

SEMESTER - IV**CPS 5g PEACE AND VALUE EDUCATION****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical 4 hrs****External: 60 marks****Total: 100 marks****Course Learning Outcomes:****At the end of the course, the student-teachers will be able to**

- apply the concept of Peace Education in the transformation of violence into peace;
- reflect on the nature of conflicts and their resolution;
- imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace;
- comprehend the important sources of values;
- summarize the concept of Value Education and point out the role of social institutions in developing values among children; and
- utilize appropriate methods of teaching values.

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 Movement*. 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: Empathetical 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
