ABSTRACT

Peace is a state of harmony characterised by the lack of violent conflict and the freedom from fear of violence. Violence is emerging in an unprecedented manner in human society. It has become difficult for any sensible person to tolerate these. He feels disheartened and even horrified to see the kind of violent acts being committed by man against man and nature. The intolerance has taken the form of terrorism, war, crimes, injustice, oppression and exploitation. We feel horrified to realize that we live in an era of unprecedented violence amidst a seemingly outward development enjoyed by a few. Disorder is becoming the way of life. The saddest part of the story is that this state of disorder and confusion in the society is affecting the children’s innocent minds. The spirit of violence is absorbed by our children as it is highlighted in each and every game, movie and everywhere. Peace education must address the prevention and resolution of all forms of conflict and violence, whether overt or structural, from the interpersonal level to the societal and global level. Infusion which is the well known method of teaching basic concepts of many social concerns can be conveniently used in developing the concepts of peace education through the school subjects such as languages, social sciences etc.,. This study was conducted to test the possibility of infusion of peace education in social science subject of 9th standard. A lesson plan on a topic of social science was developed and that lesson was taught to 100 9th standard students. It was found that the concepts of peace education have been imbibed by the students even when they are not taught directly. Infusion method has a noticeable impact in developing a positive outlook about peace.
redefining, assertiveness, ability to cooperate, critical thinking, ability to think critically about prejudice, ability to deal with stereotypes, dealing with emotions, problem-solving, ability to generate alternative solutions, Constructive conflict resolution, conflict prevention, participation in society on behalf of peace, ability to live with change.

3. Attitudes
Self respect, positive self image, strong self-concept, tolerance, acceptance of others, respect for differences, respect for rights and responsibilities of children and parents, bias awareness, gender equity, empathy, reconciliation, solidarity, social responsibility, Sense of justice and equality, Joy in living.

A number of countries have developed peace education curricula, usually consisting of activities around themes such as communication, cooperation, and problem-solving. Manuals have been produced to guide teachers in using these curricula with children in many countries.

It is important to remember that peace education is not an additional academic subject we add to the existing system. Instead, it is the general orientation that we introduce in the existing subjects, textbooks and teacher discourses. For instance, the Sociology textbooks could underscore the fact that peaceful co-existence is an objective requirement for peaceful development, and vice versa. In the Physics textbooks, emphasis could be laid on the need to fight for a ban on nuclear weapons and other weapons of mass destruction (WMD), and international agreements in this field. Biology books could explain, among other things, the deadly effects of exposure to radioactivity on human beings. Though international comparisons are difficult, general lessons and indicative suggestions can be taken from international experiences also.

The secondary teacher education institutions have a tough job to prepare teachers who have to cope with the growing expectation of the children, parents and also the job market. With all these pressures there is a great danger of neglecting understanding, acceptance and friendship among all peoples and nations, and there are chances of weakening of respect for human rights and fundamental freedoms.

The overburdened syllabus at the secondary education has knowingly sidelined the very important component of peace education which is the basic necessity of human survival. Hence alternative attempts are to be made by the teacher educators in activating the existing or new strategies of teaching peace education at the secondary education level.

Infusion Method for teaching Peace Education.
Infusion which is the well known method of teaching basic concepts of many social concerns can be conveniently used in developing the concepts of peace education through the school subjects such as languages, social sciences etc.

Methodology: This study was conducted to test the possibility of infusion of peace education in social science subject of 9th standard. A lesson plan on a topic of social science was developed and that lesson was taught to 100 9th standard students of three schools of shikaripura town. A teacher achievement test having 25 multiple choice items was constructed to identify the extent of students imbibing the concept of peace education taught through infusion method and was administered on the students after the teaching.

The Infusion method has five steps which are as follows:

i. Identifying Plug points: This includes the selection of suitable point in any part of the lesson where in the concept of peace education can be infused. In this study a topic from social science subject from 9th standard syllabus has been identified and the plug point where in the concept of peace education can be infused is identified.

ii. Selecting suitable concepts pertaining to peace education: The concepts of peace education which can be suitable for the sequence can be selected. The concepts should be suitable for the topic selected and it should be infused naturally. Care should be taken that it shouldn’t appear like a patch work.

iii. Selecting suitable method of teaching: A suitable method of teaching the subject is to be selected. It may be a story telling, lecture or discussion etc which suits the topic to be taught. In the present study the topic on --- has been selected.

iv. Preparing a lesson plan and teaching: After this a lesson plan is to be prepared by incorporating the infused concepts and the topic of social science is to be taught. In this study the --- topic of social science was taught to 100 students in three schools of shikaripura town

After the lesson a test including the items pertaining to peace education comprising 25 marks was given to the students which has revealed the following results:

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the School</th>
<th>No. of Students</th>
<th>Average score (out of 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kumadvathi Highschool, Shikaripur</td>
<td>32</td>
<td>18 (72%)</td>
</tr>
<tr>
<td>2</td>
<td>Government High school Shikaripur</td>
<td>42</td>
<td>16 (64%)</td>
</tr>
<tr>
<td>3</td>
<td>Bapuji High school Shikaripur</td>
<td>36</td>
<td>19 (76%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>17.66 (70.64%)</td>
</tr>
</tbody>
</table>

The above table reveals that the concepts of peace education have been imbibed by the students even when they are not taught directly. Infusion method has a noticeable impact in developing a positive outlook about peace education. In conclusion it can be said that the present system of curriculum which is overburdened with many subjects in not in a position to accommodate additional subjects. Instead of imposing peace education as one more formal subject, it is better to start with infusion of the concepts of peace education in the already existing subjects so as to moot the essence of peace among our students. Though there is a need of indoctrination about the concept of peace among our students, such attempts may lead to the development of a sort of aversion about peace. Every teacher should make a sincere attempt in their respective subjects to imbibe as many concepts as possible about peace education in their teaching subjects and bring a change in the outlook of our young minds.

REFERENCE