education curricula; here, we are narrating some peace educator's life who had contributed enormously for securing and building peace culture in the society.

Mother Teresa an eminent social worker who had received a novel prize for securing peace in the world. Teresa had kept significant contribution in the society by serving for poor and needy people, securing peace globally so her life account can be incorporated in teacher education curricula. Furthermore, the values which one individual has to encompass over his/her life for holistic development i.e. faith in God, forgiveness, calmness, honoring the deserving people, tolerance and so on has to be emphasized and what she said on it must be incorporated and to be taught to people to build peace culture over the countries.

Nelson Mandela had received a novel prize for building peace for his eminence contribution in establishing peace across the countries. Nelson Mandela had fought against racial discrimination, reconciliation, poverty and kept a significant contribution to building peace. Apart from it, he had brought revolution in South

Africa as freedom came after his struggle, sacrifice, and hardship. In regard to the peace, he said it is not only about to absence of conflict rather it is creating such an environment where no discrimination exists and all can flourish. Thus, the quality of life such as, sacrifice, hardship, fighting for a social cause which Nelson Mandela had encompassed through his life could be incorporated in the peace education of Teacher education curricula.

Mahatma Gandhi the father of the Nation, his struggle was for building a classless society and promoting non-violence. In order to prevent violence Gandhi always spread the message of non-violence. His message for non-violence was not confined in India rather it had reached and influenced globally. He was the person who emphasized on the necessity of religion and prayer for the human being, character building, fighting against terrorism, and dignity of labor, after all, he spread the message of love and faith that absolutely leads to peace.

His Holiness Dalai Lama is known as a man for peace of Tibet. His struggle was for the liberation of Tibet through non-violence even in the face of extreme aggression. He had major three commitments which helped him to be recognized globally these are the promotion of basic human values for the interest of human happiness, fostering inter-religious harmony and the welfare of the Tibetan people. He has promoted the message of peace, non-violence; inter-religious understanding, universal responsibility and compassion that lead him to be eligible for receiving novel.

- **Direct involvement in human welfare works:**

Presently, we are confronting a lot of social problems these have alarming endanger for our society, these to be tackled in holistic ways. Student teachers of teacher education institutes must realize and tackle the problems prevailing in present society at the same time they must extend their helping hand so that such problems can be minimized. Thus, we meant to say students must be encouraged to do social works so that they personally realize the present problems and become more concern about it. If prospective teachers are really aware of society and make effort to prevent social threats then simply we will reach to our goal, of course, we will succeed in enjoying clash less society and able to build peace culture in society. Therefore, policymakers, academicians must give emphasis on giving practice-oriented curriculum so as to promote the messages of peace rapidly, whereas we know the ongoing curricula of teacher education have emphasized least for peace education which is also not practiced based rather theoretical.

Student teachers could be involved in the drive to fight against drug, child marriage, domestic violence, and dowry system. The specified problems are a fiery concern in our society; if we failed to stop it then in the near future we may need to experience a miserable condition of our life. Hence to diminish such problems student teachers also need to do a bid in order to protect the precious lives of human beings. Consequently, in the one hand they will contribute the society at the same time in near future they will share their experiences that are quite important to inculcate the values among students; thus, such obligations must be assigned to prospective teachers as it is prospective teachers who are well connected to masses of society. The alarming problems can be easily minimized through teachers since we believe that they have the maximum capacity to perform it.

Student teachers must be assigned to perform different awareness campaigns, such as the necessity of blood donation, educating girl children, saving water, saving electricity, disaster management and so on. There are numerous common human welfare works that can be performed by prospective teachers in teacher education institutions but there is no place for such activities in their curricula to perform it, therefore these must be incorporated in order to develop the quality of humanity among the individuals. If these tasks are being performed by student teachers in teacher education institutions then simply we can spread the valuable messages to save such resources so that we can proceed for holistic life and keep next-generation tense free.

Teacher and Peace Education:

The role of the teacher in teacher education is crucial, therefore if anyone taking the major role in implementing peace education is none other than a teacher, the success and failure in the implementation of the peace education process is up to a teacher's skill and dedication. In order to maintain peace and promote peace in classroom teacher must possess specific skills such as he/she should be free and frank to his/her students, have a positive attitude and knowledge of social diversity, solidarity in welfare works, and act of non-violence in actions so as to generate a culture of tolerance. Besides, the school environment should be safe so that peace can be promoted. Hence, the teacher should look after the issues relating to a school environment so as to sustain peace in school premises; in this regard, a step can be taken for involving teachers in pieces of training for dealing with such issues. In order to bring equality and making classroom discrimination free teacher should create an inclusive classroom where no class, ethnicity, gender, caste, creed exists so that a learner can learn in discrimination free classroom and could develop his/her potentiality of developing. The great benefit in behind of making classroom discrimination free is to reduce disparity so as to prevent conflict and violence that may generate tension in present society. Schools have less opportunity to deal with peace-related issues, therefore, teachers should encourage the learners to continue to watch peace-related videos and subscribe to magazines that deal with peace related issues so as to live in a society with harmony. In this regard, schools can take necessitated steps for learners to do it and contribute to building peace in the society. Apart from it, they can keep a schedule to have discussions with parents and community at least once in a month to deal with conflict issues and accordingly to resolve it. Thus, schools must have endeavored to teach Life skills-based education for the holistic development of an individual which involves attitudes, values, skills; knowledge so that it bring out the behavioral changes among the students which will also enable the learners to prevent conflict and violence. Therefore, the teacher must take initiative to impart life skills-based education in schools so as to build a peace culture in the present society.

Challenges/obstacles of Teacher Education Institutions in Promoting Peace:

The present society is encountering a lot of challenging situations in promoting peace, if such challenges are not addressed at par time we might face more terrible situations in the future:

- The existing teacher education institutes do not have comprehensive curricula where the opportunities for promoting peace can be met which is a major concern in behind of stuck in promoting peace.
- Teacher educators working in different teacher education institutes do not have sufficient knowledge about ongoing violence which is taking place in present society; similarly, there is very little scope for teachers to develop their skills to tackle violence. In addition, the apathy of teacher educators to deal with conflict issues makes it more complex to promote peace in society.
- Value-based education is not imparted in teacher education institutes which is crucial for an individual to live with honesty, patience, tolerance in society that is being considered as a core element to tackle violence.
- Teachers they themselves involved in practicing anti-social activities which is a major social threat and deteriorating social values. Consequently, it gives the wrong message to society and leads towards violence that is a major problem whereas we expect positive action from the teachers but experiencing the opposite.
- The lack of inter-sector relations between different organizations and teacher education institutes hindering in implementing peace curricula in teacher education institutions effectively at the same time it creates a problem in promoting peace in society. In fact, it is very rare that teacher education, NGO's, community are actively engaged in solving social conflicts whereas we know the collective decisions of these is essential in order to resolve any conflict issues.

• The content of peace education in teacher education curricula is in optional or very less importance has been given for it, so we may say it has been kept just for name sake whereas we know that to make it grand success it has to be in core or elective papers so that prospective teachers take part in peace-related issues and extend helping hand in building peace culture.

Suggestive Measures for Overcoming Challenges/obstacles for Promoting and Building Peace Culture for the 21st Century:

It is assumed in the present paper that teacher education is supposed to address and play a significant role in eradicating and tackling prevailing conflict and violence of the society since teacher education is the place from where prospective teachers get ready and prepared themselves to teach in schools. So the role of teacher education cannot be deniable in the initiative of promoting peace, here we are dropping some probable suggestions that may assist to reduce prevailing conflicts in the society, these are as follows:

- In the present era seeing the importance of imparting peace education in teacher education institutions, there should have sufficient place for peace education in the curricula of teacher education so that prospective teachers become more familiar and deeply concern about peace-related issues. In addition, peace education should be made an integral part of teacher education curricula and kept in core paper.
- There should have co-curricular activities in the teacher education institutions such as drawing, drama and dance, debate, conference and so on. In this regard, respective institutes must ensure that apart from traditional academic matters co-curricular activities also to be performed and it is especially on peace-related issues.
- In the context of reducing conflict and sustaining peace different agents of society can bring drastic changes such as family, media, and school. If these forces work together then definitely we will succeed to build peace culture in the society. Hence there should have a sufficient system or arrangement to keep strong interrelation between these.
- Teachers should have the mindset that they are the principal role player in reducing conflict and promoting peace unless they take the matter of peace with their heart and spirit it will remain in the book only.
- Teachers should deal with every student impartially considering their cultural and linguistic diversity of the students so that students should not feel they are discriminated in the classroom.
- A teacher should respect the dignity of the student so that they enjoy the democracy in the classroom; it will definitely eliminate negative emotions from his/her mind and assist in building peace culture as well as in promoting peace in the society.

Conclusion:

Today the whole world is experiencing violence, conflict, terrorism, corruption, injustice, anger, religious intolerance and so many negative forces which are leading towards war. The warlike situations are prevailing between different countries and within the country, this situation is not moving for reducing rather increasing day by day, such unrest situation is prevailing due to the absence of tolerance, solidarity, dialogue, cooperation, and responsibility, these has to be stopped at any cost in order to reduce the violence and sustaining peace across the countries. In this context, we could choose teacher education as a weapon to get rid of terrorism globally since it is a powerful medium to deliver the message of peace in all the parts of the globe. Since education is the best method to curb the violence in this regard, we can demonstrate a peaceful attitude, skills, values in the teaching and learning process of school then we will able to promote peace in the society. However, we are confronting several challenges which are impeding in implementing peace education effectively, if proper action is taken at the due time it could be readdressed since it is a

collective responsibility of all concerned to reduce the violence, so that we can move forward for violence-free society and build peace culture across the countries.

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