

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

4th সেমিস্টার
BEd Scholar
শান্তি ও মূল্যবোধ শিক্ষা
(PEACE AND VALUE EDUCATION)

SUGGESTIVE QUESTION-ANSWERS
FROM ALL CHAPTERS AND
YEAR-WISE SOLVED PAPERS

Dr. Kamalika Banerjee

MA (Geography), MA (Education), MEd (Gold Medalist), PhD (Education)
Principal, Wali Institute of Teachers' Education, Barasat

Arunima Ghosh

MA (Sanskrit) Gold Medalist, MA (Education), MEd
Assistant Professor, Nandalal Ghosh BT College, Panpur, 24 Pgs (N)
Ex-Assistant Professor, Wali Institute of Teachers' Education, Barasat

Edited by: ERDRC

(Educational Research Development & Review Committee)



রীতা বুক এন্ড প্রিন্ট

প্রকাশক ও পুস্তক বিক্রেতা

25B, বেনিয়াটোলা লেন, কলকাতা-700 009

www.ritapublication.in

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.



সূচিপত্র (Contents)

1. শান্তি শিক্ষা (Peace Education)	...	1-28
2. শান্তি শিক্ষার সামাজিক প্রেক্ষিত (Social Perspective of Peace Education)	...	29-62
3. মূল্যবোধ শিক্ষা (Value Education)	...	63-93
4. মূল্যবোধ সম্পর্কে সাধারণ ধারণা (General Idea about Values)	...	94-135
5. মূল্যবোধ শিক্ষার পদ্ধতি ও মূল্যায়ন (Methods and Evaluation of Values Education)	...	136-177

বিএড 4th সেমিস্টার পরীক্ষার প্রশ্ন ও উত্তর সংকেত

■ WBUTTEPA (Presently BSAEU)	...	178-190
❖ Session 2016-18		178
❖ Session 2017-19		180
❖ Session 2018-20		181
❖ Session 2019-21		183
❖ Session 2020-22		184
❖ Session 2021-23		186
❖ Session 2022-24		187
❖ Session 2023-25		189