

SEMESTER - IV

CPS 5 g PEACE AND VALUE EDUCATION

Credits: 4

Internal: 40 marks

Hours/Week: Theory-4hrs Practical- 4hrs

External: 60 marks

Total: 100 marks

Objectives

At the end of the course the student teachers will be able to:

- explain the concept of peace education and the dynamics of transformation of violence into peace
- reflects on the nature of conflicts and their resolution
- imbibing the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
- evaluating peace education in the present curriculum
- comprehending the concept of values and need for value education
- identifying the role of education, school, environment and home in the process of value development
- recognize the instructional methodologies for integrating values in curricular and co-curricular activities

Unit I: Peace and Conflict

Meaning and concept of peace – Need for peace education – Aims and objectives of Peace Education – Status of Peace Education in the curriculum – Organizations which work of global peace

Unit II: Peace and Violence

Role of violence in our lives and the lives of others – Exposure to violence through media – Consequences of violence – Crises and their management – Role of the teacher – How peace Education can help deal with violence – Factors contributing to violence in schools – Measures to control violence in schools – Strategies that can be adopted in school, class room, individuals and long term solutions to control violence

Unit III: Global Issues and Peace Movements

Human Rights – Preservation of Ecology – Population control – Economics Exploration – Deprivation – Equitable Economic world order – Gandhiji’s contribution to peace studies – Non – alignment movement – Campaign for nuclear disarmament – Role of world organization in promoting peace.

Unit IV: Values

Meaning of the concept ‘value’ – Classification of values – Importance sources of values: Culture, religion – spiritual and Indian constitution – Meaning and need for value education – Objectives of value education – Status of value education in the curriculum

Unit V: Value Development and Education

Value development: Role of education, school, environment and home in value development – Value orientation: Process of value orientation – strategies for value orientation – Value clarification – Value crisis and role of education

Unit VI: Methods of Teaching values

Methods of teaching human values/ instructional methodologies – integrating values with curriculum and co – curricular in promoting value education – Evaluation of human values

Suggested references:

- ❖ Adams, D.(1997). *UNESCO and a culture of peace: Promoting a Global Movemetrn.* Paris : UNESCO
- ❖ Aggarwal J.C. (2005). *Teacher and Education in the Emerging Indian Society.* New Delhi : Neelkamal Publications
- ❖ Babu Muthuja. (2009). *Peace and Value Education.* New Delhi : Centrum Press
- ❖ Bhandari. R.S. (2003). *Value education.* Chandigarh : Abhishek Publications
- ❖ Bhardwaj, Raj. T. (2001). *Education of Human Values.* New Delhi: A Mittal Publications
- ❖ Buildard, S. (1996). *Teaching tolerance – Raising Open Minded: Empahathetical Children.* New York: Doubleday
- ❖ Chhaya. S. (2003). *Moral Values and education .* New Delhi : Sumit enterprises

- ❖ Kaur, Balvinder. (2006). *Peace Education : New Trends and Innovations*. New Delhi : Deep & Deep Publications Private Limited
- ❖ Lakshmi, S. (1997). *Challenges in Indian Education*. New Delhi : Sterling Publishers Private Limited
- ❖ Sneha M.J and Pushpanandhan. K. (2002). *Value based leadership in education*. New Delhi : Anmol Publications
- ❖ Tilman, Diave. (2003). *Living Values Activities for Young Adults*. New Delhi : Sterling Publishers Private Limited
- ❖ Venkataiah. N. (1998). *Value education*. New Delhi : APH Publishing Corporation
