

Infusion Method for Teaching Peace Education to Secondary School Children



Education

KEYWORDS : Peace: A state of Harmony. Infusion Method: It is a method of infusion a concept of social concern with other school subjects.

Dr. S. S. Patil

Associate Professor, Department of Education, Kuvempu University, Shankaraghatta-577451. Dist Shimoga. Karnataka.

Dr. Jayashree. V. Rakkasagi

Principal, Kumadvathi College of Education, Shikaripur-577427. Dist Shimoga. Karnataka.

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 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 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.

Introduction.

'Peace is a state of harmony characterised by the lack of violent conflict and the freedom from fear of violence.' Wikipedia. This term has its etymological origin in Latin as pax, which means "freedom from civil disorder. Peace is the need of the day. A lot of emphasis is today laid on peace education all over the world.

This era of accelerated globalisation is recognised as an era of cut throat competition, there is a great hurry for everybody to achieve everything at the earliest. Name, fame, money, each and every comforts of the life are expected at our doorsteps without delay. This is slowly developing a tendency of utter intolerance and impatience in the mankind. No one is ready to wait for his/her turn to come. Everybody is in a hurry and just to win the race by hook or crook.

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. Crime stories are enjoyed more by our children than the stories of Love and peace. Therefore the need to nurture peace in the hearts of children has arisen as urgent issue to be addressed.

Peace education refers to 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. – UNICEF

The 1990 World Declaration on Education for All (the Jomtien Declaration) clearly states that basic learning should comprise not only essential tools such as literacy and numeracy, but also the knowledge, skills, attitudes and values required to live and

work in dignity and to participate in development. It further states that the satisfaction of those needs implies a responsibility to promote social justice, acceptance of differences, and peace (Inter-Agency Commission, WCEFA, 1990).

Education and Peace:

Education has an important role to play in nurturing peace. The study conducted by Graca Machel (1996) highlighted the importance of education in promoting peace, social justice, respect for human rights and the acceptance of responsibility. Children need to learn skills of negotiation, problem solving, critical thinking and communication that will enable them to resolve conflicts without resorting to violence.

The term 'peace' does not merely imply the absence of overt violence (sometimes referred to as 'negative peace'). It also encompasses the presence of social, economic and political justice which is essential to the notion of 'positive peace' (Hicks, 1985). 'Structural violence' is a term that is used to refer to injustices such as poverty, discrimination and unequal access to opportunities, which are at the root of much conflict. Structural violence is perhaps the most basic obstacle to peace, which by definition cannot exist in a society in which fundamental human rights are violated. The Convention on the Rights of the Child, like other major human rights treaties, calls for the elimination of all forms of both overt and structural violence, and the creation of a society based on the principles of justice and peace.

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.

Aims of peace education

Peace Education has the following aims as envisaged by UNICEF.

1. Knowledge

Awareness of own needs, self awareness, understanding nature of conflict and peace, ability to identify causes of conflict, and non-violent means of resolution, Conflict analysis, enhancing knowledge of community, mechanisms for building peace and resolving conflict, mediation process, understanding of rights and responsibilities, understanding interdependence between individuals and societies, awareness of cultural heritage, recognition of prejudice

2. Skills

Communication: active listening, self-expression, paraphrasing,

reframing, 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 shikaripur 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 shikaripur 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: Test results of Peace Education Test

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

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 infuse as many concepts as possible about peace education in their teaching subjects and bring a change in the outlook of our young minds.

REFERENCE

Fountain, Susan (1999), Peace Education in UNICEF, UNICEF New York | 2. Udayakumar, S,P (2009) Peace Education in India: A Proposal Peace Prints: South Asian Journal of Peacebuilding, Vol. 2, No. 1: | 3. <http://peace/1%20WHAT%20IS%20PEACE%20EDUCATION.htm> | 4. Patil,S,S,(2008) Parisara Shikshana, Vidyanidhi Prakashan,Gadag | 5. Social Science Textbook of 9th | Standard(2012), Karnataka Text Book Society |