

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION 2026 B.A Education (Major)
Psychological foundation of Education
Semester - II (EDU-M-T-2)

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of lectures
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<p>DR. TUJUKA CHAKRABORTY (TC)</p> <p>Unit-I: Educational Psychology and Developmental aspects of human life Concept, Nature and Scope: Distinction between Psychology and Educational Psychology. 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.</p>	<p>EDU-M-T-2</p>	<p>20</p>	
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<p>MD. KAWSAR HOSSAIN (KH)</p> <p>Unit-II: Learning Definition and characteristics of Learning; Factors influencing learning Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning Transfer of Learning: Concept, Types and Strategies for promoting transfer Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes</p>	<p>EDU-M-T-2</p>	<p>25</p>	
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<p>DR. KRISHNENDU ROY (KR)</p> <p>Unit-III: Intelligence & Creativity Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal, non-verbal, and performance test. Creativity: meaning, nature, factors, and nurturing. Brainstorming as a technique.</p>	<p>EDU-M-T-2</p>	<p>20</p>	
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<p>SUDIPTA GHOSH NANDI (SGN)</p> <p>Unit-IV: Personality and Individual differences Measurement of Personality- projective test and non-projective test Individual differences –meaning, nature, and implications</p>	<p>EDU-M-T-2</p>	<p>10</p>	
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<p>SAIDUL ISLAM (SI)</p> <p>Unit-IV: Personality and Individual differences Definition; Heredity & Environment as determinants of Personality. Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory</p>	<p>EDU-M-T-2</p>	<p>15</p>	
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02/07/2026

 Head of Education
 Department of Education
 Domkal Girls' College

04/08/2026

 PRINCIPAL
 Domkal Girls' College
 Domkal, Murshidabad

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures
DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION CURRICULUM DISTRIBUTION 2026 B.A Education (Minor) Educational Sociology Semester - II (EDU-MI-T-1)			
DR. TULIKA CHAKRABORTY (TC)	Unit - II: Social Factors, Issues and Education Culture : Concept, nature and elements Relation between culture and society Role of education in culture Cultural lag : Concept, characteristics, causes, education and cultural lag Social Issues: Unemployment : Concept, types, causes, role of education in eradication of unemployment Inequality : Concept, causes and role of education in eradication of inequality Unit - III: Social Groups and Education Social groups : Meaning, nature Types: Primary Group : Meaning, characteristics and role Secondary Group : Meaning, characteristics and role Comparison between primary group and secondary group Socialization : Meaning and characteristics Factors of socialization Role of the school Social institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.	EDU-MI-T-1	20
MD. KAWSAR HOSSAIN (KH)	Unit - I: Sociology and Educational Sociology Sociology : Meaning, emergence, nature and scope Educational sociology : Meaning, nature, scope and importance Relation between Education and Sociology Unit - IV: Social Change and Education Social change : Definition, characteristics, factors, constraints and education as an instrument of social change Social change in India : Privatization : Concept and relationship with education Globalization : Concept and relationship with education Social Stratification : Definition, characteristics, causes; education and social stratification Social Mobility : Definition, characteristics, causes; education and social mobility	EDU-MI-T-1	24
DR. KRISHNENDU ROY (KR)	Unit - I: Sociology and Educational Sociology Sociology : Meaning, emergence, nature and scope Educational sociology : Meaning, nature, scope and importance Relation between Education and Sociology Unit - IV: Social Change and Education Social change : Definition, characteristics, factors, constraints and education as an instrument of social change Social change in India : Privatization : Concept and relationship with education Globalization : Concept and relationship with education Social Stratification : Definition, characteristics, causes; education and social stratification Social Mobility : Definition, characteristics, causes; education and social mobility	EDU-MI-T-1	14
MD. ABDUL AZIZ MANDAL (AAM)	Unit - I: Sociology and Educational Sociology Sociology : Meaning, emergence, nature and scope Educational sociology : Meaning, nature, scope and importance Relation between Education and Sociology Unit - IV: Social Change and Education Social change : Definition, characteristics, factors, constraints and education as an instrument of social change Social change in India : Privatization : Concept and relationship with education Globalization : Concept and relationship with education Social Stratification : Definition, characteristics, causes; education and social stratification Social Mobility : Definition, characteristics, causes; education and social mobility	EDU-MI-T-1	20


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<p>DR. TULIKA CHAKRABORTY (TC)</p> <p>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</p> <p>Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)</p> <p>Unit-4: Psychological Foundations of Education Psychology—Concept, Definitions, Nature and Branches of Psychology Schools of Psychology— Behaviourism, Gestalt Psychology, Psychoanalysis and Constructivism</p>	<p>EDU-MU-T-1</p>	<p>15</p>
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<p>MD. KAWSAR HOSSAIN (KH)</p> <p>Aims of Education based on four pillars of education (aims of education, curriculum, discipline, methods of teaching and role of teacher)</p> <p>Unit-1: Concept of 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 Delors' Commission - (Learning to learn, learning to do, learning to be and learning to live together)</p> <p>Unit-4: Psychological Foundations of Education Meaning, nature and scope of Educational Psychology Methods of Educational Psychology (Observation, Case Study, Clinical Methods)</p>	<p>EDU-MU-T-1</p>	<p>15</p>
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<p>DR. KRISHNENDU ROY (KR)</p> <p>Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)</p> <p>Unit-3 : Sociological Foundations of Education Meaning, nature and scope of Sociology Relationship between Education and Sociology Need of Sociological Approach to Education Meaning, nature and scope of Educational Sociology Difference between Sociology and Educational Sociology</p> <p>Unit-4: Psychological Foundations of Education Application of Educational Psychology in teaching- learning process</p>	<p>EDU-MU-T-1</p>	<p>15</p>
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(Signature)
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DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
CURRICULUM DISTRIBUTION 2026 Institutional Survey/ Project Work
Skill Enhancement Course EDU-SEC-P-2 (A)/ EDU-SEC-P-2 (B)
Semester- II

Name of the Faculty Member

Name of the Units and Topics

Course Code

Number of Lectures

Guideline: Format for Report of Institutional Survey

1. Front page
2. Certificate from Supervisor
3. Student declaration
4. Acknowledgement
5. Preface
6. Content

DR. TULIKA CHAKRABORTY (TC) & MD.
 ABDUL AZIZ MANDAL (AAM) & SUDIPTA
 GHOSH NANDI (SGN)

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 study, 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

EDU-SEC-P-2 (A)

45

N.B: Evaluation to be done by External Examiner.
 Marks distribution is to be i.e. Report Writing -15 Marks, Viva Voce -20 Marks.

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MD. KAWSAR HOSSAIN (KH) & DR.
 KRISHNENDU ROY (KR) & SAIDUL ISLAM
 (SI)

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 pages (A4) and to be submitted as per University Schedule:
 • Title of the Project: To be selected from the syllabus specified for Core papers.
 • Introduction

EDU-SEC-P-2 (B)

45

- Significance of the Study
 - Objectives of the Study
 - Methods and Procedure
 - Data Analysis and Discussion
 - Conclusion
 - References
- N.B: Evaluation to be done by External Examiner.
 Marks distribution is to be i.e. Report writing-15, Viva Voce-20.

(Signature)
 04/04/26

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 Head, Department of Education
 Domkal Girls' College

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