



A Study on the Perception of B.Ed. Students Towards Peace Education in B.Ed. Curriculum

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Received 10/06/2025	Abstract <i>The main purpose of the study is to find out the perception of B.Ed. students and what they feel about peace education, since it is important for developing future teachers who can promote values such as harmony, nonviolence, and respect for others in society. The research was conducted using a self-constructed questionnaire administered to students from six B.Ed. colleges. The questionnaire comprised 25 items distributed across five key dimensions: (A) Concept of Peace, (B) Curriculum, (C) Co-curricular Activities, (D) Gender, and (E) Social Aspect, with each dimension containing five items. The collected data were examined to investigate differences in perceptions based on gender and place of residence. The primary results of the research reveal that male and female B.Ed. students do not exhibit a significant difference in their views on peace education within the curriculum. Likewise, there was no notable difference found between students from urban and rural areas regarding their perspectives on peace education. These results imply a general consensus among B.Ed. students, regardless of gender or location, on the necessity of incorporating peace education into teacher training programs to foster a culture of peace, mutual respect and social harmony.</i>
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Introduction

To understand the concept of peace education, one must be aware of what is meant by peace. "Peace should be thought of the process of man's adjustment to his nature, this fellows and to the ultimate nature of the world."- peace is the process of adjusting man to his nature, his fellows, his colleagues and to the fundamental nature of the world (Roy, 2018). The concept of peace has many distinct connotations, and there are also various ways to achieve it. For many, peace means that there is no direct violence of any kind. Others see it as mental calmness. Meeting all of one's fundamental needs is another definition of peace. But peace is more than just a sense of tranquility, the absence of violence, and the fulfillment of fundamental needs. It is the existence

of equality, justice, love, and harmony in all facets of existence.

At present the two-year B.Ed. course as suggested by NCTE 2014, can prepare the quality teachers and fulfill the needs of the peace education. The main objectives of peace education in B.Ed. curriculum are to make future teachers aware of the scale and variety of conflicts affecting contemporary life and to enable students to develop personal initiative and resources for the pursuit and promotion of peace. So, in this backdrop, the perception of B.Ed. students towards peace education in B.Ed. curriculum must be known. Considering the above facts the investigators took up the present study entitled “A study on the perception of B.Ed. students towards peace education.” It is expected that this study will be able to make some significant contributions in the field of education.

Review of Literature

Deveci and Karabag (2008) conducted a survey on “Pre- service teachers’ perceptions of peace education.” According to pre-service teachers, peace education is a sign of a setting where pupils feel free to voice their thoughts. Peace education encourages the adoption and integration of diversity and provides possibilities for authentic relationships between educators and learners. It is suggested that peace education courses be added to classrooms and teacher preparation programs, that classroom and school-based activities be used to promote peace awareness, and that peace education be a part of in-service teacher training programs.

Yablon (2009) studied on “Gender differences in peace education programmes “The current research aimed to identify gender differences in relation to peace and peace education. A total of one hundred and eighty high school students, both Israeli Jewish and Arab, took part in a peace contact education initiative. Differences in gender and group were analyzed both prior to and following the programme participation. Results indicated that both Jewish and Arab female students were more inclined towards peace than their male counterparts, both before and after the programme, and they derived greater benefits from the interactions. The consequences for conflict resolution and peace education are examined.

Sumansukla (2012) conducted a study on “World Peace and Maithribhavana “. Maithribhavana, which refers to "good will," is the term of having a positive attitude toward other people. This method results in peace of mind. According to the survey's findings, mental health and tranquility are greatly impacted when this maithribhavana is not present and are improved when it is.

Patra and Mete (2016) conducted a study on “Peace education in 21st century”. They claim that organizations and government agencies are realizing the value of peace education and that it becomes more and more popular in society. Drawing out, enhancing, deepening and contextualizing students' thoughts regarding the concept of peace are the objective of peace education. There are numerous methods for teaching peace, and many of them are founded on good intentions, ideology, and real-world experience. Teaching the next generation the skills, viewpoints, attitudes, values, and behavioral patterns necessary to create and preserve peace in the twenty-first century may be essential to achieving peace. This paper explores the concept of raising awareness about peace education.

Objectives of the study

1. To study about the perception of B.Ed. students towards peace education in B.Ed. curriculum according to gender (Male-Female)
2. To study about the perception of B.Ed. students towards peace education in B.Ed. curriculum according to locality (Urban-Rural)

Hypothesis of the study

H₀ 1: There is no significant difference between male and female students of B.Ed. in perception towards peace education.

H₀ 2: There is no significant difference between Urban and Rural B.Ed. students in perception towards peace education.

Methodology of the Study

In this study, the B.Ed. students' perception on peace education in B.Ed. curriculum is presented by the method of questionnaire. The existing state here is reflected on the basis of students' perceptions. This is a quantitative study because of its features. The technique of questionnaire is usually used in this study in order to collecting data. In this study, the technique of questionnaire was preferred in order to determine students' perception because of aiming at collecting data from a wide student group.

Variables

Table 1: Major and categorical variables

VARIABLES				
Major Variable		Categorical Variable		
Perception towards Peace Education		Gender		Locality
		Male	Female	Urban Rural

Population and Samples

Table 2: Gender, locality and total number of students

Total Sample - 75	
Gender	Locality
Male - 37	Urban - 45
Female -38	Rural - 30



Figure 1: Bar diagram of sample discrimination

Tools

The researcher constructed self-made questionnaire for collecting data from six B.Ed. colleges. The scale contains 25 items under 5 dimensions namely A. Concept of the peace (5), B. Curriculum (5), C. Co-curricular activities (5), D. Gender (5), E. Social aspect (5). The items were structured on a modified Five-point Likert Scale having response mode of 'Strongly Agree', 'Agree', 'Neutral', 'disagree', and 'Strongly disagree', was use to evaluate the responses.

In scoring procedure, in case of positive items 5, 4, 3, 2, 1 for SA, A, N, D, SD respectively. Descriptive statistics (Mean, SD) and inferential statistics ('t' test) were used to analysis the collected data in MS Excel 2007.

Result and Discussion

Objective 1

To study about the perception of B.Ed. students towards peace education in B.Ed. curriculum according to gender (Male-Female)

To fulfill this objective the null hypothesis was formulated and tested which is as follows:

H₀ 1: There is no significant difference between male and female students of B.Ed. in perception towards peace education.

To test the Ho1 descriptive and inferential statistics were computed. The result are given bellow:

From the Table 3 it is found that the mean values of female and male students are 100.65 and 100.45 respectively and SD values are 7.00 and 5.88 respectively where df is 73. Since the p value is 0.89 which is greater than 0.05 and t value is not significant. So Null Hypothesis is accepted. There is no significant difference between male and female students of B.Ed. in perception towards peace education.

Table 3: t test between male and female students

t-Test: Two-Sample Assuming Equal Variances		
	TOTAL FEMALE	TOTAL MALE
Mean	100.6578947	100.4594595
Variance	47.74466572	33.97747748
Observations	38	37
Pooled Variance	40.95536741	
Hypothesized Mean Difference	0	
df	73	
t Stat	0.134253463	
P(T<=t) one-tail	0.446785803	
t Critical one-tail	1.665996224	
P(T<=t) two-tail	0.893571605	
t Critical two-tail	1.992997097	

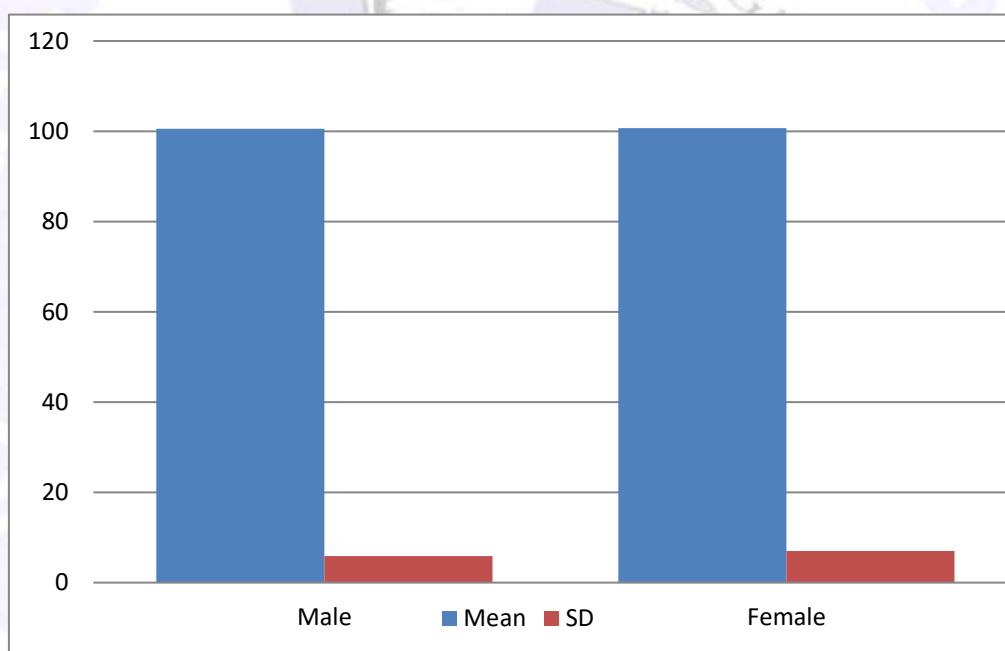


Figure 2: Bar Diagram showing on overview of Mean and SD value of Male and Female B.Ed. students.

Objective 2

To study about the perception of B.Ed. students towards peace education in B.Ed. curriculum according to locality (Urban-Rural)

To fulfill this objective the null hypothesis was formulated and tested which is as follows:
H₀2: There is no significant difference between Urban and Rural B.Ed. students in perception towards peace education.

To test the H₀2 descriptive and inferential statistics were computed. The result are given bellow:

Table 4: t test between urban and rural students

t-Test: Two-Sample Assuming Equal Variances		
	TOTAL RURAL	TOTAL URBAN
Mean	101.5666667	99.88888889
Variance	30.59885057	46.64646465
Observations	30	45
Pooled Variance	40.27138508	
Hypothesized Mean Difference	0	
df	73	
t Stat	1.121688861	
P(T<=t) one-tail	0.132835448	
t Critical one-tail	1.665996224	
P(T<=t) two-tail	0.265670896	
t Critical two-tail	1.992997097	

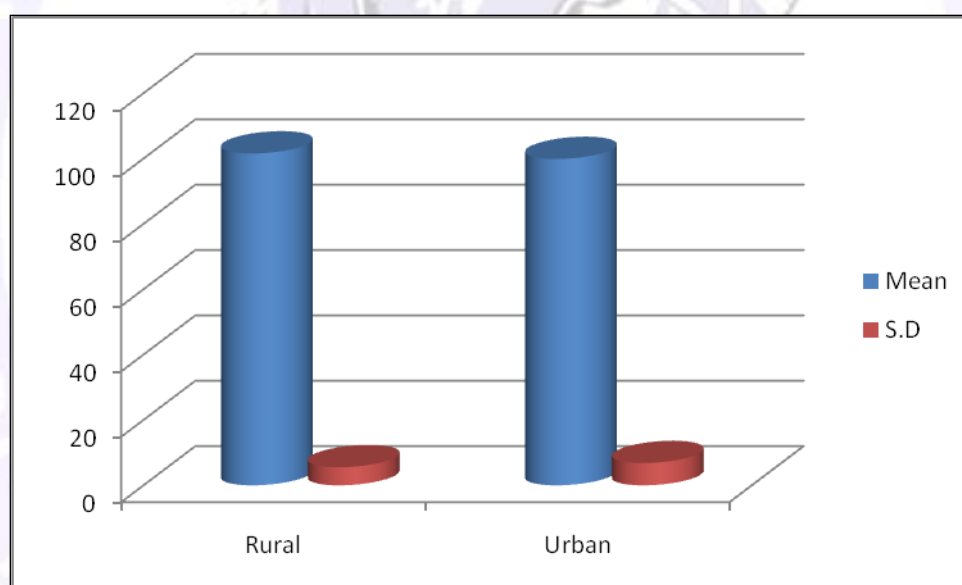


Figure 3: Bar diagram showing on overview of Mean and S.D value of Rural and Urban B.Ed. students.

From the Table 4, it is found that Mean value of Rural and Urban students is 101.56 and 99.88 respectively and S.D values are 5.53 and 6.82 respectively, where df value is 73. Since the p value is 0.26 which is greater than 0.05 and 't' value is not significant. So, Null Hypothesis is accepted. There is no significant difference between Rural and urban students of B.Ed. in perception towards peace education.

Major Findings of the Study

1. There is no significance difference between male and female students of B.Ed. in perception towards peace education in B.Ed. curriculum.
2. There is no significance difference between urban and rural B.Ed. students in perception towards peace education in B.Ed. curriculum.

Conclusion

The single most important requirement for the advancement of social, cultural, intellectual, national and global integration is peace education. B.Ed. colleges can foster more humanistic management, enhance teacher-student relationships, foster positive attitudes and well emotional development in students, promote socialization through interactive and cooperative learning activities, enhance students' moral behavior and discipline, foster creativity in both students and teachers, and enhance the benchmark for teaching and learning quality through Peace Education. Thus, the idea is applicable to all of humanity.

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