

# Peace Education Components (PEC) in the Social Science Textbooks: The case of West Bengal Board of Secondary Education

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**Abstract :** The present scenario of the society at international, national and local are affected with conflicts and violence. Therefore, nurturing a culture of peace through education becomes crucial. Observing this need, the National Curriculum Framework (2005) by NCERT asserts that education must be able to promote values that foster peace, humanness and tolerance in a multicultural society. The concern for equality, social justice, peace, freedom, secularism and developing non-violent social system are the epitomes of peace education. Pant and Gulati (2010) emphasize that social science subjects can integrate peace-related concerns without deviating from subject objectives, while enhancing interest and deeper understanding of content. Textbooks are the main instruments to imparting values related to peace education amongst students. Therefore, it is important to review and examine the existing social science textbooks properly from peace education perspective. Thus, this research will first explore the components of peace education that are introduced by international and national-level peace education documents. Secondly, to find out the components of peace education that are reflected in the social science textbooks of the West Bengal board of secondary education. The research has been delimited to the history and geography textbooks of Class X included in the curriculum of the West Bengal Board of Secondary Education. For this purpose, content analysis techniques were used to analyze the textbooks. Twenty peace education components were identified through Garrett ranking method and used for textbook evaluation. The results show that the components of peace education such as peace, human rights, democracy, love, positive attitudes and well-being are reflected in the class X history textbook; however, the components have not been adequately reflected in the textbooks. The components of protecting environmental awareness, positive attitudes, and well-being are reflected in the class X geography textbook, but their presence in the textbook is very limited. This study also found that the elements of peace education are reflected more in the history textbook than in the geography textbook of the tenth grade, and the frequency of their reflection is also higher.

**IndexTerms -** Peace, Peace education, Peace education component (PEC), Social science textbook, Secondary education

## INTRODUCTION

The idea of 'peace' is hard to define because it means different things to different people. The international peacekeeping and promoting organisation, UNESCO (1999), describes

A culture of peace as a collection of beliefs, values, attitudes, traditions, behaviours, and ways of life rooted in respect for life, human rights, and fundamental freedoms. It also involves rejecting all forms of violence and following principles of love, justice, compassion, honesty, democracy, tolerance, solidarity, cooperation, environmental awareness, diversity, and understanding across all levels of society.

The current socio-political situation is full of violence, conflict, unrest, chaos, and war. Its negative impact is on people of all levels, from childhood to adulthood. We know that Adolescence is a vital period in human development. The educational stage during adolescence is secondary school. During this time, students experience rapid physical, mental, and emotional changes. These quick changes make it difficult for young students to adapt to themselves and their social environment. They often lack control over their emotions and excitement. Mental stress, conflicts, struggles, and instability are common among students at this stage. Because secondary school students face these problems primarily and are heavily influenced by the external social environment and the effects of adolescence, it is important to address their issues and explore how education can help address them peacefully. Peace education is essential for their healthy and normal growth and development. The UNESCO (2006) document on 'Peace Education Framework for Teacher Education' states that peace education need not be taught as an independent subject; it can be integrated into regular school subjects. This report provides a brief outline of the curriculum, pedagogical issues, and methods for delivering peace education. The NCERT (2006) document on 'Education for Peace' states that peace education should be embedded in every part of the school education system — including curriculum, pedagogical approaches, school environment, and assessment methods. Therefore, while initiatives are underway to include peace education at the international and national levels, it is also very important to understand what role is being played in nurturing peace education at the grassroot level.

## Review of Literature

This study is aimed to determine peace education components (PEC) in the social science textbooks in the context of West Bengal board of secondary education. Therefore, this literature review includes three main themes:

- I. Concept and nature of Peace and Peace Education
- II. Peace Education in the school curriculum

Concept and nature of Peace and Peace Education

UNICEF (2014) define that “Peace is a state of calm and harmony at both personal and social levels, involving a set of skills, values, and attitudes that, when internalized, promote constructive, non-violent conflict resolution. It is supported by social institutions that help prevent violence.”

Johan Galtung (1996) described two types of peace: negative peace, the absence of violence, conflict, and war, and positive peace, which involves the integration of human society. Balasooriya (2001) said peace through three interconnected sources namely, inner peace, social peace, and peace with nature. Together, these dimensions present peace as a comprehensive state involving the self, society, and the environment. According to Lan M. Harris and Mary Lee Morrison (2013), peace comprises two dimensions: internal peace, a state of personal mental and spiritual harmony free from negative emotions, and external peace, the condition of social and global harmony among individuals, societies, and nations. Pant and Gulati (2010) conceptualise peace across five interconnected levels—individual, interpersonal, community, national, and global—each defined by corresponding ethical values that promote harmony, human rights, social cohesion, and responsible global citizenship.

UNICEF (1999) defined peace education as

The process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level.

According to NCF (2005), Education for Peace fosters personal growth and joy through qualities like love, hope, and courage. It emphasizes respect for human rights, justice, equality, tolerance, cooperation, social responsibility, cultural diversity, democracy, and non-violent conflict resolution. Peace education is both a philosophy and skill-based process that promotes nonviolence, compassion, and the knowledge, attitudes, and skills needed for a safe and sustainable world (Harris & Morrison, 2013). Harris also outlined five dimensions of peace education: International Education, Human Rights Education, Developmental Education, Environmental Education, and Conflict Resolution Education.

Peace Education in the School Curriculum

The NCERT (2006) and UNESCO (2010) identify key dimensions of peace education in school curricula, emphasizing peace-oriented individuals, social justice, secularism, democratic culture, national integration, and peace as a way of life. The NCF 2005 highlights key concepts for the school curriculum, notably Peace Education, which demands urgent inclusion. As society faces conflicts and violence nationally and internationally, Education for Peace has gained significant interest and relevance.

Das (2018) found that, although not explicitly labelled, aspects of peace education—such as peace and value education, biographies, war impacts, national and international issues, love, compassion, human rights, environmental awareness, nonviolence, patriotism, and activities—are present. Content analysis shows that despite limited emphasis in the curriculum, some elements are integrated into elementary textbooks across subjects. Gautam (2017) analyzed UP and CBSE textbooks with 16 peace education elements including Human Rights, Democracy, Equality, Freedom, Social Justice, Unity in Diversity, Conflict Resolution, Love, Harmony, National Integration, Empathy, Mutual Respect, Responsibility, Co-operation, Non-violence, and Environment Awareness.

A study by Standisha and Nygren (2018) on Swedish curricula indicates it supports teaching about violence and peace, aiding students in recognising societal issues. However, it seldom emphasises non-violent conflict transformation, particularly conflict resolution, and only occasionally underscores positive peace. Many peace aspects are featured in the civics syllabus. Truter et al. (2025) examined South African school curricula for peace education, discovering that only Life Orientation and Social Sciences in the Senior stage include relevant content. Life Orientation discusses 'Contributions of various religions in promoting peace' within 'Constitutional rights and responsibilities.' Meanwhile, history promotes human rights and peace by challenging prejudices related to race, class, gender, ethnicity, and xenophobia.

Gebregeorgis (2016) analyzed Ethiopia's Grade 9 English textbook, revealing recurring peace values: a positive self-concept, good health, compassion (inner peace); tolerance, solidarity, social responsibility (social peace); and respect for all life and the environment (peace with nature). Shuayb (2015) explores how Lebanese civics textbooks discuss human rights and peace education. He observes that these textbooks explicitly cover some themes, particularly human rights, while only mentioning peace education minimally. Mishra et al. (2020) found that Mizoram secondary schools did not teach peace education as a separate subject; instead, it was integrated into the curriculum and delivered through co-curricular and extracurricular activities.

Peace, love, and harmony are crucial for developing critical thinking skills. However, English and Pakistan Studies neither fostered these skills nor encouraged civic responsibilities in students (Butt et al., 2011). Kenya's Secondary School Curriculum lacks explicit peace education objectives, but peace themes are present in some subjects. Arts and humanities, including History and Government, include peace messages on Citizenship, National Integration, Democracy, and Human Rights. Peace is also part of Life Skills Education and integrated as non-violent conflict resolution in the Knowing and Living with others skills (Chiriswa & Thinguri, 2015). Nwakpa (2015) states Nigeria's secondary school curriculum must include peace education topics like conflict resolution, love, human rights, forgiveness, democracy, tolerance, fear of God, obedience, care, and patriotism. Rasool and Yousuf (2014) found that in Punjab, the 8th-grade Urdu book has more peace education elements than English and social studies. These need to be tailored to students' needs, with teachers relating content to real life. Ashraf and Huma (2021) reached a similar conclusion. Bashir et al., (2020) discovered that English textbooks for elementary grades include some aspects of peace education, such as “love for humanity, tolerance, brotherhood, human values, justice, gender equality.” However, the descriptions of most of these peace education features are brief and lack depth.

Based on the literature reviewed, the researcher found only a few studies that attempted to conduct an analytical examination of peace education at the school level in India. However, so far, no research has been carried out on Peace Education Components (PEC) in the social science textbooks: The case of West Bengal board of secondary education.

## Objectives of the study

1. To identify components of peace education from the national and international level documents on Peace education.
2. To explore the components of Peace education in the History textbook of Class X.
3. To explore the components of Peace education in the Geography textbook of Class X.

## Research questions of the study

1. What are the components of peace education prescribed by the national and international documents on peace education?
2. What are the peace education components that are reflected in the History textbook of Class X?
3. What are the peace education components that are reflected in the Geography textbook of Class X?

## Methodology

This study aims to examine the Peace Education Components (PEC) in the social science textbooks of the West Bengal Board of Secondary Education, using a Qualitative methodology. Qualitative methodology is the most appropriate approach for understanding personal meaning, perceptions, and feelings. It enables the researcher to grasp the nature of individual experiences (Cohen et al., 2018). UNESCO and UNICEF are the organisations responsible for maintaining and developing peace at the international level. NCERT is the apex bodies for the management and administration of school education in our country. Documents published by these organisations are reviewed to explore components of peace education. The researcher used a rating scale for experts to assess the components of peace education. For this purpose, ratings from 20 sampled national and international experts are used to select peace education components. These experts had contributed to peace research. Secondly, the sample selected for this study was the 'History & Environment' and 'Geography & Environment' textbooks included in the Social Science curriculum of the West Bengal Board of Secondary Education. Purposive sampling was used to select these samples. Researchers used descriptive statistics and the Garrett ranking method to identify twenty peace education components. Content analysis methods were employed to evaluate the textbooks. Ezzy (2002) suggests that content analysis begins with selecting a sample of texts, defining units of analysis (e.g., words, sentences), establishing categories for analysis, reviewing the texts to code and categorize them, and then counting and recording the frequency of words, codes, and categories (Cresswell, 2011; Cohen et al., 2018; Adu & Miles, 2024).

In this study researcher arranged the textbooks used as samples in the current research (History and Geography). Then, keeping in mind the 20 peace education components, each textbook was carefully read line by line. Then, the researcher identified the sections of the textbooks where the relevant peace education components were reflected. For this, the researcher used techniques such as segmentation, memoing, coding, and categorising. After that, three subject experts were consulted to verify the accuracy and reliability of the codes and categories obtained from the textbook. Next, the representation of the peace education components as reflected in the textbooks was shown with the help of percentages, diagrams, and mentions of the text segments.

## Data analysis and interpretation

### Analysis with respect to objective 1

To identify components of peace education from the national and international level documentation on peace education. Relevant national and international documents on peace education were systematically reviewed to identify key terminologies and aphoristic expressions representing peace education dimensions. Conceptually similar and overlapping terms were merged to produce a consolidated list of fifty significant words. These terms were used to develop a rating scale for determining peace education components. The scale was administered to twenty experts, and their responses were analyzed using the Henry Garrett ranking method. Based on this analysis, twenty terms have been finally identified as the core components of peace education. National and international-level peace education documents have been systematically reviewed. These are "Programme: towards implementing the citizens' mandate for peace, life and liberty" by UNICEF 1997, "Peace Education" by UNICEF in 1999, "Peacebuilding Programming Framework" by UNICEF in 2023 "Peace education in the 21st century: A essential strategy for building lasting peace" by UNESCO in 2024. Published from the national level are "Learning the way of peace A teacher guide to peace education" by UNESCO from New Delhi, India in 2001, "Peace Education Framework for Teacher Education" by UNESCO and NIEPA from New Delhi, India in 2005, National Curriculum Framework-2005 by NCERT, from New Delhi, "National focus group On Education for peace" by NCERT from New Delhi, India, in 2006, "Ways to Peace: A Resource Book for Teachers" by NCERT from New Delhi, India, in 2010.

The following are the peace education components initially selected by after going through the national and international documents. These are 1. Peace 2. Love 3. Joy in living 4. Absence of War 5. Well-Being 6. Human Rights 7. Trust 8. Feeling of kindness 9. Sympathy 10. Self-Respect 11. Justice 12. Fairness 13. Morality 14. Equality 15. Gender Equity 16. Tolerance 17. Positive Thinking 18. Mutual understanding 19. Courage 20. Solidarity 21. Contral of Emotion 22. Cooperation 23. Learn to live together 24. Unity 25. Good Conduct 26. Impartiality 27. Social Responsibility 28. Discover inner peace 29. Friendship 30. Positive Attitudes 31. Awareness of Global issues 32. Respect for cultural Diversity 33. Self-contentedness 34. Brotherhood 35. Empathy 36. Mutual Respect 37. Democracy 38. Resolve conflict 39. Stopping ecological degradation 40. Forgiving 41. Happiness 42. Non-Violence 43. Harmony with one self 44. Protecting Natural environment 45. Meditation 46. Freedom of Expression 47. Compassion 48. Good health 49. Freedom 50. Absence of tension.

The following are the twenty peace education components finally selected using the Henry Garrett ranking method. These are 1. Peace 2. Human Rights 3. Justice 4. Tolerance 5. Co-operation 6. Respect for Cultural Diversity 7. Democracy 8. Non-violence 9. Love 10. Morality 11. Mutual Understanding 12. Protecting the Natural Environment 13. Absence of War 14. Equality 15. Positive Attitudes 16. Empathy 17. Well-Being 18. Mutual Respect 19. Happiness 20. Freedom

## Analysis of objective-2

Content Analysis of Class X History and Environment (Adhunik Bharoter Itihas o Poribesh) Textbook The West Bengal Board of Secondary Education (WBBSE) class 10th history book is titled ‘Adhunik Bharoter Itihas o Poribesh’, which translates to ‘History of Modern India & Environment’. The textbook of 126 pages is divided into 8 chapters, each with several sub-units. Here, the researcher seeks to identify 20 peace education components across all the written content in the history textbook. The components of peace education are reflected by citing the page (N) and line (L) numbers of the textbook.

**Peace:** The component ‘peace’ appears in two of the eight chapters. The concept of ‘peace’ is reflected six times through various codes, such as the Simultaneous development of body and mind P<sub>2</sub>L<sub>9</sub>, Peaceful coexistence P<sub>31</sub>L<sub>10</sub>, P<sub>32</sub>L<sub>17</sub> A peaceful life P<sub>18</sub>L<sub>2</sub>, Establishing peace P<sub>27</sub>L<sub>12</sub>, P<sub>56</sub>L<sub>4</sub>. For example, in the text segment, in Ch. 2 ‘Reform: Characteristics and Observations,’ in sub-unit 2.4 ‘19th century Bengal – religious reforms characteristics and observation’ (p.31-32), Ramakrishna Dev's peaceful spiritual life is explained.

**Human rights:** The component ‘Human rights’ appears in four out of eight chapters. It is reflected eighteen times through various codes, such as, Efforts to secure fundamental rights P<sub>26</sub>L<sub>6</sub>, P<sub>59</sub>L<sub>18</sub>, Protection against depravity P<sub>41</sub>L<sub>1, 12</sub>, Efforts to obtain basic rights, Women’s rights P<sub>8</sub>L<sub>9</sub>, P<sub>24</sub>L<sub>27</sub>, P<sub>27</sub>L<sub>20</sub>, P<sub>28</sub>L<sub>4</sub> P<sub>103</sub>L<sub>7</sub> Movements to defend rights P<sub>40</sub>L<sub>3,15,22</sub>, P<sub>41</sub>L<sub>9,14,19</sub>, P<sub>42</sub>L<sub>12,23</sub> etc. For instance, in Ch. 3, ‘Resistance and Rebellion: Characteristics and Analysis,’ sub-unit 3.1 ‘Colonial Forest Law and Reactions of Adivasi People’ (pp. 40-42), tribal communities joined rebellions (such as Chuar, Santal, and Munda rebellions) to defend their basic rights to food, clothing, and shelter.

**Democracy:** The component ‘Democracy’ appears in three of the eight chapters. It is reflected in fourteen times through various codes, such as the Absence of gender bias P<sub>8</sub>L<sub>5</sub>, Establishing a democratic nation P<sub>8</sub>L<sub>11</sub>, P<sub>124</sub> L<sub>10,19</sub> An electoral system P<sub>118</sub> L<sub>5,13</sub> Government by the people P<sub>125</sub> L<sub>9,24</sub> Constitutional government P<sub>116</sub> L<sub>5,8,16</sub> a parliamentary system P<sub>117</sub> L<sub>9,15,23</sub> For example, Ch. 8, p.116, L.10: ‘The Constituent Assembly, formed before India's independence, took on the responsibility of drafting the constitution. The Indian Constitution was ratified on 26 November 1949.

**Love:** The component ‘love’ appears in three out of eight chapters. The element of ‘love’ is reflected in seven times through codes, such as Love for the nation P<sub>4</sub>L<sub>6</sub>, P<sub>11</sub>L<sub>14</sub>, P<sub>17</sub>L<sub>19</sub>, P<sub>62</sub>L<sub>11, 23</sub> Ideals of patriotism P<sub>104</sub>L<sub>6</sub>, Kindness P<sub>34</sub>L<sub>6</sub> These symbols are demonstrated in the following text segments: Ch.4, subunit 4.3, p.62, L15 ‘Bankimchandra's novel Ananda Math revealed a deep love for the country’.

**Positive attitudes:** The component ‘Positive attitudes’ appears in three of the eight chapters. It is expressed through seventeen times through various codes, such as Ideal leadership P<sub>10</sub>L<sub>25</sub>, P<sub>26</sub>L<sub>18</sub>, P<sub>42</sub>L<sub>6,20</sub>, P<sub>55</sub>L<sub>5,13</sub> P<sub>87</sub>L<sub>14,23</sub>, P<sub>105</sub>L<sub>6</sub>, P<sub>109</sub>L<sub>21,26</sub> Rational thinking P<sub>12</sub>L<sub>12</sub>, P<sub>76</sub>L<sub>13,18</sub> and Initiatives for integration P<sub>28</sub>L<sub>6,19</sub>, P<sub>118</sub>L<sub>14</sub>. These codes are illustrated in the following text segments: Ch.2, subunit 2.3, p.26, L18: In the 19th century, Raja Rammohan Roy and Ishwar Chandra Vidyasagar's social and educational reform activities gave positivity to their personalities.

**Well-Being:** The component ‘Well-Being’ appears in four of the eight chapters. It is reflected in twenty times through various codes, which have been merged and categorised as ‘prosperity’ and ‘positive reformation’. Codes in the ‘prosperity’ category include National progress P<sub>73</sub>L<sub>1,7,16</sub>, Human welfare P<sub>7</sub>L<sub>22</sub>, P<sub>10</sub>L<sub>16</sub> and Improvement of communication systems P<sub>4</sub>L<sub>11</sub>, P<sub>76</sub>L<sub>5</sub>, as shown in Chapter 1, subunit 1.1, page 4, line 11: “In the 19th century, trade and commerce flourished due to the introduction of land, sea, and air communication systems.” Codes in the ‘positive reformation’ category include Educational reformation P<sub>23</sub>L<sub>6,19</sub> P<sub>24</sub>L<sub>6,17,21</sub> Social reformation P<sub>25</sub>L<sub>9</sub>, P<sub>26</sub>L<sub>8,13,20</sub>, A prestigious lifestyle P<sub>34</sub>L<sub>12,17</sub>, P<sub>35</sub>L<sub>18,25</sub>. These are seen in Chapter 2, subunits 2.2 and 2.3, pages 23 and 26: “Establishment of Calcutta Medical College and development of medical practice,” “Establishment of Calcutta University and development of higher education,” and “Lead people from the deadness of superstition to a new path.”

**Freedom:** The peace education component freedom is reflected eight times in the respective codes in the History textbook for class X. The component ‘Freedom’ appears in three out of eight chapters. The element of ‘Freedom’ is reflected in various codes, such as Reactions to British rule P<sub>45</sub>L<sub>2</sub>, P<sub>62</sub>L<sub>5,21</sub>, Gain independence P<sub>116</sub>L<sub>2,9</sub>, P<sub>117</sub>L<sub>8</sub> and the pursuit of independence P<sub>109</sub>L<sub>8</sub> P<sub>110</sub>L<sub>5</sub>. for example Ch.8, subunit 8.1, p.116: India was freed from long colonial rule on 15th August 1947. Ch. 4, subunit 4.3, p.62: ‘The sound of ‘Bandemateram’ inspired the freedom fighters.

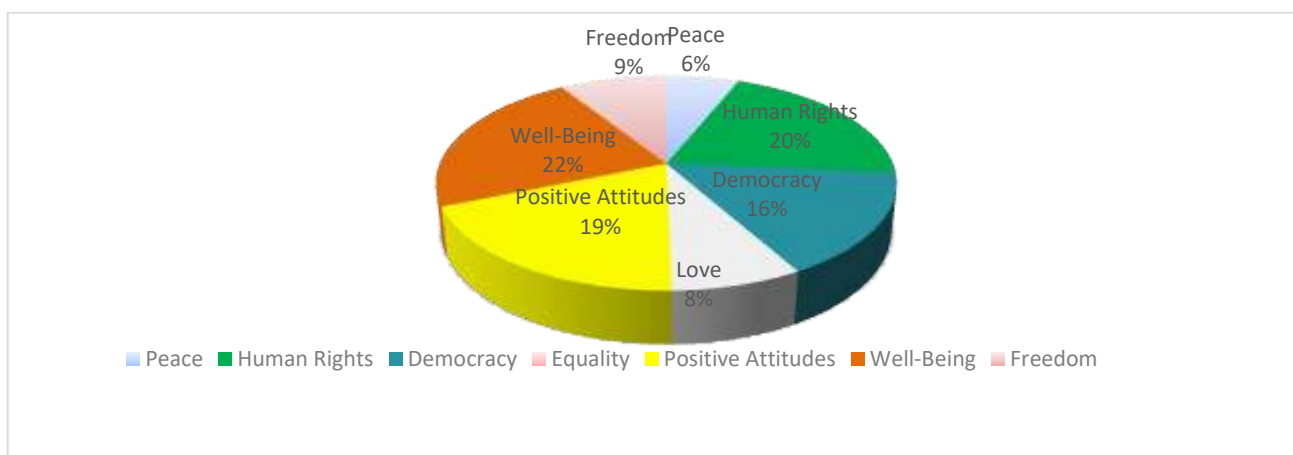
**Table No 1**  
**Frequencies and percentages of reflected peace education components in the history textbook of class X**

SLNo	Peace Education Components	Frequency	Percentage (%)
1.	Peace	06	6.18
2.	Human Rights	18	20.45
3.	Justice	00	NIL
4.	Tolerance	00	NIL
5.	Co-operation	00	NIL
6.	Respect for Cultural Diversity	00	NIL

SLNo	Peace Education Components	Frequency	Percentage (%)
7.	Democracy	14	15.90
8.	Non-violence	00	NIL
9.	Love	07	7.95
10.	Morality	00	NIL
11.	Mutual Understanding	00	NIL
12.	Protecting Natural Environment	00	NIL
13.	Absence of War	00	NIL
14.	Equality	00	NIL
15.	Positive Attitudes	17	19.31
16.	Empathy	00	NIL
17.	Well-Being	20	22.72
18.	Mutual Respect	00	NIL
19.	Happiness	00	NIL
20.	Freedom	08	9.09
	<b>Total</b>	<b>88</b>	<b>100</b>

The table above shows that seven out of twenty peace education components have appeared a total of 88 times in the history book. Namely Peace 06(6.18%) times, Human Rights 18(20.45%) times, Democracy 14(15.90%) times, Love 07(7.95%) times, Positive Attitudes 17(19.31%) times, Well-being 20(22.72%) times, and Freedom 08(9.09%) times.

**Figure 1**  
 Graphical representation of reflected peace education components in the history textbook of class X



**Analysis with respect to objective-3**

Content Analysis of Class X Geography and Environment (Bhugol o Poribesh) Textbook The West Bengal Board of Secondary Education (WBBSE) class 10th history book is titled ‘Bhugol o Poribesh’, which translates to ‘Geography and Environment’. The textbook of 150 pages is divided into 8 chapters, each with several sub-units. Here, the researcher seeks to identify 20 peace education components across all the written content in the Geography textbook. The components of peace education are reflected by citing the page (N) and line (L) numbers of the textbook.

**Protecting Natural Environment:** This component appears in three out of six chapters. It is reflected in twenty-two times through various codes, such as Resource conservation P<sub>89</sub>L<sub>9</sub>, P<sub>100</sub>L<sub>25</sub>, P<sub>101</sub>L<sub>1,5,9</sub>, P<sub>105</sub>L<sub>3,6,10,12</sub>; Sustainable environmental management P<sub>66</sub>L<sub>24,26,29,34</sub>, P<sub>67</sub>L<sub>36,40,44,46,50</sub>; Biodiversity conservation P<sub>68</sub>L<sub>4,8</sub>; Safeguarding the environment P<sub>23</sub>L<sub>33</sub>; Protection of ecosystem P<sub>68</sub>L<sub>12</sub>. For example, from the text segment CH-II, P<sub>23</sub>L<sub>33</sub> “The ozone layer absorbs extremely harmful ultra violet rays from the sun and protects the Earth's living world from destruction”.

**Positive Attitudes:** This component appears in three out of six chapters. It is reflected in eighteen times through various codes, such as Eco-consciousness P<sub>24</sub>L<sub>5</sub>, P<sub>30</sub>L<sub>35</sub>, P<sub>31</sub>L<sub>5,8,14</sub>, P<sub>68</sub>L<sub>18,25</sub>; Awareness of global warming P<sub>30</sub>L<sub>15</sub>; Environmental responsibility P<sub>61</sub>L<sub>12</sub> P<sub>64</sub>L<sub>3</sub>, P<sub>65</sub>L<sub>5</sub>, P<sub>66</sub>L<sub>6,15,19</sub>, P<sub>99</sub>L<sub>1</sub>, P<sub>100</sub>L<sub>5,12,16,20</sub>. For example, from the text segment CH-II, P<sub>30</sub> “Effects of global warming are rising temperatures, accelerating sea-level rise, and extreme weather like heatwaves, droughts, and intense flooding and biodiversity loss”. Another example P<sub>66</sub> ‘Methods and importance of waste management’.

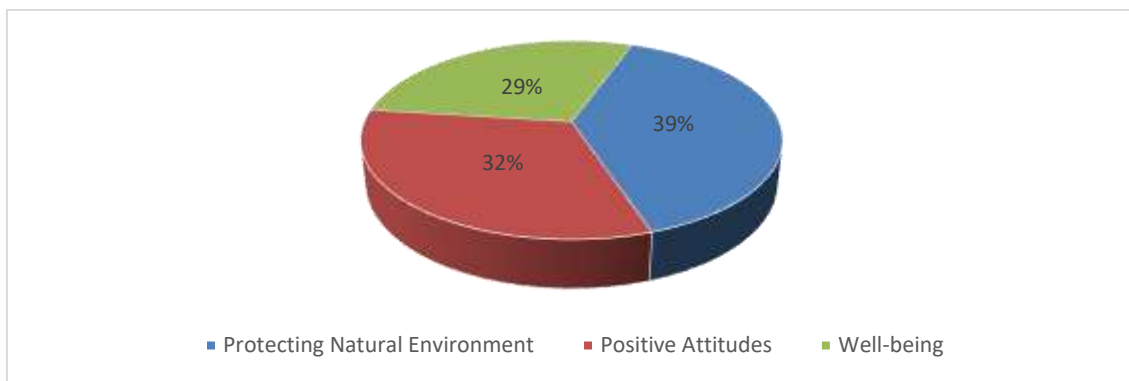
**Well-Being:** This component appears in three out of six chapters. It is reflected in sixteen times through various codes, such as Environmental wellness P<sub>60</sub>L<sub>31</sub> P<sub>61</sub>L<sub>5</sub> Waste management P<sub>63</sub>L<sub>1</sub> Benefits of natural resources P<sub>87</sub>L<sub>6,20</sub>, P<sub>88</sub>L<sub>1</sub>, P<sub>89</sub>L<sub>13,16</sub> Human welfare P<sub>105</sub>L<sub>22,26,29</sub> Socio-economic well-being P<sub>116</sub>L<sub>28</sub>, P<sub>124</sub>L<sub>16</sub>, P<sub>134</sub>L<sub>6,9</sub>, P<sub>148</sub>L<sub>8</sub>. For example, from the text segment CH-VI, P<sub>148</sub> ‘Through satellite images, we can get forecasts related to natural disasters, we can get various information about the earth's nature, we can get various information about contemporary events, which has made our survival easier.’ P<sub>60</sub> ‘The importance of water conservation, soil conservation, and forest conservation in human life has been explained.’

**Table 2**  
**Frequencies and percentages of reflected peace education components in the Geography textbook of class X**

SLNo	Peace Education Components	Frequency	Percentage (%)
1.	Peace	00	NIL
2.	Human Rights	00	NIL
3.	Justice	00	NIL
4.	Tolerance	00	NIL
5.	Co-operation	00	NIL
6.	Respect for Cultural Diversity	00	NIL
7.	Democracy	00	NIL
8.	Non-violence	00	NIL
9.	Love	00	NIL
10.	Morality	00	NIL
11.	Mutual Understanding	00	NIL
12.	Protecting Natural Environment	22	39.28
13.	Absence of War	00	NIL
14.	Equality	00	NIL
15.	Positive Attitudes	18	32.14
16.	Empathy	00	NIL
17.	Well-Being	16	28.57
18.	Mutual Respect	00	NIL
19.	Happiness	00	NIL
20.	Freedom	00	NIL
	Total	56	100

The table above shows that three out of twenty peace education components have appeared a total of 56 times in the history book. Namely Protecting Natural Environment 22(39.28%) Positive Attitudes 18(32.14%) times and Well-being 16 (28.57%) times.

**Figure 1**  
**Graphical representation of reflected peace education components in the geography textbook of class X**



**Findings and Discussion**

The components identified in this study are consistent with some of the above-mentioned studies. Das (2018) conducted a content analysis of upper primary-level textbooks using the ten components of peace education. In 2007, Gautam used sixteen peace education elements in his research to analyse textbooks.

After conducting a content analysis of the 10th-grade history textbook, the researcher found that certain chapters incorporate components of peace education through historical events. In most of the lessons, components of peace education are not explicit; rather it is hidden in the lesson. In this study, seven of the twenty peace education components were reflected in the history book a total of 88 times. The components of peace education more reflected in history textbooks are human rights, positive attitudes, democracy, and well-being. In a geography textbook, the researcher found that some chapters incorporate components of peace education through textual explanations, though in a hidden form. The only three components that are reflected a total of 44 times in the book are Protecting Natural Environment, Positive Attitudes, and Well-being. Among the history and Geography books in the West Bengal Board of Secondary Education's social studies curriculum, elements of peace education are reflected more in the history book, but that's not enough. In 2025, Truter et al. found the same result in a social science textbook. Another study found that Arts and humanities, including this History and Government syllabus, contain peace messages across topics such as

Citizenship, National Integration (National Unity and conflict resolution), Democracy and Human Rights (Chiriswa and Thinguri, 2015).

## Conclusion

From the study, it is clear that the concept, principles, and practice of peace education have not been adequately incorporated into the social science curriculum of secondary education in West Bengal, as per the documents published by the international peace maker and building organization UNISCO (2001,2008, 2013, 2015,2024), UNICEF (1999,2023) and the national school education policy-making apex body NCERT (2005,2006,2010); NCF - 2005.

## Recommendations.

According to the results of this study, since there is a significant lack of peace education content and information in secondary-level social science textbooks, it is very important to design the curriculum keeping peace education content in mind when developing curricula, syllabi, and textbooks. In curriculum development, curriculum planners and administrators should carefully consider including peace education elements at every stage, from defining objectives, selecting and organising content, designing learning experiences, to evaluating them. History textbooks should include information on past and contemporary historical events, great leaders, and freedom fighters, while geography books should include information, pictures, and descriptions related to Geography and the environment. These learning experiences help students acquire values related to peace education holistically, which is highly effective for secondary-level adolescent students in the current international, national, and grassroots socio-economic and political context.

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