



**MAEER's**  
**SAINT DNYANESHWAR B.ED. COLLEGE**  
ALANDI (D.), PUNE - 412105



**PLO'S and CLO's**



**MAEER's**  
**Saint Dnyaneshwar B.Ed. College, Alandi (D), Pune**

**B.Ed. Program Learning Outcomes (PLO's)**

The student teacher:

1. Integrates the study of subject knowledge, human development, pedagogical knowledge and Communication skill in student teachers.
2. Promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
3. Acts as agents of modernization and social change.
4. Promotes social cohesion, international understanding and protection of human rights and rights of the child.
5. Becomes competent and committed professionals willing to perform the identified tasks.
6. Uses competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup.
7. Understands, develops and applies various evaluation procedures in education.
8. Becomes sensitive about emerging issues such as environment, population, gender equality, Lega lliteracy, critical understanding of ICT, yoga education, etc.
9. Inculcates rational thinking and scientific temper among the students.
10. Develops critical awareness about the social realities among the students.
11. Uses managerial and organizational skills.
12. Enriches himself/herself by actual engagement in the field.
13. Enables him/her to become aware about the day to day problems in the field and develop the capacity to solve them through research.
14. Develops an understanding of the interdisciplinary perspectives in education
15. Develops the habit of reflective teaching among the student teachers.
16. Enhances professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

## **B.Ed. Course Learning Outcomes (CLO's)**

### **List of F.Y. B.Ed. Course Learning Outcomes**



#### **BED101: CHILDHOOD AND GROWING UP**

The student teacher,

- CO1. understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage.
- CO2. becomes aware regarding the individual differences among learners
- CO3. Identifies the educational needs of diverse learners.
- CO4. Gets acquainted with the new (contemporary) theories of learning.
- CO5. Understands Political, Social and Cultural dimensions along with the Implications on childhood and growing up.
- CO6. Becomes familiar with the impact of mass communication media on childhood and growing up.

## **BED102: Contemporary Indian Education, Gender and Society**

### **Student Teachers**

- CO1. define the concept of education.
- CO2. explain aims of education.
- CO3. distinguish between formal, informal & non formal education.
- CO4. discuss role of education in contemporary Indian education.
- CO5. compare the difference between agencies of education.
- CO6. Justify the role of education in contemporary issues.
- CO7. tells the solution on contemporary issues.
- CO8. define the concept of education.
- CO9. describes the factors of social change.
- CO10. explains the types of social change.
- CO11. gives examples for the types of social change.
- CO12. identifies the obstacles in social change.
- CO13. discuss the role of education in social change
- CO14. tells the limitations of education in social change
- CO15. recalls the definition of gender & sex.
- CO16. explains the difference between gender & sex.
- CO17. .identifies issues related to gender & society.
- CO18. describes issues related to gender bias in School enrollments.
- CO19. illustrates the issues related to dropouts and household responsibilities, social attitudes &sexual abuse.
- CO20. discuss the role of education in Challenging gender inequalities
- CO21. express his/her views regarding the role of education in challenging gender inequalities.
- CO22. justifies the role of education in teaching strategies to develop sensitivity.
- CO23. develops a mind map on Gender & Education
- CO24. identifies the contemporary issues in education.
- CO25. explains the equalization of Educational opportunities.
- CO26. makes comparison between Liberalization, Privatization and Globalization.
- CO27. describes National policy on Education – 1986, 1992.

- CO28. illustrates the features of RTE 2009 & RUSA.
- CO29. discusses the thoughts of great thinkers.
- CO30. express his/her views regarding thinkers thoughts for education.
- CO31. makes them aware about the contribution of thinkers in education.

### **BED103: Learning and Teaching**

#### **Student Teacher:**

- CO1. Defines Learning
- CO2. Explains the theories of learning
- CO3. implements the Trial and Error theory in practice teaching
- CO4. Illustrates the relevance of Paivio-Dual coding theory for learning
- CO5. Gives the example of schema assimilation and accommodation
- CO6. Prepares the Concept maps
- CO7. recognizes the relationship between teaching and learning
- CO8. recognizes the relationship between teaching and learning
- CO9. analyzes the complex process of teaching
- CO10. Describes different approaches of teaching that support learning
- CO11. relates the relevance of reflection in the teaching learning process
- CO12. realizes the significance of the context in which the teaching learning process occurs
- CO13. concludes that teaching is a profession

### **B.Ed.104: ASSESSMENT AND EVALUATION FOR LEARNING**

#### **Student Teacher:**

- CO1. recalls the concept of evaluation
- CO2. explains the learning outcomes.
- CO3. describes the Relationship between educational objectives, learning experiences, content and evaluation
- CO4. explains the concept of Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power
- CO5. describes the Qualitative evaluation techniques.

- CO6. describes the Quantitative evaluation techniques.
- CO7. differentiates between the Qualitative and Quantitative evaluation techniques.
- CO8. comprehends the process of assessment for learning.
- CO9. explains ethical principles of assessment
- CO10. describes types of feedback.
- CO11. interprets the test scores.
- CO12. measures the central tendency
- CO13. Measures the variability
- CO14. draws normal probability curve.
- CO15. differentiates between skewness and Kurtosis

**BED:105: Advanced Pedagogy and Application of ICT**

**Student Teacher:**

- CO1. Defines the concept of Advanced Pedagogy and its implementation in classroom
- CO2. States the uses of Pedagogical methods to meet the needs of diverse learners.
- CO3. Explains the need and importance of ICT and its application in education
- CO4. Categorizes ICT based teaching-learning strategies & resources.
- CO5. creates awareness about appropriate use of ICT
- CO6. develops educational material using advanced pedagogical strategies and ICT tools.

**BED 106-01: Understanding disciplines and school subjects –Marathi**

**Student Teacher:**

- CO1. विद्यार्थी वर्णमाला सांगतो.
- CO2. विद्यार्थी शब्दांच्या जाती सांगतो
- CO3. विद्यार्थी काळाच्या प्रकाराचे वर्गीकरण करतो
- CO4. विद्यार्थी शब्दसिद्धीचे उदाहरणे सांगतो.
- CO5. विद्यार्थी रसाचे प्रकार स्पष्ट करतो.
- CO6. विद्यार्थी अक्षरवृत्ताची उदाहरणे सांगतो.

- CO7. विद्यार्थी अभंगाचे पाठांतर करतो.
- CO8. विद्यार्थी व्यवहारात बोलताना अलंकाराचा वापर करतो.
- CO9. विद्यार्थी दैनंदिन व्यवहारात व्यावहारिक मराठीचा वापर करतो.

**BED 106-02: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS : Hindi**

छात्र अध्यापक,

- CO1. हिंदी बोलने, लिखने और पढ़ने की अपनी क्षमता प्रकट करता है।
- CO2. हिंदीभाषा का गठन और विकाससम्बन्धी जानकारी देता है।
- CO3. हिंदीभाषा व्याकरणका सुक्ष्मअध्ययन करता है।
- CO4. हिंदीसाहित्य के इतिहासका अध्ययन करता है।
- CO5. हिंदीसाहित्यविधाओंकी जानकारी देता है।

**BED 106-03: Understanding Disciplines of the School Subjects – English**

**Student Teachers:**

- CO1. define the concept of phonetics.
- CO2. explain parts of speech & tense.
- CO3. acquire proficiencies in listening, speaking, reading, writing and communication skills.
- CO4. heighten their awareness of correct usage of English grammar in writing and speaking.
- CO5. define the concept of education.
- CO6. heighten their awareness of correct usage of English grammar in writing and speaking.
- CO7. improve their speaking ability in English both in terms of fluency and comprehensibility.
- CO8. give oral presentations and receive feedback on their performance.
- CO9. increase their reading speed and comprehension of academic articles.
- CO10. strengthen their ability to write academic papers, essays and summaries using the process approach.

- CO11. write summaries in which they will communicate appropriately, accurately and effectively what has been read.
- CO12. makes comparison between formal & informal letters.
- CO13. draws tree diagrams, web diagrams & pie charts.

**BED 106- 06: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS :  
HISTORY**

Student teacher,

- CO1. Understands the Indian Culture and World.
- CO2. Realizes the concept of Election Process.
- CO3. Takes interest in the study of Fundamental Rights & Human Rights.
- CO4. Appreciates the significance and the role of Political Parties, Government Bodies.
- CO5. Realizes the Importance of the contribution of Shivaji Maharaj in History.
- CO6. Realizes the importance of Movements for Freedom.
- CO7. Comprehends the concept of democracy and different religious diversity of India.

**BED 106-07: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS:  
GEOGRAPHY**

Student teacher,

- CO1. revises the knowledge of all Branches of Geography subject at a school level.
- CO2. understands the interdependence and interrelationship among the various concepts and processes in Geography Subject.
- CO3. acquires the skills related to map and instruments in Geography.
- CO4. develops a technique of observation and reporting of Geographical phenomenon among student teacher.
- CO5. creates interest of Geography subject among student teachers.



## **B.Ed. 106-09: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **MATHEMATICS**

#### **Student Teacher:**

- CO1. calculates the examples related to arithmetic.
- CO2. Calculates the equations with one and two variables.
- CO3. explains the basics of geometry.
- CO4. draws the geometrical constructions.

## **BED 106-08: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS GENERAL SCIENCE**

#### **Student teacher,**

- CO1. understands nature, scope & importance of general science at secondary level.
- CO2. analyzes the textbook & content of general science at secondary level.
- CO3. Understands life on the earth.
- CO4. Understands the basic concepts of different branches of chemistry.
- CO5. Understands concepts in Physics.
- CO6. familiarizes facts, terms, concepts, laws & principles in general science.

## **BED 106-10: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **ECONOMICS**

#### **Student Teacher:**

- CO1. Explain the meaning, nature, scope; importance of Economics Subject; basic Concepts of Economics.
- CO2. List various sources of Income & Concept Types & Importance of Budget. Outline meaning, features, types & basic problems of economy
- CO3. Understand concept, causes & effects of inflation & measures to control it.
- CO4. Know about P.D.S. & Consumer Protection.
- CO5. Understand concept of Economic Growth, Economic Development & Quality of
- CO6. Human life & their importance.
- CO7. Recognizes the major challenges before Indian Economy & their economic effects.

- CO8. Discuss about economic reforms in India.
- CO9. Distinguish between Micro & Macro Economics
- CO10. Define Statistics in Economics.

**BED 107-01: PEDAGOGY OF THE SCHOOL SUBJECT-MARATHI**

- CO1. Student-teacher explains the Place of Marathi in the school curriculum.
- CO2. Student-teacher describes relation of the subject Marathi with other school subjects
- CO3. Student-teacher differentiates between Methods of Prose Teaching & Poetry teaching.
- CO4. Student-teacher differentiates between Methods of Grammar Teaching & Composition teaching.
- CO5. Student-teacher identifies Unites in the Structure of the subject Marathi.
- CO6. Student-teacher analyzes about textbook.
- CO7. Student-teacher describes Core elements, values and life skills.
- CO8. Student-teacher explains concept, need and importance of learning resources.
- CO9. Student-teacher uses Technology based learning resources.
- CO10. Student-teacher applies role of a Marathi Teacher.

**BED 107-02: PEDAGOGY OF THE SCHOOL SUBJECT: HINDI**

**Student teacher,**

- CO1. understands the nature, scope and importance of the Hindi subject.
- CO2. knows and understands the objectives of teaching of the subject at secondary and higher secondary level.
- CO3. explains the use of different methods of teaching Hindi.
- CO4. understands the role and responsibilities of good Hindi teacher.

## **BED 107-03: PEDAGOGY OF THE SCHOOL SUBJECTS – ENGLISH**

### **Student Teacher:**

- CO1. recalls the definition of structure.
- CO2. Recognizes values, core elements & life skills.
- CO3. explains nature & scope of English subject.
- CO4. relates English with other subjects.
- CO5. draws the structure of English subject.
- CO6. Distinguish between objectives of teaching English as L1 & L3..
- CO7. compare curriculum & syllabus.
- CO8. analyse the textbook of English subject.
- CO9. gives examples of activities for implementation of core elements, values & life skills.
- CO10. develops content analysis of any content of English.
- CO11. recalls the structure of English language.
- CO12. explains features , merits & limitations of communicative approach, structural approach & various methods of English methods.
- CO13. make comparison between Direct & Grammar translation method.
- CO14. applies inductive method for teaching English grammar
- CO15. uses techniques of teaching while teaching in the class.
- CO16. describes the effectiveness of using technology based teaching aids while teaching English
- CO17. develops the teaching aids using mobile apps & software.
- CO18. heighten their awareness of correct usage of English grammar in writing and speaking.
- CO19. improve their speaking ability in English both in terms of fluency and comprehensibility.
- CO20. give oral presentations and receive feedback on their performance.
- CO21. increase their reading speed and comprehension of academic articles.
- CO22. think in English and speak with ease.
- CO23. discuss the competencies & role of the teacher

## **BED 107-06: PEDAGOGY OF THE SCHOOL SUBJECT: HISTORY**

### Student teacher,

- CO1. Understands the nature, scope and importance of the subject.
- CO2. States the objectives of the subject.
- CO3. Explains and uses different approaches methods and techniques of teaching learning of subject.
- CO4. Explains and understands the structure of subject.
- CO5. Explains the concept and types of curriculums and syllabus.
- CO6. Explains importance and use of core elements values and life skills.
- CO7. Analyzes the text book and content.
- CO8. Analyzes the various resources in teaching learning of subject.
- CO9. Understands qualities of good teacher
- CO10. analyzes and evaluates the new trends of current issues in subject

## **BED 107-07 : PEDAGOGY OF THE SCHOOL SUBJECT: GEOGRAPHY**

### Student teacher,

- CO1. Understands the nature, scope and importance of the subject.
- CO2. States the objectives of the subject.
- CO3. Explains and use different approaches, methods and techniques of teaching learning of subject.
- CO4. Explains and understands the structure of subject.
- CO5. Explains importance and use of core elements life skills & values.
- CO6. Analyzes the text book & content.
- CO7. Explains the concept and types of curriculums and syllabus.
- CO8. Analyzes the various resources in teaching learning of subject.
- CO9. Understands qualities of good teacher.

## **B.Ed. 107-09: PEDAGOGY OF THE SCHOOL SUBJECT MATHEMATICS**

### **Student Teacher:**

- CO1. explains the nature, scope and place of mathematics at secondary and higher secondary level.
- CO2. lists the objectives of teaching mathematics
- CO3. analyzes the textbook and content.
- CO4. implements methods and models of teaching learning of mathematics.
- CO5. explains the 5E learning model.
- CO6. explains the types of learning resources.

## **BED 107- 08: PEDAGOGY OF THE SCHOOL SUBJECT GENERAL SCIENCE**

### **Student teacher,**

- CO1. Understands nature, scope & importance of general science at secondary & higher secondary level.
- CO2. Analyzes the textbook & content of general science at secondary & higher secondary level.
- CO3. Implements methods & models of teaching learning of general science.
- CO4. acquires the competencies of general science teacher.
- CO5. Familiarizes facts, terms, concepts, laws & principles in general science.

## **BED 107-10: PEDAGOGY OF THE SCHOOL SUBJECT :ECONOMICS**

### **Student Teachers:**

- CO1. Define the Nature, scope &; importance of the subject.
- CO2. State the objectives of the subject.
- CO3. Explain and use different approaches methods and techniques of teaching learning of subject.
- CO4. Explain the structure of subject.
- CO5. Explain the concept and types of curriculum and syllabus.
- CO6. State importance and use of core elements ,value & Life skills.
- CO7. Analyze the text book and content.
- CO8. Analyze the various resources in teaching learning of subject.
- CO9. Describe qualities of good teacher.

## **B.Ed. Course Learning Outcomes (CLO's)**

### **List of S.Y. B.Ed. Course Learning Outcomes**



#### **BED 201: Quality and Management of School Education**

##### **Student Teachers:**

- CO1. State definition of Management and explain the applicability of functions of Management in the school.
- CO2. Describes the theories of management and relate it with management in the school.
- CO3. Tells definition of Quality and Quality Management and recalls dimension of quality
- CO4. Defines TQM and explains the applicability of principles of TQM in Education.
- CO5. Explains need and importance of school accreditation with the process of school accreditation
- CO6. Describes the concept of HRM and illustrate the process of HRM in the school
- CO7. Describes essential infrastructural resources for quality management
- CO8. Identifies the problems in secondary and Higher secondary education, explains causes
- CO9. Behind the problems and suggest Remedies to overcome the problems in secondary and Higher Secondary education.
- CO10. Draw the structure of school boards in India and explains the functions of school boards in India.
- CO11. Draw the structure of educational administration in India and explain the functions of Supportive authorities related to Educational Administration.

## **BED-202: Knowledge & Curriculum And Language Across The Curriculum**

### **Student Teachers:**

- CO12. Define the terms Data, Knowledge, information, skill& wisdom
- CO13. Describe Sources of Knowledge
- CO14. Compare Generation of Knowledge
- CO15. Use the learning methods of Modern child centered education.
- CO16. Define Concept of Curriculum
- CO17. Differentiate between curriculum and syllabus
- CO18. Explain Hilda Taba and Tyler Curriculum development model
- CO19. Differentiate Hilda Taba and Tyler Curriculum development model
- CO20. Analyse Curriculum Design and Planning
- CO21. Recall Values from Indian Constitutional
- CO22. Explain views of Indian Educationalist with reference to secondary education
- CO23. Relate contribution of Indian Educationalist in secondary education
- CO24. Classify Multicultural context of education
- CO25. Define concept of language
- CO26. Explain the importance of language across the curriculum
- CO27. Compare Home language, School language, Standard language foreign language.
- CO28. Summarize Bullock report

## **BED-203: School & Inclusive School**

### **Student Teachers:**

- CO1. State definition of Inclusive Education
- CO2. Explain the nature of Inclusive education
- CO3. Analyze the status of Inclusive Education in India.
- CO4. Tells the National policies, programmes and Acts with respect to the disabled.
- CO5. Analyse the actual implications of policies, programmes and Acts at grass root level with respect to the Disabled.
- CO6. Distinguish the nature and needs of different categories of disabled children.
- CO7. Describe different inclusive instructional strategies
- CO8. Prepares a lesson plan by considering different categories of disabled children

- CO9. Illustrate various issues and concerns related with creation of an inclusive culture in school.
- CO10. Analyze the role of teachers and teacher educators in facilitating Inclusive Education.

**BED 204-01 ( Elective Subject) : Guidance and Counselling**

- CO1. Student-teacher explains the concept of Guidance.
- CO2. Student-teacher explains the Principles of Guidance.
- CO3. Student-teacher describes Procedure of guidance in their own words.
- CO4. Students-teacher define the concept of Counselling.
- CO5. Student-teacher differentiates between Guidance and Counselling.
- CO6. Student-teacher compares the types of counselling.
- CO7. Student-teacher uses various tools for Guidance and Counselling.
- CO8. Student-teacher uses various techniques for Guidance and Counselling.
- CO9. Student-teacher applies role of a school counsellor.
- CO10. Student-teacher identifies the needs of students regarding guidance and counselling.

**BED-205-03-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject ENGLISH**

**Student teacher,**

- CO1. gets acquainted with essential aspects of English grammar and composition.
- CO2. develops interest and attitude towards English as foreign language.
- CO3. understands the nature of English as a subject at Higher Secondary Level.
- CO4. comprehends various methods of English Teaching.
- CO5. understands various learning resources in English Subject.
- CO6. creates awareness about the qualities and competencies of English Teacher.



**BED-205-06-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject HISTORY**

**Student teacher,**

- CO1. Interprets the past for better understanding of the present.
- CO2. Compares social, economic, cultural and political background of different civilizations of ancient and medieval world.
- CO3. Studies critically the impact of political, social, economic and cultural trends in various dynastic of ancient and medieval Bharat.
- CO4. Develops the feeling of universal brotherhood and international harmony.
- CO5. Develops critical and analytical thinking and problem-solving activity.
- CO6. Applies the knowledge acquired in Historical Research.
- CO7. Explains and implementation use of core elements, values and life skills.
- CO8. Understands different evaluation techniques and procedures.
- CO9. Explains the importance of CCM.

**BED-205-07-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject Geography School Content.**

**Student teacher,**

- CO1. revises the knowledge of all branches of Geography subject at a school level.
- CO2. understands the interdependence and interrelationship among the various concepts and processes in Geography Subject.
- CO3. acquires the skills related to map and instruments in Geography.
- CO4. develops a technique of observation and reporting of Geographical phenomenon among student teacher.
- CO5. creates interest of Geography subject among student teachers.
- CO6. understands the nature, scope and importance of the subject.
- CO7. states the objectives of the subject Geography.
- CO8. explains and uses different approaches, methods and techniques of teaching learning of subject.
- CO9. explains and understands the structure of subject.
- CO10. explains importance and uses of core elements, life skills and values.

- CO11. analyzes the text book and content.
- CO12. analyzes the various resources in teaching learning of subject.
- CO13. understands qualities of a good Geography teacher.

**BED:205 -10: Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject – ECONOMICS**

**Student Teacher:**

- CO1. Define basic concepts of economics.
- CO2. Recognize major challenges before Indian Economy
- CO3. Differentiate between scope of micro and macro economics.
- CO4. Explain basic concepts of teaching of economics.
- CO5. Describe learning resources of economics.
- CO6. List qualities of good economics teacher

**BED 205-15: Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject PHYSICS**

**Student Teacher:**

- CO1. Defines Work , energy and power
- CO2. Differentiates between Scalars and vectors
- CO3. Describes the law of Force
- CO4. Defines the Motion and sound
- CO5. Describes the Magnetic Effect of Electric Current
- CO6. Justifies the statements in relation to motion
- CO7. Describes nature, scope& importance of physics at secondary& higher secondary Level.
- CO8. Correlates the concepts of Physics with other disciplines
- CO9. Analyzes the textbook& content of physics at secondary & higher secondary level.
- CO10. Implements methods & models of teaching learning of physics.
- CO11. Draws Outline of Physics laboratory
- CO12. Acquires the competencies of physics teacher

**B.Ed. 205-16: Additional Pedagogy Course Understanding disciplines and school subjects**

**And pedagogy of School Subject CHEMISTRY**

**Student Teacher:**

- CO1. explains the types of hydrocarbons.
- CO2. Differentiates between alkanes, alkenes and aromatic compounds.
- CO3. compares between alcohols, phenols and ethers.
- CO4. describes the periodic table according to s,p,d and f block elements
- CO5. explains states of matter.
- CO6. describes colligative properties of solids and solutions
- CO7. explains the chemical thermodynamics.
- CO8. states the importance of chemistry in everyday life.
- CO9. explains Nature, Scope & Importance of Chemistry at secondary & higher secondary level.
- CO10. Correlates of Chemistry with other discipline.
- CO11. states the Objectives of Chemistry at secondary & higher secondary level.
- CO12. explains Curriculum & Syllabus of Chemistry at secondary & higher secondary level.
- CO13. Analyzes the textbook & content of chemistry at secondary & higher secondary level.
- CO14. Implements methods & models of teaching learning of chemistry.
- CO15. acquires the competencies of chemistry teacher.
- CO16. conducts Planning, organizing and maintaining chemistry laboratory.
- CO17. explains the learning resources.

**B.Ed. 205-19: Additional Pedagogy Course: Understanding disciplines and Pedagogy of school subject- COMMERCE**

**Student Teacher:**

- CO1. Student-teacher defines about Internal trade.
- CO2. Student-teacher classifies about business organization.
- CO3. Student-teacher compares about wholesale trade & retail trade.
- CO4. Student-teacher shows models of business organization.
- CO5. Student-teacher categorizes of marketing.
- CO6. Student-teacher describes nature and significance of management.
- CO7. Student-teacher uses marketing chain.
- CO8. Student-teacher analyzes about management.
- CO9. Student-teacher discusses about Commerce.
- CO10. Student-teacher explains of commerce subject structure in their own words.
- CO11. Student-teacher illustrates qualities of good commerce teacher.
- CO12. Student-teacher operates business chain.
- CO13. Student-teacher solves in the business problems.

**BED-205-23: Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject: POLITICAL SCIENCE**

**Student Teacher:**

- CO1. defines the concept of State, Nation, Liberty.
- CO2. describes end of bipolarization.
- CO3. explains Emergence of uni-polar system, Multi-polar system.
- CO4. discusses role of International Organization & Regional Organization.
- CO5. gives examples of terrorism.
- CO6. Justify the role of education in facing the terrorism.
- CO7. interprets the reasons of poverty in the world.
- CO8. recognizes the concept of fundamental rights & duties.
- CO9. describes the characteristics of Indian Constitution.
- CO10. explains the Legislature- Parliament Loksabha, Rajyasabha.State- Vidhansabha, VidhanParishad and compares between union &state.
- CO11. identifies the importance of Loknyayalaya.
- CO12. discuss the new trends in Indian Politics.
- CO13. examines the political and social movements of India.
- CO14. explains the nature & scope of Political Science.
- CO15. describes the place of Political Science in higher secondary school curriculum.
- CO16. .illustrates objectives of teaching Political Science in Higher Secondary School Curriculum.
- CO17. relates Political Science with other subjects.
- CO18. discusses the qualities of a Political Science teacher.
- CO19. identifies the core elements & values.
- CO20. explains the structure of Political Science.
- CO21. makes comparison between various methods of teaching of Political Science.
- CO22. describes methods of teaching of Political Science.

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**THANK YOU.**