



Journal Homepage: -www.journalijar.com
**INTERNATIONAL JOURNAL OF
 ADVANCED RESEARCH (IJAR)**

Article DOI:10.21474/IJAR01/ 9523
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/9523>



RESEARCH ARTICLE

VIOLENCE, A SOCIAL DANGER.

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Manuscript Info

Manuscript History

Received: 06 June 2019
 Final Accepted: 08 July 2019
 Published: August 2019

Abstract

The modern civilization feels satisfied by adopting several masking habits to hide their originalities. Along with some good practices, the entire time generally indulged themselves in the destructing habits in an enormous quantity. In order to satisfy their virtual existence, they are very much prone to adopt several non-senses & in human practices, which can endangered their gross productivity in a certain extent. Day by day they are continuously pushed themselves within the quicksand of ignorance, aggression, anger, violence & humiliation. The entire society is becoming blood thirsty day by day. Most violence is preventable, not inevitable. There is a strong evidence base, grounded in research and community wisdom that prevention works. Violence is a problem that can be prevented using a scientific approach similar to what is used to address other health problems, such as heart disease or smoking related illnesses. A prevention approach often incorporates six components: 1) Choosing a focus; 2) Prioritizing risk and resilience factors; 3) Convening community partners to better understand the problem and solutions; 4) Developing a multifaceted plan; 5) Implementing the plan; and then 6) Evaluating efforts. It is the high time to take possible steps as the remedial measures to transcend this monster, named VIOLENCE. There is no pride to become violent; rather it must be the weakness of that particular person. With the violence, we are just violating our basic human rights. This paper is concentrating on the aetiology and remedial measures in order to transcend violence in its whole extent.

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Introduction:-

The 21st century, the era of science & competition; the era of so-called modern lifestyle, which is qualified by several unavoidable gifts like 'ignorance', 'arrogance', 'compromization', 'hyper-materialistic mentality' 'Disguise' & 'hyper-individualistic freedom'. These characteristics of modern lifestyle are inevitably accompanied by anger, violence, complexes and resistance. In this disturbed time, all are running behind a virtual satisfaction with the sacrifice of quality of living in true sense. This modern time can be categorized as the 'time of whimsical mentality' or the 'time of virtuality'. In this modern civilization, the society receives a good number of experiences along with many new diseases and defects which can harm the entire society. Along with different physical pathologies all are adopting enumerable negative psychological habits in the name of good habits or advanced habits or concerned practice or habits due to advancement of time. With minute observation one can able to notice this society is always running with suspicion, hatred, arbitrary methodologies, competition and complexes. The entire society is flowing in

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one direction towards an imaginary virtual destination. In majority of the cases, people are focusing on corporeal health, on the basis of laboratory investigations, physical notable pathological changes e.t.c.; which are only the peak of an ice-berg. We are just focusing on the removal of the peak through our modern medical aid and technologies, but the unnoticed part is continuously growing under the depth of the water. Modern health care systems are also concentrated on mere removal of the effects; but too much ignorant to treat the causes. There are many authorities, promotes health in a distorted form, but too much ignorant about the one health wellness. According to the World Health Organization, “Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” Although WHO defined health as the balanced state of physical, mental & social well-being; but we are still focusing on the physical health only by ignoring other forms.



Life is not only a materialistic subject to study; rather it is an unrevealed truth of the nature, among which human life is most complicated one to understand. In life, another interesting subject of discussion is health. Maintenance of health is the only goal to reach for the betterment of nature. Maintenance of health means avoidance of disease or any kind of damaging influence, which can disturb the health of an individual. Maintenance of health is not only an important issue, rather it is a tough job, because it includes promotion of the healthy habits, healthy choices, healthy food habit, healthy thought, disease free life, avoidance of infections, avoidance of genetic disturbances, avoidance of natural pollutants etc & educate the society in an unbiased and scientific education. Hyper-concerned nature about diseases without focusing on the basics of a healthy life is nothing but the promoting pathologies in an indirect manner. Before going to deeper we have to consider basic concepts of society. Society is the harmonious condition of a group of similar species (human, cats, dogs, ants e.t.c.), where they are living with interpersonal understanding, sharing and responsibility; guided by a well-defined principle. Generally, we are stating that, humans are the only social animal, but actually each & every living beings have their own society. For some species, society is geographical area dependent, in some cases occupation dependent, even some cases society is purely ideology dependent. For a better life, healthy social environment is very much important, just like our person-centered environment. But, if one can observe the current scenario of the society, then he/she can encounter ‘violence’ as a principal problem of now days, because violence is now everywhere. There are many common findings one can able to identify around us, which are the seeds of future violent society—

1. A child enjoys by breaking the trees, tearing leaves & flowers.
2. A person feels joy by beating lower animals, irritating them with fire-crackers e.t.c.
3. A person feels joy by humiliating a person.
4. A person loves to play with gun toys.
5. A mother/ father saying their child not to help other fellow-students not to share class notes not to share foods or own stuffs only have to get 1st position.

6. Creating an environment of suspicion in the society by different authorities.
7. Strangling childhood with the in human loads.
8. Regular witnessing of the family chaos.
9. Miss-behaving with the friends
10. Stealing character
11. Witnessing of the gossips where parents are engaged in different chaotic discussions. e.t.c.

Violence:

Violence is the behaviour which is intended to hurt, injure or kill people. Violence is basically an extreme form of aggression, such as assault, rape or murder. Violence is always accompanied by anger in an unavoidable manner. Violence is the use of physical force so as to injure, abuse, damage or destroy. Certain situations and incidents also increase the risk of aggression, such as taking of stimulants like coffee, alcohol e.t.c., insults and some other provocations. According to the World Health Organization (WHO), "Violence is the intentional use of physical force or power, threatened or actual against one self, another person or against a group or community; which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment & deprivation."

Violence and other forms of abuse are most commonly understood as a pattern of behaviour intended to establish and maintain control over family, household members, intimate partners, colleagues, individuals or groups. Violence & abuse may occur only once, but can involve various tactics of subtle manipulation or may occur frequently while escalating over a period of months or years. Some people are violent by their nature from their birth, whereas some become violent during the advancement of their lives. Whatever may be the nature, violence & abuse profoundly affect individual health & well-being, which in turn damages the social health and finally these collectively, is capable to destroy gross productivity of the society. Before discussing the etiology let us take short snap about '**Behaviour**'.

Behaviour:

Behaviour is the collection of actions, reactions, mannerisms made by an individual, organism, group or community against any given stimulus, natural or artificial. These actions or reactions are may be voluntary or involuntary. Behaviour of an individual is dependent on several factors, which are as follows-

1. Family culture
2. Environment of the family
3. Developmental environment of the child & each family members
4. Genetic predispositions of all of the family members
5. Miasmatic background of all of the family members including the concerned subject
6. Nature of the person
7. Educational background of each and every members
8. Environment of the schools
9. Educational environment
10. Perceptions
11. Understandings
12. Cultural environment
13. Socio-economic background
14. Socio-cultural background
15. Geographical environment
16. Nature of the community
17. Nature of the work
18. Social configuration
19. Occupational environment
20. Understanding of the individual
21. Social trends
22. Teachings of the family, teachers & society

So, one can easily understand that, behaviour is not a single dimensional phenomenon, rather it is an established multi-dimensional phenomenon. For these reasons, from the behaviour no people can be judged, as behaviour is largely depended on the conscious practices of mind.

Violence, As an Epidemic Problem:

Violence exacts a terrible burden on young people, families, neighborhoods and cities. While decreasing across the globe in general, violence is still at an unacceptably high level in India. Homicide is the second leading cause of death among youth between the ages of 10 and 24 (Centers for Disease Control and Prevention [CDC], 2006b), and for each such homicide there are approximately 1,000 nonfatal violent assaults (Bureau of Justice Statistics, n.d.). Among 10- to 24-year-olds, it is the leading cause of death for African Americans, the second leading cause of death for Hispanics, and the third leading cause of death for American Indians, Alaska Natives and Asian/Pacific Islanders (CDC, 2006a).

According to the 2007 Youth Risk Behavior Surveillance System, the median percentage of students in urban schools who bring Prevention Works

1. Street outreach and conflict interruption models have shown 41 to 73 percent drops in shootings and killings and 100 percent drops in retaliation murders, with the first year of impact regularly showing 25 to 45 percent drops in shootings and killings (Skogan, Hartnett, Bump, & Dubois, 2008).
2. Schools can reduce violence by 15 percent in as little as six months through universal school-based violence prevention efforts (Hahn, 2007).
3. The City of Minneapolis has documented significant decreases in juvenile crime since implementing its four-point, public health-based Violence Prevention Blueprint for Action..In the Minneapolis precinct that includes the four neighborhoods targeted in the Blueprint, juvenile crime dropped 43 percent from 2006 to 2008 (Minneapolis Police Department, 2008). This success results from the totality of strategies, relationships and efforts undertaken by city, community and law enforcement entities.
4. Cities with more coordination, communication and attention to preventing violence have achieved lower violence rates (Weiss, 2008). 6 weapons to school is 16.3 percent across cities; the median percentage of students threatened or injured by weapons on school property is 9.1 percent; the median percentage of students who have been in a physical fight is 33.6 percent; and the median percentage of students who do not feel safe enough to go school is 9.1 percent (CDC, 2010). Locally, the Reading School District (RSD) is deeply affected by widespread poverty, transiency, school dropout and low academic achievement (PA District Report Card 2007-2008) and school violence. While the overall dropout rate for RSD has been over 10 percent for many years (compared to the PA rate of 2.5 percent and Berks County rate of 3 percent), the cohort attrition rate also remains steady at around 50 percent (measured by comparing the numbers of ninth graders in their freshman year with the corresponding numbers of graduates in their senior year). This is not reflected in the reported school dropout rate of 13 percent due to many students just dropping off the radar screens. Over most of the past decade, the combined number of law enforcement referrals from the middle schools alone has averaged 1,250 per year. That equates to nearly seven incidents per day that require law enforcement involvement. In 2006, Juvenile Probation reported that there was a record 1,020 summary offenders referred by district justices and a record number of misdemeanor and felony crimes (2,720 offenses) committed by a record number of youth. More recently, rates have been dropping, but it is believed this is due to budget-driven cuts in the police force and thus enforcement priorities. Truancy is also a huge problem in the RSD as evidenced by the over 7,000 fines issues to parents in an average academic year. Dropping out of school is common and the norm for many students. The graduation rate of 65 percent is below the state target of 80 percent; the graduation rate of those with an individualized education plan (IEP) is 49 percent versus the state rate of 83 percent. Indeed, such obvious indicators, such as rates of youth homicide, tell only a portion of the story. As the UCLA Injury Center found, "School drop-out rates, urban decay, mental health issues, incarceration rates, hospitalization and long-term disability are but a few of the consequences of our failure to address this critical epidemic" (Weiss, 2008). The consequences of violence for victims and those exposed to violence are severe, including serious physical injuries, post-traumatic stress disorder, depression, anxiety, substance abuse and other longer-term health problems associated with the bio-psycho-social effects of such exposure (Lynch, 2003). Further, violence and the resulting trauma is linked to later onset of chronic diseases (Felliti, 1998), the most expensive portion of unsustainable health care costs for individuals, businesses and government (Thorpe, Florence, & Joski, 2004). Violence is extremely costly in the form of criminal justice and medical costs and disinvestment in community (Children's Safety Network Economics & Data Analysis Resource Center, n.d.; Cook & Ledwig, 2002; Corso, Mercy, Simon, Finkelstein, & Miller, 2007; Golden & Siegel, n.d.; Prevention Institute, 2007). For example, the Centers for Disease Control and Prevention (CDC) estimates that the deaths of more than 51,000 people due to violence in 2005 cost \$47.2 billion (\$47 billion in work loss costs and \$215 million in medical treatment) (CDC, 2011). As CDC (2011) points out, "Estimating the size of the economic burden of violence is helpful in understanding the resources that could be saved if cost effective violence prevention efforts were implemented."

Violence also inhibits economic recovery and growth in cities around the country. It also affects communities by increasing the cost of health care, reducing productivity, decreasing property values, disrupting social services, and can deter tourism, business relocation and other investments (Mercy, Butchart, Farrington, & Cerdá, 2002).

Aetiology of Violence:

First of all, violence is not always intentional. Although WHO defined violence as intentional, but it is not true in all cases. A person who is developed in a non-sense environment, in this case there is a large chance to develop violent character within that person. There are many habits and practices which are thought to be negligible, but actually those are the important contributing factors. The main two aetiologies of violence are- **‘Expectation- demand-performance’ mismatch**. Among many ornamental and theoretical factors, this mismatch is the very basic one. ‘Expectation- demand - performance’ mismatch is not only the cause of violence; rather it is also the cause of anger, irritation, frustration, depression, broken down condition e.t.c. Another one is **‘To get Instant Reward’** from an individual or group or society or own self. These all resulting into severe stressful condition of both body & mind, which will burst out in the form of violence. Apart from this cause others are as follows-

1. **To get instant reward from a group of people-** It is the prime cause for violence. Reward is the most sensitive expectation one expects in their daily life. People generally indulged in several works to get reward in any form, like money, appulse, power, award e.t.c.. But, the conventional work culture is not capable to provide reward in an instant manner, so people used to indulge themselves in several short-term activities to get that reward. Generally vehicle related violence, Work-place violence; sexual violence and abusive substance related violence are occurred just to get short-term pleasure and instant reward.
2. **Lack of understanding of the family members-** Family members, especially guardians are always developed themselves as the bosses of the person, in spite of becoming guard. Guardians, especially of Indian society generally followed the paths as they developed, as they received behaviours from their guardian, which is extremely making no sense. There is a mentality one can easily encountered from the guardian’s side, i.e. they thought that as they are spending money for the child, then they have the right to direct their children. But is this an ideal character of guardians or the character of masters & buyers? Are guardians permeable to buy the dreams of their children? This behaviour is absolutely of no sense and violence in itself.
3. **Extreme level of person-centered mentality-** It is one of the common causes of violence in the modern civilization, where the society has developed a wrong notion about self-centered mentality; where people is there to destroy by the name of enjoyment their lives, by considering themselves as an individual entity only, rather to consider themselves as social entities.
4. **Unnecessary bossing tendency-** It is an epidemic in itself.
5. **Resistance-** Resistance is a defense mechanism of the mind. It is such a quality of mind, where a person stopped themselves to accept anything, any idea or any amendment.
6. **Rigidity-** Rigidity is a defense mechanism of mind, where a person get satisfied or get reward by showing pride or virtual attitude towards their subordinates. This is one of the identifying feature of half-hearted masters, because they generally create a sphere of anger, misbehavior e.t.c. to repulsed people from their side. People who are virtually used to show rigidity, they are basically coward & half-hearted knowledgeable masters.
7. **Superiority complex-** Superiority complex is an inflated estimate of one's own merit, usually manifested in arrogance. Superiority complex is the result of any sort of dissatisfaction & frustration a person exposed to. Superiority complex is manifested by the followings-
 1. Haughtiness- possesses the quality of being arrogantly superior and disdainful.
 2. They are always right, others are always wrong
 3. Interested to speaking only, not to listen
 4. Declared themselves as outspoken person
 5. Delared themselves as perfectionist
 6. If one disagreed with them, they can declare that person as idiot.
 7. Lack of empathy
 8. Tendency to brag
 9. Interrupting mentality
 10. Anxiety
 11. Mood swing
 12. Unnecessarily judgmental
8. **Inferiority Complex:**

Inferiority complex is an acute sense of personal inferiority often resulting either in timidity or through overcompensation in exaggerated aggressiveness. There are several symptomatology of inferiority complex- .8

1. Sudden social withdrawal
 2. Tendency to demeaning others
 3. Blaming the universe for every disasters
 4. Sour grapes
 5. Lack of sportsmanship
 6. Extreme level of emotional sensitivity
 7. Attention seeking nature
 8. Fear of loss of reason
 9. Fear of mistakes
9. **Ego-** Ego is the part of our personality that functions as a mediator of the internal Id and the external environment. *The Id is the part of the personality that we are born with.*
 10. **Ill-defined goal-** Goal is something for which a person struggles. One can say goal is the destination to which a person is running throughout their life till they achieved their goal. Well-defined goal can make a person satisfactory successful in his or her life; simultaneously ill-defined goal can results into irritation, anxiety, dissatisfaction, compromization, broken-down condition, frustration and fear. These can collectively contribute in the formation of violence.
 11. **Lack in ideology-** Ideology or principle, a necessary component of one's life and very much important for one's survival. It is the binding element of life, which shaped our lives in a decorated manner. Ideology must be clearly defined and must be free from any biasness & prejudice. Ideology is he main directing force of one's life. Lack of clearly defined ideology is one of the important contributing factors of this ultra-modern society. A group of dull-headed people explained ideology as the strangulating force, just to disorganize a healthy social structure in an intentional manner. For that purpose people used to devoid from any ideologies to maintain a 'casual' & 'cool' character.
 12. **Copy-paste mentality-** Copy- paste mentality is an unavoidable outcome of 'ill-defined goal' & 'lack of ideology', where persons are very much busy to follow social trends, without considering their capacity & capability. This is one of the prime cause of 'unemployment'; due to overusing in one field. The productivity of the society also damaged due to this mentality. This mentality is one of the contributing component of this ever-increasing rate of violence, because now a days one can easily encountered, "**Wrong person in Wrong place**".
 13. **Tendency to take short-cuts to succeed-** Due to 'ill-defined goal', 'lack of ideology' & 'copy-paste mentality' people choose short-cuts to earn money by hook or crook. But this tendency results into compromised productivity, substandard out-come, short-lasting success, long-lasting dissatisfaction, inferiority complex, superiority complex; these collectively develop violence in a larger scale.
 14. **Unwanted and unnecessary competitive mentality-** One of the important contributing factors of violence. This poison is injected in the blood from the childhood periods of a person. This mentality teaches a child to ignore, to hate, not to believe, not to help, not to consider, not to care and to left self-centered. Although short-termed virtual individual satisfaction can be reached through this mentality, but with the compromization of gross-social productivity. To reach this self-centered distorted successful state people starts to adopt different logical or illogical paths, which eventually destroyed the entire scenario of an age.
 15. **Compromization with dream-** Due to over- concerning, over-lovable or ignorant guardians, many people are forced to compromise with their dream; just to satisfy the devil bossing soul of the so-called guardians. This results into dissatisfaction, underrated products, decreasing creativity, irritability, frustration, resistance, anger. Depression, dependency on abusive substances, broken-down condition, quitting mentality, disbelief, disrespect, hatred and withdrawal. These are the contributing factors of this ever-increasing scenario of several types of violence.
 16. **Faulty understanding & perception-** This results into several sexual & gender related violence, religious violence, domestic violence & cultural violence.
 17. **To control somebody or something as per one's own will**
 18. **Superimposing one's idea upon others-** This is again one of the notable causes of violence. This tendency is signifying the bossing tendency again. In this case, people are too much ignorant about other's perception & feeling; simultaneously they are too much confident about their own perceptions & feelings. This is generally responsible for domestic violence, parental violence & intimate partner violence.

19. **Negative publicity by the media-** This is another important aetiological factor of violence in the context of modern time. Human mind is a very complicated subject. Mind gets easily attracted towards the negative impulses or events without considering their adverse effects or outcomes. Media have focused on this trend in order to get their TRP. Promotion of negative news, negative events, violent incidents contribute in several forms of violence.

20. **Poverty & Economic compromization**

21. **Abusive substances-** Explained later.

Apart from the psychological background, neuro-endocrinal system also plays an important role in the aggression, violence and behavioral modifications. Level & type of aggression & violence is different in children, teenagers & adolescents. For better understanding it is necessary to take a snap from the neuro-endocrinal framework of the brains of teenagers & adolescents.

Difference between Teenage Brain & Adolescent Brain

The impulsiveness of teenagers has been both hated and praised, their emotional unpredictability has been scoffed at and eulogized, and their vitality has been mocked and envied. So what is it that makes our teenage years so enigmatic? Adolescence has not just been literature's favorite object of attention. Even neurology has been preoccupied by trying to understand the teenage brain. Fortunately, the results of the research have been shockingly satisfying! Neurology has proven, without a doubt, that the adolescent brain is definitely different from the adult brain. It is true that, hormones are not solely responsible for behavioral modifications, but plays significant role in this sphere.

Hormones

Every time we address the impulsive behavior *cough-stupidity-cough* of teenagers, the obvious scapegoat of scientific circles has been the development of sex hormones (Testosterone, Progesterone, Oestrogen). Puberty makes the newly sexually active teen seek emotionally charged activities, thus increasing risk-taking behavior. Chronic lack of sleep, as it happens, is also an issue.

Sleep is crucial during the adolescent years because major brain redevelopment occurs while teens sleep, due to the release of important growth hormones by the pituitary gland. Teenagers actually require more sleep than adults for this very reason, yet their sleep cycles are largely skewed.

Sleep is regulated by cortisol, a hormone that helps us wake up, and melatonin, a hormone that makes us sleepy. In adults, melatonin is usually released by around 10 pm. In the teenage years, however, melatonin can wait until as late as 1 am to be released! This could be blamed on puberty, but also on the present culture that celebrates staying up late to participate in various global media. At the same time, most schools start quite early in the morning, so the youth, especially those in the new generation, are hardly getting any sleep at all! This naturally makes them more irritable and impulsive. Yes, hormones do play a large part in erratic behavior patterns, but there is so much more going on in the teenage brain!

Most of us are under the impression that our brains finish developing by the age of 6, and while it is true that the size of our brains doesn't change much after that, its inner workings are not done developing by that point. Major changes are made to the connections within the brain that contribute to the passionate frenzy of the teenage years.

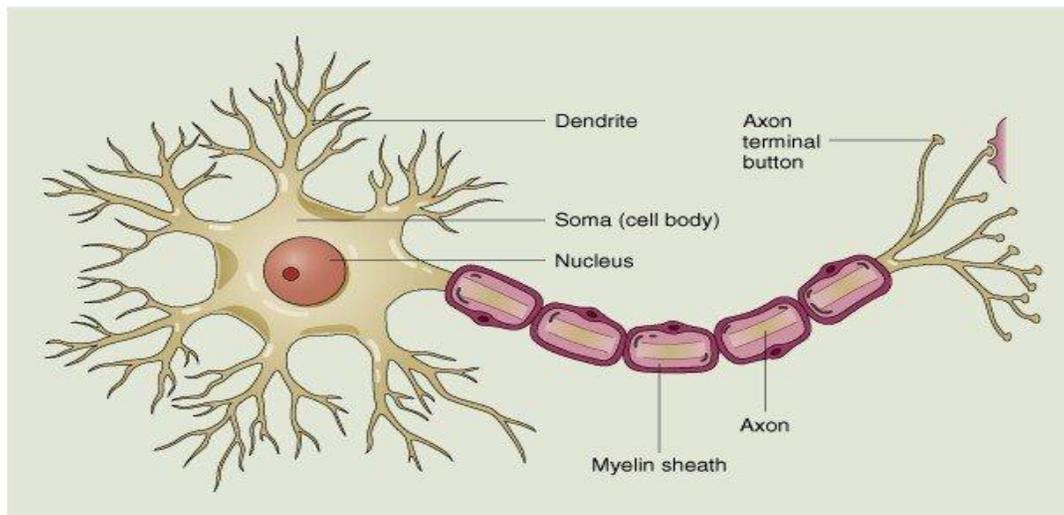
Psychology of Hormones:

Although hormones must not be considered as the controller of mind alone, but it is proved that hormones plays an important role in the behavioral changes. Not only behaviour, rather at a particular state hormonal action and psychological modification starts to follow each other. It is noted that, hormones are secreted under the influence of psychological influence, where perception, thought & understanding plays important roles. Further hormones plays significant role in behavioral modification, which in turn influenced the psychological sphere. Cortisol, along with other hormones of hypothalamo-pituitary-adrenal axis, belongs to one of the main factors influencing psychological and pathognomic factors, intelligence, and memory. The aim of our study was to review a large battery of psychological, performance, IQ and memory tests as to their relation with cortisol, testosterone and estrogen levels in groups of 100 men and 93 women. In men, we detected positive correlations between cortisol and emotional liability, and negative correlations with impulsivity, while in women hypochondria and psychopathology were negatively correlated, and aggression measured with the Meili selective memory test had a positive relation to cortisol level. Testosterone correlated positively with emotional liability and negatively with impulsivity in men, and negatively with hypochondria and psychasteny, indirect aggression, irritability and paranoia in women. Estradiol

correlated positively with psychopathology in men, and negatively with phobia. It was positively correlated with negativism in women. No clear correlation was observed between the concentration of steroid hormones and psychomotor performance or intelligence. Concentrations of steroid hormones correlate with results of several psychological tests, the sign and magnitude of these correlations, however, very often differ in military men and women.

Developing Prefrontal Cortex

The prefrontal cortex of your brain is the part where all your rational decisions are made. The neurons in the prefrontal cortex communicate with the neurons in the other regions of the brain through synapses, thus playing a major role in weighing choices, controlling emotional responses and impulses, and making judgments. In adults, this region of the brain is fully developed and connected to the rest of the brain, but to reach this stage, it has to go through a long, drawn-out period of chaotic development that begins with puberty and stretches until the mid-20s. Additionally, the teenage prefrontal cortex is not as effectively functional as it is in adults.

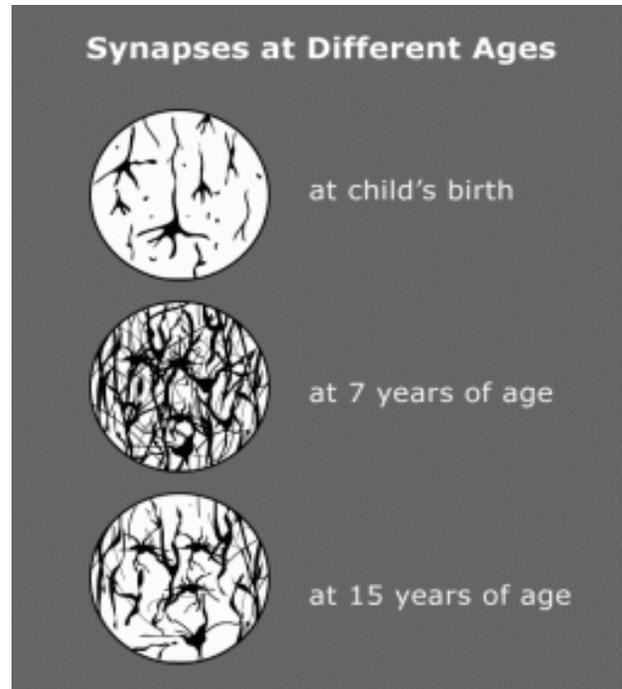


Neurons are partially covered with an insulation called a ‘myelin sheath’, which increases the speed of transmission of information. This padding can make the transmissions up to one hundred times faster! But again, the myelin sheaths in teenage neurons are still only half-baked.

The process of developing myelin sheaths first begins at the back of the brain, where the more fundamental brain parts reside, and slowly progress towards the more advanced parts at the front. The prefrontal cortex is the last to “transform” to this more advanced cerebral network. So, while adults can make rational decisions quicker, teenagers are not as adept at doing so. This would explain why teenagers experience such frequent mood swings! The other emotional regions behind the prefrontal cortex are much better connected in teenage brains, so all their decisions are immediately associated with emotional impulses, without running those choices by the more sensible prefrontal cortex.

Synaptic Pruning

It is not just the quality of the neural connections that change during adolescence. Even the quantity changes, as the number of connections in the brain decreases. During your adolescent years, you start losing those connections that you don’t use anymore. Imagine the brain as a complex city with lots of roads. Some houses have 15 roads leading up to them, while others have just two. If the house with 15 roads is empty, it makes no sense to maintain those 15 roads. That is essentially what your brain does during the adolescent years. It breaks down all the connections that are no longer necessary, making your brain more structured and efficient. This process is called synaptic pruning. It starts at the threshold of puberty and tapers off at some point during your 20s.



This also means that adolescence is an important time to use your brain! If you spend time doing mindless activities like stalking people on Facebook, your brain will start abandoning important connections that could have otherwise developed. Instead of playing Candy Crush, play an instrument, write poetry, learn a language, solve mathematical puzzles, or try out for a sport! By doing this, you are giving greater plasticity to the connections that your brain forms during these years.

Developed Amygdala

This remodeling of the brain manifests itself in other ways as well. A group of scientists once hooked up a number of adults and a group of teenagers to MRI devices and asked them to identify expressions of adult faces on screens. While adults correctly recognized these expressions, teenagers usually misread them. The MRI devices also revealed that while the adults were using their prefrontal cortex to understand the expressions, teens were using their amygdala. The amygdala is responsible for inducing emotions and impulses, not logic and rational reasoning.

The prefrontal cortex also helps you relate to other people, which might be why the teens misread the expressions. Perhaps now you understand why teenagers are usually at such odds with adults? If the amygdala and the prefrontal cortex are not effectively linked, then concern can be misread as anger and worry misconstrued as disappointment, as teens cannot productively work through these emotions. This kind of emotional behavior also leads to more risk-taking. The nucleus accumbens forms early on in teens, which is the pleasure and reward zone of the brain. Studies show that when presented with a potentially large reward, adolescent brains light up far more than children's brains or adult brains. If the rewards are small, teen brains hardly fire up at all. Thus, they are more likely to do anything to access psychological rewards through risky behaviors, drugs, alcohol, etc.

Unfortunately, this period is also when the brain is most vulnerable, as it is still developing. Slightest impulse can result into distorted development of the brain functions. Peer pressure also plays a large role in defining what teens do because it is a large reward in itself. They are seeking for praise as a reward. As risky jobs is capable of instant reward by means of applause or other forms of reward, they become attracted more and more towards that. So, if we can provide suitable environment regarding creative works and productive works, in opposite of torturous environment, the youth must be attracted towards those easily.

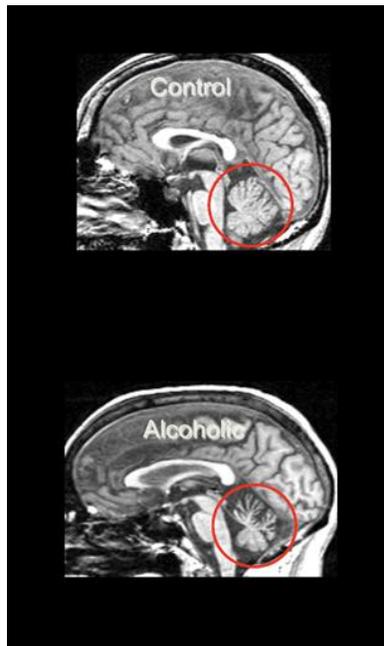
In a study where both adults and teens were driving at risky speeds, when the two were exposed to friends in the car, the risk-taking behavior significantly increased with the teens, but not so much with the adults. Another reason why teens value peer acceptance so much is because of evolution! Teens are also becoming sexually mature, so it makes

sense for them to seek out peers outside the family to ensure genetic diversity and avoid inbreeding. In other words, don't blame teenagers for acting stupidly or rashly. They are still living in a befuddling vertigo of fiery passions, oblivious to the harsh realities of the world. They really can't help it though. After all, their brains haven't finished developing yet!

Alcohol, Tobacco & Developing Brain:

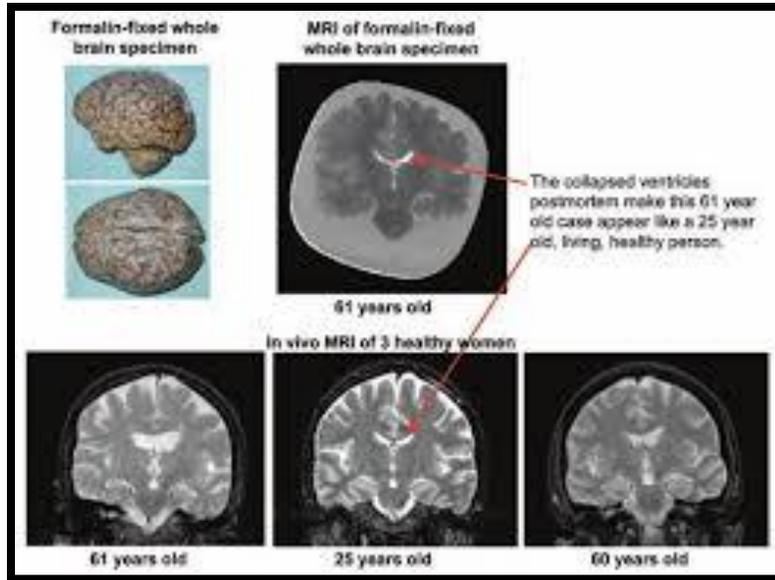
In a study we have found that developing brain have dangerous impacts on them from alcohol & tobacco. Generally they are prone to take abusive substances for instantaneous reward & to match with the surroundings; but they become totally dependent on these substances. A study is designed with 523 patients, to observe the effects of Tobacco & Alcohol on the body; this study is published in the paper named 'Tobacco, Alcohol, The Social Threats' in the International Journal for Advanced Research. According to this study, Tobacco and Alcohol vulnerably increased the levels of reactive oxygen species (ROS) in the hippocampus. These substances also increased pro-inflammatory cytokines in the brain. In the Stratum & Frontal cortex, a lower level of brain derived neurotrophic factor & a growth factor is also encountered. So, these findings are sufficient to state that tobacco & alcohol are very much dangerous for the nervous system.

Alcohol, like other many abusive substances, stimulates release of the neurotransmitter dopamine from cells originating in the ventral tegmental area. The VTA is a component of a neuronal circuit called the mesolimbic dopamine system that has been associated with behavioral motivation and reward. Dopamine released into the nucleus accumbens and prefrontal cortex has been postulated to strengthen drinking behaviours & this enhanced several drinking experiences more profoundly. Neuronal plasticity and metaplasticity in the mesolimbic system can promote reward-based learning and the development of addiction, as recent studies showed. Whereas alcohol does not appear to selectively bind dopamine receptors, its effects on dopamine release are likely mediated through interactions with other neurotransmitter systems, such as glutamate, GABA, corticotropin-releasing factor, and 5-Hydroxytryptamine, as well as through interactions with the endogenous Opioid system (e.g. endorphins, encephalin).



Electrochemical activation of neurons is controlled by a balance between excitatory and inhibitory neurotransmitters. Acutely, alcohol inhibits the flow of ions through N-methyl-D-aspartate (NMDA)-type glutamate receptors and enhances the activity of GABA receptor channels, producing an overall inhibitory effect on neurons. Chronic exposure to alcohol promotes neuro-adaptive responses that increase the potential excitability of neurons through upregulation or trafficking of NMDA receptors. Changes in glutamate signaling pathways associated with chronic exposure to alcohol may enhance the response to cues associated with drinking. Plasticity at glutamatergic synapses on dopamine neurons exists in many forms and may regulate how efficiently these abusive events &

actions affect vulnerability to develop dependence. Cellular toxicity can be initiated by the metabolism of ethanol and subsequent accumulation of acetaldehyde, a metabolite that can damage intracellular proteins and induce cell death through apoptosis. In short, proneness towards abusive substance is due to get instant rewards, not more than that. But, to get this short-term reward people started to submerged themselves within the dumps of several other diseases.



More than 79.5 % of teens & adolescents become highly aggressive & violent after taking abusive substances. Level of aggression is higher in persons under abusive substances

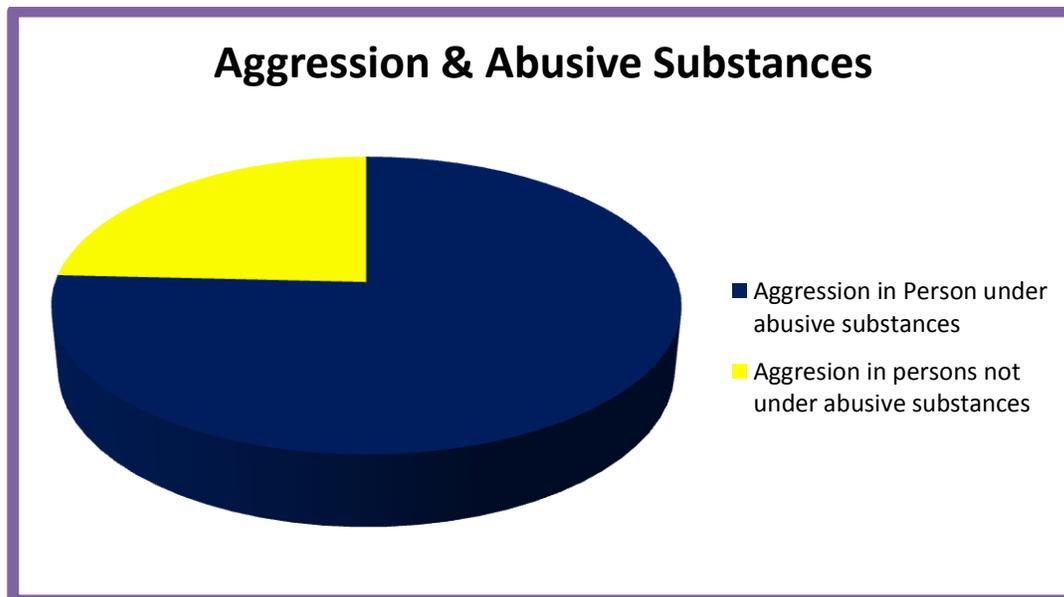


Chart 01:-

Another study showed there is a remarkable role of family history in a violent child behind their violence, who is violent by birth. This study revealed when a person become violent by birth, then that violence generally cannot be controlled during their life span. A person who is violent by birth, he must developed an abruptness, irritable nature, sensation to lose everything. All gone sensation, lack of concentration, hyper-egoistic mentality, proneness towards

abusive substances, Fault-finding nature, humiliating nature, unwanted resistance e.t.c. So, a violent nature must involve several factors as culprits.

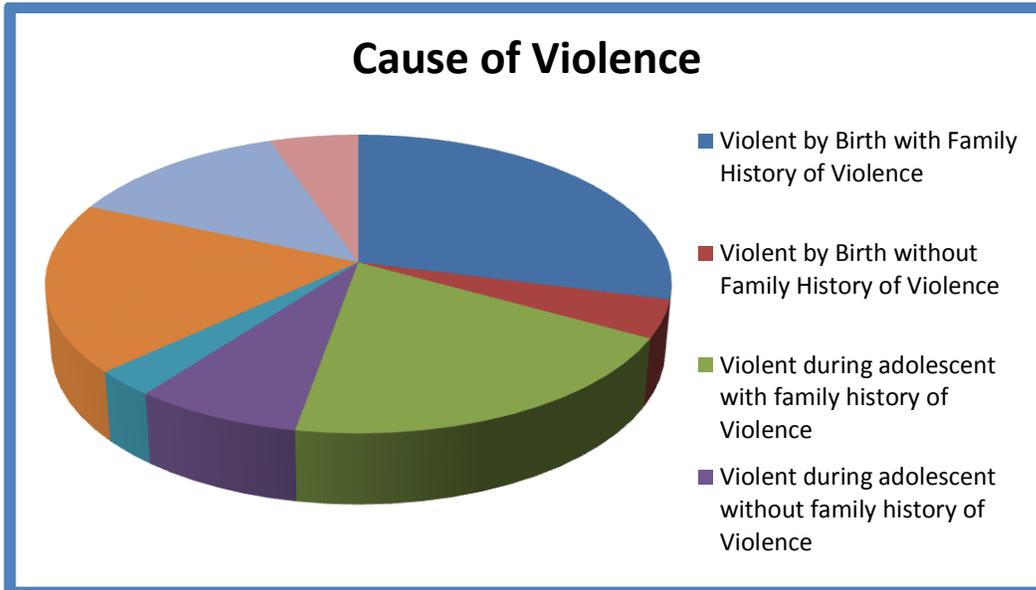


Chart 2:-

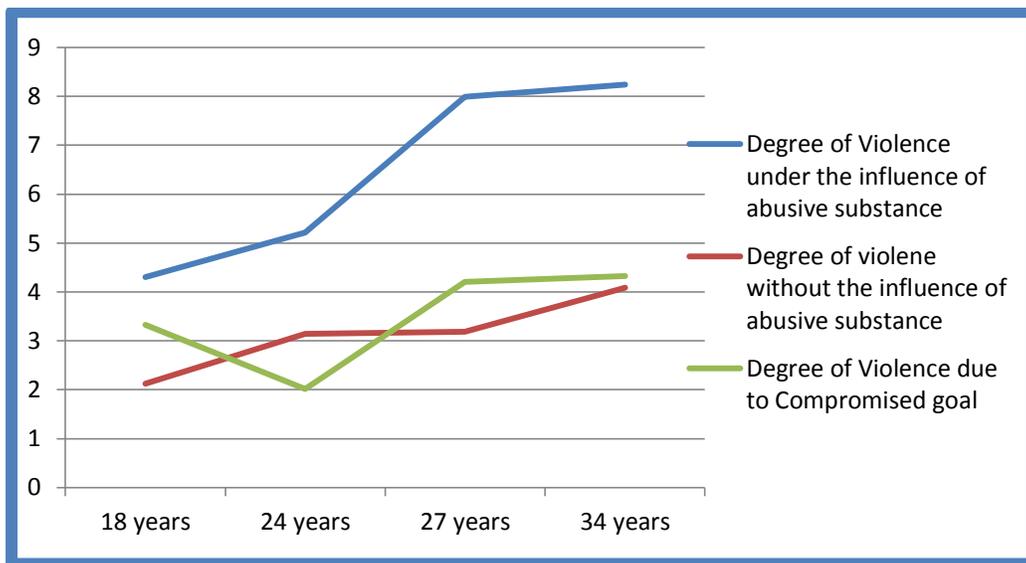


Chart 3:-

Epidemiology of Violence:

Of the approximately 1, 75,000 injury related deaths in the India per year, 57% are violence related death. Among these suicide accounts for 53.5%, Neglect for 31%, Homicide for 15%, Legal interventions for 0.5%.

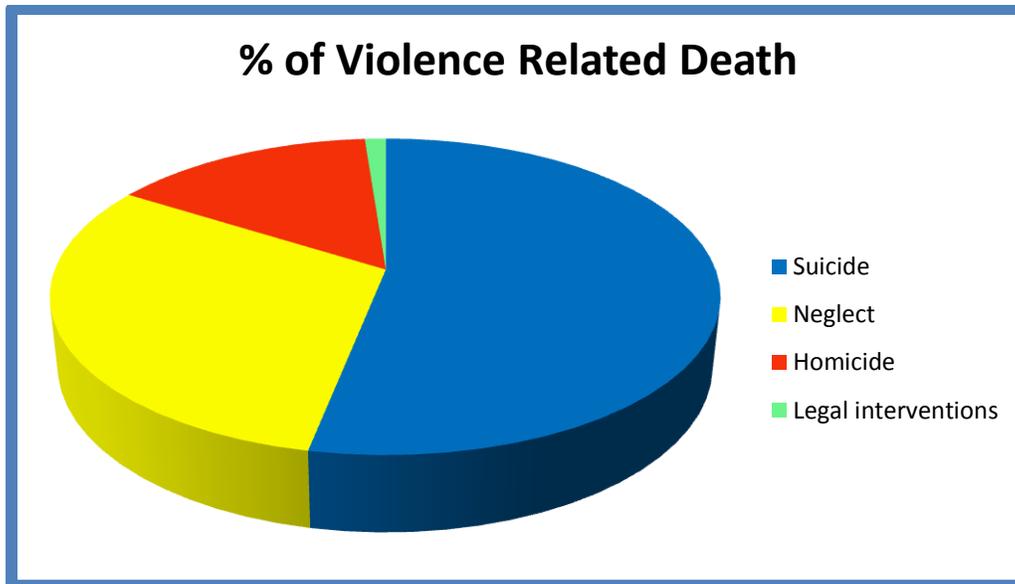


Chart 4:-

By considering the violence related deaths each year, one can easily able to figure out that, day by day suicidal deaths comes out as the monster of the present time.

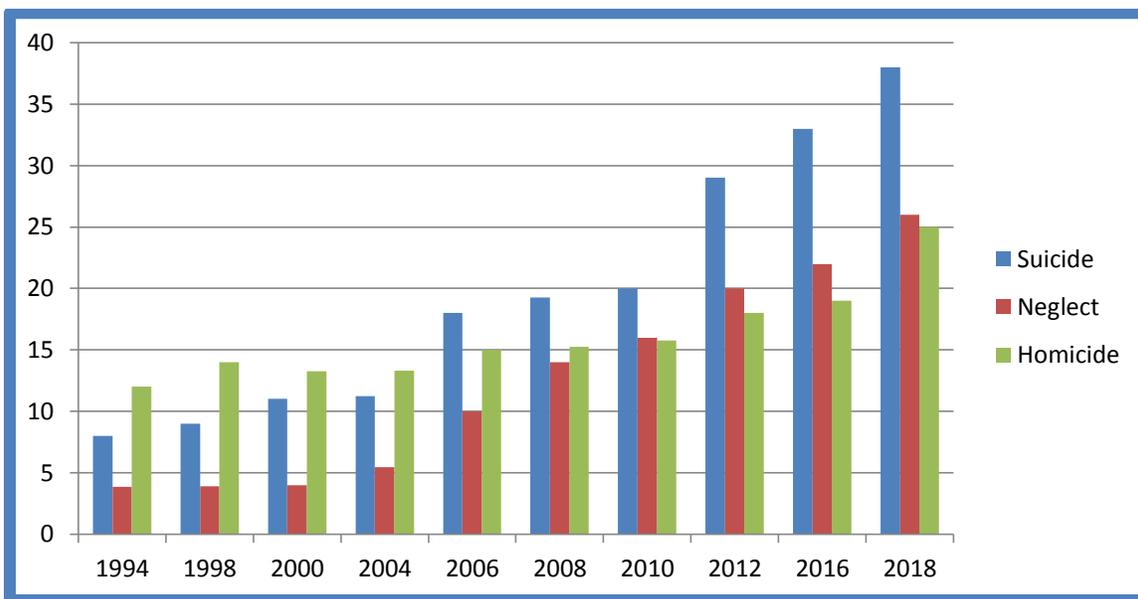


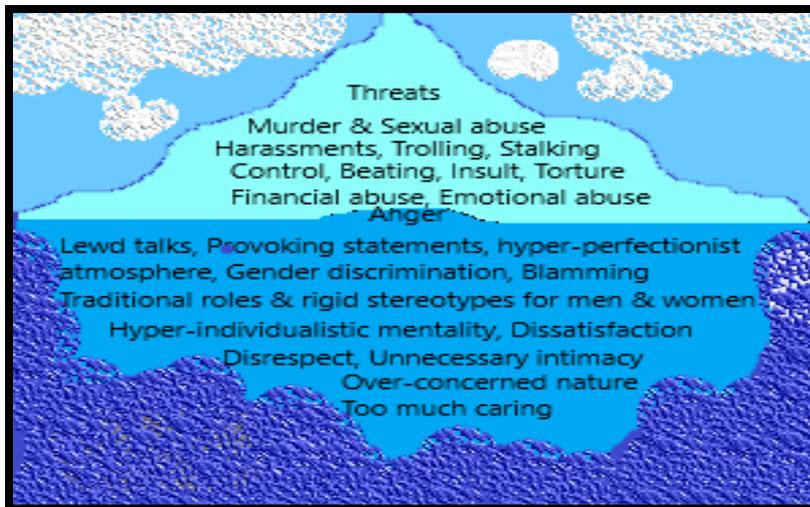
Chart 5:-

Ice-Berg of Anger:



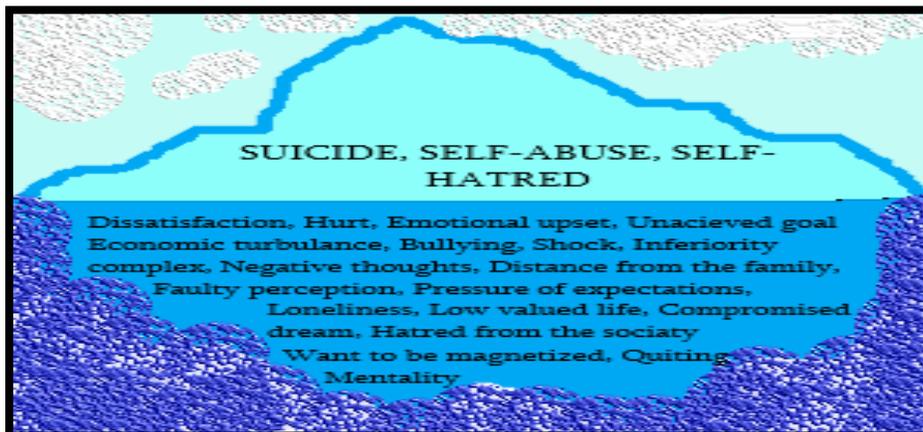
Ice- Berg of Anger (Dr. Sinchan Das)

Ice-Berg of Violence:



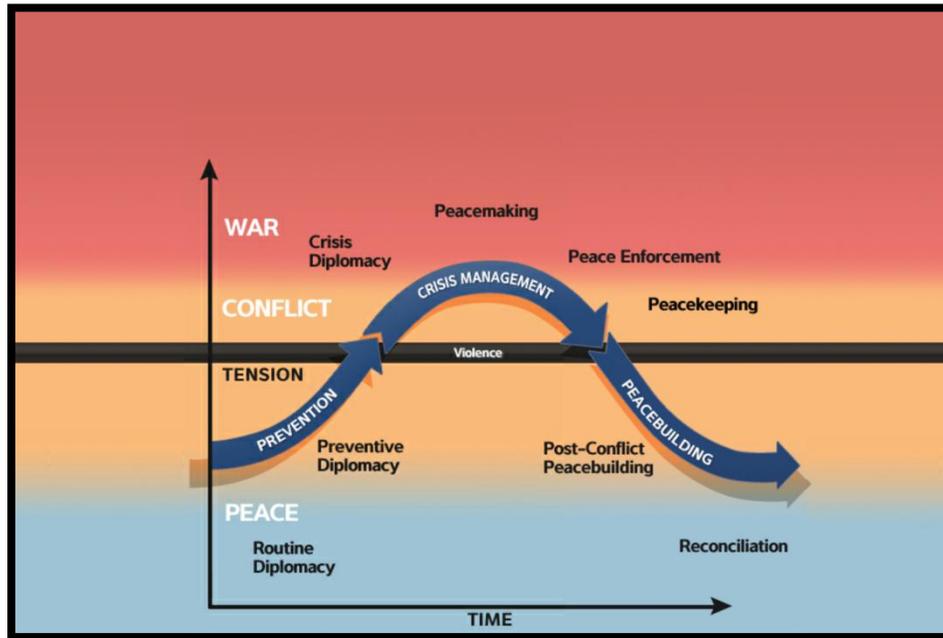
Ice-berg of Violence (Dr. Sinchan Das)

Ice-Berg of Suicide:



Ice-Berg of Suicide (Dr. Sinchan Das)

Curve of Conflict:



Along the curve, we can identify discrete stages where action can be taken to prevent, manage, or resolve conflict, using peace-building tools.

Understanding where a conflict falls in the cycle is essential to developing effective strategies for these interventions. It is also critical to determining the best timing of those strategies as part of the process of peace-building.

Type of Violence:

Types of Violence		
<p>Physical Violence Physical violence occurs when someone uses a part of their body or an object to control a person’s actions.</p>	<p>Sexual Violence Sexual violence occurs when a person is forced to unwillingly take part in sexual activity.</p>	<p>Emotional Violence Emotional violence occurs when someone says or does something to make a person feel stupid or worthless.</p>
<p>Psychological Violence Psychological violence occurs when someone uses threats and causes fear in an individual to gain control.</p>	<p>Spiritual Violence Spiritual (or religious) violence occurs when someone uses an individual’s spiritual beliefs to manipulate, dominate or control that person.</p>	<p>Cultural Violence Cultural violence occurs when an individual is harmed as a result of practices that are part of her or his culture, religion or tradition.</p>
<p>Verbal Abuse Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to an individual.</p>	<p>Financial Abuse Financial abuse occurs when someone controls an individual’s financial resources without the person’s consent or misuses those resources.</p>	<p>Neglect Neglect occurs when someone has the responsibility to provide care or assistance for an individual but does not.</p>

Physical Violence

Physical violence occurs when someone uses a part of their body or an object to control a person’s actions.

Physical violence includes, but is not limited to:

1. Using physical force which results in pain, discomfort or injury;

2. Hitting, pinching, hair-pulling, arm-twisting, strangling, burning, stabbing, punching, pushing, slapping, beating, shoving, kicking, choking, biting, force-feeding, or any other rough treatment;
3. Assault with a weapon or other object;
4. Threats with a weapon or object;
5. Deliberate exposure to severe weather or inappropriate room temperatures; and,
6. Murder.

Medication abuse

Inappropriate use of medication, including:

1. withholding medication;
2. Wrong prescription
3. Medical dacoity
4. Not complying with prescription instructions; and,
5. Over- or under-medication.

Restraints abuse

1. Forcible confinement;
2. Excessive, unwarranted or unnecessary use of physical restraints;
3. Forcing a person to remain in bed;
4. Unwarranted use of medication to control a person (also called “chemical restraint”); and,
5. Tying the person to a bed or chair.

Sexual Violence:



Sexual violence occurs when a person is forced to unwillingly take part in sexual activity.

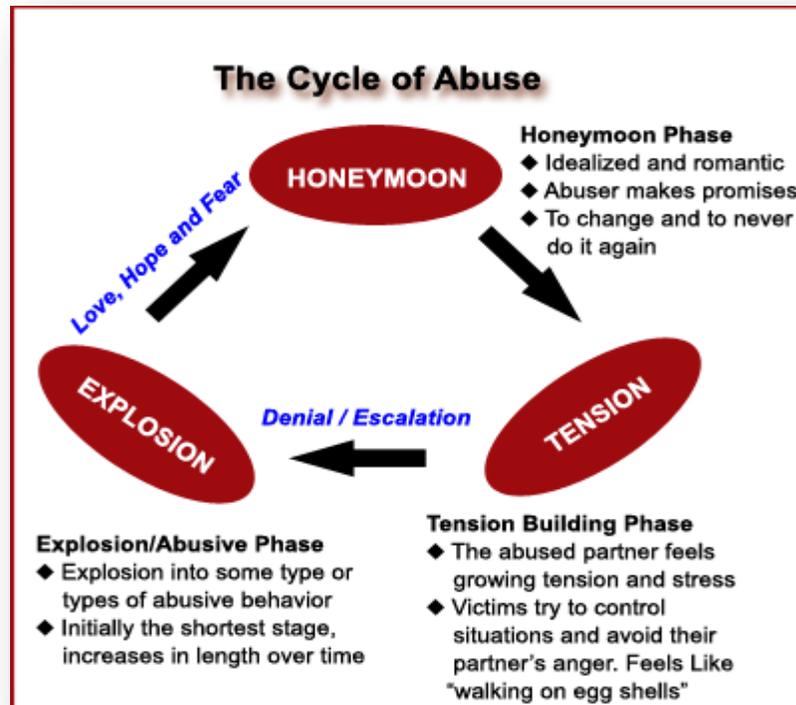
Sexual violence includes, but is not limited to:

1. Touching in a sexual manner without consent (i.e., kissing, grabbing, fondling);
2. Forced sexual intercourse;

3. Forcing a person to perform sexual acts that may be degrading or painful;
4. Beating sexual parts of the body;
5. Forcing a person to view pornographic material; forcing participation in pornographic filming;
6. Using a weapon to force compliance;
7. Exhibitionism;
8. Making unwelcome sexual comments or jokes; leering behaviour;
9. Withholding sexual affection;
10. Denial of a person's sexuality or privacy (watching);
11. Denial of sexual information and education;
12. Humiliating, criticizing or trying to control a person's sexuality;
13. Forced prostitution;
14. Unfounded allegations of promiscuity and/or infidelity; and,
15. Purposefully exposing the person to HIV-AIDS or other sexually transmitted infections.

Emotional Violence

Emotional violence occurs when someone says or does something to make a person feel stupid or worthless. Emotional abuse is the basic step before emotional violence.

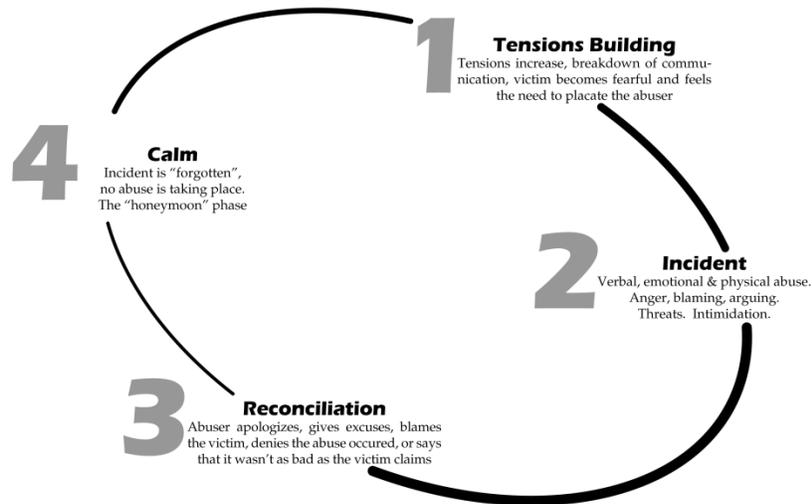


Emotional violence includes, but is not limited to:

1. Name calling;
2. Blaming all relationship problems on the person;
3. Using silent treatment;
4. Not allowing the person to have contact with family and friends;
5. Destroying possessions;
6. Jealousy;
7. Humiliating or making fun of the person;
8. Intimidating the person; causing fear to gain control;
9. Threatening to hurt oneself if the person does not cooperate;
10. Threatening to abandon the person; and,
11. Threatening to have the person deported (if they are an immigrant).

Psychological Violence

Cycle of Abuse



Psychological violence occurs when someone uses threats and causes fear in a person to gain control.

Psychological violence includes, but is not limited to:

1. Threatening to harm the person or her or his family if she or he leaves;
2. Threatening to harm oneself;
3. Threats of violence;
4. Threats of abandonment;
5. Stalking / criminal harassment;
6. Destruction of personal property;
7. Verbal aggression;
8. Socially isolating the person;
9. Not allowing access to a telephone;
10. Not allowing a competent person to make decisions;
11. Inappropriately controlling the person's activities;
12. Treating a person like a child or a servant;
13. Withholding companionship or affection;
14. Use of undue pressure to:
 1. Sign legal documents;
 2. Not seek legal assistance or advice;
 3. Move out of the home;
 4. Make or change a legal will or beneficiary;
 5. Make or change an advance health care directive;
 6. Give money or other possessions to relatives or other caregivers; and,
 7. Do things the person doesn't want to do.

Spiritual Violence

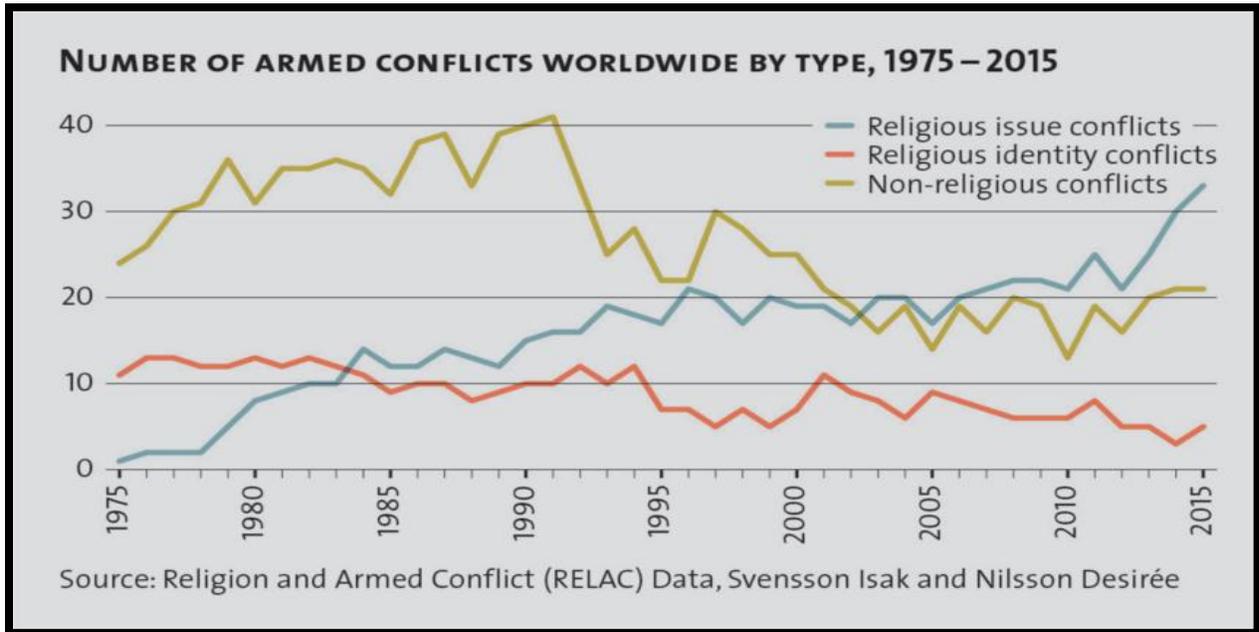


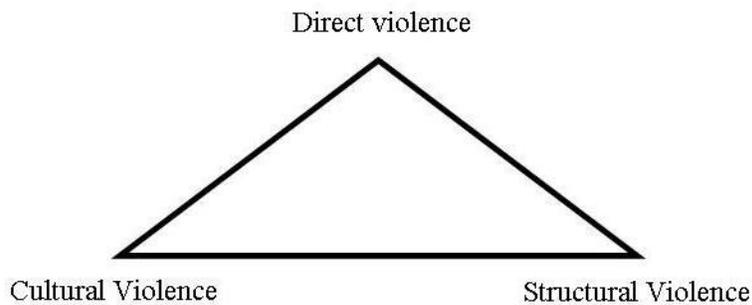
Chart 7:-

Spiritual (or religious) violence occurs when someone uses a person’s spiritual beliefs to manipulate, dominate or control the person.

Spiritual violence includes, but is not limited to:

1. Not allowing the person to follow her or his preferred spiritual or religious tradition;
2. Forcing a spiritual or religious path or practice on another person;
3. Belittling or making fun of a person’s spiritual or religious tradition, beliefs or practices; and,
4. Using one’s spiritual or religious position, rituals or practices to manipulate, dominate or control a person.

Cultural Violence:

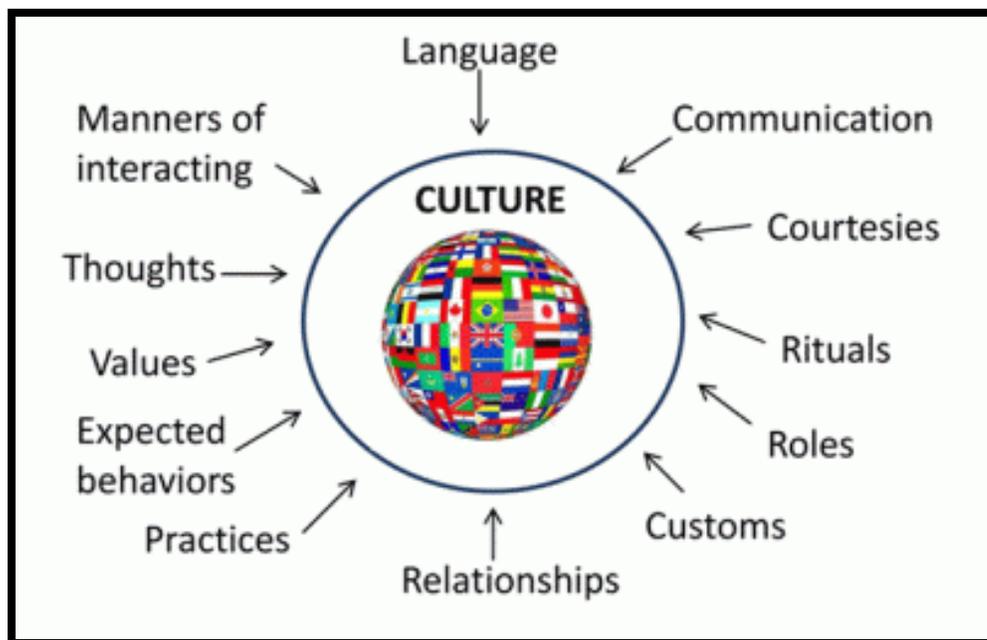


Galtung’s Triangle

Cultural violence is one of the component Galtung’s triangle, which can contribute in the direct violence. Cultural violence occurs when a person is harmed as a result of practices that are part of her or his culture, religion or tradition.

Cultural violence includes, but is not limited to:

1. Committing “honour” or other crimes against women in some parts of the world, where women especially may be physically harmed, shunned, maimed or killed for;
2. Falling in love with the “wrong” person;
3. Seeking divorce;
4. Infidelity; committing adultery;
5. Being raped;
6. Practicing witchcraft; and,
7. Being older.
8. Cultural violence may take place in some of the following ways:
9. Lynching or stoning;
10. Banishment;
11. Abandonment of an older person at hospital by family;
12. Female circumcision;
13. Rape-marriage;
14. Sexual slavery; and,
15. Murder



Verbal Abuse

Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to a person.

Verbal abuse includes, but is not limited to:

1. Recalling a person’s past mistakes;
2. Expressing negative expectations;
3. Expressing distrust;
4. Threatening violence against a person or her or his family members;
5. Yelling;
6. Lying;
7. Name-calling;
8. Insulting, swearing;
9. Withholding important information;
10. Unreasonably ordering around;
11. Talking unkindly about death to a person; and,
12. Telling a person she or he is worthless or nothing but trouble.

Financial Abuse

Financial abuse occurs when someone controls a person's financial resources without the person's consent or misuses those resources.

Financial abuse includes, but is not limited to:

1. Not allowing the person to participate in educational programs;
2. Forcing the person to work outside the home;
3. Refusing to let the person work outside the home or attend school;
4. Controlling the person's choice of occupation;
5. Illegally or improperly using a person's money, assets or property;
6. Acts of fraud; pulling off a scam against a person;
7. Taking funds from the person without permission for one's own use;
8. Misusing funds through lies, trickery, controlling or withholding money;
9. Not allowing access to bank accounts, savings, or other income;
10. Giving an allowance and then requiring justification for all money spent;
11. Persuading the person to buy a product or give away money;
12. Selling the house, furnishings or other possessions without permission;
13. Forging a signature on pension cheques or legal documents;
14. Misusing a power of attorney, an enduring power of attorney or legal guardianship;
15. Not paying bills;
16. Opening mail without permission;
17. Living in a person's home without paying fairly for expenses; and,
18. Destroying personal property.

Neglect

Neglect occurs when someone has the responsibility to provide care or assistance for you but does not.

Neglect includes, but is not limited to, the following:

1. Failing to meet the needs of a person who is unable to meet those needs alone;
2. Abandonment in a public setting; and,
3. Not remaining with a person who needs help.

Physical neglect

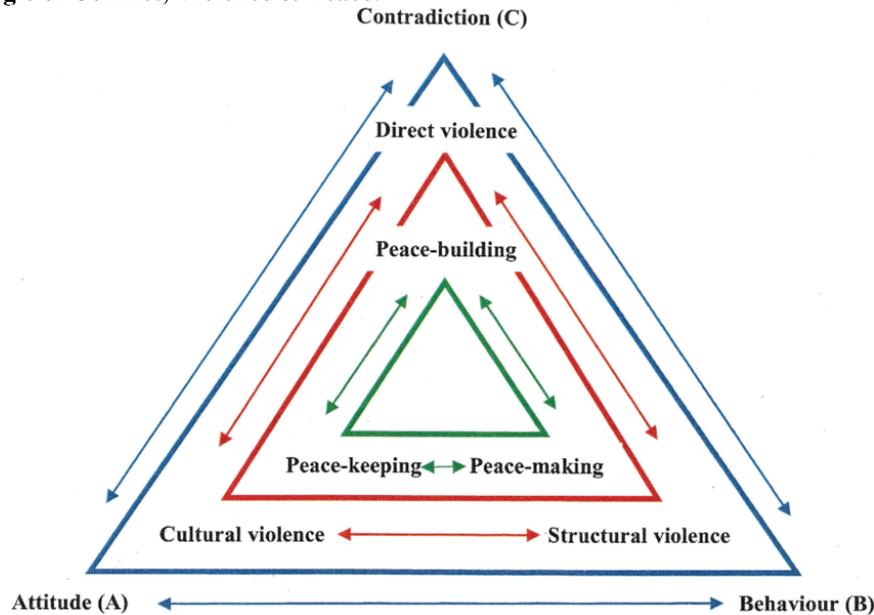
Disregarding necessities of daily living, including failing to provide adequate or necessary:

1. Nutrition or fluids;
2. Shelter;
3. Clean clothes and linens;
4. Social companionship; and,
5. Failing to turn a bed-ridden person frequently to prevent stiffness and bed-sores.

Medical neglect

1. Ignoring special dietary requirements;
2. Not providing needed medications;
3. Not calling a physician; not reporting or taking action on a medical condition, injury or problem; and,
4. Not being aware of the possible negative effects of medications.

Galtung’s Triangle of Conflict, Violence & Peace:



Johan Galtung (1969), made a clear distinction between Structural Violence, Cultural Violence and Direct Violence. These ideas are connected to his distinction depending on how it operates between three inter-related forms of violence (Structural-Cultural-Direct) where Structural Violence is at the left end and Cultural Violence is at the right end of the base of a Triangle invisibly while Direct violence is on the vertex visibly.

According to Galtung’s Violence Triangle (1969), Cultural and Structural Violence cause Direct Violence. Direct Violence reinforces Structural and Cultural violence. Direct Violence, Physical and/or verbal, is visible as behaviour in the triangle. However, this action does not come out of nowhere; its roots are cultural and structural.

Direct violence can take many forms. In its classic form, it involves the use of physical force, like killing or torture, rape and sexual assault, and beatings. Further, we understand that verbal violence, like humiliation or put downs, is also becoming more widely recognized as violence. Johan Galtung, further, describes direct violence as the “avoidable impairment of fundamental human needs or life which makes it impossible or difficult for people to meet their needs or achieve their full potential. Threat to use force is also recognized as violence.”

Cultural violence is the prevailing attitudes and beliefs that we have been taught since childhood and that surround us in daily life about the power and necessity of violence. We can consider the example of telling of history which glorifies records and reports wars and military victories rather than people’s nonviolent agitation, movements, rebellions or the triumphs of connections and collaborations. Almost all cultures recognize that killing a person is murder, but killing tens, hundreds or thousands during a declared conflict is called ‘war’ or killing of innocent people by the security forces are often declared as caught in the crossfire.

Some Common Violence:

Violence	Cause	Purpose	Result	Remedy
Aggressive & one-sided behaviour of the guardians	<ul style="list-style-type: none"> • Expectation-demand mismatch • Lack of physical touch • Ego • Superiority complex • Lack of 	<ul style="list-style-type: none"> ✓ Regarding Career choice ✓ Regarding relationships ✓ Earning pressure ✓ Social comparisons 	<ul style="list-style-type: none"> ✓ Unhealthy atmosphere within the family ✓ Distance between the family members, especially between parents 	<ul style="list-style-type: none"> ▪ Spending quality time with open understanding ▪ Psycho-counseling ▪ Anti-miasmatic treatment as per the cause

	<ul style="list-style-type: none"> • understanding • Considering children as materialistic property • To establish hold over children & family. • Failure to cope up • Geographical area specific prevalent practices • Male ego for the fathers • Lack of quality timing • To match with the cheap, so-called developed social trends. • Poor economic condition • Poor educational background • Dependency on the electronic gadgets • Lack of patience • Resistant to adopt 		<ul style="list-style-type: none"> ✓ & children. ✓ Communication gap ✓ Broken down condition ✓ Unnatural violent condition ✓ Depression ✓ Frustration ✓ Addiction ✓ Suicidal tendency ✓ Old age violence in future 	
Violence between Teacher & students	<ul style="list-style-type: none"> • Expectation-Demand mismatch • Ego • Superiority complex • Limitation of understanding • To establish hold over the pupils • Lack of ideology • Pride • Unwanted stress in family life 	<p>Teachers side-</p> <ul style="list-style-type: none"> ✓ To dominate their pupils ✓ To establish forceful hold over the pupils ✓ To create an environment of fear within the mind of students ✓ To hide insufficiency in their knowledge 	<ul style="list-style-type: none"> ✓ Interest from the concerned subjects will be lost ✓ Frustrating condition ✓ Teacher-student relationship will be lost ✓ Loss of respect from the student's side ✓ Revengeful nature may develop ✓ Quality of education is compromised 	<ul style="list-style-type: none"> ▪ Person-centered counseling ▪ Group counseling ▪ Organized & scientific Teacher's training ▪ Medicines to control revenge-full nature & anger ▪ Anti-miasmatic treatment

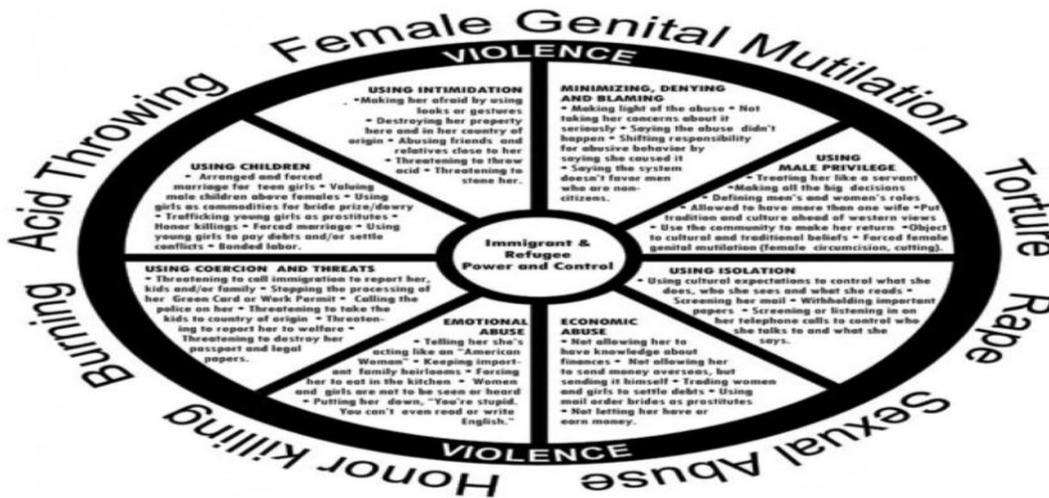
	<ul style="list-style-type: none"> • Lack of respect towards the profession • Failure • Lack of patience • Past history of violence, what they want to satisfy 	<ul style="list-style-type: none"> ✓ To follow the path of past violence blindly. <p>Student's side-</p> <ul style="list-style-type: none"> ✓ To irritate the teacher ✓ To get instant reward from the friends ✓ To take revenge against the particular teacher ✓ Due to loss of interest from the education ✓ Due to lack of involvement ✓ Due to unhealthy atmosphere in their families ✓ Due to unhealthy environment in the institution. 	<ul style="list-style-type: none"> ✓ Depression ✓ Frustration ✓ Distorted career configuration ✓ Give up condition ✓ Suicidal tendency ✓ Stress ✓ Anxiety ✓ Fear ✓ Endocrinal disorders ✓ Neuro-psychiatric complications 	
Violence between Intimate partners	<ul style="list-style-type: none"> • Expectation-Demand mismatch • Faulty understanding • Lack of quality time • Lack of inter-personal understanding • Socio-cultural prevalence • Lack of inter-personal space • Negative effects of media • Running behind virtual happiness 	<ul style="list-style-type: none"> ✓ To establish hold ✓ To match with the showmanship of the modern time ✓ Unwanted amusement ✓ Promiscuity 	<ul style="list-style-type: none"> ✓ Inter-personal distance ✓ Loss of inter-personal love ✓ Distorted configuration of the family ✓ Addiction ✓ Abuse ✓ Divorce ✓ Assault ✓ Promiscuity ✓ Metabolic disorders ✓ Stress ✓ Anxiety ✓ Psychological break down ✓ Endocrinal disorders ✓ Neurological 	<ul style="list-style-type: none"> ▪ Spending of quality time together ▪ Maintain a safe distance for a period of time ▪ Change in the routine ▪ Group discussion to sort-out ▪ Removal of the cause of violence. ▪ Anti-miasmatic treatment ▪ Psychotherapy

	<ul style="list-style-type: none"> • Male ego of the male partners • Cold blooded complexity in the female partners • Considering each other as their property. • Too much virtual urbanized mentality. • Saturation from the relationship • Pessimistic character • Promiscuous • Sadism • Lack of physical touch • Dependency on the electronic gadgets. 		<ul style="list-style-type: none"> ✓ complications ✓ Suicidal tendency ✓ Suspicion 	
Violent nature by birth	<ul style="list-style-type: none"> • History of alcoholism in the parents • History of drug abuse in the parents • Violent nature of the parents 		<ol style="list-style-type: none"> 1. Unsocial nature 2. Lack of concentration 3. Lack of endurance 4. Lack of understanding 5. Criminal mentality 6. Lack of mannerism 7. Prone towards abuse & addiction 8. Indiscipline 9. Depression 10. Frustration 11. Anxiety in the family 12. Sadistic mentality 	<ul style="list-style-type: none"> ▪ Anti-miasmatic treatment ▪ Psychotherapy ▪ Music therapy
Sexual Violence	<ul style="list-style-type: none"> • Lack of respect • Notion of suspicion • Perversion • Influence of the 	<ul style="list-style-type: none"> ✓ To satisfy the demonian side of the mind. ✓ To satisfy 	<ol style="list-style-type: none"> 13. Victim becomes depressed. 14. Revengeful mentality may develops 15. Social 	<ul style="list-style-type: none"> ▪ Counseling ▪ Thought reformation counseling for both ▪ Medical

	<p>surroundings where they developed</p> <ul style="list-style-type: none"> • Social trend • Negative publicity • Considering sex as a hidden subject. • Culture of punishment • Abusive substances • Revenge • Humiliating character • Lack of knowledge about sexuality & sex-related subjects. • Sadism • To get instant reward • Faulty gender discrimination • Pathological state 	<p>own ego</p> <ul style="list-style-type: none"> ✓ To establish dominance. ✓ To take revenge ✓ To insult ✓ To get instant reward ✓ To become hero among the friend's circle. ✓ Social stigma about sex regarding the manliness ✓ To satisfy gigantic enjoyment 	<p>equilibrium get distorted</p> <p>16. Life & career of both may be destroyed.</p> <p>17. Disbelief may develop regarding the entire community.</p> <p>18. Suicidal tendency may develop.</p>	<p>management</p> <ul style="list-style-type: none"> ▪ Behavioral therapy for both ▪ Music therapy for both ▪ Hypnotherapy for both ▪ Art therapy for both ▪ Negative publicity must be avoided ▪ Constructive thought generation by means of story-telling.
<p>Violence with lower animals & plants</p>	<ul style="list-style-type: none"> • Superiority complex • Enumerable wrong baseless ideas regarding lower animals & plants • Too much concentration towards urbanization • Humiliating nature • Disrespect towards others • Destructive character (inherited) • Family culture • Teachings of violence • Demonian nature • No knowledge about ecosystem 	<ul style="list-style-type: none"> ✓ To satisfy superiority complex being human. ✓ To establish humanitarian ego on lower animals. ✓ To satisfy demonian side of the character ✓ To satisfy their inner ruler by the means of violence ✓ Demonian satisfaction ✓ Idiopathic 	<p>19. Unhealthy atmosphere of aggression</p> <p>20. Development of the violent character in other places also.</p> <p>21. More Cruel mentality is developed</p> <p>22. Damage in the humanitarian nature</p> <p>23. Balance in the ecosystem will be disturbed.</p> <p>24. Promotion of the negative inhuman practices towards the next generation</p>	<ul style="list-style-type: none"> ▪ Knowledge about ecosystem must be developed ▪ Aggression must be controlled ▪ Psychotherapy ▪ Medical management

	<ul style="list-style-type: none"> • Cruelty • Negative publicity 			
Violence between religions	<ul style="list-style-type: none"> • Faulty understanding regarding religions. • Religious mania • Discriminating mentality • Reduced knowledge about equality • Deficiency in Humanitarian nature • Aggression • Illiteracy • Revengeful nature • Blindly following of one's instruction • Intentional misguiding by different religious masters • Interpersonal hatred • Fear of losing position 	<ul style="list-style-type: none"> ✓ To establish dominance of one community ✓ To establish ruling atmosphere ✓ To satisfy devil will for ruling ✓ To damage others 	<ol style="list-style-type: none"> 25. Disrespect 26. Hatred 27. Distorted social structure 28. Humiliation 29. Murder 30. Fear 31. Anxiety 32. Compromised social growth 33. Disturbed economical status 34. Compromised social productivity 	<ul style="list-style-type: none"> ▪ Proper education about religion ▪ Proper education about human rights ▪ One health concept must be developed ▪ Psychotherapy ▪ Music therapy

Power & Control Wheel:



Physical and sexual assaults, or threats to commit them, are the most apparent forms of domestic violence and are usually the actions that allow others to become aware of the problem. However, regular use of other abusive behaviors by the batterer, when reinforced by one or more acts of physical violence, makes up a larger system of abuse. Although physical assaults may occur only once or occasionally, they instill threat of future violent attacks and allow the abuser to take control of the woman's life and circumstances. The Power & Control diagram is a particularly helpful tool in understanding the overall pattern of abusive and violent behaviors, which are used by a batterer to establish and maintain control over his partner. Very often, one or more violent incidents are accompanied by an array of these other types of abuse. They are less easily identified, yet firmly establish a pattern of intimidation and control in the relationship.

Prevention of violence:

It is important to remember that a prevention approach is distinct from violence containment or suppression. Prevention is a systematic process that promotes safe and healthy environments and behaviors, thus reducing the likelihood or frequency of an incident, injury or condition from occurring. Prevention can be primary, secondary or tertiary.

Primary prevention, particularly focuses on action before the reflections of symptoms and includes strategies that every community or everyone needs. Examples include:

1. Positive social connections in neighborhoods
2. Economic development
3. Promotion of the one unit concept
4. Promotion & distribution of the social responsibility
5. Reducing the availability of arms
6. Quality early child care and education
7. Parenting skills
8. Quality afterschool programming
9. Engagement of the mind in creative stuffs
10. Conflict resolution
11. Reduced dependency on electronic gadgets
12. Avoidance of negative publicity
13. Avoidance of negative programs
14. Avoidance of violent programs and
15. Youth leadership

Secondary prevention relies on the presence of risk factors to determine action, focusing on the immediate responses after symptoms or risks have appeared. It is aimed at communities and individuals who may be at increased risk for violence. Examples include:

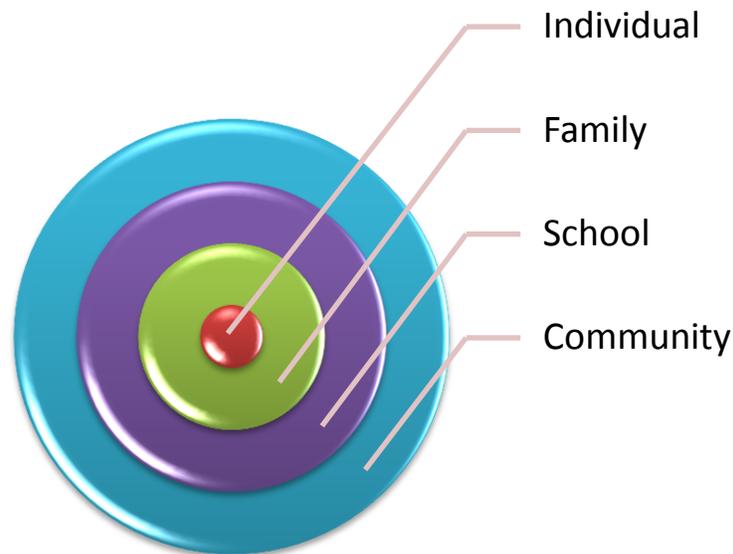
1. Street outreach
2. Family support services
3. Mentoring, and mental health services (e.g. therapeutic foster care, functional family therapy, and multi-systemic therapy.)
4. Counseling services

Tertiary prevention focuses on longer-term responses to deal with the consequences of violence after it has occurred to reduce the chances it will reoccur. Examples include:

1. Successful reentry
2. Restorative justice, and
3. Mental health services.

Blueprint for Action Goals:

1. Support positive relationships and home environments for young people.
2. Enhance student and school engagement to keep young people in school.
3. Improve conditions in communities most impacted by violence



Support positive relationships and home environments for young people:

Family Empowerment:

1. Increase coordination and communication among groups that promote family empowerment.
2. Re-designing of the thinking pattern
3. Development of an inter-personal friendly atmosphere
4. Development of the habit to listen the children in a quiet manner.
5. Adopt leadership training curriculum for parents by institutions such as churches, schools and community-based organizations.
6. Increase access to resources, e.g., ensures program eligibility regardless of ability to pay.
7. Support the establishment of and adherence to workplace and organizational practices that are parent-friendly, e.g., offering paid leave for parents, appropriate breastfeeding space, flexible work schedules, and parenting workshops.
8. Increased culturally-sensitive, strength-based family education via local media or home-based and group trainings.
9. Ensure the existence of and adherence to school procedures for educating and training parents as part of the student registration process.

Connect Youth to Caring Adults:

Effective mentoring provides a supportive, non-judgmental role model who fosters a healthy relationship, enhances a young person's self-esteem, and promotes academic achievement, thereby reducing violent behavior. The presence of a caring, involved adult is noted repeatedly in the literature as a key element for success for young people and their ability to overcome adverse conditions.

Potential Measures:

1. Decreased youth substance abuse rates
2. Increased graduation rates
3. Increased civic participation and community involvement
4. Improved quality relationships with adults
5. Increased feelings of efficacy

Recommendations:

1. Increase coordination among existing mentoring programs and new mentoring models.
2. Better integrate school-based, after-school and extracurricular programs with mentoring opportunities.
3. Offer increased arts and cultural opportunities.

Enhance student and school engagement to keep young people in school:**School Climate:**

1. Must be engaging & friendly in nature
2. Devoid from violence
3. Devoid from punishment culture
4. Devoid from resistant behaviour
5. Must be free from prejudice
6. Must have sufficient space for explore
7. Must possess multi-dimensional openings
8. Must be free from biasness.
9. Must be devoid of fearful maneuvers
10. Must be devoid from any discriminations
11. Cultural diversity must be maintained
12. Students must be encouraged for the purpose of different cultural & sports events.
13. In spite of syllabus-oriented study, there must be an environment to inspire students for out of box thinking.
14. Social value must be maintained
15. In site of competitive environment, there must be an environment of conjoint participation.

Improve conditions in communities most impacted by violence:**Community Partnerships:**

The complexity of violence requires a multi-sector approach, e.g., education; health and human services, including public health, substance abuse and mental health, and children and families; criminal justice; early childhood development; and labor—all these perspectives must be reflected in a comprehensive approach. In a national assessment of large cities and youth violence prevention, cities with more coordination and communication across multiple sectors have lower violence rates. Further, multi-sector collaboration promotes efficiencies, reduces duplication of efforts, leverages existing resources, and allows for the alignment of resources.

Objectives:-

Encourage strong commitment and collaboration among a broad spectrum of community partners to promote youth development and address violence, including local government, businesses, schools, faith groups, community-based organizations, the media, grassroots groups and community residents.

Potential Measures:

1. Increased social cohesion and trust
2. Increased perception of the community's ability to make change for the common good
3. Increased supportive and engaged local leadership
4. Increased formal structures for multi-sector collaboration and coordination
5. Increased community knowledge and support of implemented strategies.

Recommendations:

1. Increase youth inclusion on the Boards of youth-serving organizations. Share best practices for organizations interested in adopting the policy and recognize organizations with youth already serving on their board.
2. Increase job training/placement programs that integrate civic engagement.
3. Increase coordination and identified shared goals between local collaborations focused on youth and community.
4. Develop an Internet-based community hub to connect community agencies, employers, schools and community members interested in youth safety and development.
5. Institute regular forums for interactions between community, youth and law enforcement.
6. Offer training, resources and opportunity to dialog locally on skills and practices that support diversity and decrease racism.
7. Develop a social marketing campaign about preventing violence or a campaign on steps that any resident can take to increase safety.
8. Build the skills and confidence of adults (e.g., gatekeepers, mentors, residents, or caregivers) to intervene in the lives of at-risk youth.
9. Focus on dismantling racism, which would include fostering a candid discussion about racism in the community.

Economic Development:

There is a strong correlation between economic factors, and health and safety outcomes. These activities promote local access to resources, opportunities to increase local capital that can be reinvested into the community, and stability among 16 residents. Increases in local business are associated with reduced crime and earning a living wage may be correlated with reduced stress levels and better housing.

Potential Measures:

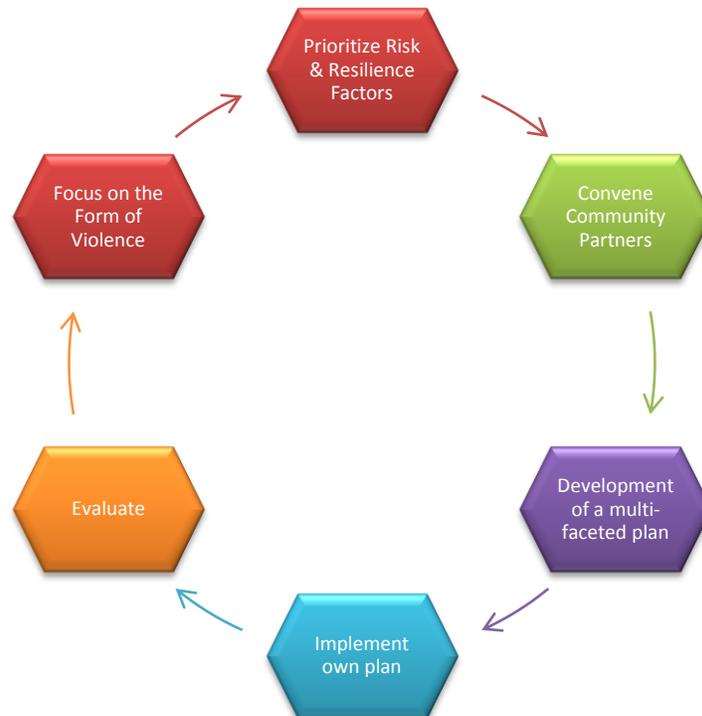
1. Increased job placement for formerly incarcerated individuals
2. Increased participation in job training and placement
3. Increased number of jobs in the communities

Recommendations

1. Expand micro-business models in churches and other local groups.
2. Develop policies to ensure formerly incarcerated to access gainful employment.
3. Increase local awareness and use of tax incentives for hiring ex-felons.
4. Support home-ownership opportunities in communities most impacted by violence.
5. Support a focused investment in job training and placement.
6. Incorporate job training and evidence-based decision-making training to middle and high school students.

Other Steps:

1. Collaboration: Strengthening Relationships between Partners
2. Coordination between different authorities
3. Promotion of the love & care for the nature & natural components
4. Avoid violent talks even.
5. Re-defining goals
6. Foster community participation and ownership in order to better understand the issue and increase sustainability of the Blueprint.

Process for Preventing Violence:**Other Remedial Measures:**

1. Re-designing of the thought patterns.
2. Thinking patterns must be thorough, wise & scientific.

3. Thinking pattern must not be contradictory to the nature.
4. A healthy environment must be maintained within a family & surroundings.
5. Careful listening habit must be developed instead of the speaking habits.
6. Unwanted expectations must be controlled
7. A balance must be maintained between emotional & rational sphere of the mind.
8. Negative thought patterns must be removed from the mind
9. Establishing a social mentality is important
10. Engagement of the mind in the productive works.
11. Violence related programmes must be removed.
12. Try to avoid violent media coverage
13. Try to choose calm colors around your surroundings.

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