

According to Uniform Curriculum Structure for Two-Year BEd
Programme in WEST BENGAL following NCTE Regulations.

4th Semester BEd Scholar PEACE AND VALUE EDUCATION

SUGGESTIVE QUESTION-ANSWERS

FROM ALL CHAPTERS AND
YEAR-WISE SOLVED PAPERS

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Syllabus

Course-XI (1.4.11) Optional PEACE AND VALUE EDUCATION

Theory: 50 Engagement with the field: 25 ● Full Marks: 75

Unit I: *Peace Education*

- Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.
- Barriers of Peace Education—Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Violence in School, home and society.
- Role of Peace Education in present context.

Unit II: *Social Perspective of Peace Education*

- Justice—Social, Economics, Cultural and Religions.
- Equality—Egalitarianism, Education for all, equal opportunity.
- Critical thinking: Reasoning and applying wisdom cooperation.
- Learning to be and learning to live together.
- Peace Education in Secondary Education curriculum.

Unit III: *Value Education*

- Meaning, Concept, Nature and Sources of Values.
- Meaning, Concept, Nature and scope of Value Education.
- Philosophical perspective, psychological perspective and sociological perspectives of Value Education.
- Values in Indian Constitution and Fundamental Duties of citizens.

Unit IV: *General Idea about Values*

- Classification of Values.
Personal and Social Values.
 - (a) Intrinsic and extrinsic values on the basis of personal interest and social good.
 - (b) Social, moral, spiritual and democratic values on the basis of expectation of society and one's self inspiration.
- Identification of Analysis of emerging issues involving value conflicts.
- Design and develop of instructional material for nurturing values.
- Characteristics of Instructional material for values.

Unit V: *Methods and Evaluation of Value Education*

- Traditional Methods: Story Telling, Ramleela, Tamasha street play and folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions
- Causes of value crisis: material, social, economic, religion evils and their peaceful solution
- Role of School Every teacher as teacher of values, School curriculum as value laden
- Moral Dilemma (Dharmasankat) and one's duty towards self and society

Engagement with Field/Practicum

Any one of the following—

- Develop/compile stories with values from different sources and cultures.
- Organize value based co-curricular activities in the classroom and outside the classroom.
- Develop value based Learning Designings.
- Integrating values in school subjects.

Contents

1. Peace Education	...	1-22
2. Social Perspective of Peace Education	...	23-39
3. Value Education	...	40-56
4. General Idea about Values	...	57-72
5. Methods and Evaluation of Value Education	...	73-92

Year-wise Solved Papers

■ WBUTTEPA (Presently BSAEU)	...	93-102
❖ Session 2016-18		93
❖ Session 2017-19		94
❖ Session 2018-20		95
❖ Session 2019-21		96
❖ Session 2020-22		98
❖ Session 2021-23		99
❖ Session 2022-24		100
❖ Session 2023-25		101