Government General Degree College, Kalna-I

Department of Education

Course Structure under CCFUP (NEP 2020)

for

Semester-III

B.A. 3-YEAR DEGREE PROGRAMME WITH EDUCATION MAJOR

Sl. No.	Course Name	Paper
1	Major/DS Course	EDUC3011: Educational Philosophy-II
2	Major/DS Course	EDUC3012: Educational Psychology-II
3	Skill Enhancement Course (SEC)	EDUC3051: Distance Education
4	Minor Course	HRM3021: Human Resource Management- Module 1
5	Multi/Interdisciplinary	ENVSC 3031: Climate Change & Climate Action
6	Ability Enhancement Course (AEC)	BENG3041: [L1-2 MIL] বাংলা ছোটগল্প ও কবিতা

Course: Educational Philosophy- II   **Full Marks:75**

Course Objectives:

1.   Gain a comprehensive understanding of major Western philosophical schools such as Idealism, Naturalism, Realism, and Pragmatism, and their relevance to contemporary education.

2.   Analyze how philosophical theories influence educational practices and methodologies in modern classrooms.

3.   Explore the pedagogical approaches advocated by renowned educators like Rousseau, Pestalozzi, Froebel, Dewey, and Montessori, and their applicability in today's educational landscape.

4.   Critically examine and discuss pressing educational issues, including democracy, national integration, and international understanding, to foster a deeper understanding of their implications.

5.   Investigate the role of education in empowering marginalized communities and promoting values of peace and leisure for societal well-being.

6.   Understand the complexities of implementing educational reforms in diverse cultural and socio-political contexts.

7.   Develop skills to integrate philosophical insights into educational planning and decision-making processes.

8.   Foster a reflective and informed approach to education, emphasizing the importance of continuous learning and adaptation to evolving educational paradigms.

Course Contents: **Marks: 60, L.H.: 75**

Unit –I:

●   Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism,

●   Realismand ● Pragmatism; Their contribution to present day education.   **25 LH**

Unit –II:

●   Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ●Dewey,

●   Montessori.   **20 LH**

Unit –III:

●   Current issues in Education: Education for Democracy, ● Education for National Integration,

●   Education for International Understanding.   **15 LH**

Unit –IV:

● Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure. **15 LH**

Recommended Books:

• Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. New Jersy, USA: Pearson.

• Ozman, Howard A., & Craver, Samuel M., Philosophical Foundation of Education. Boston, USA: Ally & Bacon.

• Wingo, G. Max. Philosophies of Education New Delhi: Sterling Publishers.

• Chanda S.S. & Sharma R.k Sociology of Education, New Delhi, Atlanti Publishers.(2002)

• Chandra S.S Indian educational development, problems and trends, New Delhi, Kanishka Publishers, (2002).

• V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.

❖ Bengali Books on Educational Philosophy.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a nuanced understanding of major Western philosophical schools and their impact on educational practices.

2. Apply pedagogical methodologies advocated by influential educators to enhance teaching and learning experiences.

3. Engage in informed discussions on contemporary educational issues, demonstrating critical thinking skills.

4. Recognize the role of education in promoting empowerment and social cohesion.

5. Contribute positively to societal well-being through informed educational practices.

6. Adapt teaching strategies to meet the diverse needs of learners in various cultural contexts.

7. Integrate philosophical insights into educational decision-making processes to create inclusive learning environments.

8. Cultivate a lifelong commitment to professional growth and development in the field of education.

Course: Educational Psychology-II   **Full Marks: 75**

Course Objectives:

1.   Understand the concept of intelligence, including its definition and various theories such as Two-factor, Group-factor, and Guilford's theory of Intellect.
2.   Explore methods for measuring intelligence, including verbal, non-verbal, and performance tests.
3.   Examine the nature of creativity, its characteristics, and the traits of creative individuals.
4.   Define personality, its types, and traits, and study the development of personality.
5.   Investigate psychoanalytical and humanistic approaches to understanding personality.
6.   Learn techniques for assessing personality and understanding individual differences.
7.   Explore the concept of memory, its processes, and the storage and reproduction of information.
8.   Understand the different types of memory, including sensory memory, short-term memory, and long-term memory.
9.   Analyze the encoding process of memory and strategies for efficient memorization.
10.   Explore the factors influencing remembering and forgetting.

Course Contents: **Marks: 60, L.H.: 75**
Unit –I:
●   Intelligence: Concept and Definition, ● Theories of Intelligence: Two-factor, Group-factor and ● Guilford's theory of Intellect, ● Measurement of intelligence: Verbal, Non-verbal and Performance Test, ● Creativity: Meaning and nature, Characteristics of creative person.   **25 LH**

Unit –II:
●   Personality: Meaning and Nature, ● Development of Personality, ● Personality: Types and Traits, Psychoanalytical theory of Personality, ● Humanistic approach of Personality, ● Assessment of Personality.
                                                                20 LH
Unit –III:
●   Memory: Meaning and Concepts, Process of Memorization, ● Storage and reproduction of information, ● Types of Memory: Sensory Memory-short term and long-term memory, ● Encoding of Memory, ● Economy in memorization, ● Remembering and Forgetting: Causes.   **20 LH**

Unit –IV:
●   Piaget's theory of Cognitive development: Definition and brief outline, ● Burner &Vygotsky's Theories of Development.   **15 LH**

❖   **Recommended Books:**
•   Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
•   Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
•   Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
•   Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
•   Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
•   Bruner, J.(1977). The Process of Education, USA: Harvard University Press.

❖ Bengali Books on Educational Psychology

Course Outcomes:
Upon completion of this course, students will be able to:
1. Demonstrate a comprehensive understanding of intelligence, including its various theories and measurement methods.
2. Identify and analyze characteristics of creative individuals and understand the nature of creativity.
3. Evaluate different personality types, traits, and theories, and apply them to understand individual behavior.
3. Assess personality using various methods and techniques, demonstrating proficiency in psychological assessment.
5. Understand the processes involved in memory, including encoding, storage, and retrieval.
6. Differentiate between different types of memory and their roles in cognitive functioning.
7 . Apply theoretical frameworks such as Piaget's theory of cognitive development and Bruner & Vygotsky's theories to understand cognitive development.
8. Demonstrate an understanding of factors influencing remembering and forgetting, and apply strategies for improving memory and retention.

SEC-3: Distance Education   **Full Marks: 50**

Course Objectives:
1.   Understand the significance, meaning, and characteristics of distance education, including its historical development and contemporary relevance.
2.   Analyze the growth and development of distance education, including key milestones and influential factors shaping its evolution.
3.   Develop skills in designing and preparing self-learning materials tailored for distance education settings.
4.   Explore the role of Information and Communication Technologies (ICT) and their applications in enhancing distance education delivery and accessibility.
5.   Evaluate the concept of self-support services in distance education and their importance in facilitating student learning and support.
6.   Examine technical and vocational programs offered through distance education, focusing on their design, delivery, and impact on workforce development.
7.   Understand the principles of quality assurance in distance education, including methods for evaluating and maintaining educational standards.
8.   Explore strategies for maintaining quality standards in distance education programs, ensuring effective learning outcomes.

Course Contents: **Marks: 40, L.H.: 45**

Unit –I
●   Distance Education: Meaning, Characteristics and Significance, ● Present status of Distance Education,
●   Growth of Distance Education.   **7 LH**

Unit –II
●   Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education,
●   ICT and their applications in Distance Education.   **8 LH**

Unit –III
●   Self – support service in Distance Education, ● Technical and Vocational Programmes through Distance Education, ● Distance Education in rural development   **15 LH**

Unit –IV
●   Quality assurance of Distance Education, ● Mechanism for maintenance of standards in Distance Education, ● Role of Distance Education Council, & IGNOU   **15 LH**

☐   **Recommended Books:**
•   Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
•   Distance Education: In the 21st Century – A.Goel & S.L.Goel.
•   Distance Education-V.K.Rao
•   Distance Education in Different Countries- D.B.Rao

- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughery & D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
- Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

Course Outcomes:
Upon completion of this course, students will be able to:
1. Demonstrate a comprehensive understanding of distance education, including its historical development, significance, and characteristics.
2. Develop proficiency in designing and preparing self-learning materials suitable for distance education contexts.
3. Utilize Information and Communication Technologies (ICT) effectively to enhance teaching and learning experiences in distance education.
4. Identify and implement self-support services to facilitate student learning and address their diverse needs.
5. Evaluate technical and vocational programs offered through distance education and their impact on skill development and employability.
6. Apply quality assurance principles to assess and maintain educational standards in distance education programs.
7. Demonstrate competence in maintaining quality standards throughout the distance education delivery process.
8. Understand the role and functions of Distance Education Councils in regulating and promoting quality distance education initiatives at a national level.

B.A. 3 YEARS DEGREE PROGRAMME WITH EDUCATION MAJOR
Minor Course under Vocational Education & Training
Course Code: HRM3021
Course Title: Human Resource Management – Module 1
Total Credit: 4
(Lecture -3, Tutorial -1) Duration: 60 Hours
Detailed Syllabus – Third Semester
Full Marks:75 (Theory 60+ Internal 15)

Introduction HR Executive (Duration: 4 Hours)

•	Describe the roles and responsibilities of an HR Executive - Payroll and Employee Data Management.
•	Explain the importance of the role.
•	Explain organization structure and various functions carried out in an organization.
•	Describe organizational,	external agency and employee requirements for information.

Maintain employee records for compensation and benefits calculations (Duration: 15 Hours)

•	List various data recording systems used in organisations to capture and process employee data.
•	Record data manually in physical registers and files.
•	List various sources of information related to payroll and employee data management.
•	Describe various methods of taking attendance.
•	Describe overtime and leave marking and approval process.
•	List income tax-related investments and declaration form and evidence required with it.
•	Describe various headers in a salary slip.
•	List various information required to be maintained during the entire employee lifecycle in an organisation.
•	Describe procedures for keeping data confidential and secure. Maintain records of new employees for details such as employee name, ID, team, salary, date of birth, address, etc.
•	Seek necessary details of new employees from relevant authorities/ departments in the organisation such as employee number, access card number, date of joining, salary break-up, bands/levels, etc.
•	Obtain records of existing employees assigned to new roles, in a timely manner pertaining to new designations, salary hikes, changes in pay bands, salary structure, departments, etc.
•	Update records of existing employees assigned to new roles, in the database to reflect changes accurately and in a timely manner.
•	Update leave details of employees into the database.
•	Record the leave without pay details of employees.
•	Record the overtime details of employees (when applicable).
•	Update the date of resignation of the employees as well as the employee status to indicate resignation.
•	Obtain salary calculation that forms part of a full and final settlement.
•	Obtain previous employment detail /salary details if required/applicable.

•	Seek clarifications and supporting information to address gaps in information in a timely manner, from appropriate department/authority.
•	State standards, policies and procedures followed in the company relevant to own employment and performance conditions.

- List the organisation's hierarchy, departments, authorised signatories and authorisation's procedures.
- State the organisation's policies for recording and storing data.
- State the organisation's procedures for maintaining the security and confidentiality of information.
- State the organisation's policies and procedures for resolving discrepancies.
- State the organisations' human resource policies.

Process statutory entitlements for finalizing compensation and benefits (Duration: 15 Hours)

- Describe how to process statutory entitlements and deductions with respect to staff compensation and benefits.
- State current rules relating to statutory payments and deductions.
- State relevant concepts and terms regarding provident fund deduction such as employee's contribution, employer's contribution, minimum and maximum PF deduction allowed, government website through which payment is to be made, eligibility criteria, etc.
- State relevant concepts and terms regarding ESI deduction such as employee's contribution, employer's contribution, minimum and maximum ESI deduction allowed, government website through which payment is to be made, the applicability of ESI provisions to employees with salary as limited by present rules, etc.
- List statutory and regulatory authorities related to compensation and benefits.
- List documentation to be maintained for statutory compliances for PF, ESIC, Professional Tax, Income Tax, etc.
- Determine entitlement to statutory payments, provident fund (PPF), employees state insurance (ESI), professional tax, etc. for staff compensation and benefits.
- Calculate any applicable pre-tax deductions and all relevant statutory and non- statutory deductions.
- Identify the tax liabilities for various salary amounts and types.
- Identify relevant concepts and terms regarding Provident Fund deduction such as employee's contribution, employer's contribution, minimum and maximum PF deduction allowed and government website through which payment is to be made, eligibility criteria, etc.
- Calculate the amount of PF to be deducted individually from employees' salaries.
- Process PF Nomination, PF-Withdrawal and PF Transfer documents.
- Identify relevant concepts and terms regarding ESI deduction such as employee's contribution, employer's contribution, minimum and maximum ESI deduction allowed, government website through which payment is to be made, the applicability of ESI provisions to employees with salary as limited by present rules, etc.
- Calculate the amount of ESI to be deducted individually from employees' salaries.
- State organization's standards, policies, procedures, guidelines and service level agreements for dealing with queries and your role and responsibilities in relation to these.

Process salary packages in the payroll system (Duration: 15 Hours)

- Describe how to process salary packages in the payroll system.

- State key features of the legislation, regulations and taxation systems relevant to salary packaging arrangements and additional allowances.
- List benefits and costs to organisations and employees of salary packaging arrangements.
- Explain different models for salary packaging, including gross salary plus benefits, total employment costing.
- Describe external and organisational sources that can be accessed for additional information on salary packaging arrangements and additional allowances.
- Describe salary slip information.
- Prepare standard information for employees on available salary packaging options.

- Provide information to employees according to organisational policies and procedures
- Obtain employee information required to process salary packaging arrangements in line with organisational procedures.
- Determine tax and non-tax components of salary packaging arrangements.
- Calculate the impact of additional allowances on employee's gross income in the payroll system.
- Maintain payroll records relating to employee salary packaging arrangements and additional allowances according to organisational policies and procedures
- State standards, policies, and procedures followed in the company relevant to own employment and performance conditions.

Process payroll data (Duration: 11 Hours)
- List different types of payroll systems.
- List the organisation's methods of salary and payroll disbursement.
- Describe operational work systems, equipment, management and site operating systems for payroll activities.
- Explain workplace procedures and policies for carrying out employee payroll activities.
- List documentation requirements for carrying out employee payroll activities.
- Explain problems that may occur and appropriate action that can be taken toresolve these problems.
- State regulations relevant to payroll activities.
- Describe workplace grading systems.
- Describe workplace leave and roster systems.
- Ensure all earnings are authorised and calculated in accordance with defined remuneration policies and workplace procedures.
- Maintain a record of leave entitlements; leave taken, loadings and allowances.
- Calculate gross pay and deductions accurately from information contained inrelevant documents.
- Prepare payroll within designated timelines and in accordance with organisational policy and procedures.
- Reconcile total wages for a pay period, check or correct irregularities or refer to designated persons for resolution.
- Make arrangements for payment in accordance with organisational and individual requirements.
- Produce payroll records in accordance with organisational policy and security procedures.
- Check the accuracy of payroll records in accordance with organisational policy and security procedures.
- Coordinate with accounts team for final salary payments by sharing accurate and timely information in

required formats
- Follow security procedures for processing payroll and for maintaining payroll records.
- Respond to payroll enquiries in accordance with organisational and legislative requirements. • Provide information in accordance with organisational and legislative requirements.
- State organisational policies and procedures across the full range of tasks for the required payroll processes.

Reference Books on Human Resource Management
1) Human Resource Management in India – Sage Publications India Pvt Ltd
2) Strategic Human Resource Management – Pearson India.
3) Human Resource Management in India – Excel Books
4) Human Resource Management in India – Tata Mc Grow Hill Education

5)   Human Resource Management an Indian Context—Himalaya Publishing House
6)   Human Resource Management in India—Thi Learning Pvt Ltd

7)   Indian Ethos and Human Resource Management—Excel Books
8)   Human Resource Management in India—Oxford University Press

B.A. 3 YEARS DEGREE PROGRAMME WITH EDUCATION MAJOR
PAPER CODE: ENVSC3031
[ENVSC Multidisciplinary: COURSE NO. 3]CLIMATE CHANGE & CLIMATE ACTION
TOTAL CREDITS: 3
TIME: 2 Hours   MARKS: 40
Full Marks 50 (Theory 40+ Internal 10)

Learning objectives   **Lecture: 50**
•   Explain the fundamentals of climate change science
•   Present the international climate change legal and policy framework and explain key issue sunder negotiation
•   Describe the expected consequences of climate change and the role of adaptation
•   Provide a rational for climate change mitigation and propose actions in key sectors
•   Outline basic elements of planning processes to deliver climate change action

Learning outcome
After completion of this course students should learn about -
☐   Fundaments of climate change science as well as know-how of the equipment with techniques for adaptation and vulnerability assessment
☐   Knowledge and understanding on future implementation of low carbon development policy

The Science of climate change: Atmosphere of the Earth; Global temperature – Past and present trend, Greenhouse effects; Global energy balance: Greenhouse gases and aerosols; its effects on global warming
                                                                                                                          15

Climate change and its effects: Impact of climate change on the perspective of biodiversity, ocean, natural hazards, health risk, food supply, poverty, environmental refugee   **10**

Climate action: climate change - adoption, Vulnerability assessment-IPCC Framework (AR5 and AR6); Identifying and selecting adaptation option, linking adaptation and development Planning
                                                                                                                          10
Policy and mitigation: Policy approaches for mitigation and Low Carbon Development; Role of National and Sectorial Institutions in climate change planning, National Action Plan on Climate Change

Proposed faculty involvement

Unit 1& 2: Social Science/ Botany/Zoology

Unit3: Geography/Botany/ Zoology/ History

Unit4: Geography/ Social Science/ Physics

Unit 5: Political Science/Social Science

B.A. 3 YEARS DEGREE PROGRAMME WITH EDUCATION MAJOR

Ability Enhancement Course (AEC - L1-2)
Bengali
Course Code: BENG3041

Course Credit: **02**

Course Name: বাংলা ছোটগল্প ও কবিতা

Total Marks **: 50 40 (Theory) + 10 (Internal)**

COURSE OBJECTIVE:

এই পাঠ্যসূচির উদ্দেশ্য হল বাংলা সাহিত্যের আধুনিক কালের বাংলা ছোটগল্প ও কবিতা সম্পর্কে শিক্ষার্থীদের অবহিত করা।

একক – ১

বাংলা ছোটগল্প – রবীন্দ্রনাথ ঠাকুর- একরাত্রি, প্রভাত মুখোপাধ্যায় - আদরিনী, বনফুল- তাজমহল।

একক – ২

একালের কবিতা- দিনেশ দাস - কোরাণী, প্রেমেন্দ্র মিত্র – মানে, শক্তি চট্টোপাধ্যায় – অবনী বাড়ি আছো।