



Ozone and Life Under:

Certain Environmental Concerns

Edited by

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Ozone and Life Under: Certain Environmental Concerns

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First Edition

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Published from



Parker & White Foundation
Bakery Junction, Trivandrum 14
Tele +91 471 2335361
e-mail: parkerwhitepublish@gmail.com

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This book gives an array of papers on environment and related concerns. All the papers were presented in a National Seminar on *Space and Life Under*, organized by the Department of Education, University of Kerala, as a part of *Chinme Day Celebrations*. *With Major themes of the seminar, on which papers have been written, were Environmental Issues and Recent Technologies, Research on Factors Determining Chinme Layer Pollution and Pollution, Water Pollution and Human Civilization, Nuclear Use/Space and Scientific Community, and Protection of Health and Environmental Hazards.* This would be of great interest to the students of Education and teachers who have special interest in Environment and Environmental Education.

About the Editor

Sarason Balan N. Ph.D. is currently serving as Associate Professor of Education, in the University of Kerala. He works on psychological variables like goal orientation, bullying victimization, relational aggression, and academic buoyancy.



978-81-7619-150-7
National Book Trust, India
National Book Trust, India
100, 2nd Street, New Delhi
110 002, India
E-mail: order@nbtindia.org



9 788176 191507 >



Peace Education

Dr. Renjini U. & Prof. (Dr.) Geetha Janet Vitus

PEACE EDUCATION

Published by

Confidence Publishers

Thycaud, Thiruvananthapuram

Mob: 9947932225

E-mail : anooprvm@gmail.com

Printed at

Confidence Publishers

Thycaud, Tvm-14

ISBN 978-93-93306-17-3

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REIMAGINING THE PURPOSE OF
ENERGY EDUCATION
BEYOND
CONSERVATION

B



Editors

Dr. DIVYA C. SENAN
ANNIE FEBA VARGHESE

**Reimagining the purpose of
Energy Education beyond Conservation**
(Collection of selected Articles and Research Studies)

Editors

**Divya C. Senan &
Annie Feba Varghese**

First Edition

2022 October

Prepress & Publishing

Pravda Books, Kollam

Ph: 9400294893

Email: pravdabookskerala@gmail.com

www.pravdabookskerala.com

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ISBN 978-93-91407-19-3

Price : ₹ 500

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GLIMPSES OF LEADERSHIP PRACTICES IN EDUCATION



Editors
Sumi S. S.
Prof. (Dr.) Geetha Janet Vitus

Published by

S. B. Nangia

A.P.H. Publishing Corporation

4435-36/7, Ansari Road, Darya Ganj,

New Delhi-110002

Phone: 011-23274050

e-mail: aphbooks@gmail.com

2021

© Editors

Typeset by

Ideal Publishing Solutions

C-90, J.D. Cambridge School,

West Vinod Nagar, Delhi-110092

Printed at

BALAJI OFFSET

Navin Shahdara, Delhi-110032

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Glimpses of Leadership Practices in Education

Editors Sumi S. S., Prof. (Dr.) Geetha Janet Vitus

The concepts of leadership, management and administration overlap and have been accorded different emphasis over time and in different contexts. The usage varies across countries and professional cultures. In English speaking countries such as Australia, Canada, New Zealand, the UK and the US, the role of leader have seen as of prime importance in raising standards and promoting school improvement, but this is not so in other countries, for example the Netherlands and Scandinavian countries. The difference in emphasis reflect variations in the functioning of education systems and their historical, national and regional policy contexts that will exert different degrees of influence on institutions' work and therefore on the role of leaders in schools. School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement. This review pays particular attention to issues including transformational leadership, instructional or pedagogical leadership and distributed leadership. The present edited book on "Glimpses of Leadership Practices in Education" has been classified into two categories such as student leadership and professional leadership in school education.



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₹ 1995/-

ISBN 978-93-91979-39-3



9 789391 979393



APH PUBLISHING CORPORATION

4435-36/7, Ansari Road, Darya Ganj,

New Delhi 110002 Email: aphbooks@gmail.com

AN INTRODUCTION TO VOCATIONAL EDUCATION



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Dr. Geetha Janet Vitus

Published by
S.B. Nangia
A.P.H. Publishing Corporation
4435 367, Ansari Road, Darya Ganj,
New Delhi-110002
Phone 011 23274050
e-mail aphbooks@gmail.com

2021

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The opinion and views expressed in the articles published in "An Introduction to Vocational Education" are of the contributors themselves. The Editors do not take responsibility of the same.

Typeset by
Ideal Publishing Solutions
C-90, J.D. Cambridge School,
West Vinod Nagar, Delhi-110092

Printed at
BALAJI OFFSET
Navin Shahdara, Delhi-110032

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AN INTRODUCTION TO VOCATIONAL EDUCATION

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Generally, vocation and career are used interchangeably. This edited book on Vocational Education contains nineteen chapters which are arranged in a particular sequential order based on vocationalisation in school education or general education and higher education respectively.



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₹ 995/-

ISBN 978-93-89875-95-9



9 789389 875959



APH PUBLISHING CORPORATION

4435-36/7, Ansari Road, Darya Ganj,
New Delhi 110002 Email: aphbooks@gmail.com

पुराणम् Purana

Vol. LXV
Issue-1
No.6
2022



Vol. LXV, Issue-1, No. 6, 2022

पुराणम्
PURĀṆA

(Half-yearly Bulletin of the Purāṇa-Department)

With the financial Assistance from the Ministry of Education,

Government of India

VASANTA PAÑCAMĪ NUMBER

आत्मा पुराणं वेदानाम्

SILVER JUBILEE NUMBER



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UGC Care Group 1 Journal

ISSN : 2278-6864

EDUCATION AND SOCIETY

शिक्षण आणि समाज

Vol. 45, No.3 July-September 2022



INDIAN INSTITUTE OF EDUCATION
J.P. Naik Path, Kothrud, Pune-38

Education and Society

UGC Care Group 1 Journal

ISSN 2278-6864

शिक्षण आणि समाज Education and Society

Since 1977

Vol. 45, No.3 July-September 2022

The Quarterly dedicated to the policy of "Education for Social
Development and Social Development through Education"



Indian Institute of Education

J. P. Naik Path, Kothrud, Pune-38

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Teacher, Learner And Society

Vol.12 No. 2 December 2015



An Interdisciplinary Peer Reviewed Research Journal in Education

Mar Theophilus Training College
Thiruvananthapuram-15, Kerala, India.



www.mttc.ac.in

ISSN 2319-1709-24

TEACHER LEARNER AND SOCIETY

An Interdisciplinary Peer Reviewed Research Journal in Education

[Approved by University of Kerala]

Vol. 12 No. 2. December 2015



Mar Theophilus Training College

(Re-accredited by NAAC: Grade - A)

Nalanchira P.O., Thiruvananthapuram - 15

Kerala, India

Phone: 0471-2530074, 2533518

email: mttctvm15@gmail.com

mttctvm15@yahoo.com

website: www.mttc.ac.in

ISSN 2319-1709-24

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Inclusive Education

A Way Forward

Dr. Sindhya V



Inclusive Education: A Way Forward

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Centre for Learning Disabilities and Difficulties, Department
of Education, University of Kerala

Edited by **Dr. Sindhya V**

Published by

Confidence Publishers

TC 28/496/2, Sasthamcovil Road

Near Govt. Arts College, Thycaud

Thiruvananthapuram 695014

E-mail: Confidencecopy1@gmail.com

anooprvm@gmail.com

Mobile No: 9947932225

ISBN: 978-93-93306-98-2

Printed at:

Confidence Copy Plus

Thycaud, Thiruvananthapuram -14

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Peace Education

Dr. Renjini U. & Prof. (Dr.) Geetha Janet Vitus

PEACE EDUCATION

Published by

Confidence Publishers

Thycaud, Thiruvananthapuram

Mob: 9947932225

E-mail : anooprvm@gmail.com

Printed at

Confidence Publishers

Thycaud, Tvm-14

ISBN 978-93-93306-17-3

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VOLUME 18 ISSUE 1
JANUARY 2023

ISSN 0975-5144

GCTE JOURNAL OF RESEARCH AND EXTENSION IN EDUCATION

(PEER REVIEWED JOURNAL)



GOVERNMENT COLLEGE OF TEACHER EDUCATION
Research Centre in Education, University of Kerala
(Reaccredited by NAAC with 'A' Grade)
THIRUVANANTHAPURAM, KERALA
SOUTH INDIA

**GCTE JOURNAL OF
RESEARCH AND EXTENSION
IN EDUCATION**
(Peer Reviewed Journal)



**GOVT. COLLEGE OF TEACHER EDUCATION
(RESEARCH CENTRE IN EDUCATION,
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Phone. 0471 2323964

website. www.gctetvm.com

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Fax. 91-471-2323964

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ROLE OF CHATGPT IN THE FIELD OF EDUCATION

RENJINI U

Artificial Intelligence (AI) is a key technology with the potential to greatly impact education in various ways. Artificial Intelligence tools like ChatGPT and GPT-4 are rapidly altering higher education, and the implications for future teaching and assessment methods are already being discussed. ChatGPT is an AI-driven chatbot that was launched in November 2022. It can provide clear and informative answers to user inputs that are similar to human responses.

ChatGPT (short for "Chat Generative Pre-Trained Transformer") is a natural language model that enables humans to communicate with computers conversationally. ChatGPT stands for "ChatGPT Transformer" and is a family of Artificial Intelligence (AI) based natural language models. It is also referred to as "generative AI" due to its ability to generate original results. CHAT GPT, also known as ChatGPT, is an AI language model that is designed to engage in multi-turn conversations. It is built upon the foundation of GPT, a language model known for its ability to generate human-like text. While GPT was primarily designed for single-turn tasks like answering questions or completing

prompts, ChatGPT takes this capability to the next level by enabling more interactive and dynamic conversations. It allows users to have back-and-forth exchanges with the AI, making it useful for various conversational applications.

DEFINING CHATGPT IN EDUCATION

ChatGPT in education can be defined as an AI-powered conversational tool that enhances the learning experience for students and educators. It utilizes the capabilities of GPT, a language model known for generating human-like text, to facilitate multi-turn conversations in an educational context. ChatGPT can assist students by answering their questions,



PROMOTING INCLUSIVE EDUCATION: STRATEGIES FOR ADDRESSING DIVERSE LEARNING NEEDS

Akhila U R & Bindya R S

Abstract

Inclusive education strives to ensure that all students, regardless of their backgrounds or abilities, have equal opportunities to learn and succeed within mainstream educational settings. It emphasizes the importance of fostering a supportive and inclusive school culture where diversity is celebrated and respected. And also creating environments that value and accommodate the unique learning styles, abilities, and cultural backgrounds of all students. promoting inclusive education requires a multifaceted approach that encompasses fostering inclusive school cultures, implementing differentiated instruction, providing early intervention and support, fostering collaboration among stakeholders, and leveraging technology. By adopting some strategies, educators can create learning environments that honour diversity, promote equity, and empower all students to achieve their full potential. This abstract explores strategies for promoting inclusive education by addressing diverse learning needs.

Key words: Inclusive education, Diverse learning needs.



SRI YANU PILLAI MEMORIAL COLLEGE OF EDUCATION
Maruthoorkonam, Kottukal P.O
Balaramapuram, Tyim-695501

INCLUSIVE CLASSROOM: TEACHER COMPETENCIES AND CHALLENGES

Dr. Renjini U.

Abstract

An inclusive classroom is a learning environment where students of all abilities and backgrounds are welcomed, supported, and valued. In an inclusive classroom, diversity is celebrated, and all students have the opportunity to learn and grow together. Teachers in an inclusive classroom strive to meet the individual needs of each student, provide appropriate accommodations and support, promote positive interactions and relationships among students, and create a sense of belonging and acceptance for everyone. Collaboration among teachers, support staff, families, and community members is key to creating a truly inclusive classroom where every student can thrive.

KEYWORDS: Inclusive Classroom, Teacher Competencies

All people who may be marginalised due to a disability, gender, emotional or behavioural issues, family background, ethnicity, giftedness, migration, poverty, hearing or vision impairment, or language delay are included in the definition of inclusion, which also includes providing high-quality and equitable education for all without any form of exclusion. It entails incorporating both those with exceptional aptitudes and those who have either temporary or permanent limitations.



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Published by

Confidence Publishers

Thycaud, Thiruvananthapuram

Mob: 9947932225

E-mail : anooprvm@gmail.com

Printed at

Confidence Publishers

Thycaud, Tvm-14

ISBN 978-93-93306-17-3

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LEVEL OF EXPOSURE TO VIOLENCE AMONG THE ADOLESCENT LEARNERS FROM THE HIGHER SECONDARY SCHOOLS OF KERALA DURING COVID PANDEMIC

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ABSTRACT

The pandemic period of complete lockdown was period of stress and strain to each and every individual. Many cases of exposure to violence have been reported at this point of time. In this study, the exposure included components of exposure to violence such as emotional violence, physical violence, financial violence, sexual violence, Intimidation, Stalking and spiritual violence. This will be a new way for exposure to violence has been caused during the pandemic. The level is measured as low order, average order and high order. The present study intended to find out the level of exposure to violence during covid pandemic and significant difference of exposure to violence with respect to gender, type of institution and locale among the adolescent learners from the higher secondary schools of Kerala state.

Keywords: Exposure to violence, Adolescent learners

Introduction

As we all know the world is facing a pandemic situation where all the individuals were forced to live in their homes or where ever they have been. The schools where shut down all of a sudden that is natural routine have been impacted and many workers were furloughed, laid off, or told to work from home. With personal movement limited and people confined at their homes, a potential increase in exposure to violence has been reported globally. Stay-at-home orders, intended to protect the public from the widespread of covid infection, left many victims trapped with their abusers. Many areas of violence were unable to safely connect with services. This pandemic has reinforced important truths regarding violence in social determinants of health and magnified during a crisis, and sheltering in place are not sufficient to ensure hardship on all people.

Studies have shown that one in 4 women and one in 10 men experience exposure to violence in the form of physical, emotional, sexual, or psychological. Economic instability and the environmental conditions in many case becomes the reason for such violence. Majumdar, Horrocks, and Tahir (2018) examined the effects of child abuse and domestic violence exposure on childhood as adolescent internalizing and externalizing behaviours. It studied 457 young children's experiences of family violence and resilience in individuals and families. Results show that child abuse, domestic violence, and both in combination (i.e., dual exposure) increase a child's risk for internalizing and externalizing outcomes in adolescence. When accounting for risk factors associated with additional stressors in the family and surrounding environment, only those children with dual exposure had an elevated risk of the tested outcomes compared to non-exposed youth. However, while there were some observable differences in the prediction of outcomes for children with dual exposure compared to those with single exposure (abuse only or exposure to domestic violence only), these difference were not statistically significant. Imboide (2017) examined the role of self-esteem, Gender, family communication style, and Parental neglect on aggressive tendencies among secondary school adolescents in East West Local Government Area of Kaduna State. A total of 1000 participants (500 male and 500 female) were recruited from 10 primary schools (5 from private and 5 public schools) in East West Local Government Area of Kaduna State participated in the study. One hundred and forty of the participants were males, while 860 females were females. A questionnaire was used in collecting data. The questionnaire consisted of five sections: the demographic variables, Family

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Vocational Education in Economic Development

Dr. Geetha Janet Vitus and Divya Sasidharan Nair***

ABSTRACT

Our Economy is under huge economic crisis due to the breakdown of the infectious disease commonly known as Coronavirus or Covid-19. There is a need to have a boost up of some kind to regain the economy in this present situation. This is where Vocational Education Plays an important role in shouldering both the impact of economic downturn as well as the responsibility to help address the outcomes like unemployment etc. Our Government stresses the need to be self-sufficient without depending other countries in what all manners as possible. As we all know we use many exported products that can be produced within our country if implemented with proper training and other resources. Our educational system need to make changes in instructional content and delivery based on the needs of the country.

Keywords: Vocational Education, Economic Development

INTRODUCTION

Vocational education courses are offered in schools at Grades 11 and 12 (in most states with vocational streams, vocational and

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CONSUMER BEHAVIOUR AND OZONE DEPLETION

Divya Sasidharan Nair

Abstract

This article asserts that since the industrial revolution, businesses and industries are largely blamed for exploitation of natural resources beyond their regenerative capacity. In its track, the ozone layer depletion poses a great danger to man's own survival. Natural resources of land, air and water have to be used wisely to ensure a healthy environment for the present and future generations. The author presents the remedy of green marking and green purchasing as an intervention.

Keywords: Consumer behaviour, ozone depletion

Introduction

Since the beginning of life on earth, human beings have been constantly deriving benefits from environment to fulfil their needs and the environment has essentially been used to improve the quality of human life. While meeting the ever-growing needs of human-beings, strain put on the environment. As this strain increases, it



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PEACE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

The social, economic, and environmental challenges pertinent to its setting must be addressed in a framework for education for peace and sustainable development. This means that in order to be effective, education for sustainable development must address issues such as debt, ill health, inadequate nutrition, and environmental damage. Within the local environment of mistrust, social discontent, violence, and aggressiveness, it must assist and play a vital role in developing cohesiveness and harmony. It must address the issues that threaten the breakdown of society through greed, insecurity, and a lack of will to contribute to or protect the common good. It must bring people together in creative collaboration



RENEWABLE ENERGY FOR HUMANITY

Divya Sasidharan Nair' & Geetha Janet Vitus'

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Abstract

Environment degradation in India is causing a serious threat to overall ecological instability. Massive population is the major issue in India which forces urbanization and industrial activities abusing an overall factor into degradations of sustainability of the environment. The world is looking forward for a clean and sustainable energy in 2025. India is now the fourth largest energy consumer in the world to meet the sustainable goal and requirement India too is searching and implementing various laws related to green and renewable energy to bring into effect it is also implementing various laws related to sustainable development. Indian judiciary and Government have emerged together as a factor for sustainable development and laws related to it. This article shows an important insight into the various laws and policies of the country in order to safeguard Human Rights.

Keywords: *Renewable Energy, Human Rights*

I. INTRODUCTION

Assessment of the world's biggest solar and wind companies' quest to advance renewable energy has frequently come at the expense of human rights. Business & Human Rights Resource Centre has identified 197 allegations of human rights

EFFECTIVE METHODS OF TEACHING PEACE EDUCATION AMONG B Ed STUDENTS

Dr. Renjini U.

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Abstract

A culture of peace are going to be achieved when citizens of the world understand global problems, have the talents to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the world and each other. Such learning can only be achieved with systematic peace education. Learning about peace may be a wonderful opportunity for children to build peaceful perspectives of the world around them. Peace education depends on the teacher's sense of responsibility and responsiveness towards the scholars and also the position of mind of learners are responsible for this. this investigation aimed to investigate the effective method of teaching peace education among B Ed students. Descriptive survey method has been utilized in this research and 100 B Ed students were purposely chosen as samples.

Keywords: Peace Education, methods of teaching Peace Education

INTRODUCTION

In the current situation, the entire globe is concentrated on materialistic living and self-satisfaction of ultramodern demands, anyhow of the social world and society in which they live, making life more complicated and miserable. Dr. Kothari says " the fortune of a nation is shaped inside the four walls of the class room ". The school teacher has the topmost responsibility of building a nation. In a multi ethnical and multi-religious country like India the schoolteacher's task is veritably noble and ennobling. preceptors are glass of forthcoming generations in the form of scholars and an effective element of establishing peaceful atmosphere. A schoolteacher's high responsibility is to help scholars come good mortal beings, motivated to full- fill their true eventuality not only for their own benefit but also for the betterment of the society as a whole. The schoolteacher and academy may concoct other environment-specific strategies to develop among scholars a sense of openness and appreciation about different societies, histories, and abecedarian participated values.

SIGNIFICANCE OF THE STUDY

Everybody has right to live their life according to their choice. Peace will be the first demand by which they can live happily. Federico Mayor said" Peace is possible for life at all stages and it's over to man to choose his fortune or to suffer from the harrows of war. In the present world, humanity is at the cross-road where he has to choose with courage, determination and imagination.



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ROLE OF TEACHER IN PEACE EDUCATION: A LITERATURE REVIEW

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Abstract:

Peace and Harmony is the fundamental requirement of any country and the citizens of a nation feel secure and can flourish. India largely enjoys a peaceful atmosphere but the peace and harmony of the nation are disrupted many times due to a variety of factors. Peace Education helps to recognize and change conflict in personal lives, in the nation, and the global village. It is part of all learning areas and is reinforced by people treating each other in positive ways in classrooms, playgrounds, and in their families and communities. Peace Education provides skills in problem-solving, negotiation, and mediation, a healthy way of communication to convert anger, understanding others' perspectives, tolerance, independent thinking, and effective decision making.

Keywords: Peace Education, Violence

Introduction

Peace Education is the procedure of attaining awareness, values, attitudes, skills, and behaviors to live in harmony with oneself and with others. According to the National Curriculum Framework by NCERT (2005) "Education is a significant element of the long-term procedure to preserve peace, tolerance, justice, intercultural understanding, and civic responsibility".

Peace Education is a vital part of quality primary education and is concerned with helping learners to develop an awareness of the process and skills that are necessary for achieving understanding, tolerance, and goodwill today (UNICEF 1999). Peace Education can be understood as education for the elimination of direct and indirect forms of violence. (Harris and Morrison, 2002). Direct violence can be understood as a war between nations or groups within societies, fighting between individuals and groups, or domestic violence in the home. Indirect violence, according to Galtung (1969) can be understood as structural and psychological violence. Structural violence is understood as political, economic, environmental, and social arrangements that privilege some at the exclusion of others. Psychological violence such as bullying, intimidation, fear of violence, and inter-group tensions is argued to be part and parcel of structural violence.

ROLE OF TEACHER

According to Dr. S Kothari, the fortune of a country is created in the classroom and the teacher is the chief architect of the nation-building process. The teacher has a significant role to propagate unity in diversity in India. Teachers are the torch bearers for society and effective agents of establishing a peaceful environment. The teacher must help students become good human beings, motivated to become



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LEVEL OF EXPOSURE TO VIOLENCE AMONG THE ADOLESCENT LEARNERS FROM THE HIGHER SECONDARY SCHOOLS OF KERALA DURING COVID PANDEMIC

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ABSTRACT

The pandemic period of complete lockdown was period of stress and strain to each and every individual. Many cases of exposure to violence have been reported at this point of time. In this study, various case included components of exposure to violence such as emotional violence, physical violence, financial violence, social violence, intimidation, Stalking and spiritual violence. This will help to know how far exposure to violence has been caused during the pandemic. The level is measured as low order, average order and high order. The present study intended to find out the level of exposure to violence during covid pandemic and significant difference of exposure to violence with respect to gender, type of institution and locale among the adolescent learners from the higher secondary schools of Kerala state.

Keywords: Exposure to violence, Adolescent learners

3

Introduction

As we all know the world is facing a pandemic situation where all the individuals were forced to lockdown in their home or where ever they have been. The schools were shut down all of a sudden that the students routine have been impacted and many workers were furloughed, laid off, or told to work from home. With personal movement limited and people confined to their homes, a potential increase in exposure to violence has been reported globally. Stay-at-home orders, intended to protect the public and prevent widespread of covid infection, left many victims trapped with their abusers. Many areas for victims were unable to safely connect with services. This pandemic has reinforced important truths: inequalities related to social determinants of health are magnified during a crisis, and sheltering in place does not reflect equivalent hardship on all people.

Studies have shown that one in 4 women and one in 10 men experience exposure to violence in the form of physical, emotional, sexual, or psychological. Economic instability and the environmental conditions in many case becomes the reason for such violence. Moylan, Hiemenkohl, Brown, Tajima, and Russo (2016) examined the effects of child abuse and domestic violence exposure in childhood on adolescent internalizing and externalizing behaviours. It studied 457 youth assessing outcomes of family violence and resilience in individuals and families. Results show that child abuse, domestic violence, and both in combination (i.e., dual exposure) increase a child's risk for internalizing and externalizing outcomes in adolescence. When accounting for risk factors and resilience, with additional stressors in the family and surrounding environment, only those children with dual exposure had an elevated risk of the tested outcomes compared to non-exposed youth. However, while there were some observable differences in the prediction of outcomes for children with dual exposure compared to those with single exposure (abuse only or exposure to domestic violence only), these difference were not statistically significant. Imhonde (2013) examined the role of self-esteem, Gender, family communication style, and Parental neglect on aggressive tendencies of secondary school adolescents in Esan West Local Government Area of Edo State. A total of 100 secondary school adolescents (24) secondary school adolescents drawn from 4 private and 2 public schools in Esan West Local government Area of Edo state participated in the study. One hundred and forty of the participants were males, while one hundred were females. The questionnaire consisted of five sections.



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Education and Society

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ISSN No. 2278-6864

CERTIFICATE OF PUBLICATION

This is to certify that

Dr. Renjini U

Post-Doctoral Fellow of Education, University of Kerala

For the paper entitled

ROLE OF TEACHER IN PEACE EDUCATION: A LITERATURE REVIEW

Vol. 45, No.3 July-September 2022

in

Education and Society

Impact Factor: 5.74

UGC Care Group 1 Journal



आनन्दविद्यालय



25-37/2022
Dr. Anil K. R.
Principal - M. C. College, Kottal
Muthukrishnan, Bangalore.
Editor-in-Chief

Purana (पुराणम्)

(Print Only)

ISSN : 0555-7860

Certificate of Publication

This is to certify the paper Entitled

**EFFECTIVE METHODS OF TEACHING PEACE EDUCATION AMONG B Ed
STUDENTS**

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Published in

Vol. LXV, Issue-1, No. 6, 2022

Purana (पुराणम्)

ISSN : 0555-7860

Impact Factor: 4.9

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ISSN	2249-5045
E-ISSN	NA
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पुराणम् Purana

Vol. LXV
Issue-1
No.6
2022



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EDUCATION AND SOCIETY

शिक्षण आणि समाज

Vol. 45, No.3 July-September 2022



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