



## DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER

**Course Title** :Emerging Issues In Education (Minor-3)  
**Course Code** :MIN-EDU-3.2  
**Nature of Course** :Minor  
**Distribution of Marks** :60(End-Sem.)+40(In Sem.)

### Objectives:

- To acquaint with major emerging issues national, state, and local
- To discuss various concepts of Liberalisation, Privatisation and Globalisation
- To acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- To discuss Environmental and Population Education

Units:	Course Contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Social Inequality in Education and Constitutional Safeguards</b> <ul style="list-style-type: none"> <li>• Concept of Social Inequality</li> <li>• Constitutional Provision for Ensuring Equality in Education</li> <li>• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam</li> <li>• Education for Backward Children, Child Labour, Street Children and Slum Dwellers</li> </ul>	16	0 2	-	18
Unit-2 (15 Marks)	<b>Liberalisation, Privatisation and Globalisation of Education</b> <ul style="list-style-type: none"> <li>• Liberalisation: Concept and its impact on education</li> <li>• Privatisation: Concept and its impact on education</li> <li>• Globalisation: Concept and its impact on education</li> <li>• Public-private Partnership</li> <li>• Education as investment</li> </ul>	12	0 1	-	13
Unit-3 (15 Marks)	<b>Issues related to Students</b> <ul style="list-style-type: none"> <li>• Youth Unrest: Concept, Causes and Remedies</li> <li>• Campus Disturbance: Concept, Causes and Remedies</li> <li>• Examination Anxiety: Concept, Causes and Remedies</li> <li>• Issues related to Educated Unemployment.</li> </ul>	14	0 1	-	15
Unit-4	<b>Environmental Education and Population Education</b>	13	0	-	14

(15 Marks)	<ul style="list-style-type: none"> <li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li> <li>• Role of Environmental Education for Sustainable Development</li> <li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li> <li>• Population Explosion: Its Causes and Consequences</li> <li>• Population Education for Population Control</li> </ul>	1	-
Total		55	05 - 60

Where, L:Lectures T:Tutorials P:Practicals

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminar presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** On completion of this course, students shall be able to;

Understand and acquaint with major emerging issues at national, state, and local level

Understand the impact of Liberalisation, Privatisation and Globalisation in Education

Develop understanding about issues related to Students

Explain Environmental and Population Education

**Suggested Readings:**

- Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). Population Education. Agra: Shri Vinod Pustak Mandir.
- Krishnamacharyulu, V. (2005). Environmental Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). Trends and Issues in Indian Education. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. Problems of Education in N.E. India. Ludhiana: Tandon Publications.

## DETAILED SYLLABUS OF 4<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Value and Peace Education(Minor-4)</b>
<b>Course Code</b>	<b>:MIN-EDU-4.2</b>
<b>Nature of the Course</b>	<b>:Minor</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To develop understanding the concept of value and Value Education
- To understand the meaning and importance of peace education and its relevance at national and international level
- To identify the challenges of peace education
- To explain strategies and skills in promoting peace education

<b>Units:</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
Unit-1 (15 Marks)	<b>Value:</b> <ul style="list-style-type: none"> <li>• Concept meaning and definition of value.</li> <li>• Sources of values</li> <li>• Importance of values in human life</li> </ul> Types of values, their characteristics, functions and educational significance <ul style="list-style-type: none"> <li>• Instrumental values</li> <li>• Intrinsic values</li> <li>• Democratic values</li> <li>• Social values</li> <li>• Moral values</li> <li>• Religious and spiritual values.</li> <li>• Aesthetic values.</li> </ul>	1 3	2	-	15
Unit-2 (15 Marks)	<b>Value education:</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Objectives and Importance of value education.</li> <li>• Value education at different stages – - Primary - Secondary - Higher education.</li> <li>• Role of teacher and family in imparting value education.</li> </ul>	1 3	2	-	15
Unit-3 (15 Marks)	<b>Peace education:</b> <ul style="list-style-type: none"> <li>• Meaning, definition and characteristics of peace.</li> <li>• Importance of peace in human life.</li> <li>• Teacher's role in promoting peace.</li> <li>• Concept, need and characteristics of peace education</li> <li>• Curricular contents of peace education at different levels – Primary, Secondary and Higher Education</li> <li>• Strategies and skills in promoting peace education</li> <li>• Relevance of peace education in national and international context</li> </ul>	1 3	2	-	15
Unit-4 (15 Marks)	<b>Challenges of Peace education and Role of Different Organisations:</b> <ul style="list-style-type: none"> <li>• Challenges of peace education</li> </ul>	1 3	2	-	15

- Role of national and international organizations for promoting peace education –
- International Institute for Peace(IIP),
- UNESCO,
- International Peace Bureau (IBP),
- UNO - UNICEF,
- Global Peace Foundation(GPF)

---

52 8 - 60

Where, L:Lectures, T:Tutorials, P:Practical

**Modes of In-Semester Assessment:**

**40 Marks**

1) One sessional test -

20 Marks

2) Any three of the following activities listed below -

20 Marks

i. Class assignment/home assignment/case studies

ii. Class test/Unit test

iii. Field work

iv. Group discussion

v. Seminer presentation

vi. Participation in class discussion

vii. Quiz

**Learning Outcomes:** After completion of this course the learner will be able to:

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

**Suggested Readings:**

- Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.
- Chakrabarty, M. (1997).Value education: Changing Perspective.New Delhi:Krishna Publishers Distribution.
- Chitakra,M.G. (2007).Education and Human Values. New Delhi APH Publishing Corporation.
- Mishra, L (2009). Peace education-Framework for teachers.New Delhi: APH Publishing Corporation.
- Panda. P.K.(2017). Value Education.Guwahati: Nivedita Book Distributors.
- Rajput,J.S.(2002).Human Values in School Education. New Delhi: Anmol Publication.
- Singh,S.P. (2011).Edu<sup>ca</sup>tion for World Peace. New Delhi: Discovery Publishing House.
- Suryanarayana.N.V.S.(2017). Education and Human Value.Guwahati: Nivedita Book Distributors.

## DETAILED SYLLABUS OF 5<sup>th</sup> SEMESTER

<b>Course Title</b>	<b>:Guidance and Counselling (Minor-5)</b>
<b>Course Code</b>	<b>:MIN-EDU-5.2</b>
<b>Nature of the Course</b>	<b>:Minor</b>
<b>Total Credits</b>	<b>:4 credits</b>
<b>Distribution of Marks</b>	<b>:60 (End-Sem.)+40 (In-Sem.)</b>

### Objectives:

- To help the students to understand the concept, need and importance of Guidance and Counselling
- To enable the students to know the different types and approaches to Guidance and Counselling
- To acquaint the students with the organization of guidance service and school guidance clinic
- To enable the learners to understand the challenges faced by the teacher as guidance worker.

Units	Course contents	L	T	P	Total Hours
Unit-1 (15 Marks)	<b>Introduction to Guidance:</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul>	14	1	-	15
Unit-2 (15 Marks)	<b>Introduction to Counselling:</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of counselling</li> <li>• Need and principles of counselling</li> <li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li> <li>• Relation between Guidance and Counselling</li> </ul>	13	1	-	14
Unit-3 (15 Marks)	<b>Organization of guidance service:</b> <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counsellor</li> </ul>	13	1	-	14
Unit-4 (15 Marks)	<b>Guidance needs of students and School guidance programme:</b> <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counselling</li> <li>• Guidance for CWSN</li> <li>• School Guidance Clinic</li> <li>School guidance programme</li> <li>• Importance of guidance and counselling cells in educational institutions</li> <li>• Follow-up Services</li> <li>• Role of the Head of the institution and parents in guidance and counselling</li> <li>• Challenges and functions of the teacher as guidance provider/ counsellor</li> </ul>	16	1	-	17

Where, L:Lectures, T:Tutorials, P:Practical

**Modes of In-Semester Assessment:** 40 Marks

1) One sessional test - 20 Marks

2) Any three of the following activities listed below - 20 Marks

- i. Class assignment/home assignment/case studies
- ii. Class test/Unit test
- iii. Field work
- iv. Group discussion
- v. Seminer presentation
- vi. Participation in class discussion
- vii. Quiz
- viii. Any other evaluative method as determined by the concerned teacher

**Learning Outcomes:** After completion of this course the learner will be able to:

- Understand the concept, need and importance of Guidance and Counselling
- Know the different types and approaches to Guidance and Counselling
- Acquaint with the organization of guidance service and school guidance clinic
- Understand the challenges faced by the teacher as guidance worker

**Suggested Readings:**

- Agarwal, Rashmi(2010)'Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989):Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
- Bhatia,K.K.(2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers.
- Kochhar,S.K. (2010).Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd.
- Kalita, Utpal (2025): Nirdesana Aaru Paramarshadaan, Shanti Prakashan, Guwahati
- Kalita, Gohain & Bhagabati (2025): Guidance and Counselling, Shanti Prakashan, Guwahati