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SAIDUL ISLAM (SI)	MD. ABDUL AZIZ MONDAL (AAM)	DR. KRISHNENDU ROY (KR)	MD. KAWSAR HOSSAIN (KH)	DR. TULIKA CHAKRABORY (TC)
Unit-III: Intelligence & Creativity a. Intelligence: Definition; Theories of Intelligence and their implications-Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence-verbal, non-verbal, and performance test. b. Creativity: meaning, nature, factors, and nurturing. Brainstorming as a technique.	d. Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication e. Memorization: Definition, factors, LTM, STM, Strategles for effective memorization. Forgetting- meaning and causes	Unit-IV: Personality and Individual differences a. Definition; Heredity & Environment as determinants of Personality. b. Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory	Unit-II: Learning a. Definition and characteristics of Learning; Factors influencing learning b. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning c. Transfer of Learning: Concept, Types and Strategies for promoting transfer	 Unit-I: Educational Psychology and Developmental aspects of human life a. Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
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Unit-IV: Personality and Individual differences c. Measurement of Personality- projective test and non-projective test d. Individual differences—meaning, nature, and implications

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Unit - III: Social Groups and Education

d. Social groups : Meaning, nature

Primary Group : Meaning, characteristics and role · Types:

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DR. TULIKA CHAKRABORTY (TC)

Secondary Group: Meaning, characteristics and role

Comparison between primary group and secondary group

Unit - III: Social Groups and Education e, Socialization :

Meaning and characteristics

Factors of socialization

EDU-MI-T-1

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MD. KAWSAR HOSSAIN (KH)

Role of the school

f. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and

(v) Religion.

Unit - I: Sociology and Educational Sociology

d. Sociology: Meaning, emergence, nature and scope

e, Educational sociology : Meaning, nature, scope and importance

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DR. KRISHNENDU ROY (KR)

f, Relation between Education and Sociology

Unit - IV: Social Change and Education

a. Social change: Definition, characteristics, factors, constraints and education as an instrument of social

MD. ABDUL AZIZ MONDAL (AAM)

Privatization: Concept and relationship with education

c. Social Stratification : Definition, characteristics, causes; education and social stratification

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b. Social change in India:

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Globalization: Concept and relationship with education

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DR. KRISHNENDU ROY (KR)	DR. TULIKA CHAKRABORTY (TC)	MD. KAWSAR HOSSAIN (KH)	Name of the Faculty Member	
• Meaning, nature and scope of Sociology • Relationship between Education and Sociology • Need of Sociology • Relationship between Meaning, nature and scope of Educational Sociology • Difference Meaning, nature and scope of Educational Sociology • Difference between Sociology and Educational Sociology • Theories of Educational Sociology • Theory with their concepts, Sociology • Conflict Theory and Consensus Theory with their concepts, features, merits & demerits) Unit-4:Psychological Foundations of Education Unit-4:Psychological Foundational Psychology	 Unit-2: Philosophical Foundations of Education Meaning, definitions and scope of Philosophy Science of Education and Philosophy of Education Relationship between Education and Philosophy Meaning, nature and scope of Educational Philosophy Meaning, nature and scope of Educational Philosophy Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher) Unit-4:Psychological Foundations of Education OMethods of Educational Psychology (Observation, Case Study, Clinical Methods) O Application of Educational Psychology in teaching -learning process 	• Education: • Education: • Education: • Education - Meaning, Nature, and Scope Forms of Education — Formal, Non-Formal and Informal Education Aims of Education • Necessity and determinants of aims of Education • Individual and Social Aims of Education • Aims of Education based on four pillars of Education (Delor's Commission)- (Learning to learn, learning to do, learning to be and learning to live together) Unit-4:Psychological Foundations of Education o Psychology—Concept, Definitions, Nature and Branches of Psychology o Schools of Psychology—Behaviourism, Gestalt Psychology, Psychoanalysis and Constructivism	Semester- II Name of the Units and Topics	DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN B.A Education (Multidisciplinary Course) EDU-MU-T-1: Foundation of Education- I
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DEPARTMENT OF EDUCATION DOMIKAL GIRLS' COLLEGE

LESSON PLAN EDU-SEC-P-2 (A): Institutional Survey Skill Enhancement Course

Semester-II

Name of the Faculty Member

Name of the Units and Topics

Course Code

Number of Lectures

Guideline:

can follow either qualitative or quantitative or mix method of analysis for preparing the report of the In an Institutional Survey Researchers may cover any four of the following areas of the Institution and Institution. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

Areas of Institution:

1. Leadership 2. Teacher Quality- Preparation, competence and commitment

3. Linkage and interface - communication with the environment

4. Students - academic and non -academic quality 5. Co-curricular activities - Non scholastic areas

6. Teaching - quality of instructions 7. Office Management - Support services

8. Relationship: corporate life in the institution support 9. Examination -purposefulness and methodology

10. Job Satisfaction -staff morale 11. Reputation Format for Report of Institutional Survey

Front page

2. Certificate from Supervisor

TC, KH, KR, SGN, SI, AAM

3. Student declaration

Acknowledgement

Preface

Content

7. Chapter 1: Introduction of Topic / theoretical framework of topic

8. Chapter 2: Profile of organization (Statement of the problem, Operational definition, Objectives of the

Delimitation of the study)

9. Chapter 3: Review of Literature/Background of the study.

10. Chapter 4: Methodology

11. Chapter 5: Data Analysis and Interpretation

12. Chapter 6: Conclusion and Suggestions/Recommendation

13. References/Bibliography

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	KR, KH,TC, SGN, AAM, SI	Name of the Faculty Member	
d. lication	Guideline: Each student is required to complete anyone project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 • Title of the Project: To be selected from the syllabus specified for Core papers. • Introduction • Significance of the Study • Objectives of the Study • Methods and Procedure • Data Analysis and Discussion • Conclusion • References	Name of the Units and Topics	DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN B.A Education Skill Enhancement Course EDU-SEC-P-2 (B): Project Work Semester- II
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