

Program Learning
Outcomes (PLO) and
Course Learning
Outcomes (CLO) of
B.Ed., M.Ed., and
B.Sc.B.Ed

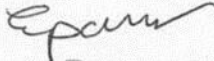


Biyani Girls B. Ed. College, Jaipur

Course- B. Ed.

Program Outcome of B. Ed. Course

- PO-1. Developing certain pedagogical skill and practical skill such--
- Teaching Methods
 - Strategies in Education
 - Leading & Planning
 - Black Board Work
 - Preparing Improvised Apparatus
 - Preparing Teaching aids and ICT
- PO-2. To help future prospective teacher to develop teaching competency to teach subjects of their specializations on the basis an adequate theory and a sound knowledge of the subject.
- PO-3. To develop effective communications, interest convey ideas is clear and concise language and in a logical meaner for effective communications.
- PO-4. To build up a professional consciousness and professional ethics.
- PO-5. To develop scientific temperament and understanding of aims and objectives of education in the Indian back ground and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
- PO-6. To develop interest, attitudes and knowledge of psychological attitude toward.
- PO-7. Develop management and team work abilities and develop in the pupil's capacity for thinking and working in group and independently.
- PO-8. To develop ability of problem solving attitude to identify formulate, comprehend, analyze design and synthesis of the information to solve problems.
- PO-9. To develop ability understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative and critical thinking to faster growth and development.
- PO-10. To develop action research ability-equipment for diagnosing pupil progress and effectiveness of their own teaching through the use of proper evaluation techniques
- PO-11. To develop positive approach and give proper opportunity to gifted pupils and take proper care of back ward pupils.


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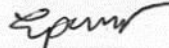


Biyani Girls B. Ed. College, Jaipur

Course- B. Ed. M. Ed.

Program Outcome of B. Ed. M. Ed. Course

- PO-1 To develop effective communications, interest convey ideas is clear and concise language and in a logical meaner for effective communications.
- PO-2 To develop scientific temperament and understanding of aims and objectives of education in the Indian back ground and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
- PO-3 Developing certain pedagogical skill and practical skill such--
- Teaching Methods
 - Strategies in Education
 - Leading & Planning
 - Black Board Work
 - Preparing Improvised Apparatus
 - Preparing teaching aids and ICT
- PO-4 To help future prospective teacher to develop teaching competency to teach subjects of their specializations on the basis an adequate theory and a sound knowledge of the subject.
- PO-5 To develop interest, attitudes and knowledge of psychological attitude toward.
- PO-6 Develop management and team work abilities and develop in the pupil's capacity for thinking and working in group and independently.
- PO-7 To develop the capacity to do independent thinking and a deeper insight in to the philosophical roots and educational problems.
- PO-8 To develop ability of problem solving attitude to identify formulate, comprehend, analyze design and synthesis of the information to solve problems.
- PO-9 Students will be able to explain and adopt different strategies of research to solve educational problems.
- PO-10 To develop action research ability-equipment for diagnosing pupil progress and effectiveness of their own teaching through the use of proper evaluation techniques.
- PO-11 To develop research attitude.


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Course- M. Ed.

Program Outcome of M. Ed. Course

- PO-1 To develop the capacity to do independent thinking and a deeper insight in to the philosophical roots and educational problems.
- PO-2 To develop research attitude.
- PO-3 Students will be able to explain and adopt different strategies of research to solve educational problems.
- PO-4 Students will be able to understand recent research trends in India and abroad.
- PO-5 Students will be select research problem, preparation of research proposed doing research and its report writing.
- PO-6 Student will be able to understand psychological foundation of education.
- PO-7 Student will be able to understand the global trends of education in changing nature of global society like, open learning system, scientific & technical innovation, economic and social challenges.

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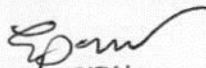


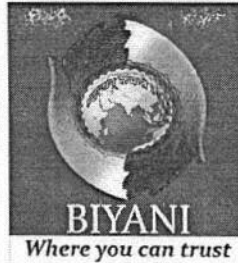
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Course- B. Sc. B. Ed.

Program Outcome of B. Sc. B. Ed. Course

- PO -1 Student will able to critically evaluate existing science curriculum at secondary level.
- PO-2 To develop scientific attitude.
- PO-3 Student will able to understand the concept of pedagogical subjects.
- PO-4 Developing certain pedagogical skill and practical skill such--
- Teaching Methods
 - Strategies in Educations
 - Leading & Planning
 - Black Board Work
 - Preparing Improvised Apparatus
 - Preparing Leading aids and ICT
- PO-5 To develop scientific temperament and understanding of aims and objectives of education in the Indian back ground and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
- PO-6. To develop interest, attitudes and knowledge of psychological attitude toward.
- PO-7 To develop effective communications, interest convey ideas is clear and concise language and in a logical meaner for effective communications.
- PO-8 To develop ability of problem solving attitude to identify formulate, comprehend, analyze design and synthesis of the information to solve problems.
- PO-9 To develop ability understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative and critical thinking to faster growth and development.
- PO-10 To develop action research ability-equipment for diagnosing pupil progress and effectiveness of their own teaching through the use of proper evaluation techniques


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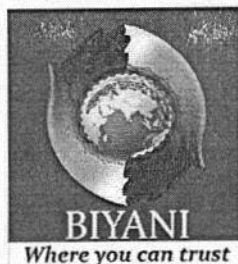
Semester- I

Course Outcome

Introduction of Research Methods (M.Ed-04)

- CO1.** To develop a comprehensive understanding of fundamental principles and concepts within research methodology.
- CO2.** To utilize acquired knowledge to skillfully design educational studies and formulate research questions.
- CO3.** To select and employ appropriate data collection techniques tailored to specific research inquiries.
- CO4.** To analyze gathered data through the application of statistical tools and methodologies.
- CO5.** To cultivate the ability to critically evaluate research findings, facilitating informed decision-making and contributing to the advancement of educational practices.

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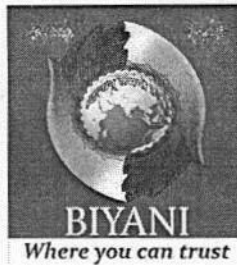
Semester- I

Course Outcome

Psychology of learning and development.(M.Ed-01)

- CO1.** To gain a deep understanding of the foundational theories and principles underpinning learning and development.
- CO2.** To apply psychological concepts effectively to comprehend the intricacies of the learning process and various developmental stages.
- CO3.** To conduct comprehensive analyses of the multitude of factors that shape learning and development within different socio-cultural contexts.
- CO4.** To critically evaluate the practical implications of psychological theories in informing educational practices and pedagogical approaches.
- CO5.** To synthesize psychological perspectives into the formulation of innovative teaching strategies and targeted interventions to enhance learning outcomes and foster holistic development.

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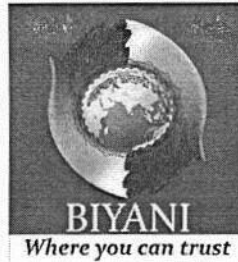
Semester- I

Course Outcome

Historical, political and Economical Perspective (M.Ed-02)

- CO1.** To delve into the historical underpinnings of education, exploring its evolution and influences on contemporary educational systems.
- CO2.** To scrutinize the intricate interplay of political ideologies and agendas in shaping educational policies, governance, and curriculum development.
- CO3.** To analyze the complex economic factors that affect educational access, equity, and quality, including funding mechanisms and resource distribution.
- CO4.** To critically examine the intersectionality of historical, political, and economic forces, discerning their impacts on educational practices and societal outcomes.
- CO5.** To synthesize insights from historical, political, and economic perspectives, fostering a comprehensive understanding essential for effective educational leadership and policy formulation.

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Semester- I

Course Outcome

Educational Studies (M.Ed-03)

CO1. To develop a comprehensive understanding of educational theories, methodologies, and practices, grounding students in the foundational principles of education.

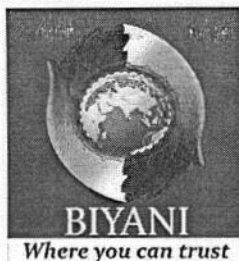
CO2. To explore the diverse socio-cultural, historical, and philosophical contexts that shape educational systems and processes, fostering a nuanced perspective on educational dynamics.

CO3. To engage critically with contemporary issues and debates in education, enabling students to analyze and evaluate complex educational challenges and potential solutions.

CO4. To cultivate advanced research and analytical skills, equipping students with the tools and methodologies necessary to conduct rigorous educational research and contribute to the field.

CO5. To foster reflective and transformative educational leadership qualities, empowering students to enact positive change and innovation within educational settings, communities, and beyond

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Semester-II

Course Outcome

Philosophy of Education (M.Ed-05)

CO1. To delve deeply into the philosophical underpinnings of education, exploring the foundational theories and ideologies that have shaped educational thought and practice throughout history.

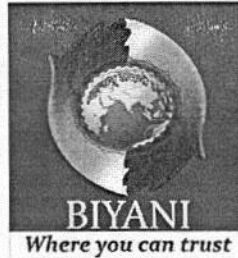
CO2. To critically analyze the philosophical frameworks that inform educational goals, curriculum design, and pedagogical approaches, fostering a nuanced understanding of the purpose and meaning of education.

CO3. To examine the ethical, moral, and social dimensions of education, considering questions of equity, justice, and human flourishing within educational contexts.

CO4. To engage with contemporary debates and challenges in philosophy of education, such as globalization, technology, and cultural diversity, enabling students to assess the relevance and applicability of philosophical theories in today's educational landscape.

CO5. To cultivate philosophical inquiry and reflection as tools for educational leadership and decision-making, empowering students to articulate and defend their own educational philosophies and to contribute meaningfully to the ongoing dialogue surrounding education and society.

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Semester-II

Course Outcome

Sociology of education (M.Ed-06)

CO1. To explore the sociological foundations of education, examining how social structures, institutions, and processes influence educational systems and practices.

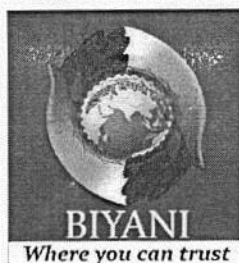
CO2. To analyze the role of education in perpetuating or challenging social inequalities based on factors such as class, race, gender, and ethnicity, fostering a critical understanding of educational equity and social justice.

CO3. To investigate the relationship between education and society, including the functions of education in socialization, mobility, and cultural reproduction, and the impact of societal changes on educational institutions.

CO4. To examine educational policies and reforms through a sociological lens, considering their implications for diverse groups within society and their potential to address or exacerbate social disparities.

CO5. To develop research skills in sociological inquiry, enabling students to conduct empirical studies and qualitative analyses that contribute to our understanding of the complex interactions between education and society.

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Semester-II

Course Outcome

Curriculum studies (M.Ed-07)

CO1. To engage in an in-depth exploration of curriculum theory, examining the historical, philosophical, and sociopolitical foundations that shape curriculum development and implementation.

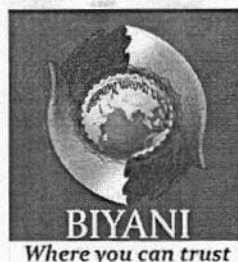
CO2. To critically analyze various curriculum models, approaches, and frameworks, considering their strengths, limitations, and implications for teaching and learning.

CO3. To evaluate the alignment between curriculum goals, learning objectives, and assessment practices, ensuring coherence and effectiveness in educational programs.

CO4. To examine the role of cultural diversity, social justice, and globalization in curriculum design, fostering inclusive and responsive approaches that address the needs and experiences of all learners.

CO5. To develop practical skills in curriculum planning, implementation, and evaluation, empowering educators to design meaningful learning experiences that promote student engagement, achievement, and holistic development.

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M.Ed.

Semester-II

Course Outcome

Teacher Education-I (M.Ed-08)

CO1. To explore the theoretical foundations and conceptual frameworks that underpin effective teacher education programs, providing a comprehensive understanding of the principles of adult learning and professional development.

CO2. To critically examine the role of teacher education in preparing educators to meet the diverse needs of learners in today's classrooms, including those with special needs, English language learners, and culturally and linguistically diverse students.

CO3. To analyze innovative pedagogical approaches and instructional strategies that promote effective teaching and learning, fostering reflective and inquiry-based practices among aspiring and practicing educators.

CO4. To investigate the ethical, legal, and policy dimensions of teacher education, considering issues such as licensure, certification, accreditation, and professional standards, and their impact on teacher preparation and ongoing professional growth.

CO5. To develop practical skills in teacher mentoring, coaching, and supervision, equipping educators with the knowledge and tools necessary to support and guide novice teachers through their induction and early career stages.

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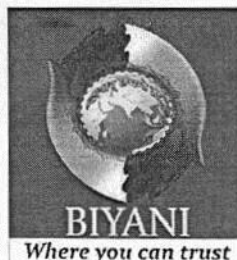
M.Ed. SEM-III

Course Outcome

Pedagogy of Science Education

- CO1.** To explore the theoretical foundations of science education pedagogy, including constructivist, inquiry-based, and socio-cultural approaches, providing a comprehensive understanding of effective teaching and learning strategies in science.
- CO2.** To analyze curriculum frameworks and instructional materials in science education, evaluating their alignment with national standards and research-based best practices.
- CO3.** To develop practical skills in designing and implementing hands-on, inquiry-based science lessons, fostering student engagement, curiosity, and critical thinking skills.
- CO4.** To investigate assessment methods and strategies in science education, including formative and summative assessment techniques, to monitor student learning and inform instructional decision-making.
- CO5.** To examine the integration of technology and multimedia resources in science education, exploring how digital tools and online simulations can enhance student understanding of scientific concepts and phenomena.

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M.Ed SEM-III

Course Outcome

Pedagogy of Language Education

CO1. To explore the theoretical foundations of language education pedagogy, including communicative, socio-cultural, and proficiency-based approaches, providing a comprehensive understanding of effective teaching and learning strategies in language acquisition.

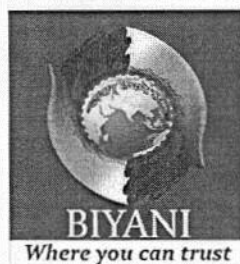
CO2. To analyze curriculum frameworks and instructional materials in language education, evaluating their alignment with national standards and research-based best practices in language teaching.

CO3. To develop practical skills in designing and implementing communicative and interactive language lessons, fostering language proficiency, fluency, and intercultural competence among learners.

CO4. To investigate assessment methods and strategies in language education, including performance-based assessments and portfolio assessment, to evaluate language learning outcomes and inform instructional decision-making.

CO5. To examine the integration of technology and digital tools in language education, exploring how multimedia resources, online language learning platforms, and computer-assisted language learning (CALL) can enhance language acquisition and proficiency in diverse learning contexts.

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M.Ed SEM-III

Course Outcome

Pedagogy of Social Science Education

CO1. To explore the theoretical foundations of social science education pedagogy, including inquiry-based, constructivist, and interdisciplinary approaches, providing a comprehensive understanding of effective teaching and learning strategies in social studies.

CO2. To analyze curriculum frameworks and instructional materials in social science education, evaluating their alignment with national standards and research-based best practices in social studies instruction.

CO3. To develop practical skills in designing and implementing engaging and interactive social science lessons, fostering critical thinking, civic engagement, and historical empathy among students.

CO4. To investigate assessment methods and strategies in social science education, including performance tasks, simulations, and project-based assessments, to measure student understanding of complex social issues and historical events.

CO5. To examine the integration of technology and digital resources in social science education, exploring how to enhance student engagement and deepen their understanding of social studies concepts and themes.

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M.Ed. SEM-III

Course Outcome

Guidance and counseling –I

CO1. To explore the theoretical foundations of guidance and counseling, including human development theories, counseling approaches, and ethical standards, providing a comprehensive understanding of the principles and practices of guidance and counseling.

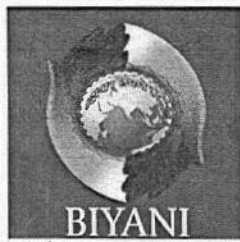
CO2. To analyze the role of guidance and counseling in supporting the socio-emotional, academic, and career development of students, including strategies for promoting resilience, self-esteem, and positive coping skills.

CO3. To develop practical skills in counseling techniques and interventions, including active listening, empathy, problem-solving, and goal-setting, to address a variety of student needs and concerns.

CO4. To investigate the application of guidance and counseling principles in diverse educational settings, including schools, colleges, and community organizations, to meet the needs of a diverse student population.

CO5. To examine the ethical and legal issues related to guidance and counseling practice, including confidentiality, informed consent, and professional boundaries, to ensure ethical and responsible counseling practice.

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M.Ed SEM - III

Course Outcome

Pedagogy of Mathematics Education

CO1. To explore the theoretical foundations of mathematics education pedagogy, including constructivist, problem-based, and inquiry-driven approaches, providing a comprehensive understanding of effective teaching and learning strategies in mathematics.

CO2. To analyze curriculum frameworks and instructional materials in mathematics education, evaluating their alignment with national standards and research-based best practices.

CO3. To develop practical skills in designing and implementing interactive and engaging mathematics lessons, fostering student-centered learning, problem-solving abilities, and mathematical reasoning.

CO4. To investigate assessment methods and strategies in mathematics education, including formative assessment techniques, to monitor student progress, diagnose misconceptions, and provide targeted support.

CO5. To examine the integration of technology and digital tools in mathematics education, exploring how educational software, simulations, and online resources can enhance conceptual understanding and mathematical proficiency among students.

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M.Ed. SEM-III

Course Outcome

Educational Technology –I

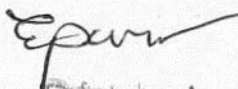
CO1. To explore the theoretical foundations of educational technology, including learning theories, instructional design models, and technology integration frameworks, providing a comprehensive understanding of the principles and practices of effective technology integration in education.

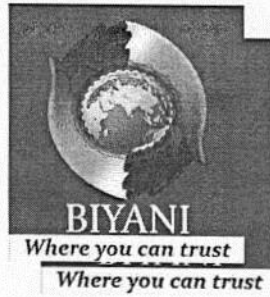
CO2. To analyze the role of educational technology in enhancing teaching and learning processes, including the use of digital tools, multimedia resources, and online platforms to promote student engagement, collaboration, and active learning.

CO3. To develop practical skills in selecting, designing, and implementing technology-enhanced learning experiences, including the creation of digital learning materials, interactive presentations, and online assessments.

CO4. To investigate emerging trends and innovations in educational technology, including mobile learning, and virtual reality, to stay informed about new technologies and their potential applications in educational contexts.

CO5. To examine the ethical and responsible use of educational technology, including issues related to digital citizenship, online safety, and data privacy, to ensure the ethical and responsible use of technology in educational settings.


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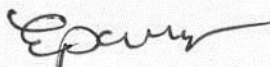
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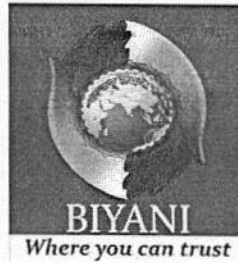
M.Ed. SEM-III

Course Outcome

Advanced Research methods (M.Ed-11)

- CO1.** To delve into advanced research methodologies, including experimental design, quasi-experimental methods, and mixed-methods approaches, providing students with a comprehensive understanding of research design and methodology.
- CO2.** To critically evaluate research literature and methodologies, enabling students to identify gaps in existing research and develop innovative research questions and hypotheses.
- CO3.** To explore advanced statistical techniques and data analysis methods, equipping students with the skills and tools necessary to analyze complex datasets and draw meaningful conclusions from research findings.
- CO4.** To engage in interdisciplinary research collaborations and partnerships, fostering a collaborative approach to research that draws on diverse perspectives and expertise.
- CO5.** To develop advanced writing and communication skills for scholarly publication, enabling students to disseminate their research findings effectively to academic and professional audiences.


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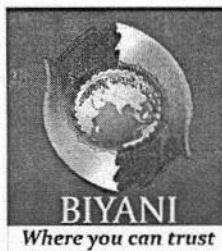
M.Ed. SEM-III

Course Outcome

Teacher education-II (M.Ed-12)

- CO1.** To delve into the theoretical underpinnings of teacher education, exploring pedagogical theories, instructional methods, and educational philosophies that inform effective teaching practices.
- CO2.** To analyze the socio-cultural and contextual factors that influence teacher preparation and professional development, including issues of diversity, equity, and inclusion.
- CO3.** To evaluate innovative approaches to teacher education, such as field experiences, mentoring programs, and professional learning communities, in order to enhance the effectiveness of teacher preparation programs.
- CO4.** To examine the role of technology in teacher education, exploring how digital tools and online resources can be integrated into teacher training programs to enhance teaching and learning outcomes.
- CO5.** To cultivate reflective and inquiry-based practices among aspiring and practicing educators, fostering a commitment to lifelong learning and professional growth in the field of education

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M.Ed.

Semester-IV

Course Outcome Specialization on courses (M.Ed-13)

(a)Pedagogy of Science Education

CO1. To explore the theoretical foundations of science education pedagogy, including constructivist, inquiry-based, and socio-cultural approaches, providing a comprehensive understanding of effective teaching and learning strategies in science.

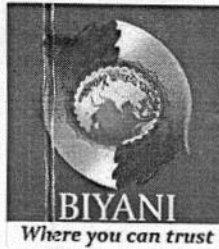
CO2. To analyze curriculum frameworks and instructional materials in science education, evaluating their alignment with national standards and research-based best practices.

CO3. To develop practical skills in designing and implementing hands-on, inquiry-based science lessons, fostering student engagement, curiosity, and critical thinking skills.

CO4. To investigate assessment methods and strategies in science education, including formative and summative assessment techniques, to monitor student learning and inform instructional decision-making.

CO5. To examine the integration of technology and multimedia resources in science education, exploring how digital tools and online simulations can enhance student understanding of scientific concepts and phenomena.

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Semester-IV

Pedagogy of Mathematics Education

CO1. To explore the theoretical foundations of mathematics education pedagogy, including constructivist, problem-based, and inquiry-driven approaches, providing a comprehensive understanding of effective teaching and learning strategies in mathematics.

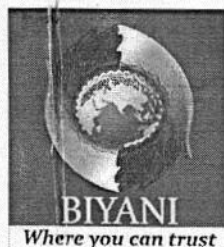
CO2. To analyze curriculum frameworks and instructional materials in mathematics education, evaluating their alignment with national standards and research-based best practices.

CO3. To develop practical skills in designing and implementing interactive and engaging mathematics lessons, fostering student-centered learning, problem-solving abilities, and mathematical reasoning.

CO4. To investigate assessment methods and strategies in mathematics education, including formative assessment techniques, to monitor student progress, diagnose misconceptions, and provide targeted support.

CO5. To examine the integration of technology and digital tools in mathematics education, exploring how educational software, simulations, and online resources can enhance conceptual understanding and mathematical proficiency among students.

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Semester-IV

Pedagogy of Language Education

CO1. To explore the theoretical foundations of language education pedagogy, including communicative, socio-cultural, and proficiency-based approaches, providing a comprehensive understanding of effective teaching and learning strategies in language acquisition.

CO2. To analyze curriculum frameworks and instructional materials in language education, evaluating their alignment with national standards and research-based best practices in language teaching.

CO3. To develop practical skills in designing and implementing communicative and interactive language lessons, fostering language proficiency, fluency, and intercultural competence among learners.

CO4. To investigate assessment methods and strategies in language education, including performance-based assessments and portfolio assessment, to evaluate language learning outcomes and inform instructional decision-making.

CO5. To examine the integration of technology and digital tools in language education, exploring how multimedia resources, online language learning platforms, and computer-assisted language learning (CALL) can enhance language acquisition and proficiency in diverse learning contexts.

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Semester-IV

(d) Pedagogy of Social Science Education

CO1. To explore the theoretical foundations of social science education pedagogy, including inquiry-based, constructivist, and interdisciplinary approaches, providing a comprehensive understanding of effective teaching and learning strategies in social studies.

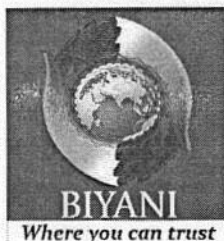
CO2. To analyze curriculum frameworks and instructional materials in social science education, evaluating their alignment with national standards and research-based best practices in social studies instruction.

CO3. To develop practical skills in designing and implementing engaging and interactive social science lessons, fostering critical thinking, civic engagement, and historical empathy among students.

CO4. To investigate assessment methods and strategies in social science education, including performance tasks, simulations, and project-based assessments, to measure student understanding of complex social issues and historical events.

CO5. To examine the integration of technology and digital resources in social science education, exploring how to enhance student engagement and deepen their understanding of social studies concepts and themes.

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BIYANI GIRLS B.ED COLLEGE JAIPUR

M.Ed.

Semester-IV

Course Outcome of Specialization on courses (M.Ed-14)

(Any one)

(i) Guidance and counseling –II

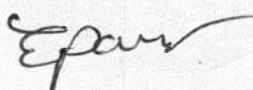
CO1. To deepen understanding of advanced theoretical frameworks in guidance and counseling, including psychodynamic, humanistic, and cognitive-behavioral approaches, providing a nuanced understanding of human behavior and therapeutic techniques.

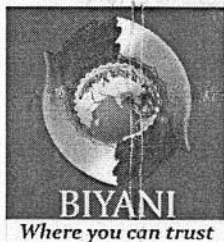
CO2. To apply advanced counseling skills and techniques in addressing complex issues and concerns, including trauma, addiction, and mental health disorders, to support the well-being and growth of individuals across the lifespan.

CO3. To explore specialized areas of guidance and counseling practice, such as career counseling, group counseling, and family therapy, to develop expertise in specific domains of counseling practice.

CO4. To engage in supervised counseling practicum experiences, providing opportunities for students to apply theoretical knowledge and counseling skills in real-world settings under the guidance of experienced practitioners.

CO5. To reflect on personal values, biases, and assumptions in counseling practice, fostering self-awareness and cultural competence to work effectively with diverse clients and communities.


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M.Ed.

Semester-IV

Course Outcome of Specialization on courses (M.Ed-14)

(Any one)

(ii) Education Technology- II

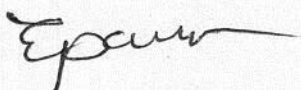
CO1. To delve deeper into advanced theories and models of educational technology, including learning analytics, adaptive learning systems, and artificial intelligence, providing a comprehensive understanding of cutting-edge technologies in education.

CO2. To explore innovative strategies for technology integration in education, such as blended learning, flipped classrooms, and competency-based education, to enhance student engagement and learning outcomes.

CO3. To develop expertise in designing and implementing technology-enhanced assessments, including formative and summative assessments, using digital tools and analytics to monitor student progress and personalize learning experiences.

CO4. To investigate the ethical, legal, and social implications of emerging technologies in education, including issues related to data privacy, digital equity, and algorithmic bias, to ensure responsible and equitable use of technology in educational settings.

CO5. To engage in hands-on projects and research studies exploring the impact of educational technology on teaching and learning, contributing to the advancement of knowledge and best practices in the field of educational technology.


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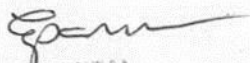


Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st

Course Name: Pedagogy of Bookkeeping & Accountancy

| CO | Course Outcomes | Bloom's Level |
|-----------------------|---|---------------|
| Students will be able | | |
| CO1 | To get Acquainted with the meaning nature need and principle of pedagogy of bookkeeping and accountancy | 1 |
| CO2 | To understand the concept of bookkeeping and accountancy like journal approach equation approach etc. | 2 |
| CO3 | To apply appropriate methods in teaching particular topics for bookkeeping and accountancy | 3 |
| CO4 | To Study and analysis the syllabus textbook curriculum, reference book different types of lesson plan | 4 |
| CO5 | To the justify importance of training techniques, professional ethics and new trends in bookkeeping and accountancy | 5 |
| CO6 | To develop a plan to organise lecture come demonstration, discussion method ,problem solving ,project method . | 6 |


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Biyani Girls B.Ed. College

Programme: B.Ed. Year-1ST

Course Name: Pedagogy of Civics

| CO | Course Outcomes | Bloom's Level |
|------------------------------|---|---------------|
| Students will be able | | |
| CO1 | To get acquainted with the Meaning, Nature, Place, Value and Objectives of the Teaching civics | 1 |
| CO2 | To understand the Principles of Civics Curriculum, Qualities of Civics teacher, various methods and approaches, Instructional support system and evaluation system | 2 |
| CO3 | To use teaching methods to improve teaching learning process and to organize co-curricular activities. To develop unit plan, lesson plan, instructional support system and achievement test. | 3 |
| CO4 | To Study and analysis the teacher's role to develop creativity of students and to analysis text-books of Civics. | 4 |
| CO5 | To evaluate critically the existing syllabus of Civics prescribed for Sen./Sen.Sec. level in the state of Rajasthan. | 5 |
| CO6 | To develop a plan to organize various co-curriculum activities. | 6 |

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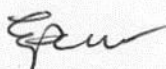


Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st

Course Name: Pedagogy of chemistry

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| | Students will be able | |
| CO1 | To get acquainted with the Meaning, Nature, Place, Value and Objectives of the Teaching chemistry | 1 |
| CO2 | To understand the Principles of chemistry Curriculum, Qualities of chemistry teacher, various methods and approaches, Instructional support system and evaluation system | 2 |
| CO3 | To use teaching methods to improve teaching learning process and to organize co-curricular activities. To develop unit plan, lesson plan, instructional support system and achievement test. | 3 |
| CO4 | To Study and analysis the teacher's role to develop creativity of students and to analysis text-books of chemistry . | 4 |
| CO5 | To evaluate critically the existing syllabus of chemistry prescribed for Sen./Sen.Sec. level in the state of Rajasthan. | 5 |
| CO6 | To develop a plan to organize various co-curriculum activities. | 6 |


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SEC-2, VIDHYADHAR NAGAR, JAIPUR

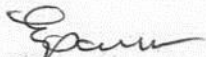


Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st

Course Name: Pedagogy of Mathematics

| CO | Course Outcomes | Bloom's Level |
|-----------------------|--|---------------|
| Students will be able | | |
| CO1 | To get acquainted with the Meaning, Nature, Characteristics Scope and Objectives of Maths teaching . | 1 |
| CO2 | To understand the contribution of Eminent scientists of mathematics teaching at different levels. To explain about different terms and branches of mathematics. | 2 |
| CO3 | To apply various methods, approaches of teaching mathematics teaching. To develop daily lesson plan and unit plan of mathematics Able to use the community resources In Teaching mathematics. | 3 |
| CO4 | To Analyze the different approaches and methods of teaching mathematics And also Analyze the steps to develop curriculum and content | 4 |
| CO5 | To evaluate critically the criterion for selecting good text book. Evaluate and diagnose the weakness of the learner. Evaluate the content of different level curriculum. | 5 |
| CO6 | To create teaching aid, innovative lesson plan, Blue print and various activities to develop basic learning skills, diagnostic test, achievement test, proficiency test and remedial teaching. Create e- content of mathematics. | 6 |


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BIYANI GIRLS B.ED COLLEGE, JAIPUR

Course Outcomes of Physics teaching

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| | Students will be able | |
| CO1 | To get acquainted with the Meaning, Nature, Scope and Objectives of first language, second language, Listening skills, Speaking skill, Reading skill and writing skill, concept of language laboratory, language acquisition and language learning. | 1 |
| CO2 | To understand the Aims and Objectives of English teaching at different levels. To understand the difference between various teaching methods. | 2 |
| CO3 | To apply various methods, approaches of teaching English language. To develop daily lesson plan of prose,poetry, grammar and composition, and unit plan. | 3 |
| CO4 | To Study and analysis importance of English Language,Mother tongue, language laboratory and qualites of good language teacher & text book of English. | 4 |
| CO5 | To evaluate critically the place of English Language. | 5 |
| CO6 | To create teaching aid, innovative lesson plan,Blue print and various activities to develop basic language skills,diagnostic test, achievement test, proficiency test and remedial teaching. | 6 |

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SEC. 3, MID-LEVEL, JAIPUR
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SEC. 3, MID-LEVEL, JAIPUR

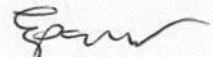


Biyani Girls B.Ed. College

Programme: B.Ed.

Course Name: Economics Teaching

| CO | Course Outcomes | Bloom's Level |
|-----------------------|---|---------------|
| Students will be able | | |
| CO1 | To get acquainted with the Meaning, Nature, Scope and Objectives of Text Book & Economics Teaching. | 1 |
| CO2 | To understand the Aims and Objectives of curriculum and teaching Economics at different level. | 2 |
| CO3 | To apply various methods and devices of teaching Economics. To develop daily lesson plan, unit plan & statement of objectives in behavioral terms with special reference to Economics. | 3 |
| CO4 | To Study and analysis importance and quality of good teacher & text book of Economics. | 4 |
| CO5 | To evaluate critically the existing syllabus of economics at secondary level. | 5 |
| CO6 | To create teaching aid ,diagnostic test and innovative lesson plan. | 6 |


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Biyani Girls B.Ed. College

Programme: B.Ed First year and Second Year

Course Name: English Teaching

| CO | Course Outcomes | Bloom's Level |
|-----------------------|---|---------------|
| Students will be able | | |
| CO1 | To get acquainted with the Meaning, Nature, Scope and Objectives of first language, second language, Listening skills, Speaking skill, Reading skill and writing skill, concept of language laboratory, language acquisition and language learning. | 1 |
| CO2 | To understand the Aims and Objectives of English teaching at different levels. To understand the difference between various teaching methods. | 2 |
| CO3 | To apply various methods, approaches of teaching English language. To develop daily lesson plan of prose, poetry, grammar and composition, and unit plan. To apply various language skills in day to day life communication. | 3 |
| CO4 | To Study and analysis importance of English Language, Mother tongue, language laboratory and qualities of good language teacher & text book of English. | 4 |
| CO5 | To evaluate critically the place of English Language. | 5 |
| CO6 | To create teaching aid, innovative lesson plan, Blue print and various activities to develop basic language skills, diagnostic test, achievement test, proficiency test and remedial teaching. | 6 |


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SEC. 3, VIDHYADHAR NAGAR



Biyani Girls B.Ed. College

Program: B.Ed.

Course Name: History Teaching

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| | Students will be able | |
| CO1 | To get acquainted with the Meaning, Nature, Scope and Objectives of Text Book & Teaching. To acquire the knowledge of principal pedagogy of history. | 1 |
| CO2 | To understand the Aims, concept and Objectives of curriculum and teaching history at different level. | 2 |
| CO3 | To apply various methods and devices of teaching history. To develop daily lesson plan, unit plan & statement of objectives in behavioral terms with special reference to history. | 3 |
| CO4 | To Study and analysis importance and quality of syllabus text books, curriculum, reference book, also the different types of lesson plan and innovative methods of teaching. | 4 |
| CO5 | To evaluate critically the existing syllabus of history at secondary level. To justify the importance of training techniques, professional ethics and new trends in history teaching. | 5 |
| CO6 | To create teaching aid, diagnostic test and innovative lesson plan, get the critical approach to review the syllabus at different level and also develop the ability to get able for applying new policies regarding education. | 6 |

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BIYANI GIRLS B.ED. COLLEGE
3RD, 2, WOHYADHAR NAGAR, JAIPUR

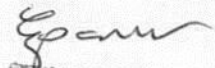


Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st

Course Name: Pedagogy of social studies

| CO | Course Outcomes | Bloom's Level |
|-----------------------|---|---------------|
| Students will be able | | |
| CO1 | To get acquainted with the Meaning, Nature, Place, Value and Objectives of the Teaching social studies. | 1 |
| CO2 | To understand the Principles of social studies Curriculum, Qualities of social studies teacher, various methods and approaches, Instructional support system and evaluation system | 2 |
| CO3 | To use teaching methods to improve teaching learning process and to organize co-curricular activities. To develop unit plan, lesson plan, instructional support system and achievement test. | 3 |
| CO4 | To Study and analysis the teacher's role to develop creativity of students and to analysis text-books of social studies. | 4 |
| CO5 | To evaluate critically the existing syllabus of social studies prescribed for Sec. level in the state of Rajasthan. | 5 |
| CO6 | To develop a plan to organize various co-curriculum activities. | 6 |


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3RD-2 VIDHYADHAR NAGAR, JAIPUR

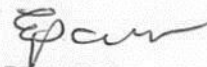


Biyani Girls B.Ed. College

Programme: B.Ed. First Year

Course Name: Pedagogy of Gen. Science

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| CO1 | To Gain understanding of social, cultural, political, and economic dynamics in contemporary India. | 1 |
| CO2 | To understand the different paradigm of education in contemporary India. To understand the different ways of education of in contemporary India. To Understand the challenges of education in contemporary India. | 2 |
| CO3 | To Examine diversity and promote inclusion in education and Explore innovative educational practices and pedagogies. | 3 |
| CO4 | To analyze historical development and current trends in educational policies in India. | 4 |
| CO5 | To critically evaluate strengths and weaknesses of the Indian education system. | 5 |
| CO6 | To engage with global perspectives on education. | 6 |


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352-3, VIDYASHAR NAGAR, JAIPUR



Biyani Girls B.Ed. College

Programme: B.Ed. First Year

Course Name: Pedagogy of Gen. Science

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| CO1 | To Gain understanding of social, cultural, political, and economic dynamics in contemporary India. | 1 |
| CO2 | To understand the different paradigm of education in contemporary India. To understand the different ways of education of in contemporary India. To Understand the challenges of education in contemporary India. | 2 |
| CO3 | To Examine diversity and promote inclusion in education and Explore innovative educational practices and pedagogies. | 3 |
| CO4 | To analyze historical development and current trends in educational policies in India. | 4 |
| CO5 | To critically evaluate strengths and weaknesses of the Indian education system. | 5 |
| CO6 | To engage with global perspectives on education. | 6 |

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BIYANI GIRLS B.ED. COLLEGE
SEC-3, VIDHYADHAR NAGAR, JAIPUR



Programme: B.Ed. First Year

Course Name: Pedagogy of Book Keeping

| | | |
|-----|---|---|
| CO1 | To get Acquainted with the meaning nature need and principle of pedagogy of bookkeeping and accountancy | 1 |
| CO2 | To understand the concept of bookkeeping and accountancy like journal approach equation approach etc. | 2 |
| CO3 | To apply appropriate methods in teaching particular topics for bookkeeping and accountancy | 3 |
| CO4 | To Study and analysis the syllabus textbook curriculum, reference book different types of lesson plan | 4 |
| CO5 | To the justify importance of training techniques, professional ethics and new trends in bookkeeping and accountancy | 5 |
| CO6 | To develop a plan to organise lecture come demonstration, discussion method ,problem solving ,project method . | 6 |


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Biyani Girls B.Ed. College

Programme: B.Ed. First Year

Course Name: Pedagogy of Commerce Practice

| | | |
|-----|--|---|
| CO1 | To get acquainted with the Meaning, Nature, Need and Principles of pedagogy of commerce | 1 |
| CO2 | To understand the commercial implication of various theories of learning. | 2 |
| CO3 | To apply appropriate method in teaching particular topics for commerce use of commerce club and library | 3 |
| CO4 | To Study and analysis the different approaches to curriculum organization modern trends in curriculum construction . | 4 |
| CO5 | To evaluate the different types of curriculum like objective based, child based ,activity based etc. | 5 |
| CO6 | Student will be able to construct and invigilates the curriculum, text book, reference book. | 6 |

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S/O B. VIDHYADHAR NAGAK, W/O



Biyani Girls B.Ed. College

Programme: B.Ed. First Year

Course Name: Pedagogy of Gen. Science

| | | |
|-----|---|---|
| CO1 | To get acquainted with the meaning, nature, place, value and objectives of the General Science Teaching. | 1 |
| CO2 | To understand the Principles of Gen. Science Curriculum; Qualities of Science Teacher, Various Methods and Approaches, Instructional Support System and Evaluation System. | 2 |
| CO3 | To use teaching methods to improve teaching learning process and to organize co-curricular activities. To develop unit plan, lesson plan, instructional support system and achievement test. | 3 |
| CO4 | To study and analysis, the teacher's role to develop creativity of students and to analysis text-books of General Science. | 4 |
| CO5 | To evaluate critically the existing syllabus of General Science prescribed for Sec./Senior Sec. level in the State of Rajasthan. | 5 |
| CO6 | To develop a plan to organize various co-curriculum activities. | 6 |


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BIYANI GIRLS B.ED COLLEGE

| Gender, School and Society | | |
|----------------------------|---|---------------|
| CO | Course Outcomes | Bloom's Level |
| CO1 | To get acquainted with the Meaning, Basic concepts, purpose and significance of gender, school and society. | 1 |
| CO2 | To understand the different paradigm of society. To Understand the educational challenges in school and society. | 2 |
| CO3 | To Advocate for policy changes promoting gender equality in education and Understand gender as a social construct and its implications for education and society. | 3 |
| CO4 | To analyze gender disparities in educational access, achievement, and opportunities. | 4 |
| CO5 | To evaluate and address gender-based violence in schools and society | 5 |
| CO6 | To empower students to challenge gender norms and advocate for equality. | 6 |

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Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st Course Name: childhood & growing up

| CO | Course Outcomes | Bloom's Level |
|----------|---|---------------|
| | Students will be able | |
| CO1 K | To get acquainted with the Meaning, Nature, Need and Principles of Psychology and its components. | 1 |
| CO2 U | To Explain the nature and process learning in the context of various learning theory. | 2 |
| CO3 A | To apply Various psychological principles and theory. | 3 |
| CO4 A | To Experiment in psychology with the learner as per his/ her needs. | 4 |
| CO5 E | To justify the role of psychology in the teaching learning process. | 5 |
| CO6 C | To Reflect on the impact of the psychology on society | 6 |

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SEC. 3, VIDHYA NAGAR



Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st

Course Name: Learning and teaching

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| CO1 | Students will be able To get acquainted with the Meaning, Nature, Need and Principles of Teaching and learning. | 1 |
| CO2 | To understand the concept of Communication, Education, Technology, Technical innovation ,Teaching Profession and relationship between teaching and learning | 2 |
| CO3 | To apply microteaching skill and formulate instructional objectives to improve teaching learning process. | 3 |
| CO4 | To Study and analysis the factors influencing cognition and learning. | 4 |
| CO5 | To justify the importance of training techniques , professional ethics and new trends in teaching and learning. | 5 |
| CO6 | To develop a plan to organize Pannel discussion ,Team teaching and cooperative learning . | 6 |

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Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st Course Name: childhood & growing up

| CO | Course Outcomes | Bloom's Level |
|----------|---|---------------|
| | Students will be able | |
| CO1 K | To get acquainted with the Meaning, Nature, Need and Principles of Psychology and its components. | 1 |
| CO2 U | To Explain the nature and process learning in the context of various learning theory. | 2 |
| CO3 A | To apply Various psychological principles and theory. | 3 |
| CO4 A | To Experiment in psychology with the learner as per his/ her needs. | 4 |
| CO5 E | To justify the role of psychology in the teaching learning process. | 5 |
| CO6 C | To Reflect on the impact of the psychology on society | 6 |

[Signature]



बियानी गर्ल्स बी.एड. कॉलेज

सीओ (पाठ्यक्रम परिणाम)

कार्यक्रम: बी.एड. वर्ष- प्रथम

पाठ्यक्रम का नाम: हिंदी शिक्षण

- CO1 छात्र हिंदी शिक्षण के अर्थ, प्रकृति, स्थान, मूल्य और उद्देश्यों से परिचित हो सकेंगे।
- CO2 छात्र हिंदी पाठ्यक्रम के सिद्धांतों, हिंदी शिक्षक के गुणों, विभिन्न तरीकों और दृष्टिकोण, अनुदेशात्मक सहायता प्रणाली और मूल्यांकन प्रणाली को समझ सकेंगे।
- CO3 (i) छात्र शिक्षण-अधिगम प्रक्रिया को बेहतर बनाने और सह-पाठ्यचर्या संबंधी गतिविधियों को व्यवस्थित करने के लिए शिक्षण विधियों का उपयोग करने में सक्षम होंगे।
(ii) छात्र इकाई योजना, पाठ योजना, अनुदेशात्मक सहायता प्रणाली, ब्लू प्रिंट और उपलब्धि परीक्षण विकसित करने में सक्षम होंगे।
- CO4 छात्र हिंदी शिक्षण की पाठ्य-पुस्तकों का रचनात्मक अध्ययन और विश्लेषण कर सकेंगे।
- CO5 छात्र हिंदी शिक्षण के मौजूदा पाठ्यक्रम का मूल्यांकन कर सकेंगे।
- CO6 छात्र विभिन्न सह-पाठ्यक्रम गतिविधियों को आयोजित करने की योजना विकसित करने में सक्षम होंगे।

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Biyani Girls B.Ed. College

Programme: B.Ed. Year-1st

Course Name: Pedagogy of Biology

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| CO1 | Students will be able To get acquainted with the Meaning, Nature, Place, Value and Objectives of the Teaching Biology | 1 |
| CO2 | To understand the Principles of Biology Curriculum, Qualities of bio teacher, various methods and approaches, Instructional support system and evaluation system | 2 |
| CO3 | To use teaching methods to improve teaching learning process and to organize co-curricular activities. To develop unit plan, lesson plan ,instructional support system and achievement test. | 3 |
| CO4 | To Study and analysis the teacher's role to develop creativity of students and to analysis text-books of Biology . | 4 |
| CO5 | To evaluate critically the existing syllabus of Biology prescribed for Sen./Sen.Sec. level in the state of Rajasthan. | 5 |
| CO6 | To develop a plan to organize various co-curriculum activities. | 6 |

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SEC.-3, VIDHYADHAR NAGAR, JAIPUR



BIYANI GIRLS B.Ed. COLLEGE

Programme: B.Ed. Part-1

Course Name- EPC-2 (Drama and Art in Education)

Course Outcomes:

After completion of the course, student teachers will be able to: -

CO1 – Recite the meaning and concept of drama and art in education.

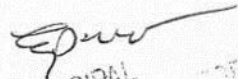
CO2 – Understand the role of Fine Arts in enhancing the creative potential of an individual.

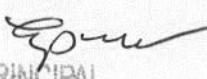
CO3 – Respond to the beauty in different art forms.

CO4 – Communicate important social issues through drama.

CO5 – Enhance skills for integrating different art forms.

CO6 – Develop skill to create artistic pieces through waste material.


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BIYANI GIRLS B.Ed. COLLEGE

Programme: B.Ed. Part-1 Course Name- EPC-1 (Reading and Reflecting of Texts)

Course Outcomes:

After completion of the course, student teachers will be able to: -

CO1 - To recite what is the actual meaning of reading and writing on text journalistic work, reference books related to their specific subject.

CO2 - Understanding & Selecting text on the bases of their own thinking by brainstorming.


CO3 - To enhance their professional capacity and skills in the field of reading, writing and reflecting journalism and research also.

CO4 - Capable of making a choice of specific topic in their subject area which they could research from a set of available reference books.

CO5 - Avail opportunity to write with a sense of purpose and audience, through tasks such as responding to text with one's own opinion or writing the context of others' ideas.

CO6 - To create their concrete thinking in the way of psychological as well as philosophical for improving text material.


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Biyani Girls B.Ed. College

Programme: B.Ed. First Year

Course Name: Contemporary India And Education

| CO | Course Outcomes | Bloom's Level |
|-----|---|---------------|
| CO1 | To Gain understanding of social, cultural, political, and economic dynamics in contemporary India. | 1 |
| CO2 | To understand the different paradigm of education in contemporary India. To understand the different ways of education of in contemporary India. To Understand the challenges of education in contemporary India. | 2 |
| CO3 | To Examine diversity and promote inclusion in education and Explore innovative educational practices and pedagogies. | 3 |
| CO4 | To analyze historical development and current trends in educational policies in India. | 4 |
| CO5 | To critically evaluate strengths and weaknesses of the Indian education system. | 5 |
| CO6 | To engage with global perspectives on education. | 6 |

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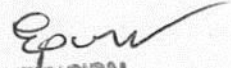


Biyani Girls B.Ed. College

Programme: B.Ed. First Year

Course Name: knowledge and curriculum

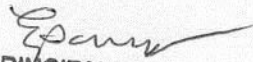
| CO | Course Outcomes | Bloom's Level |
|-----|--|---------------|
| CO1 | To get acquainted with the Meaning, Basic concepts, purpose and significance of knowledge and curriculum. | 1 |
| CO2 | To understand the different paradigm of curriculum. To understand the different types of curriculum. Understand the challenges of making a curriculum. | 2 |
| CO3 | To apply Self and peer assessment in their evaluation process, Organising and planning for students portfolio, able to solve problems related to central tendency. | 3 |
| CO4 | To Analyze the different types of curriculum the different types of assessment Examination reforms. | 4 |
| CO5 | To evaluate Students Achievement by different types of techniques of assessment. | 5 |
| CO6 | To create Portfolio and rubrics for assessment. | 6 |


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B.Ed. I year

Understanding discipline and subject

| CO | Course outcomes | Bloom's level |
|-----------------|---|---------------|
| CO ₁ | To get acquainted with the meaning, nature and principle of disciplinary knowledge. Q | 1 |
| CO ₂ | To explained the impact of school subjects on disciplinary | 2 |
| CO ₃ | To use and apply different teaching methods in their teaching profession | 3 |
| CO ₄ | To analyzed the different teaching methods in their teaching profession | 4 |
| CO ₅ | To evaluate the syllabus of different subject | 5 |
| CO ₆ | To great innovative lesson plan such as problem solving brain storming etc. | 6 |


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B.Sc. B.Ed. Part. III Year

Course outcome for Botany (CO)

Plant Morphology and Anatomy B-301

CO1. To find the importance of plant morphology in allied branches of botany

CO2. To classify the idea about various floral whorl and its importance in plant reproduction.

CO3. To construct the role of anatomy in other allied branches of botany

CO4. To analyze the differences in internal organization of two distinct plant group and plant parts.

Ecology and Economic biology B-302

CO 1. To define the population & Community Ecology - idea of meta population

CO 2. To explain the concept, types, development and functions of various ecosystems and their communication and various environmental factors governing these ecosystems.

CO 3. To construct the Principles of Toxicology and types of Toxins, sources, metabolism, and biological monitoring

CO 4. To examine the botanical name, family, morphology of valuable parts, and uses of economic items were briefly explored.

Anigospers - Taxonomy and Embryology B-303

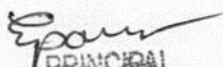
CO 1. To define the artificial, natural, and phylogenetic categories, learn about the Indian Botanical Survey (BSI), Herbarium procedures were briefly investigated.

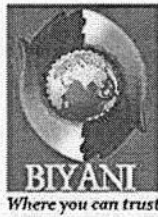
CO 2. To classify the molecular, numerical, and chemical data for taxonomy evidence.

CO3. To develop brief examination of economic items was conducted, with particular attention paid to the botanical name, family, morphology of valuable parts, and uses.

CO4. To examines about the importance of double fertilisation and the structure and development of dicot and monocot embryos and recognize the many agents involved in pollination and their importance.

CO5. To determines the meaning of apomixis and polyembryony in plant developmental biology, recognize the angiosperm pollen morphology.


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B.Sc. B.Ed. Part. III Year

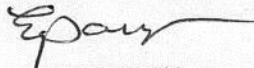
Course outcome for Zoology (CO)

Structure and Functions of Chordate Types Z-301:

- CO1.** To knowledge about the habitat and anatomical features of hemichordate, Urochordate and Cephalochordate.
- CO2.** To describes structure, organs and systems of animals of five different phylums.
- CO3.** To compares the larvae of several lower chordates and their metmorphosis
- CO4.** To examines the anatomical features of vertebrates.
- CO5.** To determines specific adaptations of flight fins etc. in specific vertebrate.
- CO6.** To develop insight to distinguish poisonous and non-poisonous snakes, parental care in different chordate animals.

Ecology, Environmental Biology and Evolution Z-302

- CO1.** To define ecology, structure of ecosystem and its functioning procedure also several parts of biosphere also the several types of natural resources.
- CO2.** To learn about the several theories of evolution, formation of new species, significance of mutation in evolution, development of adaptations in animals.
- CO3.** To identify the nutrients, their cyclization in ecosystem and also flow of energy in different trophic levels.
- CO4.** To analyzes the causes of pollution, destruction of wild life and also magnification of pesticides in non target species and their effects on their health.
- CO5.** To explains the negative impacts of urbanization, industrialization, global warming, deforestation and ozone depletion.
- CO6.** To constructs the views about human evolution, also to restore the wild life.


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Applied Zoology, Ethology and Biostatistics Z-303

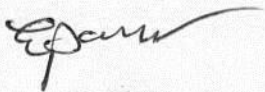
CO1. To study about the theories of ethology, behavioural pattern in different animals and methods to studying animal behaviour, societies in different animals species, role of pheromones.

CO2. To understand the concepts of the applied subjects like Fisheries, Aquaculture and Pest control, tools and techniques used in aquaculture and agricultural practices.

CO3. To apply statistical methods to solve the problems.

CO4. To compare the data by graphical or tabular methods.

CO5. To design new methodologies for culture of animals having economical importance.


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B.Sc. B.Ed. Part. III Year

Course outcome for Chemistry (CO)

Inorganic Chemistry CH-301

- CO1. To compare hard and soft acids and bases
- CO2. To identify metal- ligand bonding in transition metal complexes and magnetic properties of transition metal complexes
- CO3. To simplify electron spectra of transition metal complexes, thermodynamics and kinetic aspects of metal complexes
- CO4 To determine organo-metallic chemistry of alkyls and aryls of Li, Al, Hg, Sn and Ti.
- CO 5 To elaborate bioinorganic chemistry and inorganic polymers.

Organic Chemistry CH-302

- CO1.To tell nuclear magnetic resonance, NMR spectroscopy and organic synthesis via enolates.
- CO2. To identify heterocyclic compounds of 5 and 6 membered.
- CO3. To classify carbohydrates.
- CO4. To conclude amino acids, peptides, proteins and nucleic acid.
- CO5. To Discuss organosulphur compounds.

Physical Chemistry CH-303

- CO1. To summarize definition of thermodynamic terms, first law of thermodynamics and thermochemistry.
- CO2. To identify thermodynamics, second law of thermodynamics, third law of thermodynamics and chemical equilibrium.
- CO3. To analyze phase equilibrium, phase equilibrium of two component system.
- CO4. To conclude theories of electrochemistry and mathematical derivations.
- CO5. To improve concept of electrochemistry and derivations

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B.Sc. B.Ed Part II Year

Course outcome for Chemistry (CO)

Inorganic Chemistry CH- 201

- CO1. To understand chemistry of elements of first, second and third transition series.
- CO2. To identify coordination compounds and EAN concept.
- CO3. To categorize chemistry of lanthanide elements and Actinide elements.
- CO4. To determine oxidation and reduction.
- CO5. To Discuss acids and bases and non-aqueous solvents.

Organic Chemistry CH-202

- CO1. To demonstrate absorption spectroscopy, ultraviolet visible spectroscopy and infrared spectroscopy.
- CO2. To identify monohydric alcohols, dihydric alcohols phenols, ether and epoxide.
- CO3. To compare reactions and methods of preparation of aldehydes and ketones.
- CO4. To explain reaction and mechanism of carboxylic acids and its derivatives
- CO5. To discuss preparation reactions and mechanism of organic compounds of nitrogen and amine.

Physical Chemistry CH-203

- CO1. To summarize definition of thermodynamic terms, first law of thermodynamics and thermo-chemistry.
- CO2. To identify thermodynamics, second law of thermodynamics, third law of thermodynamics and chemical equilibrium.
- CO3. To analyze phase equilibrium, phase equilibrium of two component system.
- CO4. To conclude theories of electrochemistry and mathematical derivations.
- CO5. To improve concept of electrochemistry and derivations.

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B.Sc. B.Ed Part II Year

Course outcome for Zoology (CO)

Structure and Functions of Invertebrates Z-201:

CO1. To knowledge about the habitat and anatomical features of several invertebrate animals.

CO2. To understands the hierarchal taxonomy and classification of invertebrates.

CO3. To compares the invertebrates physiological function.

CO4. To dissects the anatomical features of invertebrates.

CO5. To discuss about adaptations, phylogenetic significance and evolution in invertebrates.

Animal Physiology and Biochemistry Z-202

CO1. To elaborates structure and functions of several body systems of human.

CO2. To explains the complete physiology of human body.

CO3. To organize the nutrients of food stuff, their metabolism on cellular level and their role in body building.

CO4. To examine chemical nutrients using the biochemistry tests to estimate the chemical nutrients.

CO5. To evaluates the different nutrients from food.

Immunology, Microbiology and Biotechnology Z-203

CO1. To defines the structure of microbes and their role of microbes in production of diseases.

CO2. To understand our body defends system against several diseases.

CO3. To develops several technologies to use the microbes for human welfare.

CO4. To creates new testing methodologies for testing diseases.

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B.Sc. B.Ed Part II Year

Course outcome for Botany (CO)

Molecular Biology and Biotechnology B-201

CO1. To define the structure and properties of Macromolecules and study the microsporogenesis and megasporogenesis in plants.

CO2. To demonstrate the morphogenesis and organogenesis in plants.

CO3. To identify the particular and non-specific techniques of gene transfer recombinant DNA technology

CO4. To contrast the Biotechnology and IPR, Biosafety, Biopiracy, Bioterrorism, and Bioethics.

Plant Physiology and Biochemistry B-202

CO1. To choose the significance of plant physiology and the scope of its application and learn the importance of water to plants and plant cells.

CO2. To explain the how sap moves through a plant body and how it absorbs water and recognize the movements of plants and know about the Plant Growth hormones (Auxins, Gibberellins, Cytokinins, Ethylene).

CO3. To identify the Biochemical nature of cell, know the chemical nature of biomolecules and the different types of interaction in Biomolecules and learn about enzyme characteristics, enzyme catalysis, and activation energy– enzyme action mechanism.

Pteridophytes, Gymnosperms & Paleobotany B-203

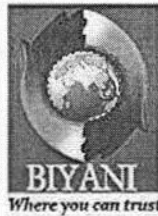
CO1. To define the general characteristics and categorization, stellar evolution in Pteridophytes, heterospory, and seed habit genesis.

CO2. To explain the structure, life cycle and economic significance of Gymnosperms.

CO3. To plan about Paleobotany scope, different sorts of fossils, its importance in the global economy, and the geological time scale and to researched fossilisation techniques and fossil plants.

CO4. To contrast the scope and importance of Gymnosperms and understand the plant communities and ecological adaptations in plants.

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B.Sc. B.Ed Part I Year

Course outcome for Mathematics (CO):

Discrete Mathematics M-101

- CO1. To introduce concepts of mathematical logic for analyzing propositions and proving theorems.
- CO2. To determine properties of relations, identify equivalence and partial order relations, sketch relations.
- CO3. To analyze logical propositions via truth tables.
- CO4. To identify functions and determine their properties.
- CO5. To evaluate combinations and permutations on sets.

Calculus M-102

- CO1. To demonstrate an understanding of the relationship between derivatives and integrals using the Fundamental Theorem of Calculus.
- CO2. To identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.
- CO3. To use differentiation rules to differentiate algebraic and transcendental functions.
- CO4. To evaluate definite integrals using the Fundamental Theorem of Calculus.
- CO5. To solve tangent and area problems using the concepts of limits, derivatives, and integrals.

Analytical Geometry and Optimization Theory M-103

- CO1. To understand the analytical geometry of 2 dimensional.
- CO2. To apply geometrical representation and problem solving on MVT and Rolls theorem..
- CO3. To use equation in various form of line, circle, ellipse, sphere, cones etc.
- CO4. To give the knowledge of geometry using maxima software.

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B.Sc. B.Ed Part I Year

Course outcome for Botany (CO)

Cell Biology and Genetics, Plant Breeding B-101

CO1. To define the various cell organelles and understand their structures functions and composition.

CO2. To classify the Mendelian principles and understand the pattern of inheritance various life forms.

CO3. To develop the gene mapping techniques and extrachromosomal inheritance.

CO4. To examine the concepts of evolution and the emergence of evolutionary ideas and acquire expertise in plant breeding procedures.

Microbiology, Mycology, Plant Pathology B-102

CO1. To define the taxonomy, features, and ultrastructure of prokaryotic and eukaryotic microorganisms.

CO2. To explain the organisms and causal factors that cause plant illnesses, as well as methodologies for investigating plant diseases.

CO3. To identify some of India's most frequent plant diseases.

CO4. To list the terminologies in plant pathology and the scope and importance of Plant Pathology.

CO5. To explain the prevention and control measures of plant diseases and its effect on economy of crops

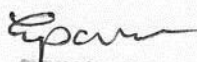
Algae, fungi, Lichens, and Bryophytes B-103

CO1. To define the structure, pigmentation, food reserves, and reproduction methods of algae.

CO2. To explain the structure, pigmentation, food reserves, and reproduction methods of fungi.

CO3. To select the economic value of algae, fungi, and lichen.

CO4. To analyze the specific plant diseases were investigated, with a focus on the causative agents, symptoms, etiology, and control strategies.


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B.Sc. B.Ed Part I Year

Course outcome for Chemistry (CO)

Inorganic Chemistry CH-101

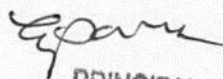
- CO1.** To understand basic concept of ionic solids and its characteristics properties
- CO2.** To identify covalent bond it's characteristics properties theories, MOT, VBT and VSEPR theory and it's applications with simple example
- CO3.** To compare study of s block elements and p block elements with examples
- CO4.** To justify some important compounds of p block elements and chemistry of noble gases.
- CO5.** To Discuss isotopes isobars and isotones, n-n, n-p, p-p, half and average life nuclear fission and fusion and natural and artificial radioactivity

Organic Chemistry CH-102

- CO1.** To understand the mechanism of organic reactions, reactive intermediates, types of organic reactions and energy considerations.
- CO2.** To solve problems of stereochemistry of organic compounds, optical isomerism, geometric isomerism and conformational.
- CO3.** To classify the concept of alkanes and cycloalkanes, alkenes, cycloalkanes, dienes and alkynes.
- CO4.** To explain the importance of arenes and aromaticity
- CO5.** To solve the reactions of alkyl aryl halides polyhalogen compounds and methods of formation.

Physical Chemistry CH-103

- CO1.** To understand general mathematical concepts and liquid state theories and make use of these in day to day life.
- CO2.** To experiment with the gaseous state its critical phenomenon and molecular velocities.
- CO3.** To classify the solid state law of crystallography and basic concept of X-ray diffraction by crystals.
- CO4.** To explain colloidal state, its application, examples as well as its importance in daily life.


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B.Sc. B .Ed Part. I Year

Course outcome for Zoology (CO):

Diversity of Animals Z-101:

CO1. To knowledge about the biology of these taxonomic categories as well as about some acoelomate plus pseudocoelomate parasites for their life cycles, epidemiology, pathology, diagnosis, symptoms and treatments.

CO2. To identify the invertebrates by their external body features

CO3. To analyses the hierarchal taxonomy and systematic and classification of invertebrates.

CO4. To compares the anatomical differences between invertebrates.

Cell Biology and Genetics Z-102

CO1. To shows the divisions of cells and role of divisions in flow of genetic trait.

CO2. To explains the structure and functions of a living cell and their organelles.

CO3. To identifies the hereditary of characteristics of various traits including genetic disorders.

CO4. To discovers the relations between the parents and progeny.

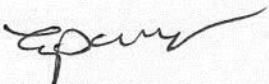
Developmental Biology Z-103

CO1. To knowledge about gametogenesis, cleavage mechanisms, gastrulation and role of hormones in metamorphosis and regeneration.

CO2. To understands the basic concepts of developmental biology.

CO3. To identifies the several developmental stages of chordate.

CO4. To compares the types of reproduction and stages of development in aquatic, amphibians and land chordates.


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B.Sc. B.Ed Part I Year

Course outcome for Physics (CO):

Mechanics and Oscillation PHY-101

- CO1.** To understand the concepts of mechanics, acoustics and the properties of matter.
- CO2.** To gain knowledge on Central forces – definition and examples, Conservative nature of central forces, Conservative force as a negative gradient of potential energy, Equation of motion under a central force.
- CO3.** To identify and apply the laws of mechanics along with the necessary mathematics for solving numerical.
- CO4.** To derive Stoke's, Greens and Gauss theorems also Kepler's laws, Coriolis force and its expressions.
- CO5.** To solve wave equation of a longitudinal vibration in bars free at one end and also fixed at both the ends.

Paper I-Mechanics and Oscillations

Course Outcome Mechanics and Oscillations

- CO1 To define the physical law and frame of reference.
- CO2 To explain the center of mass.
- CO3 To examine the motion under central forces.
- CO4 To determine the damped harmonic oscillations.
- CO5 To discuss the driven harmonic oscillator.
- CO6 To classify the coupled oscillations.

Paper II-Electromagnetism

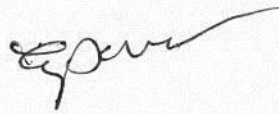
Course Outcome Electromagnetism

- CO1 To define the scalar and vector field.
- CO2 To classify the electric field and potential energy.
- CO3 To examine electric field and matter.
- CO4 To determine the magnetostatics.
- CO5 To discuss the magnetic field in matter.
- CO6 To explain Maxwell's equations and electromagnetic wave.

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Paper III-Optics

| Course Outcome | Optics |
|----------------|---------------------------------------|
| CO1 | To define the interference . |
| CO2 | To explain the diffraction. |
| CO3 | To classify the polarization |
| CO4 | To determine the importance of laser. |
| CO5 | To discuss the holography. |
| CO6 | To construct the fiber optics. |



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