



# HAZI A.K.KHAN COLLEGE

**ESTD : 2008**

**P.O + P.S.- Hariharpara . Dist.-Murshidabad Pin-742166**

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## Department of Education

Sl. No.	Semester	Course Name	Course Outcome
1	1 <sup>st</sup> Semester	CC-1: PHILOSOPHICAL FOUNDATION OF EDUCATION -I	After completion of the course the learners will be able to: discuss the meaning, nature, scope and aims of education, discuss different aspects of education and educational philosophy, discuss different aspects of factors of education, discuss the meaning and branches of philosophy, explain concepts, nature and role of metaphysics, epistemology and axiology on education, explain the nature and concept of Indian philosophy, describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka, explain the nature and concept of western philosophy, discuss the educational view of different western schools of philosophy namely idealism, naturalism, pragmatism.
2		CC-2: SOCIOLOGICAL FOUNDATION OF EDUCATION	After completion of the course the learners will be able to: discuss the meaning, nature and scope of educational sociology and relation between education and sociology, describe the social factors and their relation to education, define social groups, socialization and social institution and agencies of education, explain the social change and its impact on education.
3	2 <sup>nd</sup> Semester	CC-3: PSYCHOLOGICAL FOUNDATION OF EDUCATION	After completion of this course the learners will be able to : discuss the concept, nature, scope and uses of psychology in education, explain the influence of growth and development in education, describe the meaning and concept of learning, its theories and factors, explain the application of learning theories in classroom situation, discuss the concept and theories of intelligence and creativity, explain the concept and development of personality.

  
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		CC-4: HISTORY OF EDUCATION IN COLONIAL INDIA	After completion of this course the learners will be able to: discuss the development of education in colonial India in historical perspectives, elaborate the contributions of various education commissions for the development of education system in colonial India, describe the educational policy in colonial India, discuss Bengal renaissance and its influence on Indian education, describe national education movement and its impacts on education, state different educational reforms under colonial rule, explain the nature of basic education, discuss the impact of the colonial rule on the development of Indian education.
4	3 <sup>rd</sup> Semester	CC-5: EDUCATIONAL EVALUATION AND STATISTICS	After completion of the course the learners will be able to: discuss the concepts, scope and need of measurement and evaluation, explain the relation between evaluation & measurement and scale of measurement, describe basic concept of statistics, organize and tabulate data, calculate the central tendency, explain different types of measuring scales and their uses in education, describe different types of tools and techniques in the field of education, elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement, explain different type of evaluation process.
5		CC-6: PHILOSOPHICAL FOUNDATION OF EDUCATION – II	After completion of the course the learners will be able to: discuss Vedanta, Nyaya and Sankhya philosophy in terms of knowledge, reality and value, explain principle of humanism and influence of humanism on different aspects of education, explain principle of realism and influence of realism on different aspects of education, discuss educational philosophy and contribution of great educators including Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Rousseau, Dewey, Froebel, Montessori, explain different aspects of discipline and freedom.
6		CC-7: INCLUSIVE EDUCATION	After completion the course the learners will be able to: discuss the concept, nature, historical perspectives, principles, need of inclusive education, discuss major provisions of PWD act (1995), national policy for person with disabilities- 2006, the rights of person with Disabilities Bill (RPWD bill)-2016, discuss on RCI, NIOH, NIMH, NIVH, describe the barriers of inclusive education, explain the development of competencies for inclusive education and measures needed for putting inclusion in practice, discuss on differentiated instruction

  
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			and inclusive instructional strategies at school level, discuss the practices of inclusive education, describe the inclusive school environment.
		SEC-T-1(A): STATISTICAL ANALYSIS	After completion of the course the learners will be able to: explain the concept of central tendency, variability and their properties, discuss the concept of percentile and percentile rank and its application, describe the concept of co-relation and their application, explain the concept of parametric and non-parametric test, apply the knowledge and calculate different statistical values.
		SEC-T-1(B): ACHIEVEMENT TEST	After completion of the course the learners will be able to: define test, identify the test item, discuss the type of test item, define achievement test, explain the characteristics of achievement test, state the objectives of achievement test, discuss the functions of achievement test, describe the functions of test item, construct achievement test.
7	4th Semester	CC-8: HISTORY OF EDUCATION IN POST INDEPENDENT INDIA	After completion of the course the learners will be able to: describe the preamble, various articles and act on education in Indian constitution, explain the recommendations and educational importance of various education commission in post independent India, discuss the functions of some educational bodies in West Bengal discuss the national policy on education in different time.
8	4th Semester	CC-9: PSYCHOLOGY OF INSTRUCTION	After the completion of syllabus the learners will be able to: discuss the concept, factors, and principles of teaching. explain the Flander's Interactional Analysis, explain the characteristics of a good teacher, discuss the nature of classroom teaching, traditional teaching, and constructivist teaching. explain the concept and implications of micro-teaching, discuss different types of teaching methods.

  
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9	4th Semester	CC-10: CONTEMPORARY ISSUES IN EDUCATION	After completion of the course the learners will be able to: explain constitutional provisions with special reference to RTE Act, DPEP, SSA-SSM of universalization of elementary education, describe the meaning, aims & objectives, significance of universalization of secondary education and role of RMSA, explain the concept, role of higher education and knowledge commission and RUSA, discuss modern issues in Indian education like- peace education, sustainable development, inclusive education, open & distance learning, equality & equity in education, women education.
10		SEC-T-2(A): LESSON PLANNING	After completion of the course the learners will be able to: discuss the meaning and characteristics of lesson plan, explain the advantages of lesson plan, classify different lesson plans, explain the steps of constructing lesson plan, discuss the principles of lesson plan, develop lesson plan
		SEC-T-2(B): USES OF TEACHING AIDS	After completion of this course the learner will be able to: discuss the meaning and characteristics of teaching aids, explain the usability of teaching aids, express the quality and limitation of teaching aids, discuss the classification of teaching aids, develop different teaching aids.
11	5 <sup>th</sup> Semester	CC -11 EDUCATIONAL MANAGEMENT	After completion of the course the learners will be able to: explain the meaning, nature, scope, function and needs and types of educational management, explain the meaning and function of educational administration, explain the meaning, purpose of supervision and distinguish between supervision and inspection, illustrate educational planning and types of educational planning, discuss the functions of some selected administrative bodies.
12		CC-12: EDUCATIONAL TECHNOLOGY	After completion of the course the learners will be able to: discuss the concept, nature and scope of educational technology, explain the role of communication & multimedia approach in the field of education, discuss the role

  
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			seminar, panel discussion, team teaching in the field of education, describe the role of technology in modern teaching-learning process.
13		DSE-T-1/2 (A): VALUE EDUCATION	After completion of this course the learners will be able to: explain the meaning, nature, classify value and its reflection in Indian constitution, discuss the meaning, objectives and need of value education, describe the role of value education through curriculum, co-curricular activities, explain the meaning, advantages and disadvantage of storytelling, play-way method and role plays.
14		DSE-T-1/2 (B): POPULATION EDUCATION	After completion of this course the learners will be able to: explain the meaning, concept, scope & objectives of population education, discuss the historical development of population education, describe the definition, factors, causes and prevention of population growth, explain the population education curriculum and policies.
		DSE-T-1/2(C): PEACE EDUCATION	After end of this course learners will be able to: explain the concept, aims, objectives, scope, need and factors of peace education, discuss views of Gandhi, Rabindranath Tagore, Aurobinda and Jiddu Krishnamurti regarding peace education, explain the principles and curriculum of peace education, discuss the role of education in peace education, understand the approaches of peace education
		DSE-T-1/2(D): DISTANCE EDUCATION	After completing the course the students will be able to: explain the meaning, characteristics, objectives, merits &demerits of distance & open education, discuss the mode and strategies of distance education, describe the relationship among non-formal, correspondence, distance and open education, discuss the present status of distance and open education in India, explain the role of multi-media in distance and open education, discuss the problems and remedies of distance and open education in India.

  
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		DSE-T-1/2(E): HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA	After completion of the course the learners will be able to: discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of education, explain the education system of different educational institutions of Brahmanic system of education, discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhist system of education, explain the education system of different educational institutions of Buddhist system of education, compare between Brahmanic and Buddhist system of education, discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of education, discuss the educational contribution of Akbar, Aurangzeb.
15	6 <sup>th</sup> Semester	CC-13: CURRICULUM STUDIES	After completion of the course the learners will be able to: illustrate the meaning, nature, scope, determinants and functions of curriculum, discuss the types and bases of curriculum, explain the concept of curriculum framework and ncf-2005, discuss the principles of curriculum construction, describe the different types of curriculum model, explain the concept and importance of curriculum evaluation.
16		CC-14: EDUCATIONAL RESEARCH	After completion of the course the learners will be able to: define and explain the meaning, and nature of research, define and explain the meaning and nature of educational research, identify sources of data for research, describe the types of research, describe the meaning of research problem, review of related literature, explain the concept of hypothesis, variables, and research data, analyse the qualitative and quantitative data, acquaint with the process of collecting data.
17		DSE-T-3/4(A): MENTAL HYGIENE	After completion of the course the learners will be able to: discuss the concept, nature, aims and scope of mental hygiene, discuss the concept, nature, symptoms and causes of mental illness, explain the different characteristics of mental disorder, discuss the role of parents for preventing mental health, discuss the role of teachers for preventing mental health

  
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28	DSE-T-3/4(B): COMPARATIVE EDUCATION	After completion of this course the learners will be able to: discuss the meaning, nature, scope, importance, and methods of comparative education, explain the concept of universalization of elementary and secondary education in UK & USA, compare Indian education system with USA, compare Indian education system with UK.
29	DSE-T-3/4(C): GUIDANCE AND COUNSELLING	After completion of this course the learners will be able to: explain the concept, nature, scope, types & importance of guidance, discuss the concept, nature, scope, types & importance of counselling, discuss different tools and techniques used in guidance & counselling, identify the characteristics of diverse learner, explain the need of guidance for diverse learner, explain the need of counselling for diverse learner
	DSE-T-3/4 (D): GREAT EDUCATORS	After completion of this course the learners will be able to: discuss the philosophies of great thinker of the east and west, explain the educational ideas of great thinker of the east and west, explain some experiments on education of eastern and western philosophers and thinkers, discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers
31	DSE-T-3/4(E): DISSERTATION	After completion of the course the learners will be able to: apply the knowledge gained through different courses in practical field, solve problems related to his course of study, document, calculate, analyse and interpret data, deduce findings from different studies, write and report in standard academic formats.

  
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