

EFFECTIVE METHODS OF TEACHING PEACE EDUCATION AMONG B Ed STUDENTS

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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

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

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ABSTRACT

Covid 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, we have 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.

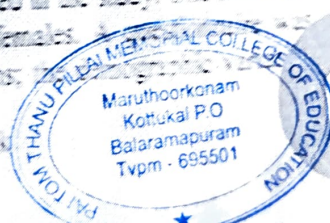
Keywords: Exposure to violence, Adolescent learners

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Introduction

As we all know the world is facing a pandemic situation where all the individuals were forced to lock down 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 the 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 inflict 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, Herrenkohl, Brown, Tajima, and Russo (2010) 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 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. Imhonde (2013) examined the role of self-esteem, Gender, family communication style, and Parental neglect on aggressive tendencies among secondary school adolescents in Esan West Local Government Area of Edo State. A total of two hundred and forty (240) secondary school adolescents drawn from 9 private and 3 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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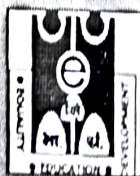


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