



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
Education (Major)
Code: EDU-MJ-01014**

Approved by :

Board of Studies meeting held on 04-08-2025

&

Academic Council vide Resolution no. 04, dated- 12-08-2025

Darrang (Autonomous) College

Four Year Undergraduate Programme (FYUGP) Syllabus

1ST SEMESTER

Subject: Education

Course Title: PRINCIPLES OF EDUCATION

Course Code: EDU-MJ-01014

Total Credits: 4 (Theory: 4, Practical: 0)

Contact Hours: 60 (Lecture: 48, Tutorial: 12)

Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Aims of *Principles of Education* in FYUGP:

- To introduce foundational concepts of education to undergraduate learners.
- To understand the aims, nature, and methods of education in historical and contemporary contexts.
- To reflect on curriculum, discipline, freedom, and the democratic process in education.
- To prepare students for deeper educational study and socially responsible action.

Program Outcome:

Upon successful completion, students will be able to:

- Articulate the fundamental principles, diverse aims, and various forms of education.
- Analyze the structure and role of curriculum and discipline within educational settings.
- Evaluate critically education's democratic function and its societal implications.
- Apply educational theories to develop practical and ethical classroom approaches.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

- Use of local and national education case studies

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

By the end of the course, learners will be able to:

- Explain the meaning, nature, and forms of education, and describe its social functions.
- Differentiate and critique various aims of education, including moral and democratic aims.
- Summarize the principles and types of curriculum, and assess the role of discipline and freedom in education.
- Analyze the role of education in a democratic society and propose the role of teachers in democratic classrooms.

Detailed Syllabus

Unit	Title	Contents	Lecture	Tutorial	Practical	Total Hours
Unit 1	Meaning and Concept of Education	- Meaning, nature and scope of education - Forms of education: Formal, Informal and Non-formal with their agencies - School: Functions and its relationship with society - Distance and Open Education with reference to India - Major functions of education	13	3		16
Unit 2	Aims of Education	- Meaning and importance of aims - Determinants of educational aims - Individual vs Social aim - Vocational vs Liberal aim - Democratic, Citizenship, Moral and Holistic Development as aims of education	12	3		15
Unit 3	Curriculum and Discipline	A. Concept, nature, and importance of curriculum - Types of curriculum - Principles of curriculum construction - Correlation of studies: Meaning, types, importance - Co-curricular activities: Meaning, types, importance B. Meaning and importance of discipline and freedom - Discipline vs Order - Forms of discipline - Concept of free-discipline - Role of reward and punishment - Maintenance of discipline in schools	13	3		16
Unit 4	Democracy and Education	- Meaning of democracy in education - Democracy and education of the masses - The Learner's role in democratic education - Role of teachers and educational administrators in fostering democratic values - Methods of teaching in a democratic classroom	10	3		13

Total Contact Hours: 60

Suggested Reference Books:

1. Aggarwal, J. C. (2022). *Theory and principles of education* (13th ed.). Vikas Publishing House.
2. Bhatia & Narang. (2018). *Philosophical and sociological bases of education*. Tandon Publications.

3. Dewey, John. (1916). *Democracy and Education*. The Free Press.
4. National Council of Educational Research and Training (NCERT). (2018). *Teacher education curriculum framework*. NCERT.
5. Safaya & Shaida (2012). *Modern Theory and Principles of Education 7th Edition*. Dhanpat Rai Publishing Co.
6. Saikia, Mukul (2025). *Principles of Education*. Mani Manik Prakash
7. Taneja, V. R. (1995). *Educational thought and practice*. South Asia Books.



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
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Education (Major)
Code: EDU-MJ-02014**

Approved by :

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Academic Council vide Resolution no. 04, dated- 12-08-2025

Four Year Undergraduate Programme (FYUGP) Syllabus

2ND SEMESTER

Subject: Education

Course Title: EDUCATIONAL PSYCHOLOGY

Course Code: EDU-MJ-02014

Total Credits: 4 (Theory: 4, Practical: 0)

Contact Hours: 60 (Lecture: 48, Tutorial: 12)

Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Aims of Educational Psychology in FYUGP:

- To instill a foundational understanding of key psychological concepts relevant to education.
- To enable students to appreciate learner diversity and develop effective teaching-learning strategies.
- To support holistic development through the integration of psychology into educational settings.
- To promote critical thinking and reflective practices among future educators.

Program Outcome:

- Apply the principles of educational psychology effectively in diverse classroom settings.
- Identify and respond to the psychological needs of diverse learners through informed pedagogical practices.
- Demonstrate foundational competencies in psychological assessment and intervention strategies relevant to educational contexts.

Teaching-Learning Process:

- Interactive lectures, group discussions, and case studies.
- Presentations, role-playing, and classroom-based observations.
- Integration of field visits and reflective journaling.

Teaching-Learning Tools:

- ICT-enabled teaching (videos, PPTs, digital simulations)
- Charts, models, and psychometric tools

- Textbooks, research papers, and open-source digital content

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 10 Marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Course Outcomes:

By the end of this course, students will be able to:

- Define and explain fundamental concepts within educational psychology.
- Analyze various learning processes and evaluate the roles of motivation and memory.
- Utilize psychological theories to enhance classroom teaching practices.
- Recognize individual differences and adapt teaching strategies to accommodate diverse learners.

Detailed Syllabus

Unit	Content	Lecture	Tutorial	Practical	Total Hours
Unit I	Introduction to Educational Psychology - Meaning and nature of Psychology - Relationship between Education and Psychology - Educational Psychology: Nature, Scope, and Importance - Role of Educational Psychology in the Teaching-Learning Process	12	3		15
Unit II	Learning and Motivation - Meaning, nature, and types of Learning - Theories of Learning: Behaviorist Perspectives (Connectionism, Classical Conditioning, Operant Conditioning) and Cognitive Perspectives (Gestalt Theory of Insightful Learning) - Thorndike's Laws of Learning: Readiness, Exercise, Effect - Factors affecting Learning	12	3		15

	- Motivation: Meaning, types and strategies for motivating learners				
Unit III	Cognitive and Affective Processes - Memory: Meaning, Nature, Types, Methods to Enhance Retention - Forgetting: Meaning, Causes and Prevention - Attention: Concept, Characteristics, Types, Determinants - Interest: Meaning, Relation with Attention, Role in Learning	12	3		15
Unit IV	Learner Diversity and Personality - Intelligence: Meaning, Characteristics, Theories (Spearman's Two-Factor, Thurstone's Group Factor) - Creativity: Concept, Characteristics, Education and creativity - Personality: Meaning, Nature, Theories (Type and Trait) - Exceptionalities in Learners: Giftedness, Intellectual Disabilities, Learning Disabilities - Individual Differences: Meaning, Nature, Classroom Implications, Teacher's Role	12	3		15

Total Contact Hours: 60

Suggested Reference Books:

1. Aggarwal, J.C. (2014). *Essentials of Educational Psychology, 3rd Edition*. Vikas Publishing House Pvt. Ltd
2. Chauhan, S.S. (2009). *Advanced Educational Psychology, Seventh Edition*. Vikas Publishing House Pvt. Ltd.
3. Mangal, S.K. (2011). *Advanced Educational Psychology, Second Edition*. PHI
4. Woolfolk, A. (2019). *Educational Psychology*. Pearson