

<ul style="list-style-type: none"> ● Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. ● Preparation of inventories on myths on exercises and different type of food ● Make an inventory of energy rich food and nutritious food (locally available) indicating its health value ● Make an inventory of artificial food and provide critical observations from health point of view ● Home remedies as health care ● Role of biopolymers(DNA) in health of child ● Medicinal plants and child health ● Strategies for positive thinking and motivation ● Preparation of first aid kit 	
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Mode of Transaction Lecture, discussion, workshop, practical work

: Bengali Version :
Course-XI (1.4.11) Optional

স্বাস্থ্য ও শারীর শিক্ষা (Health and Physical Education)

ড. সুদীপ দাস ✦ শেখ সাহা আলম ✦ সুনন্দা বিষ্ণু

Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	<p>The student teachers will be able to :</p> <ol style="list-style-type: none"> 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education. 				
COURSE CONTENT/SYLLABUS					
Unit-I	<p>Peace Education :</p> <ul style="list-style-type: none"> ● 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. 				6 hrs.

	<ul style="list-style-type: none"> ● Violence in School, home and society. ● Role of Peace Education in present context. 	
Unit-II	<p>Social Perspective of Peace Education :</p> <ul style="list-style-type: none"> ● Justice– Social economics, Cultural and religions ● Equality– Egalitarianism, Education for all, equal opportunity ● Critical thinking– Reasoning and applying wisdom co-operation ● Learning to be and learning to live together ● Peace Education in Secondary Education curriculum. 	6 hrs.
Unit-III	<p>Value Education :</p> <ul style="list-style-type: none"> ● 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. 	7 hrs.
Unit-IV	<p>General Idea about values :</p> <ul style="list-style-type: none"> ● Classification of Values Personal and social values (a) Intrinsic and extrinsic values on the basis of personal interest & social good. (b) Social, moral, spiritual and democratic values on the basis of expectation of society & 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. 	7 hrs.
Unit-V	<p>Methods & evaluation of value Education :</p> <ul style="list-style-type: none"> ● Methods & Evaluation of Value Education a. Traditional Methods–Story Telling, street play & folk songs. b. 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 	6 hrs.