Government General Degree College, Kalna-I

Department of Education

Course Structure under CCFUP (NEP 2020)

for

Semester-III

B.A. 4-YEAR HONOURS 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	RSA 3021 Retail Sales Associate- Module 1
5	Multi/Interdisciplinary	COMP 3031 Introduction to Cyber Security
6	Ability Enhancement Course (AEC)	BENG3041 [L1-2 MIL] বাংলা ছোটগল্প ও কবিতা

B.A. 4 YEARS HONOURS PROGRAMME WITH EDUCATION MAJOR
Major/DS
Course Code: EDUC3011

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 NationalIntegration,

● 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.

B.A. 4 YEARS HONOURS PROGRAMME WITH EDUCATION MAJOR
Skill Enhancement Course (SEC)
Course Code: EDUC3051

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. 4 YEAR HONOURS PROGRAMME WITH EDUCATION MAJOR
Minor Course under Vocational Education & Training
Course Code: RSA3021
Course Title: Retail Sales Associate- Module 1
Total Credit: 4
(Lecture -3, Tutorial -1)
Duration: 60 Hours
Detailed Syllabus – Third Semester
Full Marks:75 (Theory 60+ Internal 15)

To process credit applications for purchases (Duration: 6 Hours)
• Identify the customer's needs for credit facilities.
• Clearly explain to the customer the features and conditions of credit facilities.
• Provide enough time and opportunities for the customer to ask for clarification or more information.
• Accurately fill in the documents needed to allow the customer to get credit.
• Successfully carry out the necessary credit checks and authorization procedures.
• Promptly refer difficulties in processing applications to the right person.

To help keep the store secure (Duration: 6 Hours)
• Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of his/her responsibility and authority to do so.
• Follow company policy and legal requirements when dealing with security risks.
• Recognise when security risks are beyond his/her authority and responsibility to sort out, and report these risks promptly to the right person.
• Use approved procedures and techniques for protecting personal safety when security risks arise.
• Follow company policies and procedures for maintaining security while working.
• Follow company policies and procedures for making sure that security will be maintained when he/she goes on breaks and when he/she finishes work.

To help maintain health and safety (Duration: 6 Hours)
Follow company procedures and legal requirements for dealing with accidents and emergencies.
• Speak and behave in a calm way while dealing with accidents and emergencies.
• Report accidents and emergencies promptly, accurately and to the right person.
• Recognize when evacuation procedures have been started and follow company procedures for evacuation.

• Follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same.
• Promptly take the approved action to deal with risks if he/she is authorised to do so.
• Report risks promptly to the right person, if he/she does not have the authority. To demonstrate

products to customers (Duration: 9 Hours)
• Prepare the demonstration area and check that it can be used safely.
• Check whether the required equipment and products for demonstration are in place.
• Demonstrate products clearly and accurately to customers.
• Present the demonstration in a logical sequence of steps and stages.
• Cover all the features and benefits he/she thinks are needed to gain the customer's interest.
• Promptly clear away the equipment and products at the end of the demonstration and connect with the customer.

To help customers choose right products (Duration: 12 Hours)
- Find out which product features and benefits interest individual customers and focus on these when discussing products.
- Describe and explain clearly and accurately relevant product features and benefits to customers.
- Compare and contrast products in ways that help customers choose the product that best meets their needs. Check customers' responses to his/her explanations, and confirm their interest inthe product.
- Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill.
- Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.
- Constantly check the store for security, safety and potential sales whilst helping customers.
- Give customers enough time to evaluate products and ask questions.
- Handle objections and questions in a way that promotes sales and keeps the customer's confidence.
- Identify the need for additional and associated products and take the opportunity to increase sales.
- Clearly acknowledge the customer's buying decisions.
- Clearly explain any customer rights that apply.
- Clearly explain to the customer where to pay for their purchases.

To provide specialist support to customers facilitating purchases (Duration: 11 Hours)
- Talk to customers politely and in ways that promote sales and goodwill.
- Use the information given by the customer to find out what they are looking for.
- Help the customer understand the features and benefits of the products they have shown an interest in.
- Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.
- Promote the products that give the best match between the customer's needs and the store's need to make sales.
  - Spot and use suitable opportunities to promote other products where these will meet the customer's needs.
  - Control the time he/she spends with the customer to match the value of the prospective purchase.
  - Constantly check the store for safety, security and potential sales while helping individual customers.
  - Find out if the customer is willing to see a demonstration.
- Set up demonstrations safely and in a way that disturbs other people as little as possible.
- Check whether he/she has everything needed to give an effective demonstration.
- Give demonstrations that clearly show the use and value of the product.
- Offer customers the opportunity to use the product themselves, where appropriate.
- Give customers enough chance to ask questions about the products or services he/she is demonstrating to them.
- Check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations.

To maximize sales of goods & services (Duration: 10 Hours)
- Identify promotional opportunities and estimate their potential to increase sales.
- Identify promotional opportunities which offer the greatest potential to increase sales.
- Report promotional opportunities to the right person.
- Fill in the relevant records fully and accurately.
- Tell customers about promotions clearly and in a persuasive way.
- Identify and take the most effective actions for converting promotional sales intoregular future sales.

☐ Gatherrelevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.

• Record clearly and accurately the results of promotions.

Reference Books on Retail Sales Associate
1) Retail Management - Charulata Publications
2) Retail Management - Gullybaba Publishing House Pvt. Ltd.
3) Retail Sales Associate - National Council of Educational Research and Training
4) Your Future is Retail - ICA Retail

Multi/Interdisciplinary Courses (For Other discipline) COMP3031: Introduction to Cyber Security (Theory)
Full Marks 50 (Theory 40+ Internal 10)
Credit: 3   45 Hrs

Course Objective

It aims to educate individuals about potential cyber threats, best practices for safeguarding sensitive information, and how to respond effectively in case of a security incident.

Course learning outcome
1.   Analyse and evaluate the cyber security needs of an organization.
2.   Conduct a cyber security risk assessment.
3.   Measure the performance and troubleshoot cyber security systems.
4.   Implement cyber security solutions.
5.   Be able to use cyber security, information assurance, and cyber/computer forensics software/tools.
6.   Identify the key cyber security vendors in the marketplace.
7.   Design and develop a security architecture for an organization.

Syllabus

Introduction to Cyber Space   5 hrs
History of Internet, Cyber Crime , Information Security ,Computer Ethics and Security , Choosing the Best Browser according to the requirement and email security, Guidelines to choose web browsers , Securing web browser , Antivirus , Email security

Guidelines for secure password and wi-fi security   5 hrs
Guidelines for setting up a Secure password , Two-steps authentication ,Password Manager ,Wi-Fi Security Guidelines for social media and basic Windows security, Guidelines for social media security , Tips and best practices for safer Social Networking , Basic Security for Windows, User Account Password

Smartphone security guidelines   5 hrs
Introduction to mobile phones, Smartphone Security, Android Security , IOS Security

Cyber Security Initiatives in India   5 hrs

Counter Cyber Security Initiatives in India, Cyber Security Exercise, Cyber Security Incident Handling Cyber Security Assurance

Online Banking, Credit Card and UPI Security   5 hrs

Online Banking Security, Mobile Banking Security, Security of Debit and Credit Car, UPI Security Micro ATM, e-wallet and POS Security of Micro ATMs , e-wallet Security Guidelines for Point of Sales(POS).

Social Engineering   **5 hrs**

Social Engineering , Types of Social Engineering-how Cyber Criminal Works, how to prevent for being a victim of Cyber Crime

Cyber Security Threat Landscape and Techniques   **5 hrs**
Cyber Security Threat Landscape , Emerging Cyber Security Threats , Cyber Security Techniques, Firewall

IT Security Act and Misc. Topics   **5 hrs**

IT Act , Hackers-Attacker-Countermeasures ,Web Application Security, Digital Infrastructure Security , Defensive Programming

Information Destroying and Recovery Tools   **5 hrs**
Recovering from Information Loss , Destroying Sensitive Information , CCleaner for Windows

Reference Books:
Cyber security: The Beginner's Guide: A comprehensive guide to getting started in cyber security, Dr. Erdal Ozkaya

Introduction to Cyber Security: concepts, principles, technologies and practices ,Ajay Singh

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।