

| SN           | Name of the Subject | Sem | Faculty Name               | Course Objectives  | Course Outcome  |
|--------------|---------------------|-----|----------------------------|--|---|
| <b>SEM I</b> |                     |     |                            |  |   |
| 1            | Spoken English      | I   | MR.<br>KEDARNATH<br>TADKOD | <p>1 The Course aims to develop the language skills of listening, reading and writing.</p> <p>2 The course covers most of the basic skills required for completing an undergraduate program in the English medium and to be able to undertake other day-to-day personal and professional transactions using English as the medium of Communication.</p> <p>3 The prescribed texts help the students increase their proficiency in English by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction.</p> <p>4 The material, methodology and language tasks create contexts for interaction and language use, so that learners acquire and sharpen their language skills as they process the text on their own.</p> <p>5 The prescribed grammar book provides rules, explanations and examples in easy, accessible language supported by pictorial representations (wherever possible) with practice exercises on the facing page. This format allows for easy reference, so that students are able to internalise the rules. •</p> <p>The course covers 3 out of the 4 language skills: listening, reading and writing.</p> | <p>1. Provide relevant information.</p> <p>2. Explain and give cause and effect.</p> <p>3. Disagree, argue and use persuasive speech in appropriate language.</p> |

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| 2  | Goan Heritage        | I   | Ms. ACHIELIA FERNANDES | <p>1. Understand various themes of Goa's unique culture and heritage.</p> <p>2. Analyze the socio, economic, political and cultural aspects responsible for the evolution of Goa's unique culture.</p> <p>3. Develop a sensitive approach towards tangible and intangible natural and cultural heritage of Goa.</p> | <p>1. Understand the myriad aspects of Goas rich cultural heritage</p> <p>2. Analyze various social aspects of Goa's Culture and its relevance today.</p>   |
| 3  | EVS                  | I   | MS. SANTOSHI NARVEKAR  | <p>1. Realise the importance of environment</p> <p>2. Create awareness of environmental and social issues</p> <p>3. Study disaster management</p>   | <p>1. Develop attitude to be considerate towards biodiversity.</p> <p>2. Understand role of individual to tackle problems of environment and society</p> <p>3. Learn different methods to safeguard life during occurrence of disaster.</p>   |
| 4  | Optl Lang. - Hind    | I   | MS. POOJA BARVE        | <p>1. विद्यार्थियों को कहानीकारों के बारे में जानकारी प्राप्त करना ।</p> <p>2. विद्यार्थी कविता के विषय में रुचि पैदा करना ।</p> <p>3. रचना विस्तार, विलोम शब्द के बारे में बताना ।</p>   | <p>1. विद्यार्थी कहानिकारों के बारे में जानकारी प्राप्त करेंगे ।</p> <p>2. विद्यार्थी कविताओं में रुचि पैदा करेंगे ।</p> <p>3. रचना विस्तार, विलोम शब्द के बारे में जानकारी प्राप्त करेंगे ।</p>  |
| 5  | Optl Lang. - Konkani | I   | MR. DARSHAN KANDOLKAR  | <p>1. वळेसर निबंध संग्रहातल्यो वैचारीक निबंद अभ्यासप.</p> <p>2. घरगुती पत्रां बरोवपाक शिकोवप.</p> <p>3. विकारी उतरां आनी ताचे प्रकार खोलायेन शिकोवप.</p> <p>4. अणकार करपाची पध्दत शिकोवप.</p> <p>5. बँकेच्या आनी परिभाशीक उतरावळींचें वळख करुन दिवप.</p> <p>6. वेगवेगळे अर्ज बरोवपाक शिकोवप</p>                     | <p>1. वळेसर निबंध संग्रहातल्यो वैचारीक निबंद अभ्यासतली.</p> <p>2. घरगुती पत्रां बरोवपाक शिकतली.</p> <p>3. विकारी उतरां आनी ताचे प्रकार खोलायेन शकतली.</p> <p>4. अणकार करपाची पध्दत शिकतली.</p> <p>5. बँकेच्या आनी परिभाशीक उतरावळींचें गिन्यान मेळटले.</p> <p>6. वेगवेगळे अर्ज बरोवपाक शकतली.</p> |
| 6  | Optl Lang. - Marathi | I   | MS. KAVITA GAWAS       | <p>1. ललित निबंध या साहित्यप्रकाराची ओळख करून देणे.</p> <p>2. लिंग व वचन या प्रकारांचा परिचय करून देणे.</p> <p>3. मारुती चितमपल्ली, सुमेधा कामत, प्र.ना. संत या लेखकांची माहिती पुरविणे.</p>  | <p>1. निबंधाचे स्वरूप, प्रकार यांची माहिती प्राप्त करतील.</p> <p>2. ललित निबंधांचे वाचन करतील.</p> <p>3. लिंग व वचनांचा उपयोग करतील.</p>  |

| SN | Name of the Subject | Sem | Faculty Name     | Course Objectives   | Course Outcome   |
|----|---------------------|-----|------------------|---|--|
| 7  | History             | I   | MS. YOGITA GAUNS | <p>1.Undersand various socio- cultural aspects of Goan History To enhance historical perspectives about the past.</p> <p>2. Assess the contribution of many rulers from the past.</p> <p>3. To develop understanding about various historical events.</p> <p>4. To understand Goa’s history in relation to Indian History.</p>  | <p>1. Students learnt about the pre historic period and the early settlers of Goa.</p> <p>2. Acquainted knowledge about the various dynasties that ruled Goa till 1510 and their contribution towards the development of Goan culture, literature art &amp; architecture.</p> <p>3. Students have acquired knowledge about the political scenario of Goa on the eve of Goa’s conquest by the Portuguese.</p> <p>4. Students have analysed the economic and religious policy of the Portuguese.</p>   |
| 8  | Geography Theory    | I   | MR. RAHUL GAWAS  | <p>1.To familiarise the student with the distinctiveness of the subject of Geography as a specialised field of studies.</p> <p>2.To outline the students about the historical developments of the subject to the modern times.</p> <p>3. To introduce the students with the fundamentals of Geography.</p> <p>4. To introduce the students with the philosophical bases of the subject.</p> <p>5. To prepare the students for pursuing higher education in the subject.</p> | <p>1. The students will be able to get familiarise with the distinctiveness of the subject of Geodraphy as a specialised field of learning.</p> <p>2. The students will be able to get the outline of the subject from the most historical to the most modern times.</p> <p>3. The students will get introduced to the philosophical bases of the subject.</p> <p>4. The students will be able to understand the fundamentals of the subject.</p> <p>5 The student will be able to develop interest in pursuing higher education in the subject.</p> |

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| 9  | Geography Practical   | I   | MR. UADHAV POL/ MS.DIKSHA NAIK TALAULIKAR / MR. RAHUL GAWAS | <ol style="list-style-type: none"> <li>To impart training to the students in map making techniques.</li> <li>To train the students in handling various cartographic techniques.</li> <li>To introduce the students with the fundamentals of cartography.</li> <li>To expose students with the various field and laboratory techniques employed in cartography.</li> <li>To prepare the students for pursuing higher education in the field of cartography.</li> </ol> | <ol style="list-style-type: none"> <li>The students will be trained in map making techniques.</li> <li>The students will be able to handle various cartographic techniques.</li> <li>The students will get introduced to the fundamentals of cartography,</li> <li>The students will be able to get exposure to the various field and laboratory techniques employed in cartography.</li> <li>The students will take interest in pursuing higher studies in cartography.</li> </ol> |
| 10 | Elec. Lang. - Hindi   | I   | Priya Gosavi  | <ol style="list-style-type: none"> <li>विद्यार्थियों को हिन्दी साहित्य के कहानीकारों की जानकारी प्रदान करना ।</li> <li>कहानी की पृष्ठभूमि बताकर कहानी के तत्वों(कथानक, चरित्र-चित्रण, संवाद, वातावरण, शीर्षक, उद्देश्य) की जानकारी देना ।</li> <li>कविताओं के माध्यम से रचनाकार तथा रचनाओं की जानकारी प्रदान करना तथा कविताओं में रस निर्माण करना ।</li> <li>विद्यार्थियों को शब्दालंकार , शुद्धलेखन तथा निबंध लेखन के बारे में बताना ।</li> </ol>                    | <ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी साहित्य के कहानीकारों के बारे में जानकारी प्राप्त करेंगे ।</li> <li>कवियों की कविताओं के माध्यम से रचनाकार तथा रचनाओं की जानकारी प्राप्त करेंगे ।</li> <li>विद्यार्थी शब्दालंकार, शुद्धलेखन तथा निबंध लेखन के बारे में जान जाएँगे ।</li> </ol>   |
| 11 | Elec. Lang. - Konkani | I   | MR. DARSHAN SHANKAR KANDOLKAR                               | <ol style="list-style-type: none"> <li>प्रतिनिधी कथा झेल्यांतल्यो पयल्यो १३ कथा शिकोवप.</li> <li>कथा ह्या साहित्य प्रकाराची सैध्दांतीक भाग शिकोवप.</li> <li>शब्दांच्यो जाती आनी तांच्यो तरां शिकोवप.</li> <li>इंग्लीशींतल्यान कोंकणींत अणकार करपाक शिकोवप.</li> </ol>   | <ol style="list-style-type: none"> <li>प्रतिनिधी कथा झेल्यांतल्यो पयल्यो १३ कथा शिकतली.</li> <li>कथा ह्या साहित्य प्रकाराची सैध्दांतीक भाग शिकतली.</li> <li>शब्दांच्यो जाती आनी तांच्यो तरां शिकतली.</li> <li>इंग्लीशींतल्यान कोंकणींत अणकार करपाक कळटलें.</li> </ol>   |
| 13 | Elec. Lang. - Marathi | I   | MS. YOGITA CHODANKAR  | <ol style="list-style-type: none"> <li>कथा या साहित्यप्रकाराची ओळख करून देणे.</li> <li>कथा घटकांच्या आधारे कथेचे विश्लेषण करणे.</li> <li>कल्पनाविस्ताराची वैशिष्टे सांगणे.</li> <li>तरार पत्रलेखन शिकविणे.</li> </ol>   | <ol style="list-style-type: none"> <li>कथा या साहित्यप्रकाराची ओळख होईल.</li> <li>कथा वाचायला प्रवृत्त होवून कथा लेखन करतील.</li> <li>कल्पनाविस्तार करू शकतील.</li> <li>पत्रलेखनाचा व्यावहारिक जीवनात उपयोग करतील.</li> </ol>   |
| 14 | Elec. Lang. - English | I   | MS. NIKITA SHIRODKAR  | <ol style="list-style-type: none"> <li>Learner should be able to recognize and define a few important forms of poetry such as Sonnet, ode, ballad, elegy.</li> <li>Understand and appreciate the literal sense of poem, form, imagery, tone, special devices, symbolic meaning if any.</li> <li>Understand two major forms of drama- tragedy and comedy.</li> </ol>   | <ol style="list-style-type: none"> <li>Know and identify rhyme, rhythm and metre.</li> <li>Know and identify pause and overflow.</li> <li>Recognize and appreciate the various elements of drama such as : plot, character, dialogue, setting, theme, act- scene division.</li> </ol>   |

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| 15 | School and Classroom Management | I   | DR. ANIL THOSARE   | <p>To enable students to.....</p> <ol style="list-style-type: none"> <li>1. Understand the use of management principles for improving quality of education at secondary level</li> <li>2. Understand the managerial practices in school- human and physical resources management.</li> <li>3. Understand importance of classroom management. Describe approaches to classroom management.</li> <li>4. Understand ways of preventing problems in managing a classroom.</li> <li>5. Explain the role of teachers and the principal in ensuring a vibrant school and classroom</li> </ol> | <p>students will able to</p> <ol style="list-style-type: none"> <li>1.Explain the use of management principles for improving quality of education at secondary level</li> <li>2.Describe the managerial practices in school- human and physical resources management.</li> <li>3.Explain importance of classroom management. Describe approaches to classroom management.</li> <li>4. Explain ways of preventing problems in managing a classroom.</li> <li>5. Explain the role of teachers and the principal in ensuring a vibrant school and classroom</li> </ol> |
| 16 | Fine Arts                       | I   | MR. KALIDAS MHAMAL | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>   | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>  |

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| 17            | Performing Arts             | I   | MS. PRERNA PALEKAR     | <ol style="list-style-type: none"> <li>1. Introduction to performing arts</li> <li>2. Correlation of performing arts and teaching.</li> <li>3. Understanding basics of different artforms. Using the elements from theatre dance and music.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Explains the evolution of performing arts with reference to Natyashastra. Explains Chatushra abhinaya, Rasa theory, music, performer qualities.</li> <li>2. Explains the importance of performing arts in teaching. Explaining how teaching is a performance through various theories.</li> <li>3. Learning Goan folk theatre and dance forms by watching videos and doing activities related to the forms, such as Dhaalo, Jagor, Kalo, Fugdi etc.</li> </ol> |
| 18            | Health & Physical Education | I   | MR. SHAILESH CHODANKAR | <ol style="list-style-type: none"> <li>1. To enable students to understand the Importance of Physical Education and Physical Fitness in day to day life</li> </ol>  | <ol style="list-style-type: none"> <li>1. Students gained knowledge of Physical Education and its importance</li> </ol>  |
|               |                             |     |                        | <ol style="list-style-type: none"> <li>2. To enable the teacher trainee to adapt to yogic exercises to tackle stress problems</li> </ol>  | <ol style="list-style-type: none"> <li>2. Students are able to perform various yogic exercises</li> </ol>  |
|               |                             |     |                        | <ol style="list-style-type: none"> <li>3. To enable the teacher trainee to organize school Annual Sports Meet</li> </ol>  | <ol style="list-style-type: none"> <li>3. Students know the procedure of organizing Annual Sports Meet</li> </ol>  |
| <b>SEM II</b> |                             |     |                        |   |  |
| SN            | Name of the Subject         | Sem | Faculty Name           | Course Objectives   | Course Outcome   |
| 1             | Written English             | II  | MR. KEDARNATH TADKOD   | <ol style="list-style-type: none"> <li>1. Introduction to the Writing Process</li> <li>2. Introduction to the Conventions of Academic Writing</li> <li>3. Writing in one's own words: Summarizing and Paraphrasing</li> <li>4. Critical Thinking: Syntheses, Analyses, and Evaluation</li> <li>5. Structuring an Argument: Introduction, Interjection, and Conclusion</li> <li>6. Citing Resources; Editing, Book and Media Review</li> </ol> | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>   |

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| 2  | Goan Heritage        | II  | MS. ACHIELIA FERNANDES | <ol style="list-style-type: none"> <li>1. Understand various themes of Goa's unique culture and heritage.</li> <li>2. Analyze the socio, economic, political and cultural aspects responsible for the evolution of Goa's unique culture and identity.</li> <li>3. Develop a sensitive approach towards tangible and intangible natural and cultural heritage of Goa.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Understand the myriad aspects of Goas rich cultural heritage</li> <li>2. Understand the difference, similarities and relation between past, History and Heritage.</li> <li>3. Analyze various socio-cultural, economic and political aspects of Goa's Heritage and its relevance today.</li> </ol>  |
| 3  | EVS                  | II  | MS. SANTOSHI NARVEKAR  | <ol style="list-style-type: none"> <li>1. To sensitize students to the concept of environment and it's significance.</li> <li>2. To make them aware of natural resources, ecosystem and their linkage to society, livelihood, environment and conservation.</li> <li>3.To introduce them to the various environmental issues and it's possible solutions with help of with help of theory lectures as well as field visits.</li> </ol>                  | <ol style="list-style-type: none"> <li>1. Develop understanding about environmental concepts.</li> <li>2.Develop concern towards the environmental problems.</li> <li>3. Learn about interrelated nature of environment and contribute to its conservation.</li> </ol>  |
| 4  | Optl Lang. - Hind    | II  | MS. POOJA BARVE        | <ol style="list-style-type: none"> <li>1.विद्यार्थियों को कहानी के माध्यम उस समय के वास्तविकता के बारे में जानकारी देना ।</li> <li>2.कविता के माध्यम से सामाजिक, राजनीतिक समस्याओं को को बताना ।</li> <li>3.मुहावरों के बारे में जंकरी जानकारी देना</li> </ol>  | <ol style="list-style-type: none"> <li>1.विद्यार्थी कहानी के बारे में जानकारी प्राप्त करते है।</li> <li>2.विद्यार्थी कविता के माध्यम से सामाजिक, राजनीतिक समस्याओं के बारे में जान लेते है।</li> <li>3.मुहावरों के बारे में जानकारी प्राप्त करते है।</li> </ol>   |
| 5  | Optl Lang. - Konkani | II  | MR. DARSHAN KANDOLKAR  | <ol style="list-style-type: none"> <li>1.वळेसर निबंद संग्रहातले उरिल्लें १४ निबंद अभ्यासतली.</li> <li>2.खबरां पत्रां खातीर लिखाण करपाची पध्दत शिकतली.</li> <li>3. अविकारी उतरांचे वेगवेगळे जातीं खोलायेन शिकतली.</li> <li>4. समानार्थी उतरां आनी विरुध्दार्थी उतरां शिकतली.</li> <li>5.अणकार करपाची पध्दत शिकतली.</li> <li>6. बॅकेच्या आनी प्रशासकीय परिभाशीक उतरावळींचें गिन्यान मेळटले.</li> <li>7. पत्रलिखाण (आमंत्रण,कागाळ) बरोवपाक शिकत</li> </ol> | <ol style="list-style-type: none"> <li>1.वळेसर निबंद संग्रहातले उरिल्लें १४ निबंद अभ्यासतली.</li> <li>2.खबरां पत्रां खातीर लिखाण करपाची पध्दत शिकतली.</li> <li>3. अविकारी उतरांचे वेगवेगळे जातीं खोलायेन शिकतली.</li> <li>4. समानार्थी उतरां आनी विरुध्दार्थी उतरां शिकतली.</li> <li>5.अणकार करपाची पध्दत शिकतली.</li> <li>6. बॅकेच्या आनी प्रशासकीय परिभाशीक उतरावळींचें गिन्यान मेळटले.</li> <li>7. पत्रलिखाण (आमंत्रण,कागाळ) बरोवपाक शिकत</li> </ol> |
| 6  | Optl Lang. - Marathi | II  | MS. KAVITA GAWAS       | <ol style="list-style-type: none"> <li>1.कविता या साहित्यप्रकाराची ओळख करून देणे.</li> <li>2.सारांश लेखनाचे कौशल्य विकसित करणे.</li> <li>3.इंदिरा संत या कवियत्रीची माहिती पुरविणे.</li> </ol>  | <ol style="list-style-type: none"> <li>1.कवितेचे घटक, प्रकार व स्वरूप यांची माहिती प्राप्त करतील.</li> <li>2.इंदिरा संत यांची जीवनविषयक माहिती जाणून घेतील.</li> <li>3.सारांश लेखन करतील.</li> </ol>  |

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|----|---------------------|-----|------------------|---|---|
| 7  | History             | II  | MS. YOGITA GAUNS | <ol style="list-style-type: none"> <li>1. To enhance historical perspectives about the past.</li> <li>2. To develop understanding about various historical events.</li> <li>3. To understand Goa's history in relation to Indian History.</li> <li>4. Assess the contribution of many rulers from the past.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Understand the causes, effects and course of various historical events.</li> <li>2. Students will be able to approach past and history more sensitively.</li> <li>3. Students will understand various perspectives to Goa's History.</li> </ol>   |
| 8  | Geography Theory    | II  | MR. RAHUL GAWAS  | <ol style="list-style-type: none"> <li>1. To make the students understand various definitions and meanings of the term 'culture'.</li> <li>2. To make the students realise how culture is evolved through the history of a region.</li> <li>3. To get the students understanding on how man interacts with his nature to produce a unique culture.</li> <li>4. To make the students study and understand the various approaches to cultural geography.</li> <li>5. To make the students appreciate the major themes of cultural geography.</li> <li>6. To make the students imbibe their knowledge and understanding about culture to study cultural problems.</li> <li>7. To prepare the students for higher education in Cultural Context.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students will be able to understand various definitions and meanings of culture.</li> <li>2. The students will be able to realise how culture is evolved through the history of a region.</li> <li>3. The students will be able to understand how man interacts with his nature to produce a unique culture.</li> <li>4. The students will be able to study and understand the various approaches to cultural geography.</li> <li>5. The students will be able to appreciate the major themes of cultural geography.</li> <li>6. The students will be able to imbibe their knowledge and understanding about culture to study cultural problems.</li> <li>7. The students will be able to get prepared for higher education in cultural context.</li> </ol> |



| SN | Name of the Subject   | Sem | Faculty Name  | Course Objectives   | Course Outcome   |
|----|-----------------------|-----|---|---|--|
| 9  | Geography Practical   | II  | MR. UADDHAV POL/<br>MS.DIKSHA NAIK<br>TALAULIKAR /<br>MR. RAHUL GAWAS | <ol style="list-style-type: none"> <li>To impart training to the students on mapmaking techniques in geography.</li> <li>To impart training to the students on various statistical techniques applied in geographical studies.</li> <li>To impart training to the students on various cartograms used in geographical explanation.</li> <li>To train students to pursue higher education in the concerned field.</li> </ol> | <ol style="list-style-type: none"> <li>The students will be able to get training on mapmaking techniques in geography.</li> <li>The students will be able to get training on various statistical techniques applied in geographical studies.</li> <li>The students will be able to get training on various cartograms used in geographical explanation.</li> <li>The students will be able to pursue higher education in the concerned field.</li> </ol> |
| 10 | Elec. Lang. - Hindi   | II  | Ms. Priyanka Pednekar   | <ol style="list-style-type: none"> <li>विद्यार्थियों को हिन्दी साहित्य के कहानीकारों की जानकारी प्रदान करना तथा कहानी की पृष्ठभूमि बताना ।</li> <li>विद्यार्थियों में आधुनिक तथा प्राचीन कविताओं में रूचि निर्माण करना ।</li> <li>विद्यार्थियों को अर्थालंकार ,शुद्धलेखन तथा अनुवाद के बारे में जानकारी देना ।</li> </ol>   | <ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी साहित्य के कहानीकारों की जानकारी प्राप्त करेंगे ।</li> <li>कहानी की पृष्ठभूमि तथा कहानी के तत्वों की जानकारी देना ।</li> <li>विद्यार्थी आधुनिक तथा प्राचीन कविताओं में रूचि निर्माण करेंगे ।</li> <li>विद्यार्थी शब्दालंकार, शुद्धलेखन तथा अनुवाद के बारे में जान जाएँगे ।</li> </ol>   |
| 11 | Elec. Lang. - Konkani | II  | MR.DARSHAN SHANKAR KANDOLKAR  | <ol style="list-style-type: none"> <li>‘प्रातिनिधीक कथां झेलो’ हांतूतल्यो उरिल्ल्यो 10 कथा शिकोवप.</li> <li>गोंयचे कोंकणी कथेचो इतिहास (शणै गोंयबाब ते 2000 मेरेनचो) शिकोवप.</li> <li>पुंडलीक नायक, दामोदर मावजो, मिना काकोडकार, शीला नायक हांच्या कोंकणी कथेंतल्या योगदानाविशीं शिकोवचें.</li> </ol>   | <ol style="list-style-type: none"> <li>‘प्रातिनिधीक कथां झेलो’ हांतूतल्यो उरिल्ल्यो 10 कथा शिकतली.</li> <li>गोंयचे कोंकणी कथेचो इतिहास (शणै गोंयबाब ते 2000 मेरेनचो) शिकतली.</li> <li>पुंडलीक नायक, दामोदर मावजो, मिना काकोडकार, शीला नायक हांच्या कोंकणी कथेंतल्या योगदानाविशीं शिकतली.</li> </ol>  |
| 13 | Elec. Lang. - Marathi | II  | MS. YOGITA CHODANKAR  | <ol style="list-style-type: none"> <li>नाटक साहित्य प्रकारची ओळख करून देणे.</li> <li>विजय तेंडुलकरांच्या नाटकांचा परिचय करणे.</li> <li>औपचारिक पत्रलेखनाचे स्वरूप सांगणे.</li> <li>वाक्याचे प्रकार व शब्दासिद्धीची माहिती देणे.</li> </ol>  | <ol style="list-style-type: none"> <li>नाटक साहित्यप्रकारात रस निर्माण होईल.</li> <li>तेंडुलकरांची व इतर लेखकांची नाटके वाचतील.</li> <li>व्यावहारिक जीवनात औपचारिक पत्रलेखनाचा वापर करतील.</li> <li>साहित्यालेखनात शब्दासिद्धीचा उपयोग करतील.</li> </ol>   |
| 14 | Elec. Lang. - English | II  | MS. NIKITA SHIRODKAR  | <ol style="list-style-type: none"> <li>Learner should be able to understand the different forms of the novel as a genre-( epistolary; picaresque; social; Gothic; historical; bildungsroman; stream of consciousness)</li> </ol>  | <ol style="list-style-type: none"> <li>Learner is able to understand the various element of fiction such as plot; character; theme; characterization; thought; setting; point of view; narrative technique.</li> </ol>   |

| SN             | Name of the Subject                 | Sem | Faculty Name             | Course Objectives  | Course Outcome  |
|----------------|-------------------------------------|-----|--------------------------|--|---|
| 15             | Teaching: Approaches and Strategies | II  | Mr. Gautam G. Gaude      | 1. To enable teacher trainees to understand the concept of teaching.<br>2. To enable teacher trainees to differentiate between teaching and training.<br>3. To demonstrate the understanding of teaching skills and strategies.<br>4. To enable teacher trainees to identify the reflective practices of effective teacher | On completion of this course student teacher will be able to<br>1. Demonstrate his/her understanding of the changing concept of teaching<br>2. Understand the relationship between teaching and learning<br>3. Use instructional skills/strategies effectively<br>4. Use reflective practices in teaching and learning.   |
| 16             | Fine Arts                           | II  | MR. KALIDAS MHAMAL       | 1. To provide basic knowledge of Fine Art and Aesthetics in the field of Teaching.<br>2. To acquaint the students with different techniques in art. Practical situations.  | 1. Get basic knowledge of art and aesthetics.<br>2. To learn different art techniques and material  |
| 17             | Performing Arts                     | II  | MS. PRERNA PALEKAR       | 1. Develop artistic and aesthetic sensibility among learners.<br>2. To explore, express, experience and create through the means of performing arts.<br>3. Conducting various activities through the different mediums of performing arts.   | 1. Enable to respond to beauty of different artforms by watching performances and discussing about the same.<br>2. Enabling group dynamics, individual skills, creativity and values. For eg. using Forum theatre, image theatre.<br>3. Working on voice, body, emotions and space by doing various exercises and activities. To practice fluency in speech, good body posture, stamina, good human qualities, mediums of expression. |
| <b>SEM III</b> |                                     |     |                          |  |   |
| SN             | Name of the Subject                 | Sem | Faculty Name             | Course Objectives  | Course Outcome  |
| 1              | Eng lang through literature         | III | Ms. Jyoti Kiran Pisipati | 1. To introduce and expose learners to different genres of literature<br>2. To develop the skill of critical appreciation among learners<br>3. To encourage creative use of language to express both literary and non-literary ideas   | 1. Develop the ability to understand spoken and written English<br>2. Inculcate better presentation skills<br>3. Enhance better communication skills<br>4. Use grammatically correct language in both academic and social situations  |

| SN | Name of the Subject                           | Sem | Faculty Name                           | Course Objectives   | Course Outcome   |
|----|---|-----|--|---|--|
| 2  | Action Reserach                               | III | MR.<br>GAUTAM G.<br>GAUDE              | <ol style="list-style-type: none"> <li>1.To enable teacher trainees to understand the concept of action research.</li> <li>2.To enable teacher trainees to understand the importance of action research.</li> <li>3. To enable teacher trainees to learn how to maintain and use a research diary</li> <li>4. To enable teacher trainees to prepare an action research plan</li> <li>5. To enable teacher trainees to acquire the knowledge of collecting, analyzing and interpreting data.</li> <li>6. To enable teacher trainees to acquire the knowledge of research report writing</li> </ol> | <p>After going through the course the teacher trainees will</p> <ol style="list-style-type: none"> <li>1. Understand the concept of action research</li> <li>2. Understand the importance of action research</li> <li>3. Learn how to maintain and use a research diary</li> <li>4. Able to prepare an action research plan</li> <li>5. Acquire the knowledge of collecting, analyzing and interpreting data.</li> <li>6. Acquire the knowledge of research report writing.</li> </ol> |
| 3  | ATM - Eng<br>(Creative writing for Beginners) | III | Nikita Shirodkar                       | <ol style="list-style-type: none"> <li>1.To provide an introduction to the idea of creative writing</li> <li>2.To encourage teacher trainees to write/appreciate good literature</li> <li>3.To perceive the distinctiveness of creative writing from other forms of writing like scientific and critical writing</li> </ol>   | <ol style="list-style-type: none"> <li>1 Acquire conceptual clarity of creative writing.</li> <li>2.Increased ease of writing creatively in English.</li> <li>3. Ability to perceive the difference between creative and critical writing</li> </ol>   |
| 4  | ATM - Hindi                                   | III | Pooja Barve                            | <ol style="list-style-type: none"> <li>1. छात्रों को प्रिंट मीडिया के बारे में जानकारी देना ।</li> <li>2. संचार, जनसंचार के बारे में अवगत करना ।</li> <li>3.पत्रकारिता, समाचार पत्र, पत्रिकाएँ, विज्ञापन, फीचर लेखन का विकास, वर्गीकरण, एवं महत्व को बताना ।</li> </ol>   | <ol style="list-style-type: none"> <li>1.छात्र प्रिंट मीडिया के बारे जानकारी प्राप्त करेंगे ।</li> <li>2.छात्र संचार, जनसंचार के बारे में जान पाएंगे।</li> <li>3.पत्रकारिता, समाचार पत्र, पत्रिकाएँ, विज्ञापन, फीचर लेखन का विकास, वर्गीकरण, एवं महत्व को बताएँगे ।</li> </ol>   |
| 5  | ATM - Konkani                                 | III | MR.<br>DARSHAN<br>SHANKAR<br>KANDOLKAR | <ol style="list-style-type: none"> <li>1.नाटकाच्या उगमाविशीं खोलायेन शिकोवप.</li> <li>2.भारतीय आनी कोंकणी नाटकाचो इतिहास शिकोवप.</li> <li>3.वेगवेगळे नाटककार आनी तांच्यां नाटयकृतीचीं वळख करुन दिवप.</li> <li>4.होशी आनी वेवसायीकनाटकां भितरलो फरक समजवप.</li> </ol>  | <ul style="list-style-type: none"> <li>•नाटकाच्या उगमाविशीं खोलायेन शिकतली.</li> <li>•भारतीय आनी कोंकणी नाटकाचो इतिहास शिकतली.</li> <li>•वेगवेगळे नाटककार आनी तांच्यां नाटयकृती विशीं जाणून घेतली.</li> <li>•होशी आनी वेवसायीकनाटकां भितरलो फरक समजतली</li> </ul>  |

| SN | Name of the Subject | Sem | Faculty Name | Course Objectives  | Course Outcome   |
|----|---------------------|-----|--------------|--|--|
| 6  | History             | III | Yogita Gauns | <ol style="list-style-type: none"> <li>1. To present historiographical, political, economic, and social contexts that emerged in ancient India.</li> <li>2. To study aspects such as pre-history, pre state, and state societies, state formation, trade, urbanism, and social stratification in ancient India.</li> <li>3. To analyse the origin and growth of various religions including Vedic religion, Buddhism, Jainism and classical Hinduism.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students have acquired knowledge about the pre-history and its periodization</li> <li>2. Student is able to explain the chalcolithic age, vedic age and iron age.</li> <li>3. Student is able to analyse the rise of janapadas and mahajanpadas in India.</li> <li>4. Student is able to explain the factors that were responsible for the 2nd urbanisation in India.</li> <li>5. Student have acquired knowledge about the teachings and principles of Buddhism and Jainism.</li> </ol> |
| 7  | ATM-MARATHI         | III | KAVITA GAWAS | <ol style="list-style-type: none"> <li>1. समाज आणि साहित्य यांचा संबंध स्पष्ट करणे.</li> <li>२. लिंग भेदानुसार, वयोगटानुसार, व्यवसायानुसार भाषाभेद स्पष्ट करणे.</li> <li>3. हिप्पोलाईट तेन व मार्क्स सिद्धांतांचा परिचय करून देणे.</li> <li>4. समाज आणि संस्कृती यांचा संबंध दर्शविणे.</li> <li>5. भाषेची सामाजिकता सिद्ध करणे.</li> </ol>   | <ol style="list-style-type: none"> <li>1. समाज आणि साहित्य यांचा घनिष्ठ संबंध अभ्यासतील.</li> <li>2. भाषाभेदांचे स्वरूप अभ्यासतील.</li> <li>3. तेन व मार्क्स सिद्धांतांचा बारकाईने विचार करतील.</li> <li>4. विविध संस्कृतींचा अभ्यास करतील.</li> <li>5. साहित्य, समाज, संस्कृती आणि भाषा यांच्या परस्पर संबंधाविषयी ज्ञान प्राप्त करतील.</li> </ol>  |

| SN | Name of the Subject | Sem | Faculty Name      | Course Objectives  | Course Outcome  |
|----|---------------------|-----|-------------------|--|---|
| 8  | Geography Theory    | III | Dr. Sagar P. Mali | <p>To enable students to: 1) Introduce the Economic Geography, Major Economic activities and its classification.</p> <p>Importance of Economic activities for natural resource development</p> <p>2) Introduce the evolution in the world economic system in three major phases i.e. development in Primitive economy, Medieval period and Modern economy 3) Introduce the Students. To development in world agriculture system at different time and parts of the world Introduce them different types and features of agriculture, Introduce the major food, cash and industrial crops.</p> <p>4) Introduce the students to world major food resources i.e. fish and Natural resource Forest, Taught them the major fishing grounds &amp; Forest products and its distribution</p> <p>5) Introduce the students to major resources and its importance, Introduce the metallic resource: Iron-ore and Bauxite and its distribution, Introduce major power and Non-conventional resources and its distribution</p> | <p>Students will learn about . 1) The relation of or Economic Geography and Economic activities. It enhance to their level of understanding to define the major sectors of Economic bases</p> <p>2) They understand the major economic activities i.e. Primary, secondary, tertiary and quaternary. 3) Gain the knowledge about changing economic activity in the primitive period. 4) Understand about the economy in medieval era through mercantilism and colonization, Learn about the modern nature of economic activity. 5) know about how the different agriculture systems developed 6) Understand about different factors of different agriculture practices. 7) Spatio-temporal development in different agriculture , Introduce them major characteristics of different agriculture systems in the world 8) Introduce major food, cash and industrial crops. 9) Learn about the basic natural resources, students will know about the factors effects on fishing , worldwide fishing grounds 10) importance of forest and its product, temperate and tropical forest distribution in the world. 11) Learn about the Major resources, gain about flow of resources and its distribution</p> <p>12. Geo-political issue for the resources, Understand about why resource management and development essential</p> <p>12. Learn about the optimal utilization and</p> |

| SN | Name of the Subject   | Sem | Faculty Name   | Course Objectives   | Course Outcome   |
|----|-----------------------|-----|--|---|--|
| 9  | Geography Practical   | III | Mr. Uaddhav Pol,<br>Ms. Deeksha Naik-Talaulikar,<br>Dr. Sagar Mali | <ol style="list-style-type: none"> <li>To explain the difference between spherical earth and the need of projection construction.</li> <li>To teach the projection, its definition, types and methods of projection construction of Cylindrical, Conical and Zenithal projection.</li> <li>To explain the methods of relief representation and the draw the profiles of major relief features like Masa, hill, Vally, Plateau, Waterfall, cliff and coastal landforms.</li> </ol>   | <ol style="list-style-type: none"> <li>Students will learn about the major concepts and difference between the globe and projection, limitations of globe and need of projection.</li> <li>Students will understand the theoretical concepts of projection, its type and construction of Cylindrical, Conical and zenithal projection along with their properties and application</li> <li>Students will know about the theoretical concepts of relief features and the methods of relief representation. In Practical, They will able to draw a cross profile of relief features.</li> </ol>  |
| 10 | Elec. Lang. - Hindi   | III | Ms. Priyanka Pednekar  | <ol style="list-style-type: none"> <li>विद्यार्थियों को हिन्दी साहित्य के उपन्यासकार प्रेमचंद के बारे में जानकारी देना ।</li> <li>गबन(उपन्यास) की पृष्ठभूमी बताना ।</li> <li>गबन(उपन्यास) के तत्वों(कथानक, चरित्र-चित्रण, संवाद, वातावरण, शीर्षक, उद्देश्य) की जानकारी देना</li> <li>विद्यार्थियों को हिन्दी साहित्य के आदिकाल तथा भक्तिकाल के कवियों के बारे में जानकारी देकर उनकी कविताओं का अर्थ बताना।</li> <li>विद्यार्थियों को अनुवाद में शब्दानुवाद के बारे में जानकारी देना ।</li> <li>विद्यार्थियों को संक्षेपण के बारे में बताना ।</li> <li>विद्यार्थियों को संवाद-लेखन के बारे में जानकारी देना ।</li> </ol> | <ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी साहित्य के उपन्यासकार प्रेमचंद के बारे में जानकारी प्राप्त करेंगे ।</li> <li>गबन(उपन्यास) की पृष्ठभूमी को जान जाएँगे ।</li> <li>गबन(उपन्यास) के तत्वों(कथानक, चरित्र-चित्रण, संवाद, वातावरण, शीर्षक, उद्देश्य) की जानकारी प्राप्त करेंगे ।</li> <li>विद्यार्थी हिन्दी साहित्य के आदिकाल, भक्तिकाल तथा आधुनिक कवियों के बारे में जान जाएँगे तथा उनके पद पढ़ने में रूचि लेंगे ।</li> <li>विद्यार्थी अनुवाद में शब्दानुवाद के बारे में जानकारी प्राप्त करेंगे ।</li> <li>विद्यार्थी संक्षेपण के बारे में बताएँगे ।</li> <li>विद्यार्थी संवाद-लेखन के बारे में जानकारी देंगे ।</li> </ol> |
| 11 | Elec. Lang. - Konkani | III | MR. DARSHAN SHANKAR KANDOLKAR                                      | <ol style="list-style-type: none"> <li>काव्यफुलां कविता झेल्यांतल्यो कवितांचे रसग्रहण करपाक शिकोवप..</li> <li>कविता ह्या साहित्य प्रकाराची सैध्दांतीका सैध्दांतिक भाग शिकोवप.</li> <li>अलंकार आनी ताचें प्रकार खोलायेन शिकोवप.</li> <li>अणकार करपाक शिकोवप.</li> </ol>  | <ol style="list-style-type: none"> <li>काव्यफुलां कविता झेल्यांतल्यो कवितांचे रसग्रहण करतली.</li> <li>कविता ह्या साहित्य प्रकाराची सैध्दांतीका सैध्दांतिक भाग शिकतली.</li> <li>अलंकार आनी ताचें प्रकार खोलायेन शिकतली.</li> <li>अणकार करपाक शिकतली.</li> </ol>   |
| 12 | Elec. Lang. - Marathi | III | Yogita Chodankar   | <ol style="list-style-type: none"> <li>कादंबरी या साहित्य प्रकाराची ओळख करून देणे.</li> <li>कादंबरी व इतर साहित्य प्रकारातील फरक स्पष्ट करणे.</li> <li>रासंग ढांग, शामची आई ई.कादंबरींची वैशिष्टे विषद करणे.</li> <li>पत्रलेखन व निबंध लेखन शिकविणे</li> </ol>  | <ol style="list-style-type: none"> <li>कादंबरी प्रकाराची माहिती प्राप्त करतील .</li> <li>प्रभाकर पेंढारकर व साने गुरुजींची माहिती जाणून घेतील.</li> <li>पत्रलेखन संवाद लेखन शिकतील.</li> <li>साठोत्तरी कादंबरीची वैशिष्टे शिकतील</li> </ol>  |

| SN | Name of the Subject  | Sem | Faculty Name      | Course Objectives  | Course Outcome  |
|----|--|-----|-------------------|--|---|
| 13 | Elec. Lang. - English<br>SEVENTEENTH AND EIGHTEENTH CENTURY ENGLISH LITERATURE | III | Kedarnath Tadakod | <ol style="list-style-type: none"> <li>1. To enable students to appreciate critically representative literary works of the seventeenth and eighteenth centuries .</li> <li>2. To reveal the impact of socio-economic aspects of the seventeenth and eighteenth centuries on literature written during the period.</li> <li>3. To acquaint the students with different stylistic features of works prescribed in the syllabus.</li> <li>4. To encourage independent reading of literary texts of the period.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students will be aware of representative literary works of the seventeenth and eighteenth centuries .</li> <li>2. Students will understand the impact of socio-economic aspects of the seventeenth and eighteenth centuries on literature written during the period.</li> <li>3. Students will be acquainted with different stylistic features of works prescribed in the syllabus.</li> <li>4. Students will be acquainted with literary texts of the period.</li> </ol> |
| 14 | FA   | III | Kalidas Mhamal    | <ol style="list-style-type: none"> <li>1. to provide basic knowledge of Fine Art and Aesthetics in the field of Teaching.</li> <li>2. To acquaint the students with different techniques in art. Practical situations.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Get basic knowledge of art and aesthetics.</li> <li>2. To learn different art techniques and material</li> </ol>  |
| 15 | PA   | III | Prerna Palekar    | <ol style="list-style-type: none"> <li>1. Develop understanding of rich cultural heritage of India</li> <li>2. Aplying performing arts in teaching</li> <li>3. Practical knowledge in the form of activities and excercises.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Learning about different classical dance forms, puppetry, indian classical and folk theatre forms, indian classical music of India.</li> <li>2. To use different performing arts while practicing teaching in class. For eg, learning hastamudras (hand gestures) from Natyashastra to enhance teaching.</li> <li>3. Working on voice, body, emotions in a detailed manner to be more expressive while teaching.</li> </ol>   |

| SN            | Name of the Subject         | Sem | Faculty Name        | Course Objectives   | Course Outcome   |
|---------------|-----------------------------|-----|---------------------|---|--|
| 16            | Micro Teaching              | III | Manisha Kulkarni    | <ol style="list-style-type: none"> <li>1.To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.</li> <li>2.To enable teacher trainees to master a number of teaching skills.</li> <li>3. To enable teacher trainees to gain confidence in teaching.</li> </ol>   | <ol style="list-style-type: none"> <li>1.Teacher trainees will able to introduced lesson effectively.</li> <li>2.Teacher trainees will able to manage time effectively.</li> <li>3.Teacher trainees will able to understand all the components of blackboard and explanation skills</li> <li>4..Teacher trainees will able to understand all the components of stimulus variation and closure skills</li> <li>5.Teacher trainees will able to prepare and use teaching aid effectively.</li> </ol> |
| 17            | Micro Teaching              | III | MR. GAUTAM G. GAUDE | <ol style="list-style-type: none"> <li>1.To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.</li> <li>2.To enable teacher trainees to master a number of teaching skills.</li> <li>3. To enable teacher trainees to gain confidence in teaching.</li> </ol>   | <ol style="list-style-type: none"> <li>1.Teacher trainees will able to introduced lesson effectively.</li> <li>2.Teacher trainees will able to manage time effectively.</li> <li>3.Teacher trainees will able to understand all the components of blackboard and explanation skills</li> <li>4..Teacher trainees will able to understand all the components of stimulus variation and closure skills</li> <li>5.Teacher trainees will able to prepare and use teaching aid effectively.</li> </ol> |
| 18            | ICT                         | III | Radhika Gurav       | <ol style="list-style-type: none"> <li>1. To enable trainee teacher to understand main components of computer and application of ICT .</li> <li>2. To learn about Microsoft Office freatures and authority software.</li> <li>3. To use Internet Technologies, Multimedia Tecnologies efficiently.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teacher trainees will be able to use different Internet technologies to access, communicate and collaborate information with others</li> <li>2. Teacher trainees will be able to use different multimedia tools related to education.</li> <li>3. Teacher trainee will be able to use word processing, spreadsheet and presentation software practically.</li> </ol>   |
| <b>SEM IV</b> |                             |     |                     |   |  |
| 1             | Eng lang through literature | IV  |                     | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>  | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>   |



| SN | Name of the Subject          | Sem | Faculty Name                  | Course Objectives  | Course Outcome   |
|----|------------------------------|-----|-------------------------------|--|--|
| 2  | Learning Resources           | IV  | Dr. Manisha V. Kulkarni       | <p>The student develops an understanding about :</p> <ul style="list-style-type: none"> <li>the significance of communication in the teaching-learning process.</li> <li>facilitative and inhibitive factors and ways to enhance them.</li> <li>managing the learning resources in a school to maintain and sustain learning.</li> <li>the significance of hands -on learning to foster learning.</li> </ul> | <ul style="list-style-type: none"> <li>Student teacher understands the significance of communication in the teaching-learning encounter.</li> <li>Student teacher gains knowledge about facilitative and inhibitive factors and ways to enhance them.</li> <li>Student teacher learns managing the learning resources in a school to maintain and sustain learning.</li> <li>Student teacher gains knowledge about significance of hands -on learning to foster learning.</li> </ul> |
| 3  | ATM - Eng (American Studies) | IV  | Nikita Shirodkar              | 1. This course is aims at introducing students to the background of American Literature.   | 1. This will familiarise the students to the socio-political and intellectual history of American Literature.  |
| 4  | ATM - Hindi                  | IV  | Ms. Pooja Barve               | <ol style="list-style-type: none"> <li>विद्यार्थियोंको इलेक्ट्रॉनिक मीडिया के बारे में बताना ।</li> <li>रेडियो, दूरदर्शन, संगणक, सिनेमा, पटकथा के बारे ज्ञान प्रदान करना ।</li> <li>विद्यार्थियों को इलेक्ट्रॉनिक मीडिया का समाज पर होने वाला प्रभाव के बारे अवगत करना ।</li> </ol>  | <ol style="list-style-type: none"> <li>विद्यार्थी इलेक्ट्रॉनिक मीडिया के बारे जानेंगे ।</li> <li>रेडियो, दूरदर्शन, संगणक, सिनेमा, पटकथा के बारे ज्ञान करेंगे ।</li> <li>विद्यार्थी इलेक्ट्रॉनिक मीडिया का समाज पर होने वाला प्रभाव के बारे अवगत करेंगे ।</li> </ol>  |
| 5  | ATM - Konkani                | IV  | MR. DARSHAN SHANKAR KANDOLKAR | <ol style="list-style-type: none"> <li>तियात्राच्या उगमाविशीं खोलायेन शिकोवप.</li> <li>तियात्राक योगदान दिवपी वेगवेगळे तियात्रिशत विशीं म्हायती दिवप.</li> <li>तियात्र आनी वेवसायीक रंगमाची खोलायेन वळख करुन दिवप.</li> </ol>  | <ol style="list-style-type: none"> <li>तियात्राच्या उगमाविशीं खोलायेन शिकतली.</li> <li>तियात्राक योगदान दिवपी वेगवेगळे तियात्रिशत अभ्यासतली.</li> <li>तियात्र आनी वेवसायीक रंगमाची खोलायेन समजून घेतली.</li> </ol>   |

| SN | Name of the Subject | Sem | Faculty Name      | Course Objectives   | Course Outcome  |
|----|---------------------|-----|-------------------|---|---|
| 6  | History             | IV  | Yogita Gauns      | <p>1. To provide students with comprehensive understanding of ancient Indian history from 6th B.C.E. to 1526.</p> <p>2. To examine the process of decentralisation and emergence of feudalism in India.</p> <p>3.To acquire knowledge about the development in the field of education, literature, art &amp; architecture during these period under the study.</p> <p>4. To examine the variant factors for extension and spread of Indian culture in South East Asia.</p> <p>5.To study the advent of the Muslims in India and its impact on the Indian society.</p>   | <p>1.Student understand, examine and analyse the political process that took place from 6th century B.C.E. to 1526.</p> <p>2.Student conduct comparative studies between North and South Indian kingdoms.</p> <p>3.Student analyse the impact of Muslim rule on Indian society and culture.</p> <p>4. Student examine the features of Bhakti and Sufi movements in India.</p>   |
| 7  | Geography Theory    | IV  | Dr. Sagar P. Mali | <p>1.To teach the major secondary economic activities such as Manufacturing the factors affecting on manufacturing process along with the major industrial location theories.To teach the detail study about the Iron and Steel Industries, Cotton Textile Industries, Electrical-Electronic Industries, Biotechnology and the telecommunication industries in the world.</p> <p>2.To explain the major city pattens in the world and the role of city as a major service centre. To teach the major theories related to the world city patterns</p> <p>3.To teach the world transport system e.g. Land, Water and Air transportation and its development in the world. To teach the development in the communication system and explain the development in world trade system.</p> | <p>1.Students will learn about the economic geography and the manufacturing troeirs for selection of industrial sites.Students will learn the industrial development in the world by studing major industries like Iron-Steel, Cotton-Textile, Automobile, Electical &amp; Electronic and the telecommunication industries.</p> <p>2. Students will be understand the major city patterns and the msjor theories related to development of world city patterns.</p> <p>3. Students will know the development in Land, Water and Air transportation and communication technology. Also students will learn the development of World trade by studing its dynamics and different trade organizations.</p> |

| SN | Name of the Subject   | Sem | Faculty Name   | Course Objectives  | Course Outcome  |
|----|-----------------------|-----|--|--|---|
| 8  | Geography Practical   | IV  | Dr. Sagar Mali<br>Mr. Uaddhav Pol,<br>Ms. Deeksha Naik-Talaulikar, | 1.To explain the diffeent sampling techniques for collection of data from primary sources.<br>2.To teach the difference between the data collection and the census method. To study detail about the major sampling techniques<br>3.To teach the representation of data into Agriculture, Industrial and transport sector by using Graphs & Diagrams.  | 1. Students will learn about the significance and types of sampling techniques and their importance in Geographic research.<br>2. Students will know anout the basic difference in sampling techniques for data collection for precise research<br>3. Students will learn how to represent the statistical data of Agriculture, Industrial and Transport sector by using Graphical and diagam techniques. |
| 9  | Elec. Lang. - Hindi   | IV  | Priya Gosavi   | 1. विद्यार्थियों को हिन्दी साहित्य के निबंधकारों के बारे में जानकारी देना ।<br>2.विद्यार्थियों को अनेक निबंधों के माध्यम से हिन्दी के निबंध साहित्य के बारे में जानकारी देना ।<br>3.विद्यार्थियों को कवियों की कविताओं के माध्यम से रचनाकार तथा रचनाओं की जानकारी प्रदान करना ।<br>4.विद्यार्थियों को अनुवाद में शब्दानुवाद के बारे में जानकारी देना ।<br>5. विद्यार्थियों को निबंध-लेखन के बारे में जानकारी प्रदान करना । | 1.विद्यार्थी अनेक निबंधों के माध्यम से हिन्दी के निबंध साहित्य के बारे में जानेंगे ।<br>2.विद्यार्थी कवियों की कविताओं के माध्यम से रचनाकार तथा रचनाओं की जानकारी प्राप्त करेंगे ।<br>3.विद्यार्थी अनुवाद में शब्दानुवाद के बारे में जानकारी प्राप्त करेंगे ।<br>4.विद्यार्थी संक्षेपण के बारे में बताएँगे ।<br>5.विद्यार्थी निबंध लेखन के बारे में जानकारी देंगे ।                                       |
| 10 | Elec. Lang. - Konkani | IV  | MR. DARSHAN SHANKAR KANDOLKAR                                      | 1. पाठयपुस्तकांत दिल्ली क्रमीक वनमहोत्सव एकांकी झेलो शिकोवप.<br>2.एकांकीका ह्या साहित्यप्रकाराची सैध्दांतीक बसका शिकोवप..<br>3. काळ आनी काळाचें वेगवगेळे प्रकार जाणून घेवप..<br>4.संवाद लेखनाची पध्दत शिकोवप.  | 1.पाठयपुस्तकांत दिल्ली क्रमीक वनमहोत्सव एकांकी झेलो शिकतली.<br>2.एकांकीका ह्या साहित्यप्रकाराची सैध्दांतीक बसका शिकतली.<br>3.काळ आनी काळाचें वेगवगेळे प्रकार जाणून घेतली.<br>4.संवाद लेखनाची पध्दत शिकतली.  |
| 11 | Elec. Lang. - Marathi | IV  | Yogita Chodankar   | 1.कविता या साहित्य प्रकारची ओळख करून देणे.<br>2.रसयात्रेमधील विविध विषय आशयानुसार वा आविष्कार नुसार स्पष्ट करणे<br>3.अलंकार शिकविणे.   | 1.कविता वाचन करतील वा लिहितील.<br>2.कवितेचे रसग्रहण करतील.<br>3.अलंकार प्रकार शिकतील.   |

| SN | Name of the Subject  | Sem | Faculty Name     | Course Objectives   | Course Outcome  |
|----|--|-----|------------------|---|---|
| 12 | Elec. Lang. - English<br>NINETEENTH CENTURY ENGLISH LITERATURE | IV  | Kedarnath Tadkod | <ol style="list-style-type: none"> <li>1. To enable students to appreciate critically representative literary works of the nineteenth century.</li> <li>2. To reveal the impact of socio-economic aspects of the nineteenth century on literature written during the period.</li> <li>3. To acquaint the students with different stylistic features of works prescribed in the syllabus.</li> <li>4. To encourage independent reading of literary texts of the period.</li> </ol> | <ol style="list-style-type: none"> <li>1. Students are expected to appreciate critically representative literary works of the nineteenth century.</li> <li>2. Students will be aware of the impact of socio-economic aspects of the nineteenth century on literature written during the period.</li> <li>3. Students will be acquainted with different stylistic features of works prescribed in the syllabus.</li> <li>4. To encourage independent reading of literary texts of the period.</li> </ol> |
| 13 | FA   | IV  | Kalidas Mhamal   | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>  | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>  |
| 14 | PA   | IV  | Prerna Palekar   | <ol style="list-style-type: none"> <li>1.Acquiring skills for integrating different artforms across school circulam for better learning and development</li> <li>2. Practical knwoledge for internships.</li> <li>3. Reflections on "How learning performing arts ehname Teaching."</li> </ol>  | <ol style="list-style-type: none"> <li>1. To enhance personality development, involvement, planning, management and integrity.</li> <li>2. Practicing individually in class for effective teaching - learning process during inernships.</li> <li>3. Giving presentations; relecting self actions, confidence, group dynamics, incorporated skills and other benefits from the subject.</li> </ol>  |
| 15 | Micro Teaching   | IV  | Manisha Kulkarni | <ol style="list-style-type: none"> <li>1.To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.</li> <li>2.To enable teacher trainees to master a number of teaching skills.</li> <li>3. To enable teacher trainees to gain confidence in teaching.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Teacher trainees will able to introduced lesson effectively.</li> <li>2. Teacher trainees will able to manage time effectively.</li> <li>3. Teacher trainees will able to understand all the components of blackboard and explanation skills</li> <li>4. Teacher trainees will able to understand all the components of stimulus variation and closure skills</li> <li>5. Teacher trainees will able to prepare and use teaching aid effectively.</li> </ol>  |

| SN | Name of the Subject         | Sem | Faculty Name              | Course Objectives  | Course Outcome   |
|----|-----------------------------|-----|---------------------------|--|--|
| 16 | Micro Teaching              | IV  | Mr. Gautam G. Gaude       | 1.To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.<br>2.To enable teacher trainees to master a number of teaching skills.<br>3. To enable teacher trainees to gain confidence in teaching.  | 1.Teacher trainees will able to introduced lesson effectively.<br>2.Teacher trainees will able to manage time effectively.<br>3.Teacher trainees will able to understand all the components of blackboard and explanation skills<br>4..Teacher trainees will able to understand all the components of stimulus variation and closure skills<br>5.Teacher trainees will able to prepare and use teaching aid effectively. |
| 17 | Health & Physical Education | IV  | Mr. Shailesh G. Chodankar | 1. To enable students to understand concept of balance diet, obesity and nutrition<br><br>2. To enabe teacher trainee to acquire knowledge of postural education<br><br>3. To enable teacher trainee to adapt recreational activities  | 1. Students understands concept of balance diet, obesity and nutrition<br><br>2. Teacher trainee acquired knowledge of postural education<br><br>3. Teacher trainee adapt recreational activities  |
| SN | Name of the Subject         | Sem | Faculty Name              | Course Objectives  | Course Outcome   |
| 1  | English-V                   | V   | Mr. Kedarnath Tadkod      | 1.To acquaint the students with the literary works of William Shakespeare including his plays and poetry.  | 1. Students will be acquainted with the sonnets of Shakespeare<br>2.Students will know the various genres of Shakespearean drama<br>3. Students will be acquainted with the political, religious and social background during Shakespeare's time.  |
| 2  | English-VI                  | V   | Dr. Sangeeta Dessai       | 1. To introduce the teacher trainees to literature written in America in the modern era.<br>2. To familiarise the teacher trainees to the different genres of Modern American Literature.<br>3. To sensitise the teacher trainees towards the socio-political and literary background of Modern America and link it to their mileu | 1. Teacher trainees will be introduced to American literature written during the modern period.<br>2. Teacher trainees will learn different writers, their style and characteristics.<br>3. Teacher trainees will critically analyse the American landscape, culture and language which have influenced literature.  |

| SN | Name of the Subject | Sem | Faculty Name                 | Course Objectives   | Course Outcome   |
|----|---------------------|-----|------------------------------|---|--|
| 3  | English-VII         | V   | Dr. Sangeeta Dessai          | 1.To introduce a historical overview of western literary criticism.<br>2.To Enhance the students' critical and literary thinking ability.   | 1. Familiarisation with literary philosophers of ancient and modern ages.<br>2. Appreciation and analyses of the philosophies of different thinkers and application to the literary works under study.                           |
| 4  | Konkani-V           | V   | MR.DARSHAN SHANKAR KANDOLKAR | 1.कार्यालयीन पत्रां म्हळ्यार कितें आनी खंयची ताची वळख करुन दिवप.<br>2.कोंकणींतल्यान,परिपत्रक,आदेशपत्र,उगडासपत्र,इतिवृत्त,नेमणूकपत्र,अहवाल बरोवपाचो मसुदो आनी आशय शिकोवप.<br>3.अर्ज लिखाणां विशीं म्हायती दिवन वेगवेगळे प्रकार शिकोवप. | 1.कार्यालयीन पत्रां म्हळ्यार कितें आनी खंयची ताची वळख जाता.<br>2.कोंकणींतल्यान,परिपत्रक,आदेशपत्र,उगडासपत्र,इतिवृत्त,नेमणूकपत्र,अहवाल बरोवपाचो मसुदो आनी आशय शिकतात.<br>3.अर्ज लिखाणां विशीं म्हायती दिवन वेगवेगळे प्रकार शिकतात. |
| 5  | Konkani-VI          | V   | MR.DARSHAN SHANKAR KANDOLKAR | 1.कांदबरी ह्या साहित्यब प्रकाराची इतिहासीक फांटभूंय - भारतीय आनी पाश्चात्य शिकोवप.<br>2.कोंकणी कांदबरीचो इतिहास शिकोवप.<br>3.अरण्यकांड ह्या नवलिका अभ्यासप.   | 1.कांदबरी ह्या साहित्यब प्रकाराची इतिहासीक फांटभूंय - भारतीय आनी पाश्चात्य शिकतात<br>2.कोंकणी कांदबरीचो इतिहास शिकतात<br>3.अरण्यकांड ही नवलिका शिकतात  |
| 6  | Konkani-VII         | V   | MR.DARSHAN SHANKAR KANDOLKAR | 1. कोंकणी भाशेचो उगम आनी कोंकणीच्यो लिखित कुरवो शिकोवप.<br>2. 16व्या आनी 17व्या शेकड्यांत मिशनरी पाद्रिंनी केल्लो वावर अभ्यासप.<br>3. कोंकणीची देवतीवाट, कोंकणी भाशेच्या पुनरूत्थानाचो काळ शिकोवप.                                    | 1. कोंकणी भाशेचो उगम आनी कोंकणीच्यो लिखित कुरवो शिकल्यत.<br>2. 16व्या आनी 17व्या शेकड्यांत मिशनरी पाद्रिंनी केल्लो वावर हाचें गिन्यान जाला.<br>3. कोंकणीची देवतीवाट, कोंकणी भाशेच्या पुनरूत्थानाचो काळ शिकल्यात.                 |
| 7  | Konkani Method      | V   | MS.PRADNYA TARI              | 1.कोंकणी भाशा अध्यापनाचें म्हत्व, सूत्रां, तत्वां समजपाक आदार करप.<br>2.कोंकणी भाशा अभ्यासक्रमाच्या वेगवेगळ्या घटकांची वळख घडवप.<br>3.विद्यार्थ्यांक कोंकणी भाशेच्या शिक्षकाचें गूण आपणावपाक मदत करतलें.                              | 1.कोंकणी भाशा अध्यापनाचें म्हत्व, सूत्रां, तत्वां समजल्यात.<br>2.कोंकणी भाशा अभ्यासक्रमाच्या वेगवेगळ्या घटकांची वळख जाल्या.<br>3.विद्यार्थ्यांक कोंकणी भाशेच्या शिक्षकाचें गूण आपणावपाक मदत जाल्या.                              |

| SN | Name of the Subject | Sem | Faculty Name          | Course Objectives  | Course Outcome   |
|----|---------------------|-----|-----------------------|--|--|
|    | Hindi V             | V   |                       | <ol style="list-style-type: none"> <li>1.विद्यार्थियों को हिन्दी साहित्य के काल विभाजन तथा नामकरण की जानकारी देना।</li> <li>2. विद्यार्थियों को तत्कालीन परिवेश की जानकारी देना ।</li> <li>3.विद्यार्थियों को हिन्दी साहित्य केआदिकाल तथा भक्तिकाल की जानकारी देना।</li> <li>4.मीराबाई के पदों के माध्यम से मीरा की भक्ति का वर्णन करना ।</li> <li>5. रचना एवं रचनाकार द्वारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त करना ।</li> <li>6.विद्यार्थी कबीर के व्यक्तित्व तथा उनके साहित्य के बारे में जानकारी देना ।</li> </ol>   | <ol style="list-style-type: none"> <li>1.विद्यार्थी हिन्दी साहित्य की पृष्ठभूमि के जान जाएँगे और हिन्दी साहित्य पढ़ने में रुचि लेंगे ।</li> <li>2.आदिकाल के रचनाकारों के साहित्य को पढ़ने की रुचि रखेंगे ।</li> <li>3.विद्यार्थी भक्तिकाल की पृष्ठभूमि के बारे में जान जाएँगे ।</li> <li>4.संतों का साहित्य पढ़ने में रुचि लेंगे ।</li> <li>5.मीरा की भक्ति के बारे में जान जाएँगे ।</li> <li>6.भक्तिकाल के साहित्य में विद्यार्थी रुचि लेंगे ।</li> <li>7.विद्यार्थी आदिकाल तथा भक्तिकाल के रचनाकारों तथा रचनाओं के बारे में जान जाएँगे ।</li> <li>8.विद्यार्थी कबीर के व्यक्तित्व तथा उनके साहित्य के बारे में जान जाएँगे ।</li> </ol> |
| 5  | Hindi VI            | V   | Ms. Priyanka Pednekar | <ol style="list-style-type: none"> <li>1.विद्यार्थियों को हिन्दी साहित्य के आधुनिक काल की जानकारी देना ।</li> <li>2. विद्यार्थियों को तत्कालीन परिवेश की जानकारी देना ।</li> <li>3. नवजागरण तथा समाज सुधार संस्थाओं के बारे में जानकारी प्राप्त करना ।</li> <li>4. आधुनिक हिन्दी काव्य की सामान्य प्रवृत्तियों की जानकारी देना ।जैसे –<br/>1.भारतेन्दु युग, 2. द्विवेदी युग, 3.छायावाद, 4.प्रगतिवाद 5.प्रयोगवाद<br/>तथा नई कविता एवं समकालीन काव्य के बारे में बताना ।</li> <li>5. विद्यार्थियों को आधुनिक काल के साहित्यकार तथा उनके कृतियों की जानकारी प्रदान करना ।</li> <li>6. राजेश जोशी की कविताओं की जानकारी देना ।</li> <li>7. विद्यार्थियों को रचनाकारों की विभिन्न विधाओं की जानकारी देना ।</li> <li>8.विद्यार्थियों को विशेष अध्ययन के लिए निर्धारित कवि केदारनाथ सिंह की कविताओं की जानकारी देना और उनको पढ़ाना ।</li> </ol> | <ol style="list-style-type: none"> <li>1.विद्यार्थी हिन्दी साहित्य के आधुनिक काल के बारे में जान जाएँगे ।</li> <li>2.विद्यार्थी समाज सुधार के लिए प्रयत्नशील रहेंगे ।</li> <li>3.विद्यार्थी हिन्दी साहित्य के आधुनिक काल की जानकारी प्राप्त करेंगे ।</li> <li>4.विद्यार्थी आधुनिक हिन्दी काव्य की सामान्य प्रवृत्तियों जान जाएँगे ।</li> <li>5. विद्यार्थी आधुनिक काल के साहित्यकार तथा उनके कृतियों को पढ़ने में रुची रखेंगे।</li> <li>6.विद्यार्थी राजेश जोशी की कविताओं को पढ़ने में रुची रखेंगे</li> <li>7.रचना एवं रचनाकार द्वारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त होगी ।</li> </ol>                   |
| 6  | Hindi VII           | V   | New Faculty           | <ol style="list-style-type: none"> <li>1.विद्यार्थियों को अनुवाद -साहित्यिक के बारे में बताना ।</li> <li>2.विद्यार्थियों को पत्रलेखन के बारे में जानकारी बताना। कार्यालयीन, आवेदन, नियुक्ति आदि पत्रों को बताना ।</li> <li>3.अँग्रेजी से हिन्दी में अनुवादित शब्दों को जान लेना</li> </ol>   | <ol style="list-style-type: none"> <li>1.विद्यार्थी अनुवाद के बारे जान लेता है ।</li> <li>2.विद्यार्थी पत्रलेखन के ढांचे को समझ लेता है ।</li> <li>3. अँग्रेजी शब्द तथा हिन्दी शब्दों को जान लेता है ।</li> </ol>  |

| SN | Name of the Subject | Sem | Faculty Name             | Course Objectives   | Course Outcome  |
|----|---------------------|-----|--------------------------|---|---|
| 7  | Geography-V         | V   | Dr. Sagar Mali           | <p>1.To Introduce the concept of Geo-morphology and Its significance in Geography. To introduce the Origin of the earth and Distribution of Land and Water Bodies. Interior of the earth, formation of Rocks, Volcanoes and Earth Quake, its causes and Impact on environment and Human Life.</p> <p>2.To teach the theories of Land mass movement by Wegener, Hess and Diets, theory of Earth's Equilibrium.To explain the major earths movement: Indogenic and Exogenic movements and its impact on earths Geomorphic process.</p> <p>3.To Teach the major geomorphic process and the landforms created by running water, Glacier, Wind and the sea waves.To explain the major geomorphic cycle explained by W.M.Devis and Penck.To teach the student to application of Geomorphic knowledge in resource management, Disaster Management, Urban Planning, Mining and the Agriculture etc.</p> | <p>1.Students will be significance and importance of Geomorphic knowledge and its relevance in day to day life.Students will know the how earth is formed followed by formation of land and water bodies and the movement of land masses.students will learn the internal structure of the earth, formation of rocks, volcano and the earthquake and its impact on human life.</p> <p>2.Students will understood the Indogenic and Exogenic Geomorphic Process and the landforms.Students will learn the major geomorphic process and the landforms created by geomorphic agents like River, Glacier, Wind and the Sea Waves.</p> <p>3.Students will know about the major geomorphic cycle and land forms explained by W.M.Devis and the Penck.Students will learn about the Applications of the Geomorphic knowleges in the day to day life and environmental management.At last at the end of course students will be familiar with the major Geomorphic concepts and the its Application in environmental management and human well being.</p> |
| 8  | Geography-VI        | V   | Mr. Rahul Gawas (THEORY) | <p>1.To make students familiar with the general Indian Geography.</p> <p>2. To train students in analyzing critical developmental issues faced by India.</p> <p>3. To make students aware about the various resource potentials of the country.</p> <p>4. To provide students a sound introduction to futuristic developmental plans of India.</p> <p>5. To prepare students for higher studies in Indian Geography.</p>  | <p>1. The students will be able to get familiar with the Indian Geography in general.</p> <p>2. The students will be able to get aware about resource potentials of the country.</p> <p>3. The students will bw able to analyse the critical developmental issues faced by the country.</p> <p>4. The students will be able to get a sound introduction to the futuristic development plans of India.</p> <p>5. The students will be able to take up higher studies in geography of India.</p>  |



| SN | Name of the Subject | Sem | Faculty Name                     | Course Objectives   | Course Outcome   |
|----|---------------------|-----|----------------------------------|---|--|
| 9  | Geography-VII       | V   | Mr.Rahul<br>Gawas<br>(PRACTICAL) | <ol style="list-style-type: none"> <li>1. To introduce the students with the various facets of the Topographical Sheets.</li> <li>2. To make the students understand the significance of topographical sheets in conducting microlevel geographical studies.</li> <li>3. To make the students familiar with the systems of SOI, OS and the USGS sheets.</li> <li>4. To make the students interpret any four (coastal, plateau, mountainous and plain and desert landscapes) topographical maps of 1: 50000 or 1: 25000 scales.</li> <li>5. To introduce the students with weather map and its components.</li> <li>6. To study and interpret Indian Daily Weather Report of summer season, S.W. Monsoon season, retreating monsoon season and winter season.</li> <li>7. To study the practical aspects of weather forecasting.</li> <li>8. To prepare weather station model.</li> <li>9. To prepare students for higher education in the concerned field.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students will be able to learn the various facets of topographical sheets.</li> <li>2. The students will be able to understand the significance of toposheets in microlevel geographic studies.</li> <li>3. The students will be able to get familiarise with the SOI, OS and USGS sheets.</li> <li>4. The students will be able to interpret coastal, plateau, mountainous, plain and or desert SOI sheets.</li> <li>5. The students will be able to get introduced to weather map and its components.</li> <li>6. The students will be able to study and interpret IDWM of four seasons: summer, SW monsoon, retreating monsoon and winter monsoon.</li> <li>7. The students will be able to learn the practical aspects of weather forecasting.</li> <li>8. The students will be able to prepare weather station model.</li> <li>9. The students will be able to pursue higher education in the concerned field.</li> </ol> |

| SN | Name of the Subject     | Sem | Faculty Name            | Course Objectives  | Course Outcome  |
|----|-------------------------|-----|-------------------------|--|---|
| 10 | Foundation of Education | V   | Mr. Gautam Gaude        | <p>To enable teacher trainees to:</p> <ol style="list-style-type: none"> <li>1. understand how education derives its relevance from social, cultural, economic and political contexts.</li> <li>2. identify the contribution to education of western and eastern thinkers.</li> <li>3. understand the relationship between education and development : at individual and national levels.</li> <li>4. examine the changing emphases on Education in the context of Globalisation, Liberalisation and Privatisation.</li> <li>5. develop an insight into educational funding.</li> <li>6. understand the importance of universalisation of secondary education and the constitutional provisions for realizing it.</li> <li>7. identify the various causes for inequality in schooling.</li> <li>8. realize the importance of Right to Education and the provisions made for realizing it.</li> <li>9. develop the skills required to contribute towards a Knowledge Society.</li> <li>10. understand the importance of educational planning and administration.</li> <li>11. understand the need and importance of education for peace and the national and international efforts towards it.</li> </ol> | <p>By the end of the course the student-teacher will be able to:</p> <ol style="list-style-type: none"> <li>1. understand how education derives its relevance from social, cultural, economic and political contexts.</li> <li>2. identify the contribution to education of western and eastern thinkers.</li> <li>3. understand the relationship between education and development : at individual and national levels.</li> <li>4. examine the changing emphases on Education in the context of Globalisation, Liberalisation and Privatisation.</li> <li>5. develop an insight into educational funding.</li> <li>6. understand the importance of universalisation of secondary education and the constitutional provisions for realizing it.</li> <li>7. identify the various causes for inequality in schooling.</li> <li>8. realize the importance of Right to Education and the provisions made for realizing it.</li> <li>9. develop the skills required to contribute towards a Knowledge Society.</li> <li>10. understand the importance of educational planning and administration.</li> <li>11. understand the need and importance of education for peace and the national and international efforts towards it.</li> </ol> |
| 11 | English Method          | V   | Dr. Sonali Shankhwalker | <ol style="list-style-type: none"> <li>1.To enable the student to plan and implement communicative activities for skill integration in ELT</li> <li>2 To enable the student to use CALL and the language Laboratory.</li> <li>3. To enable the student to chek on the efficacy of audio visual devices along with authentic learning materials for the language cclassroom</li> </ol>  | <ol style="list-style-type: none"> <li>1.Student designs different communicative activities for skill integration in ELT</li> <li>2.Student utilises CALL and Language Laboratory for effective english teaching</li> <li>3.Student uses differnt audio visual devices along with authentic learning material in classroom teaching</li> </ol>  |

| SN | Name of the Subject | Sem | Faculty Name                         | Course Objectives  | Course Outcome   |
|----|---------------------|-----|--------------------------------------|--|--|
| 12 | Marathi Method      | V   | Mr. Kuldeep Kamat                    | 1) मराठी भाषा अध्यापनाचे महत्त्व उद्दिष्टे, सूत्रे समजण्यास मदत करणे.<br>2) मराठी भाषा अभ्यासक्रमाच्या वेगवेगळ्या घटकांची ओळख घडविणे.<br>3) भाषाशिक्षकाचे अपेक्षित गुण विशेष समजण्यास व ते अंगी बाणवण्यास मदत करणे.  | 1) मराठी भाषा अध्यापनाचे महत्त्व उद्दिष्टे, सूत्रे समजून घेतात.<br>2) मराठी भाषा अभ्यासक्रमाच्या वेगवेगळ्या घटकांची ओळख होते.<br>3) भाषाशिक्षकाचे अपेक्षित गुण विशेष समजतात व ते अंगी बाणवण्याचा प्रयत्न करतात..   |
| 13 | Hindi Method        | V   | Mrs. Renuka Pardesi                  | 1. To enable the learners to know about tribhasha sutra<br>2. To enable the learners to know importance of hindi<br>3. To enable learners different methods of teaching hindi  | 1. Learners will gain knowledge about Tribhasha Sutra<br>2. Learners will acquire importance of Hindi<br>3. Learners get and apply different methods of hindi  |
| 14 | Geography Method    | V   | Mr. Uaddhav Vijay Pol                | 1. Develop an understanding and reveal importance of Geography.<br>2. Develop the skills of using different tools in Teaching of Geography<br>3. Enhance and enrich of school level Geographical Content.  | 1. Student teacher explain importance of Geography<br>2. Student teacher using the skills & different tools in Teaching of Geography<br>3. Student teacher familiar with the geography subject school content  |
| 15 | History Method      | V   | Dr. Sonali Shankwalker               | 1. To enable the student to understand the meaning of history<br>2. To enable the student to understand the process of history curriculum design at the center and the state level<br>3. To enable the student to integrate ICT and relevant instructional materials in teaching and learning of history | 1. The student explains the meaning and concept of history<br>2. The student explains the process of history curriculum designing at the center and the state<br>3. The student demonstrates lessons using ICT and other relevant instructional material |
| 16 | Peer Teaching       | V   | Mr. Kuldeep Kamat / Dr. Anil Thosare | 1. To enable the students to frame relevant objectives pertaining to the lesson<br>2. To enable the students to incorporate appropriate number of skills in the lesson<br>3. To enable the students to write creative lesson plans<br>4. To enable the students to execute effective lesson plans        | 1. Students frame relevant objectives pertaining to the lesson<br>2. Students incorporate appropriate number of skills in the lesson<br>3. Students write creative lesson plans<br>4. Students to execute effective lesson plans in classroom.           |

| SN | Name of the Subject         | Sem | Faculty Name           | Course Objectives   | Course Outcome  |
|----|-----------------------------|-----|------------------------|---|---|
| 17 | Community Work              | V   | Mr. Darshan Kandolkar  | <p>1.The main objective of community development is working to make the students aware of the various problems in a community.</p> <p>2.Provide equality. It gives equal chances and opportunities to bring the resources for their utility. So it provides equality in education, health and also other facilities provided to them.</p> <p>3.It makes them to stand on their own feet. They have to use their resources and make their lives comfortable.</p> | <p>1. Students will be aware of the various problems in a community.</p> <p>2.Students understands that concept of equality in education, health and also other facilities provided to them.</p> <p>3.Students will learn how to be independent and will also know how to use their resources and make their lives comfortable.</p> |
| 18 | Health & Physical Education | V   | Mr. Shailesh Chodankar | <p>1. To enable students to understand the meaning of substance use and abuse and know the reasons of doping in sports</p> <p>2. To help them learn about weight control through balance diet and good eating habits</p> <p>3. To enable the student to understand the role of sports psychology in sports performance</p>  | <p>1. students understand the meaning of substance use and abuse and know the reasons of doping in sports</p> <p>2. students know weight control through balance diet and good eating habits</p> <p>3. students understand the role of sports psychology in sports performance</p>  |
| 19 | Co-curricular Activity      | V   | Dr. Sonali Shankwalker | <p>1.</p> <p>2.</p> <p>3.</p>   | <p>1.</p> <p>2.</p> <p>3.</p>   |
| 20 | Marathi V                   | V   | Yogita Chodankar       | <p>1. मराठी भाषेचा उगम आणि विस्तार याची माहिती देणे .</p> <p>2. प्राचीन मराठी साहित्याचा परिचय करून देणे</p> <p>3. संत साहित्याची वैशिष्ट्ये सांगणे.</p> <p>4. महानुभाव संप्रदायाचे स्वरूप स्पष्ट करणे.</p>   | <p>1. मराठी भाषेच्या उगमाविषयी माहिती प्राप्त करतील.</p> <p>2. प्राचीन मराठी साहित्याचे महत्व समजून घेतील.</p> <p>3.संत साहित्याचे जतन करतील.</p> <p>4 . महानुभाव साहित्याविषयी माहिती प्राप्त करतील .</p>  |
| 21 | Marathi VI                  | V   | Yogita Chodankar       | <p>1.काव्याचे स्वरूप सांगणे .</p> <p>2. काव्यलेखनामागील हेतू स्पष्ट करणे.</p> <p>3.काव्य निर्मितीसाठी उपयुक्त कारणांचा परिचय करून देणे.</p> <p>4 शब्दशक्तींचा परिचय करून देणे.</p>  | <p>1.काव्य व इतर लेखन प्रकारातील फरक जाणतील.</p> <p>2.काव्यप्रयोजने समजून घेतील .</p> <p>3.लेखन वेळी काव्य कारणांचा विचार करतील.</p> <p>4साहित्यनिर्मिती वेळी शब्दशक्तींचा उपयोग करतील.</p>   |
| 22 | Marathi VII                 | V   | Kavita Gawas           | <p>1. बातमीची रचना स्पष्ट करणे.</p> <p>2. मुलाखतकाराकडे अवगत असणारी कौशल्ये सांगणे.</p> <p>3. निबंधाची व्याख्या, घटक,प्रकार सांगून चांगल्या निबंधाची वैशिष्ट्ये सांगणे.</p> <p>4. जाहिरातीची संकल्पना स्पष्ट करून माध्यमातील स्थान स्पष्ट करणे.</p>   | <p>1.विद्यार्थी वृत्त पत्रासाठी बातमी लेखन करतील.</p> <p>2.जाहिरात लेखन कला शिकतील.</p> <p>3. एखाद्या क्षेत्रातील प्रसिद्ध व्यक्तीची मुलाखत घेतील.</p> <p>4. निबंध लेखन स्पर्धेत भाग घेतील. व स्व विचारांना चालना देतील.</p>  |

**SEM VI**

| SN | Name of the Subject | Sem | Faculty Name                 | Course Objectives  | Course Outcome  |
|----|---------------------|-----|------------------------------|--|---|
| 1  | English-VIII        | VI  | Dr. Sangeeta Dessai          | <ol style="list-style-type: none"> <li>1. To expose the teacher trainees to alternative literature produced by the marginalized voices.</li> <li>2. To acquaint the teacher trainees with the socio-cultural background of the marginalised new voices of literature.</li> <li>3. To examine the literary texts written by the emerging new voices.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Teacher trainees will comprehend the concept of the marginalised voice in literature.</li> <li>2. Teacher trainees will be versed about the socio-cultural background of the 'New Voices'.</li> <li>3. Teacher trainees will be able to analyse the literary texts written by the marginalised voices.</li> </ol> |
| 2  | English-IX          | VI  | Mr. Kedarnath Tadkod         | <ol style="list-style-type: none"> <li>1. To enable students to critically appreciate representative literary works of the 20th century</li> <li>2. To draw the attention of the students to modern prose styles as well as the new colloquial rhythms of modern poetry</li> <li>3. To encourage independent reading of literary texts of the period</li> <li>4. To reveal the impact of the world wars on literature of the 20th century</li> </ol> | <ol style="list-style-type: none"> <li>1. Students will be acquainted with leading War poets</li> <li>2. Students will have a background knowledge of the social events that shaped the 20th century</li> <li>3. Students will be acquainted with leading playwrights and literary movements that shaped them</li> </ol>                                    |
| 3  | English-X           | VI  | Dr. Sangeeta Dessai          | <ol style="list-style-type: none"> <li>1. To acquaint the teacher trainees to Indian literature in English and in translation from regional languages.</li> <li>2. To examine the various genres of Indian literature in English.</li> <li>3. To perceive the difference between Indian literature and its western counterpart.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Familiarization with the concept of Indian literature in English.</li> <li>2. Understanding of the various genres of Indian literature.</li> <li>3. Perceive the distinctiveness of Indian literature from its western counterpart.</li> </ol>  |
| 4  | Konkani -VIII       | VI  | MR.DARSHAN SHANKAR KANDOLKAR | <ol style="list-style-type: none"> <li>1.कोंकणीच्या परीभाशीक उतरावळ- मंत्रीपदांउद्देग धंदे,कांयगिन्यानाचे फांटे आदी उतरांची वळख जाता.</li> <li>2.कोंकणींत मुद्दीत शोधन कशें करप आनी तें करतना खंयच्यो गजाली मतीन दवरप हें शिकोवप.</li> <li>3.कोंकणींतल्यान वेगवेगळे आमंत्रपत्राची म्हायती दिवन,त्यो बरोवपाच्यो वेगवेगळे पध्दती शिकोवप.</li> </ol>  | <ol style="list-style-type: none"> <li>1.विद्यार्थी कोंकणीच्या परीभाशीक उतरावळ-मंत्रीपदांउद्देग धंदे,कांयगिन्यानाचे फांटे आदी उतरांची उपेग करपाक शिकतात.</li> <li>2.कोंकणींत मुद्दीत शोधन कशें करप ते कळून ताचो उपेग करपाक शिकतात.</li> <li>3.कोंकणींतल्यान वेगवेगळे आमंत्रपत्राची बरोवपाच्यो वेगवेगळे पध्दती शिकतात.</li> </ol>                            |
| 5  | Konkani - IX        | VI  | MR.DARSHAN SHANKAR KANDOLKAR | <ol style="list-style-type: none"> <li>1.अच्छेव कादंबरी विशीं खोलायेन शिकोवप. 2.कोंकणी कादंबरीच्या इतिहासांत अच्छेव कादंबरीची सुवात स्पश्ट करप.</li> </ol>   | <ol style="list-style-type: none"> <li>1.अच्छेव कादंबरी विशीं खोलायेन शिकतात 2. कोंकणी कादंबरीच्या इतिहासांत अच्छेव कादंबरीची सुवात स्पश्ट जाता</li> </ol>  |

| SN | Name of the Subject | Sem | Faculty Name                 | Course Objectives  | Course Outcome   |
|----|---------------------|-----|------------------------------|--|--|
| 6  | Konkani -X          | VI  | MR.DARSHAN SHANKAR KANDOLKAR | <ol style="list-style-type: none"> <li>1.कोंकणी मोडींतल्या भास आनी साहित्याचें योगदान विशीं शिकोवप.</li> <li>2.कोंकणी भाशीक चळवळ खोलायेन शिकोवप.</li> <li>3.कोंकणींतलें आर्विल्लें साहित्य विशीं खोलायेन शिकोवपा</li> </ol>  | <ol style="list-style-type: none"> <li>1.कोंकणी मोडींतल्या भास आनी साहित्याचें योगदान विशीं शिकतात</li> <li>2.कोंकणी भाशीक चळवळ खोलायेन शिकतात</li> <li>3.कोंकणींतलें आर्विल्लें साहित्य विशीं खोलायेन शिकतात।</li> </ol>  |
| 7  | Konkani method      | VI  | MS.PRADNYA TARI              | <ol style="list-style-type: none"> <li>1. कोंकणीचें अध्यापन करतना गरजेप्रमाण विंगड-विंगड शैक्षणिक साधनां वापरपाक शिकतली.</li> <li>2. विद्यार्थ्यांक कोंकणी पाठ्यपुस्तकाचें म्हत्व आनी निकश हांचें गिन्यान मेळटलें.</li> <li>3. अध्यापनाच्या विंगड-विंगड पध्दतीचें आकलन जातलें आनी उपयोजन करपाक आदार दितलें.</li> </ol>   | <ol style="list-style-type: none"> <li>1. कोंकणीचें अध्यापन करतना गरजेप्रमाण विंगड-विंगड शैक्षणिक साधनां वापरपाक शिकल्यात.</li> <li>2. विद्यार्थ्यांक कोंकणी पाठ्यपुस्तकाचें म्हत्व आनी निकश हांचें गिन्यान जाला.</li> <li>3. अध्यापनाच्या विंगड-विंगड पध्दतीचें आकलन जाला आनी उपयोजन करपाक शिकल्यात.</li> </ol>   |
| 4  | Hindi VIII          | VI  | Ms. Priya Gosavi             | <ol style="list-style-type: none"> <li>1. रीतिकाल के के बारे में जानकारी प्रदान करना ।</li> <li>2.रीतिकाल के राजनैतिक, सामाजिक, धार्मिक, सांस्कृतिक परिवेश का तत्कालीन साहित्य पर प्रभाव के बारे में बताना ।</li> <li>3. रीतिकाल के रीतिबध्द, रीतिसिध्द एवं रीतिमुक्त काव्य : सामान्य विशेषताओं की जानकारी देना ।</li> <li>4.विद्यार्थियों को छंद तथा वर्णिक की जानकारी देना।</li> <li>5.विद्यार्थियों को अलंकारों की जानकारी प्रदान कराना ।</li> <li>6.रचना एवं रचनाकार व्दारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त कराना ।</li> <li>7.विद्यार्थियों को बिहारी, मतिराम, देव, पद्माकर, घनानंद एवं भूषण के व्यक्तित्व तथा उनके साहित्य के बारे में जानकारी देना ।</li> </ol> | <ol style="list-style-type: none"> <li>1.विद्यार्थी रीतिकाल के रचनाकारों के साहित्य को पढ़ने की रूचि रखेंगे ।</li> <li>2.विद्यार्थी रीतिकाल के राजनैतिक, सामाजिक, धार्मिक, सांस्कृतिक परिवेश का तत्कालीन साहित्य पर प्रभाव को जानेंगे ।</li> <li>3.विद्यार्थी रीतिबध्द, रीतिसिध्द एवं रीतिमुक्त काव्य : सामान्य विशेषताओं की जानकारी प्राप्त करेंगे ।</li> <li>4.विद्यार्थी छंद और वर्णिक की जानकारी प्राप्त करेंगे ।</li> <li>5.विद्यार्थी अलंकारों की जानकारी प्राप्त करेंगे ।</li> <li>6.विद्यार्थी रीतिकाल के साहित्य के बारे में जान जाएँगे ।</li> <li>7.बिहारी, मतिराम, देव, पद्माकर, घनानंद एवं भूषण तथा बिहारी के छंदों के बारे में जानेंगे ।</li> </ol> |

| SN | Name of the Subject | Sem | Faculty Name          | Course Objectives   | Course Outcome  |
|----|---------------------|-----|-----------------------|---|---|
| 5  | Hindi IX            | VI  | Ms. Priya Gosavi      | <ol style="list-style-type: none"> <li>1. विद्यार्थियों को हिन्दी साहित्य के आधुनिक काल की जानकारी देना ।</li> <li>2. विद्यार्थियों को आधुनिक हिन्दी गद्य का उद्भव एवं विकास की जानकारी देना ।</li> <li>3. आधुनिक काल के कथा साहित्य – कहानी एवं विकास, निबंध साहित्य तथा नाटक एवं रंगमंच साहित्य के बारे में जानकारी प्रदान करना ।</li> <li>4. आधुनिक हिन्दी की सामान्य रचनाओं की जानकारी देना ।</li> <li>5. सामान्य परिचय द्वारा विद्यार्थियों को रचनाकारों के अनेक रचनाओं के बारे में जानकारी देना ।</li> <li>6. विद्यार्थियों को रचनाकारों की विभिन्न विधाओं की जानकारी देना ।</li> <li>7. विशेष अध्ययन के लिए निर्धारित नाटक – कबीरा खड़ा बाज़ार में – भीष्म सहानी का नाटक पढ़ने में रुचि पैदा करना ।</li> </ol> | <ol style="list-style-type: none"> <li>1. विद्यार्थी हिन्दी साहित्य के आधुनिक काल के बारे में जान जाएँगे ।</li> <li>2. विद्यार्थी आधुनिक काल के कथा साहित्य – कहानी एवं विकास, निबंध साहित्य तथा नाटक एवं रंगमंच साहित्य के बारे में जानकारी प्राप्त करेंगे ।</li> <li>3. विद्यार्थी आधुनिक हिन्दी काव्य की सामान्य प्रवृत्तियों को जान जाएँगे ।</li> <li>4. विद्यार्थी आधुनिक काल के साहित्यकार तथा उनके कृतियों को पढ़ने में रुची रखेंगे।</li> <li>5. रचना एवं रचनाकार द्वारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त होगी ।</li> <li>6. विद्यार्थी साहित्यकार के व्यक्तित्व तथा उनके साहित्य के बारे में जानकारी प्राप्त करेंगे।</li> <li>7. विशेष अध्ययन के लिए निर्धारित नाटक – कबीरा खड़ा बाज़ार में – भीष्म सहानी का नाटक पढ़ने में विद्यार्थी रुची पैदा करेंगे ।</li> </ol> |
| 6  | Hindi X             | VI  | Ms. Priyanka Pednekar | <ol style="list-style-type: none"> <li>1. विद्यार्थियों को निबंध विधा से परिचित कराना।</li> <li>2. विद्यार्थियों को प्रूफ शोधन पर मार्गदर्शित कराना।</li> <li>3. साक्षात्कार लेखन क्या है और किस तरह से उसमें कार्य होते हैं, इससे अवगत कराना।</li> <li>4. पुस्तक समीक्षा के प्रकार एवं प्रक्रिया पढ़ाना।</li> <li>5. समाचार लेखन की प्रक्रिया से परिचित कराना।</li> <li>6. वृत्तचित्र का स्वरूप एवं प्रक्रिया पढ़ाना।</li> </ol>   | <ol style="list-style-type: none"> <li>1. विद्यार्थियों की मौलिक रचना करने में रुचि पैदा होगी। वे रुचि से निबंध लिखेंगे। विद्यार्थी निबंध लिखना पहले से जानते हैं किंतु यहाँ वे और गहराई से इसका अध्ययन करेंगे।</li> <li>2. प्रूफ पठन का सैद्धांतिक एवं व्यावहारिक पक्ष जानेंगे।</li> <li>3. साक्षात्कार लेखन के प्रकार एवं प्रक्रिया से परिचित होंगे। जीवन उपयोगी कला सीखेंगे और आगे चलकर निडरता से किसी भी व्यक्ति का साक्षात्कार ले जाएँगे।</li> <li>4. पुस्तक समीक्षा में रुचि दिखाएँगे। पुस्तक पढ़ते समय मुख्य रूप से जिन मुद्दों को ध्यान में रखना चाहिए उन मुद्दों से रूबरू हो जाएँगे।</li> <li>5. समाचार लेखन से परिचित होंगे।</li> <li>6. वृत्तचित्र से परिचित होंगे। अपनी समझ निर्मित होगी।</li> </ol>  |

| SN | Name of the Subject | Sem | Faculty Name             | Course Objectives   | Course Outcome   |
|----|---------------------|-----|--------------------------|---|--|
| 7  | Geography-VIII      | VI  | Dr. Sagar Mali           | <p>1.To introduce the difference between Weather and Climate along with Its major elements. To Introduce the concept of Climatology and its significance.To Teach how the weather is controlling our daily life and how climate is changes in the world.</p> <p>2.To teach the Atmospheric Composition and the structure of the atmosphere.To explain the major atmospheric factors like: Precipitation, Temperature, Air Pressure and Pressure Belts.To Teach the students the Global Atmospheric Circulation, role of Jet Stream and the Monsoon in Indian Ocean and the climatic classification.</p> <p>3.To Teacher the Overview of Oceanography including: Ocean distribution, relief features, Ocean salinity, Density, Tides and Sea Waves and Ocean currents.</p> | <p>1.Students will be familiar with the Atmosphere, Weather and the Climate.Students will know the how the climate changes with the time and place in the world.</p> <p>2.Students will understood the significance of the climatology and its application in the daily life in different seasons.Students will learn the entire process of the Global atmospheric Circulation and the how the different climatic belts developed in the world.</p> <p>3.In Oceanography, students will know the major Ocean bodies in the world. Students will learn about the relief features in the ocean along with the Ocean Salinity and its distribution, tides, sea waves and the Ocean Currents. At last at the end of course students will be familiar with the Major climatologic and ocean concepts and its relevace with the day to day life.</p> |
| 8  | Geography-IX        | VI  | Mr. Rahul Gawas (THEORY) | <p>1.To make students familiar with the general Indian Geography.</p> <p>2. To train students in analyzing critical developmental issues faced by India.</p> <p>3. To make students aware about the various resource potentials of the country.</p> <p>4. To provide students a sound introduction to futuristic developmental plans of India.</p> <p>5. To prepare students for higher studies in Indian Geography.</p>  | <p>1. The students will be able to get familiar with the Indian Geography in general.</p> <p>2. The students will be able to get aware about resource potentials of the country.</p> <p>3. The students will bw able to analyse the critical developmental issues faced by the country.</p> <p>4. The students will be able to get a sound introduction to the futuristic development plans of India.</p> <p>5. The students will be able to take up higher studies in geography of India.</p>   |



| SN | Name of the Subject | Sem | Faculty Name                     | Course Objectives  | Course Outcome  |
|----|---------------------|-----|----------------------------------|--|---|
| 9  | Geography-X         | VI  | Mr.Rahul<br>Gawas<br>(PRACTICAL) | <ol style="list-style-type: none"> <li>1. To introduce the students with the basics of Remote Sensing.</li> <li>2. To make the students understand application Remote sensing data in solving various geographical problems.</li> <li>3. To make the students study the various components of Aerial Photographs for interpretation.</li> <li>4. To make the students study the various facets of satellite imagery.</li> <li>5. To make the students understand application SATELLITE IMAGERY in solving various geographical problems.</li> <li>6. To introduce the students with GIS and its components.</li> <li>7. To make the students appreciate the applications GIS in geographical studies.</li> <li>8. To train the students for higher application based studies.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students will be able to get introduced with the basics of Remote Sensing.</li> <li>2.The students will be able to understand the application of Remote Sensing in solving geographical problems.</li> <li>3. The students will be able to study the components of Aerial Photographs for geographical interpretation.</li> <li>4. The students will be able to study the facets of satellite imagery.</li> <li>5. The students will be able to understand the application of satellite imagery in geographical studies.</li> <li>6.The students will be able to get introduced with GIS and its components.</li> <li>7. The students will be able to appreciate the application of GIS in geographical inquiry.</li> <li>8. The students will be able to take up the knowledge and understanding for further studies.</li> </ol> |

| SN | Name of the Subject       | Sem | Faculty Name           | Course Objectives  | Course Outcome  |
|----|---------------------------|-----|------------------------|--|---|
| 10 | Assessment and Evaluation | VI  | Dr. Anil Thosare       | <p>The student teachers will be able</p> <p>1.To understand the nature of assessment and evaluation and their role in teaching-learning process.</p> <p>2. To Understand the perspectives of different schools of learning on learning assessment</p> <p>3. To Develop indicators to assess learners performance on different types of tasks</p> <p>4 . To Examine the issues and concerns of assessment and evaluation practices in schools</p> | <p>1. Students explain about the nature of assessment and evaluation</p> <p>2.Students tell about the perspectives of different schools of learning on learning assessment</p> <p>3. Students develop indicators to assess learners performance on different types od tasks.</p> <p>4.Students explain the issues and concerns of assessment and evaluation practices in schools.</p> |
| 11 | English Method            | VI  | Dr. Sonali Shankwalker | <p>1.To enable students to learn the different stages of test construction and administration</p> <p>2.To enable the students to plan diagnostic,achievement and aptitude tests</p> <p>3. To enable students to conduct activities for remediation and enrichment of language learning</p>   | <p>1.Student states the different stages involved in the construction and administration of a test</p> <p>2.Student constructs different diagnostic,achievement and aptitude tests</p> <p>3.Student plans and conducts different activities for remediation and enrichment of language learning</p>   |
| 12 | Marathi Method            | VI  | Mr. Kuldeep Kamat      | <p>1)विविध प्रकारच्या शैक्षणिक साधनांची ओळख करून देणे</p> <p>2)मराठी पाठ्यपुस्तकाचे महत्व आणि निकष लक्षात आणून देणे.</p> <p>3)मराठीचे अध्यापन करताना गरजेनुसार विविध शैक्षणिक साधने वापरण्यास प्रेरित करणे.</p> <p>4)अध्यापनाच्या विविध पध्दतींची ओळख घडविणे व त्याचे उपयोजन करण्यास प्रवृत्त करणे</p>   | <p>1)विविध प्रकारच्या शैक्षणिक साधनांची ओळख करून घेतील.</p> <p>2)मराठी पाठ्यपुस्तकाचे महत्व आणि निकष जाणून घेतील.</p> <p>3)मराठीचे अध्यापन करताना गरजेनुसार विविध शैक्षणिक साधनांचा वापर करतील.</p> <p>4)अध्यापनाच्या विविध पध्दतींची ओळख होईल व त्याचे उपयोजन करण्यास प्रवृत्त होतील.</p>  |

| SN | Name of the Subject | Sem | Faculty Name            | Course Objectives   | Course Outcome  |
|----|---------------------|-----|-------------------------|---|---|
| 13 | Hindi Method        | VI  | Mrs. Renuka Pardesi     | <p>1.To enable the learners to know about importance of textbook and textbook</p> <p>2.To enable the learners to know different skills(RSWL)</p> <p>3.To enable learners to create different teaching games</p>   | <p>1. Learners enhance knowledge about importance of syllabus and textbook</p> <p>2. Learners acquire knowledge of different skills</p> <p>3.Learners will get to know how to apply and enhance Learners language through games</p>   |
| 14 | Geography Method    | VI  |                         | <p>1. Have an overview and integrate the knowledge drawn from various sources History, Geography, Environment, Science and Mathematics.</p> <p>2. Develop understanding about the various pedagogical principles involved in teaching of Geography.</p> <p>3. Develop an understanding of totality of environment and environmental degradation</p>   | <p>1.Student teacher explain co-relation of geography subject with other school subject</p> <p>2. Student teacher using different methods in Teaching of Geography</p> <p>3. Student teacher get knowledge about environment and environment degradation</p>  |
| 15 | History Method      | VI  | Dr. Sonali Shankhwalker | <p>1.To enable students to select and use appropriate teaching methods for developing historical understanding</p> <p>2. To enable students to teach values and empathy through history</p> <p>3. To enable students to use general methods of teaching in different situations</p>   | <p>1.Student selects and uses appropriate teaching methods for developing different historical understanding</p> <p>2.Student plans and executes lessons based on empathy and values</p> <p>3.Student utilises different general methods in the teaching of history in different situations</p>                                     |
| 16 | Practice Teaching   | VI  | Dr. Sonali Shankhwalker |   |   |
| 17 | Community Work      | VI  | Mr. Darshan Kandolkar   | <p>1.The main objective of community development is working to make the students aware of the various problems in a community.</p> <p>2.Provide equality. It gives equal chances and opportunities to bring the resources for their utility. So it provides equality in education, health and also other facilities provided to them.</p> <p>3.It makes them to stand on their own feet. They have to use their resources and make their lives comfortable.</p> | <p>1. Students will be aware of the various problems in a community.</p> <p>2.Students understands that concept of equality in education, health and also other facilities provided to them.</p> <p>3.Students will learn how to be independent and will also know how to use their resources and make their lives comfortable.</p> |

| SN             | Name of the Subject         | Sem | Faculty Name            | Course Objectives   | Course Outcome   |
|----------------|-----------------------------|-----|-------------------------|---|--|
| 18             | Health & Physical Education | VI  | Mr. Shailesh Chodankar  | <ol style="list-style-type: none"> <li>To help the students know about occupational health and occupational diseases</li> <li>To enable students to understand certain communicable and non-communicable diseases</li> <li>To help students to get acquainted with injury management through first Aid</li> </ol> | <ol style="list-style-type: none"> <li>Students know about occupational health and occupational diseases</li> <li>students understand certain communicable and non-communicable diseases</li> <li>students are aware with injury management through first Aid</li> </ol>   |
| 19             | Co-curricular Activity      | VI  | Dr. Sonali Shankhwalker | <ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>  | <ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>   |
| 20             | Marathi VIII                | VI  | YOGITA CHODANKAR        | <ol style="list-style-type: none"> <li>पंडिती साहित्याचे वेगळेपण सांगणे.</li> <li>शाहिरी काव्याचे प्रकार शिकविणे.</li> <li>गोमंतकीय साहित्याची ओळख करून देणे.</li> <li>बखर साहित्यातील शिवपूर्व, शिवकालीन व पेशवेकालीन गद्य कवितेचे वेगळेपण स्पष्ट करणे.</li> </ol>   | <ol style="list-style-type: none"> <li>पंडिती काव्याचा लेखन प्रकार अभ्यासतील.</li> <li>शाहिरी काव्यामार्फत तत्कालीन समाजाचा अभ्यास करतील.</li> <li>गोमंतकीय साहित्याची माहिती प्राप्त करतील.</li> <li>शिवकालीन इतिहास बखर मार्गे जाणून घेतील.</li> </ol>   |
| 21             | Marathi IX                  | VI  | YOGITA CHODANKAR        | <ol style="list-style-type: none"> <li>भरतमुनींच्या नाट्य रसांची ओळख करून देणे.</li> <li>समीक्षा पद्धती व प्रकार शिकविणे.</li> <li>बालकांड चा परिचय करून देणे.</li> <li>भट्ट लोल्लट ई.ची रसनिष्पत्ती शिकवणे.</li> </ol>   | <ol style="list-style-type: none"> <li>नऊ रस अभ्यासतील.</li> <li>प्रत्येक साहित्याकचा समीक्षेच्या दृष्टीने अभ्यास करतील.</li> <li>रासानिष्पत्तीचे स्वरूप जाणून घेतील.</li> <li>ह.मो. मराठे यांच्या साहित्याचा अभ्यास करतील.</li> </ol>   |
| 22             | Marathi X                   | VI  | KAVITA ARUN GAWAS       | <ol style="list-style-type: none"> <li>वाचाकांची पत्रे आणि सदर ह्यातील भेद स्पष्ट करणे.</li> <li>भाषांतराची आवश्यकता सांगून स्वरूप स्पष्ट करणे.</li> <li>पटकथासंदर्भातचे तंत्र स्पष्ट करणे.</li> <li>ग्रंथवाचन व ग्रंथपरीक्षण मधील भेद स्पष्ट करणे.</li> <li>मुद्रित शोधनाच्या खुणा शिकविणे.</li> </ol>           | <ol style="list-style-type: none"> <li>'वाचकांचा पत्रव्यवहार' या सदरासाठी स्वतंत्र लेखन करतील.</li> <li>पटकथा लेखनासाठी प्रवृत्त होतील.</li> <li>एखाद्या कार्यक्रमाची स्मरणिका तयार करतील.</li> <li>साहित्यचर्चा, पुस्तक समीक्षा यांमध्ये सहभागी होतील.</li> <li>मुद्रित शोधनाची कला अवगत करतील.</li> </ol>  |
| <b>SEM VII</b> |                             |     |                         |   |  |
| 1              | History V                   | VII | Yogita Gauns            | <ol style="list-style-type: none"> <li>To enable the students to understand the nature, dynamics and significance of these revolution.</li> <li>To enable the students to analyse the social, political, economic and intellectual changes that were responsible for these revolutions.</li> <li></li> </ol>      | <ol style="list-style-type: none"> <li>Students have acquired knowledge concept of monarchy, Constitutional monarchy, democracy, republic and socialism.</li> <li>Student is able to relate the outcome of world revolutions to contemporary issues regarding economic development, cultural diversity, race, class relations and politics.</li> </ol> |

| SN | Name of the Subject | Sem | Faculty Name          | Course Objectives   | Course Outcome  |
|----|---------------------|-----|-----------------------|---|---|
| 2  | History VI          | VII |                       | <ol style="list-style-type: none"> <li>1. Explain the causes, growth and effects of nationalism in India.</li> <li>2. Examine the growth of communal politics.</li> <li>3. Highlight major political developments in Indian History.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Examine the forces which led to the socio-political unrest in Indian history.</li> <li>2. Appreciate the role and contribution of national leaders and the masses in the Indian National Movement.</li> </ol>   |
| 3  | History VII         | VII | Yogita Gauns          | <ol style="list-style-type: none"> <li>1. To enable the students to understand the foundation, expansion and the decline of the Mughal empire.</li> <li>2. To enable the students to examine the socio – political, economic and cultural aspects of the Mughal dynasty.</li> </ol>                   | <ol style="list-style-type: none"> <li>1. Students have acquired edge about the rise and decline of the Mughal empire.</li> <li>2. Students have learned about the socioeconomic and political life of the Mughal empire.</li> <li>3. Students have analysed the contribution of the Mughal kings in the field of administration, literature, culture, art &amp; architecture.</li> </ol> |
| 4  | Marathi V           | VII | Yogita Chodankar      | <ol style="list-style-type: none"> <li>1. मराठी भाषेचा उगम आणि विस्तार याची माहिती देणे .</li> <li>2. प्राचीन मराठी साहित्याचा परिचय करून देणे</li> <li>3. संत साहित्याची वैशिष्ट्ये सांगणे.</li> <li>4. महानुभाव संप्रदायाचे स्वरूप स्पष्ट करणे.</li> </ol>  | <ol style="list-style-type: none"> <li>1. मराठी भाषेच्या उगमाविषयी माहिती प्राप्त करतील.</li> <li>2. प्राचीन मराठी साहित्याचे महत्व समजून घेतील.</li> <li>3. संत साहित्याचे जतन करतील.</li> <li>4. महानुभाव साहित्याविषयी माहिती प्राप्त करतील .</li> </ol>   |
| 5  | Marathi VI          | VII | Yogita Chodankar      | <ol style="list-style-type: none"> <li>1. काव्याचे स्वरूप सांगणे .</li> <li>2. काव्यलेखनामागील हेतू स्पष्ट करणे.</li> <li>3. काव्य निर्मितीसाठी उपयुक्त कारणांचा परिचय करून देणे.</li> <li>4. शब्दशक्तींचा परिचय करून देणे.</li> </ol>  | <ol style="list-style-type: none"> <li>1. काव्य व इतर लेखन प्रकारातील फरक जाणतील.</li> <li>2. काव्यप्रयोजने समजून घेतील .</li> <li>3. लेखन वेळी काव्य कारणांचा विचार करतील.</li> <li>4. साहित्यनिर्मिती वेळी शब्दशक्तींचा उपयोग करतील.</li> </ol>   |
| 6  | Marathi VII         | VII | Kavita Gawas          | <ol style="list-style-type: none"> <li>1. बातमीची रचना स्पष्ट करणे.</li> <li>2. मुलाखतकाराकडे अवगत असणारी कौशल्ये सांगणे.</li> <li>3. निबंधाची व्याख्या, घटक, प्रकार सांगून चांगल्या निबंधाची वैशिष्ट्ये सांगणे.</li> <li>4. जाहिरातीची संकल्पना स्पष्ट करून माध्यमातील स्थान स्पष्ट करणे.</li> </ol> | <ol style="list-style-type: none"> <li>1. विद्यार्थी वृत्त पत्रासाठी बातमी लेखन करतील.</li> <li>2. जाहिरात लेखन कला शिकतील.</li> <li>3. एखाद्या क्षेत्रातील प्रसिद्ध व्यक्तीची मुलाखत घेतील.</li> <li>4. निबंध लेखन स्पष्टतः भाग घेतील. व स्व विचारांना चालना देतील.</li> </ol>   |
| 7  | Hindi VIII          | VII | Ms. Priyanka Pednekar | <ol style="list-style-type: none"> <li>1. विद्यार्थियों को अनुवाद -साहित्यिक के बारे में बताना ।</li> <li>2. विद्यार्थियों को पत्रलेखन के बारे में जानकारी बताना। कार्यालयीन, आवेदन, नियुक्ति आदि पत्रों को बताना ।</li> <li>3. अँग्रेजी से हिन्दी में अनुवादित शब्दों को जान लेना</li> </ol>         | <ol style="list-style-type: none"> <li>1. विद्यार्थी अनुवाद के बारे में जान लेता है ।</li> <li>2. विद्यार्थी पत्रलेखन के ढांचे को समझ लेता है ।</li> <li>3. अँग्रेजी शब्द तथा हिन्दी शब्दों को जान लेता है ।</li> </ol>   |

| SN | Name of the Subject | Sem | Faculty Name                           | Course Objectives  | Course Outcome   |
|----|---------------------|-----|--|--|--|
| 8  | Konkani V           | VII | MR.<br>DARSHAN<br>SHANKAR<br>KANDOLKAR | <ol style="list-style-type: none"> <li>कार्यालयीन पत्रां म्हळ्यार कितें आनी खंयची ताची वळख करुन दिवप.</li> <li>कोंकणींतल्यान,परिपत्रक,आदेशपत्र,उगडासपत्र,इतिवृत्त,नेमणूकपत्र,अहवाल बरोवपाचो मसुदो आनी आशय शिकोवप.</li> <li>अर्ज लिखाणां विशीं म्हायती दिवन वेगवेगळे प्रकार शिकोवप.</li> </ol>  | <ol style="list-style-type: none"> <li>कार्यालयीन पत्रां म्हळ्यार कितें आनी खंयची ताची वळख जाता.</li> <li>कोंकणींतल्यान,परिपत्रक,आदेशपत्र,उगडासपत्र,इतिवृत्त,नेमणूकपत्र,अहवाल बरोवपाचो मसुदो आनी आशय शिकतात.</li> <li>अर्ज लिखाणां विशीं म्हायती दिवन वेगवेगळे प्रकार शिकतात.</li> </ol>   |
| 9  | Konkani VI          | VII | MR.<br>DARSHAN<br>SHANKAR<br>KANDOLKAR | <ol style="list-style-type: none"> <li>कांदबरी ह्या साहित्यब प्रकाराची इतिहासीक फांटभूंय - भारतीय आनी पाश्चात्य शिकोवप.</li> <li>कोंकणी कांदबरीचो इतिहास शिकोवप.</li> <li>अरण्यकांड ह्या नवलिका अभ्यासप.</li> </ol>  | <ol style="list-style-type: none"> <li>कांदबरी ह्या साहित्यब प्रकाराची इतिहासीक फांटभूंय - भारतीय आनी पाश्चात्य शिकतात.</li> <li>कोंकणी कांदबरीचो इतिहास शिकतात.</li> <li>अरण्यकांड ही नवलिका शिकतात.</li> </ol>   |
| 10 | Konkani VII         | VII | MR.<br>DARSHAN<br>SHANKAR<br>KANDOLKAR |  |  |
| 11 | Hindi V             | VII | Ms. Priya<br>Gosavi                    | <ol style="list-style-type: none"> <li>विद्यार्थियों को हिन्दी साहित्य के काल विभाजन तथा नामकरण की जानकारी देना।</li> <li>विद्यार्थियों को तत्कालीन परिवेश की जानकारी देना।</li> <li>विद्यार्थियों को हिन्दी साहित्य के आदिकाल तथा भक्तिकाल की जानकारी देना।</li> <li>मीराबाई के पदों के माध्यम से मीरा की भक्ति का वर्णन करना।</li> <li>रचना एवं रचनाकार द्वारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त कराना।</li> <li>विद्यार्थी कबीर के व्यक्तित्व तथा उनके साहित्य के बारे में जानकारी देना।</li> </ol> | <ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी साहित्य की पृष्ठभूमी के जान जाएँगे और हिन्दी साहित्य पढ़ने में रुचि लेंगे।</li> <li>आदिकाल के रचनाकारों के साहित्य को पढ़ने की रुचि रखेंगे।</li> <li>विद्यार्थी भक्तिकाल की पृष्ठभूमी के बारे में जान जाएँगे।</li> <li>संतों का साहित्य पढ़ने में रुचि लेंगे।</li> <li>मीरा की भक्ति के बारे में जान जाएँगे।</li> <li>भक्तिकाल के साहित्य में विद्यार्थी रुचि लेंगे।</li> <li>विद्यार्थी आदिकाल तथा भक्तिकाल के रचनाकारों तथा रचनाओं के बारे में जान जाएँगे।</li> <li>विद्यार्थी कबीर के व्यक्तित्व तथा उनके साहित्य के बारे में जान जाएँगे।</li> </ol> |

| SN | Name of the Subject | Sem | Faculty Name     | Course Objectives  | Course Outcome   |
|----|---------------------|-----|------------------|--|--|
| 8  | Hindi VI            | VII | Ms. Priya Gosavi | <ol style="list-style-type: none"> <li>1. विद्यार्थियों को हिन्दी साहित्य के आधुनिक काल की जानकारी देना ।</li> <li>2. विद्यार्थियों को तत्कालीन परिवेश की जानकारी देना ।</li> <li>3. नवजागरण तथा समाज सुधार संस्थाओं के बारे में जानकारी प्राप्त कराना ।</li> <li>4. आधुनिक हिन्दी काव्य की सामान्य प्रवृत्तियों की जानकारी देना । जैसे –<br/>1. भारतेंदु युग, 2. द्विवेदी युग, 3. छायावाद, 4. प्रगतिवाद 5. प्रयोगवाद<br/>तथा नई कविता एवं समकालीन काव्य के बारे में बताना ।</li> <li>5. विद्यार्थियों आधुनिक काल के साहित्यकार तथा उनके कृतियों की जानकारी प्रदान करना ।</li> <li>6. राजेश जोशी की कविताओं की जानकारी देना ।</li> <li>7. विद्यार्थियों को रचनाकारों की विभिन्न विधाओं की जानकारी देना ।</li> <li>8. विद्यार्थियों को विशेष अध्ययन के लिए निर्धारित कवि केदारनाथ सिंह की कविताओं की जानकारी देना और उनको पढ़ाना ।</li> </ol> | <ol style="list-style-type: none"> <li>1. विद्यार्थी हिन्दी साहित्य के आधुनिक काल के बारे में जान जाएँगे ।</li> <li>2. विद्यार्थी समाज सुधार के लिए प्रयत्नशील रहेंगे ।</li> <li>3. विद्यार्थी हिन्दी साहित्य के आधुनिक काल की जानकारी प्राप्त करेंगे ।</li> <li>4. विद्यार्थी आधुनिक हिन्दी काव्य की सामान्य प्रवृत्तियों जान जाएँगे ।</li> <li>5. विद्यार्थी आधुनिक काल के साहित्यकार तथा उनके कृतियों को पढ़ने में रूची रखेंगे।</li> <li>6. विद्यार्थी राजेश जोशी की कविताओं को पढ़ने में रूची रखेंगे</li> <li>7. रचना एवं रचनाकार द्वारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त होगी ।</li> </ol> |
| 9  | Hindi VII           | VII |                  | <ol style="list-style-type: none"> <li>1. विद्यार्थियों को अनुवाद -साहित्यिक के बारे में बताना ।</li> <li>2. विद्यार्थियों को पत्रलेखन के बारे में जानकारी बताना। कार्यालयीन, आवेदन, नियुक्ति आदि पत्रों को बताना ।</li> <li>3. अँग्रेजी से हिन्दी में अनुवादित शब्दों को जान लेना</li> </ol>  | <ol style="list-style-type: none"> <li>1. विद्यार्थी अनुवाद के बारे जान लेता है ।</li> <li>2. विद्यार्थी पत्रलेखन के ढांचे को समझ लेता है ।</li> <li>3. अँग्रेजी शब्द तथा हिन्दी शब्दों को जान लेता है ।</li> </ol>  |

| SN | Name of the Subject  | Sem | Faculty Name           | Course Objectives   | Course Outcome  |
|----|----------------------|-----|------------------------|---|---|
| 10 | Learner and Learning | VII | Dr.Manisha V. Kulkarni | <p>The course will enable the student teachers to:</p> <ul style="list-style-type: none"> <li>•acquire knowledge of the different aspects of the learner and the learning process.</li> <li>•learn ways of applying the principles of Educational Psychology to a typical classroom situation.</li> <li>•foster self learning, creativity and thinking in learners.</li> <li>•develop theoretical perspectives and an understanding of dimensions and stages of human development and understand individual differences among the learners.</li> <li>•understand adolescence stage of human development.</li> <li>•reflect on their own implicit understanding of the nature and kinds of learning.</li> <li>•explore teaching strategies to address diversity of students in a classroom.</li> </ul> | <ul style="list-style-type: none"> <li>•Students gain knowledge about different aspects of the learner and the learning process.</li> <li>•Students learn the different ways of applying the principles of Educational Psychology to a typical classroom situation.</li> <li>•Students gain knowledge about fostering self learning, creativity and thinking in learners.</li> <li>•Students gain knowledge about development of theoretical perspectives and an understanding of dimensions and stages of human development and understand individual differences among the learners.</li> <li>•Students understand adolescence stage of human development.</li> <li>•Students reflect on their own implicit understanding of the nature and kinds of learning.</li> <li>•Students explore teaching strategies to address diversity of students in a classroom.</li> </ul> |
| 11 | Marathi Method       | VII |                        | <p>1.मराठीभाषा अध्यापनात पाठ नियोजनाचे महत्व समजण्यास मदत करणे.<br/>2.घटक नियोजन व वार्षिक नियोजन कसे करावे याविषयी मदत करणे. 3. मराठीच्या अध्यापनात वेगवेगळ्या भाषा उपक्रमांचे आयोजन करण्यास मदत करणे.</p>   | <p>1.मराठीभाषा अध्यापनात पाठ नियोजनाचे महत्व जाणून घेतील. 2.घटक नियोजन व वार्षिक नियोजन कसे करावे याविषयी माहिती प्राप्त करतील. 3. मराठीच्या अध्यापनात वेगवेगळ्या भाषा उपक्रमांचे आयोजन करतील.</p>  |
| 12 | English Method       | VII | Dr. Sonali Shankwalker | <p>1.To enable the students to distinguish between teaching language and literature<br/>2.To enable the students to use technology enhanced viewing devices<br/>3.To enable the students to select texts and perform an effective model reading</p>   | <p>1.The student distinguishes between the teaching of language and literature<br/>2.Student uses different technology enhanced viewing devices in the teaching learning process<br/>3.Student selects appropriate texts and performs effective model reading</p>   |



| SN | Name of the Subject | Sem | Faculty Name         | Course Objectives   | Course Outcome   |
|----|---------------------|-----|----------------------|---|--|
| 13 | Hindi Method        | VII | Mrs. Renuka Pardeshi | 1.To enable learners to know about different evaluation system<br>2.To enable learners to know about diagnosis test and oral test<br>3. To enable learners 'Teen aayaami takta"   | 1.The student distinguishes between the teaching of language and literature<br>2.Student uses different technology enhanced viewing devices in the teaching learning process<br>3.Student selects appropriate texts and performs effective model reading   |
| 14 | Konkani Method      | VII | Ms. Pradnya Tari     | 1. कोंकणी भाशा अध्यापनांत पाठ नियोजनाचें म्हत्व समजपाक आदार करप.<br>2. विद्यार्थ्यांक घटक नियोजन आनी वर्सुकी नियोजनाविशीं आकलन जातलें.<br>3. कोंकणीचें अध्यापन करतना विंगड-विंगड अभ्यासानुवर्ती उपक्रमाचें आयोजन करपाक शिकतली.  | 1. कोंकणी भाशा अध्यापनांत पाठ नियोजनाचें म्हत्व समजून घेतला.<br>2. विद्यार्थ्यांक घटक नियोजन आनी वर्सुकी नियोजनाविशीं आकलन जाला.<br>3. कोंकणीचें अध्यापन करतना विंगड-विंगड अभ्यासानुवर्ती उपक्रमाचें आयोजन करतात.  |
| 15 | History Method      | VII | Dr. Anil Thosare     | 1. Equipping students with the knowledge and skill of selecting and preparing assessment tools and techniques in history.<br>2. Helping students in preparing different types of test items for history question papers.<br>3. Helping students to understand the strength and weakness of History Questions papers of different Boards.<br>4. Making students understand the needs and means of professional development in teaching profession. | 1. Students prepare different types of test items for history question papers<br>2. Students explain the needs and means of professional development in teaching profession.<br>3. Students explain the structure/ organization of History textbooks in different standard.<br>4.Students prepare different types of test items for history question papers. |

| SN | Name of the Subject | Sem | Faculty Name          | Course Objectives   | Course Outcome   |
|----|---------------------|-----|-----------------------|---|--|
| 16 | Geography Method    | VII |                       | 1. Understand the similarities and differences among lesson plan. Unit Plan & Year Plan.<br>2. Develop the skills of using different plans in teaching Geography.<br>3. Understand the value of Geography Teacher.<br>4. Enhance and enrich of school level Geographical Content.<br>5. Develop an understanding of geography of India and Goa. | 1. Student teacher prepare Year plan, Unit Plan & Lesson plan<br>2. Student teacher explain the qualities and qualification for geography teacher<br>3. Student teacher explain about geography of India and Goa |
| 17 | Practice Teaching   | VII | Dr.Sonali Shankwalker | 1.To enable students to Plan technically appropriate lesson plans<br>2.To enable students to plan lessons based on the selected content<br>3.To enable students to execute the lessons as planned   | 1.Student plans technically appropriate lesson plan<br>2.Student plans the lesson based on the selected content<br>3.Student executes the lesson as planned  |
|    |                     |     |                       |   | 2. To Make students to understand the needs and means of professional development in teaching profession.  |

**SEM VIII**

| SN | Name of the Subject | Sem  | Faculty Name | Course Objectives  | Course Outcome  |
|----|---------------------|------|--------------|--|---|
| 1  | History VIII        | VIII | Yogita Gauns | 1. To enable the students to analyse the history of Marathas as nucleolus of power in Western India.<br>2. To enable the students to acquire knowledge about the rise of the Peshwas.<br>3. To enable the students to understand political, administrative and socio-economic structure of the Marathas. 4.To enable the students to analyse the process of rise and fall of Marathas. |   |
| 2  | History IX          | VIII |              |  | 2. To Equip students in preparing instructional strategies in the units of History textbooks. |

| SN | Name of the Subject | Sem  | Faculty Name                 | Course Objectives   | Course Outcome  |
|----|---------------------|------|------------------------------|---|---|
| 3  | History X           | VIII | Yogita Gauns                 | <ol style="list-style-type: none"> <li>1.To provide students with comprehensive understanding of European history from 1815 to 1945.</li> <li>2.To enable the students to understand the formation of the nation state, rise of dictatorship and imperialism.</li> <li>3.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Students have acquired knowledge about the key historical event and process that took place in Europe from 1815 to 1945.</li> <li>2.Students analysed the social, political, economic and intellectual changes in Europe.</li> <li>3.Students have analyze the impact of the World Wars, colonization, imperialism and UNO which are very relevant even today.</li> </ol> |
| 4  | Marathi VIII        | VIII | YOGITA CHODANKAR             | <ol style="list-style-type: none"> <li>1. पंडिती साहित्याचे वेगळेपण सांगणे.</li> <li>2. शाहिरी काव्याचे प्रकार शिकविणे.</li> <li>3.गोमंतकीय साहित्याची ओळख करून देणे.</li> <li>4 .बखर साहित्यातील शिवपूर्व, शिवकालीन व पेशवेकालीन गद्य कवितेचे वेगळेपण स्पष्ट करणे.</li> </ol>  | <ol style="list-style-type: none"> <li>1.पंडिती काव्याचा लेखन प्रकार अभ्यासतील.</li> <li>2.शाहिरी काव्यामार्फत तत्कालीन समाजाचा अभ्यास करतील.</li> <li>3.गोमंतकीय साहित्याची माहिती प्राप्त करतील.</li> <li>4. शिवकालीन इतिहास बखर मार्गे जाणून घेतील.</li> </ol>   |
| 5  | Marathi IX          | VIII | YOGITA CHODANKAR             | <ol style="list-style-type: none"> <li>1.भरतमुनींच्या नाट्य रसांची ओळख करून देणे.</li> <li>2.समीक्षा पद्धती व प्रकार शिकविणे.</li> <li>3. बालकांड चा परिचय करून देणे.</li> <li>4. भट्ट लोल्लट ई.ची रसनिष्पत्ती शिकवणे.</li> </ol>   | <ol style="list-style-type: none"> <li>1.नऊ रस अभ्यासतील.</li> <li>2. प्रत्येक साहित्याकचा समीक्षेच्या दृष्टीने अभ्यास करतील.</li> <li>3. रासानिष्पत्तीचे स्वरूप जाणून घेतील.</li> <li>4. ह.मो. मराठे यांच्या साहित्याचा अभ्यास करतील.</li> </ol>   |
| 6  | Marathi X           | VIII | KAVITA ARUN GAWAS            | <ol style="list-style-type: none"> <li>1.वाचाकांची पत्रे आणि सदर ह्यातील भेद स्पष्ट करणे.</li> <li>2.भाषांतराची आवश्यकता सांगून स्वरूप स्पष्ट करणे.</li> <li>3.पटकथासंदर्भातचे तंत्र स्पष्ट करणे.</li> <li>4. ग्रंथवाचन व ग्रंथपरीक्षण मधील भेद स्पष्ट करणे. 5</li> <li>5. मुद्रित शोधनाच्या खुणा शिकविणे.</li> </ol>                           | <ol style="list-style-type: none"> <li>1.‘वाचकांचा पत्रव्यवहार ’ या सदरासाठी स्वतंत्र लेखन करतील.</li> <li>2. पटकथा लेखनासाठी प्रवृत्त होतील.</li> <li>3.एखाद्या कार्यक्रमाची स्मरणिका तयार करतील.</li> <li>4. साहित्यचर्चा, पुस्तक समीक्षा यांमध्ये सहभागी होतील.</li> <li>5. मुद्रित शोधनाची कला अवगत करतील.</li> </ol>   |
| 7  | Konkani -VIII       | VIII | MR.DARSHAN SHANKAR KANDOLKAR | <ol style="list-style-type: none"> <li>1.कोंकणीच्या परीभाशीक उतरावळ- मंत्रीपदांउद्देग धंदे,कांयगिन्यानाचे फांटे आदी उतरांची वळख जाता.</li> <li>2.कोंकणीत मुद्रीत शोधन कशें करप आनी तें करतना खंयच्यो गजाली मतीन दवरप हें शिकोवप.</li> <li>3.कोंकणीतल्यान वेगवेगळे आमंत्रपत्राची म्हायती दिवन,त्यो बरोवपाच्यो वेगवेगळे पध्दती शिकोवप.</li> </ol> | <ol style="list-style-type: none"> <li>1.विद्यार्थी कोंकणीच्या परीभाशीक उतरावळ-मंत्रीपदांउद्देग धंदे,कांयगिन्यानाचे फांटे आदी उतरांची उपेग करपाक शिकतात.</li> <li>2.कोंकणीत मुद्रीत शोधन कशें करप ते कळून ताचो उपेग करपाक शिकतात.</li> <li>3.कोंकणीतल्यान वेगवेगळे आमंत्रपत्राची बरोवपाच्यो वेगवेगळे पध्दती शिकतात.</li> </ol>  |
| 8  | Konkani -XI         | VIII | MR.DARSHAN SHANKAR KANDOLKAR |   |   |

| SN | Name of the Subject | Sem  | Faculty Name                 | Course Objectives   | Course Outcome   |
|----|---------------------|------|------------------------------|---|--|
| 9  | Konkani -X          | VIII | MR.DARSHAN SHANKAR KANDOLKAR | <ol style="list-style-type: none"> <li>1.कोंकणी मोडींतल्या भास आनी साहित्याचें योगदान विशीं शिकोवप.</li> <li>2.कोंकणी भाशीक चळवळ खोलायेन शिकोवप.</li> <li>3.कोंकणींतलें आर्विल्लें साहित्य विशीं खोलायेन शिकोवप.</li> </ol>   | <ol style="list-style-type: none"> <li>1.कोंकणी मोडींतल्या भास आनी साहित्याचें योगदान विशीं शिकतात.</li> <li>2.कोंकणी भाशीक चळवळ खोलायेन शिकतात.</li> <li>3.कोंकणींतलें आर्विल्लें साहित्य विशीं खोलायेन शिकतात.</li> </ol>  |
| 10 | Konkani method      | VIII | MS.PRADNYA TARI              | <ol style="list-style-type: none"> <li>1. विद्यार्थ्यांक मौखीक मुल्यांकन आनी लिखित मुल्यांकनाची तंत्रा समजूपाक आनी उपेग करपाक मदत जाता.</li> <li>2. भाशेचेर आदारीत निदानात्मक चांचणी आनी संपादन चांचणी रचपाक शिकतली.</li> </ol>   | <ol style="list-style-type: none"> <li>1. विद्यार्थ्यांक मौखीक मुल्यांकन आनी लिखित मुल्यांकनाची तंत्रा समजल्यात आनी तांचो उपेग करतात.</li> <li>2. भाशेचेर आदारीत निदानात्मक चांचणी आनी संपादन चांचणी रचतात.</li> </ol>   |
| 7  | Hindi VIII          | VIII |                              | <ol style="list-style-type: none"> <li>1.रीतिकाल के के बारे में जानकारी प्रदान करना ।</li> <li>2.रीतिकाल के राजनैतिक, सामाजिक, धार्मिक, सांस्कृतिक परिवेश का तत्कालीन साहित्य पर प्रभाव के बारे में बताना ।</li> <li>3. रीतिकाल के रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य : सामान्य विशेषताओं की जानकारी देना ।</li> <li>4.विद्यार्थियों को छंद तथा वर्णिक की जानकारी देना।</li> <li>5.विद्यार्थियों को अलंकारों की जानकारी प्रदान कराना ।</li> <li>6.रचना एवं रचनाकार व्दारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त कराना ।</li> <li>7.विद्यार्थियों को बिहारी, मतिराम, देव, पद्माकर, घनानंद एवं भूषण के व्यक्तित्व तथा उनके साहित्य के बारे में जानकारी देना ।</li> </ol> | <ol style="list-style-type: none"> <li>1.विद्यार्थी रीतिकाल के रचनाकारों के साहित्य को पढ़ने की रूचि रखेंगे ।</li> <li>2.विद्यार्थी रीतिकाल के राजनैतिक, सामाजिक, धार्मिक, सांस्कृतिक परिवेश का तत्कालीन साहित्य पर प्रभाव को जानेंगे ।</li> <li>3.विद्यार्थी रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य : सामान्य विशेषताओं की जानकारी प्राप्त करेंगे ।</li> <li>4.विद्यार्थी छंद और वर्णिक की जानकारी प्राप्त करेंगे ।</li> <li>5.विद्यार्थी अलंकारों की जानकारी प्राप्त करेंगे ।</li> <li>6.विद्यार्थी रीतिकाल के साहित्य के बारे में जान जाएँगे ।</li> <li>7.बिहारी, मतिराम, देव, पद्माकर, घनानंद एवं भूषण तथा बिहारी के छंदों के बारे में जानेंगे ।</li> </ol> |

| SN | Name of the Subject  | Sem  | Faculty Name          | Course Objectives  | Course Outcome   |
|----|----------------------|------|-----------------------|--|--|
| 8  | Hindi IX             | VIII |                       | <ol style="list-style-type: none"> <li>1.विद्यार्थियों को हिन्दी साहित्य के आधुनिक काल की जानकारी देना ।</li> <li>2.विद्यार्थियों को आधुनिक हिन्दी गद्य का उद्भव एवं विकास की जानकारी देना ।</li> <li>3.आधुनिक काल के कथा साहित्य – कहानी एवं विकास, निबंध साहित्य तथा नाटक एवं रंगमंच साहित्य के बारे में जानकारी प्रदान करना ।</li> <li>4.आधुनिक हिन्दी की सामान्य रचनाओं की जानकारी देना ।</li> <li>5.सामान्य परिचय द्वारा विद्यार्थियों को रचनाकारों के अनेक रचनाओं के बारे में जानकारी देना ।</li> <li>6.विद्यार्थियों को रचनाकारों की विभिन्न विधाओं की जानकारी देना ।</li> <li>7.विशेष अध्ययन के लिए निर्धारित नाटक – कबीरा खड़ा बाज़ार में – भीष्म सहानी का नाटक पढ़ने में रुचि पैदा करना ।</li> </ol> | <ol style="list-style-type: none"> <li>1.विद्यार्थी हिन्दी साहित्य के आधुनिक काल के बारे में जान जाएँगे ।</li> <li>2.विद्यार्थी आधुनिक काल के कथा साहित्य –कहानी एवं विकास, निबंध साहित्य तथा नाटक एवं रंगमंच साहित्य के बारे में जानकारी प्राप्त करेंगे ।</li> <li>3.विद्यार्थी आधुनिक हिन्दी काव्य की सामान्य प्रवृत्तियों को जान जाएँगे ।</li> <li>4.विद्यार्थी आधुनिक काल के साहित्यकार तथा उनके कृतियों को पढ़ने में रूची रखेंगे।</li> <li>5.रचना एवं रचनाकार द्वारा विद्यार्थियों को उनके अनेक रचनाओं के बारे में जानकारी प्राप्त होगी ।</li> <li>6.विद्यार्थी साहित्यकार के व्यक्तित्व तथा उनके साहित्य के बारे में जानकारी प्राप्त करेंगे।</li> <li>7.विशेष अध्ययन के लिए निर्धारित नाटक –कबीरा खड़ा बाज़ार में – भीष्म सहानी का नाटक पढ़ने में विद्यार्थी रूची पैदा करेंगे ।</li> </ol> |
| 9  | Hindi X              | VIII | Ms. Priyanka Pednekar | <ol style="list-style-type: none"> <li>1. विद्यार्थियों को निबंध विधा से परिचित कराना।</li> <li>2. विद्यार्थियों को प्रूफ शोधन पर मार्गदर्शित कराना।</li> <li>3. साक्षात्कार लेखन क्या है और किस तरह से उसमें कार्य होते हैं, इससे अवगत कराना।</li> <li>4. पुस्तक समीक्षा के प्रकार एवं प्रक्रिया पढ़ाना।</li> <li>5. समाचार लेखन की प्रक्रिया से परिचित कराना।</li> <li>6. वृत्तचित्र का स्वरूप एवं प्रक्रिया पढ़ाना।</li> </ol>  | <ol style="list-style-type: none"> <li>1. विद्यार्थियों की मौलिक रचना करने में रुचि पैदा होगी। वे रुचि से निबंध लिखेंगे। विद्यार्थी निबंध लिखना पहले से जानते हैं किंतु यहाँ वे और गहराई से इसका अध्ययन करेंगे।</li> <li>2. प्रूफ पठन का सैद्धांतिक एवं व्यावहारिक पक्ष जानेंगे।</li> <li>3. साक्षात्कार लेखन के प्रकार एवं प्रक्रिया से परिचित होंगे। जीवन उपयोगी कला सीखेंगे और आगे चलकर निडरता से किसी भी व्यक्ति का साक्षात्कार ले जाएँगे।</li> <li>4. पुस्तक समीक्षा में रुचि दिखाएँगे। पुस्तक पढ़ते समय मुख्य रूप से जिन मुद्दों को ध्यान में रखना चाहिए उन मुद्दों से रूबरू हो जाएँगे।</li> <li>5. समाचार लेखन से परिचित होंगे।</li> <li>6. वृत्तचित्र से परिचित होंगे। अपनी समझ निर्मित होगी।</li> </ol>   |
| 10 | Capacity Development | VIII |                       | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>   | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>   |

| SN | Name of the Subject      | Sem  | Faculty Name             | Course Objectives   | Course Outcome   |
|----|--------------------------|------|--------------------------|---|--|
|    | Inclusive Education      | VIII | Mr. Gautam G. Gaude      | <ol style="list-style-type: none"> <li>1. To enable teacher trainees to understand the philosophy of inclusive education</li> <li>2. To enable teacher trainees to understand the legal provisions for inclusive education (international and national)</li> <li>3. To enable teacher trainees to modify curriculum to include children with disabilities mentioned in the paper</li> <li>4. To enable teacher trainees to create an inclusive environment in the school</li> <li>5. To sensitize teacher trainees about the challenges faced by children with disabilities (five disabilities specified).</li> </ol> | <p>By the end of the course, the student will be familiar with:</p> <ol style="list-style-type: none"> <li>1. The philosophy of inclusive education</li> <li>2. The legal provisions for inclusive education (international and national)</li> <li>3. Challenges faced by children with disabilities (five disabilities specified)</li> <li>4. Curriculum modifications necessary to include children with disabilities mentioned in the paper</li> <li>5. Creating an inclusive environment in the school.</li> </ol> |
|    | Guidance and Counselling | VIII | Mr. Kuldeep Kamat        | <ol style="list-style-type: none"> <li>1. To enable learners to understand the concept of Guidance and counseling</li> <li>2. To enable learners to understand the concept, need principle, strategies and devices used for Guidance</li> <li>3. To enable learners to develop an understanding of the process, skills and strategies of counseling</li> </ol>  | <p>By the end of the course, the student will be familiar with:</p> <ol style="list-style-type: none"> <li>1. Need, importance and types of Guidance</li> <li>2. process, skills and strategies of counseling</li> <li>3. concept and strategies for career guidance and job satisfaction</li> <li>4. psychological issues faced by adolescents and strategies to help them cope</li> </ol>  |
| 11 | Marathi Method           | VIII |                          | <ol style="list-style-type: none"> <li>1. मराठीभाषा अध्यापनात पाठ नियोजनाचे महत्व समजण्यास मदत करणे.</li> <li>2. घटक नियोजन व वार्षिक नियोजन कसे करावे याविषयी मदत करणे.</li> <li>3. मराठीच्या अध्यापनात वेगवेगळ्या भाषा उपक्रमांचे आयोजन करण्यास मदत करणे.</li> </ol>  | <ol style="list-style-type: none"> <li>1. मराठीभाषा अध्यापनात पाठ नियोजनाचे महत्व समजण्यास मदत करणे.</li> <li>2. घटक नियोजन व वार्षिक नियोजन कसे करावे याविषयी मदत करणे.</li> <li>3. मराठीच्या अध्यापनात वेगवेगळ्या भाषा उपक्रमांचे आयोजन करण्यास मदत करणे.</li> </ol>   |
| 12 | English Method           | VIII | Dr. Sonali Shannkhwalker | <ol style="list-style-type: none"> <li>1. To enable students to know how languages are learnt</li> <li>2. To enable students to acquaint themselves with motivations which learners have for learning english</li> <li>3. To enable students to take into account different factors which are involved in the learning of english</li> </ol>  | <ol style="list-style-type: none"> <li>1. student explain the process involved in the learning of languages</li> <li>2. Student states the different factors involved in the learning of english</li> <li>3. Student explains the different types of motivation which students have for learning english</li> </ol>  |

| SN | Name of the Subject | Sem  | Faculty Name          | Course Objectives  | Course Outcome   |
|----|---------------------|------|-----------------------|--|--|
| 13 | Hindi Method        | VIII | Mrs Renuka Pardeshi   | 1.To enable learners to know about different evaluation system<br>2.To enable learners to know about diagnosis test and oral test<br>3. To enable learners 'Teen aayami takta"   | 1.Learners will enhance process of different test<br>2.Lerners will develop understanding of different test<br>3. Learners will understand importance of "Teen Aayami Takta"   |
| 15 | History Method      | VIII | Dr. Anil T. Thosare   | 1. Helping students understanding the structure/ organization of History textbooks in different standard.<br>2.Equipping students in preparing instructional strategies in the units of History textbooks.<br>3.Helping students in gaining knowledge relevant to school history                 | 1. Student explain the structure/ organization of History textbooks in different standard.<br>2. Students prepare instructional strategies in the units of History textbooks.<br>3.Students acquires knowledge relevant to school history  |
| 16 | Geography Method    | VIII |                       | 1. Describe the various assessment tools<br>2. Describe the importance of Geography resources<br>3. Equip with the evaluation skills.  | 1.Student teacher prepare and use various assessment tools<br>2.Student teacher explain the importance of Geography resources<br>3.Student teacher use different evaluation tools  |
| 17 | Practice Teaching   | VIII | Dr.Sonali Shankwalker | 1.1.To enable students to Plan technically appropriate lesson plans<br>2.To enable students to plan lessons based on the selected content<br>3.To enable students to execute the lessons as planned  | .<br>1.Student plans technically appropriate lesson plan<br>2.Student plans the lesson based on the selected content<br>3.Student executes the lesson as planned   |
| 18 | English-VIII        | VIII | Dr. Sangeeta.Dessi    | 1. To expose the teacher trainees to alternative literature produced by the marginalized voices.<br>2. To acquaint the teacher trainees with the socio-cultural background of the marginalised new voices of literature.<br>3. To examine the literary texts written by the emerging new voices. | 1. Teacher trainees will comprehend the concept of the marginalised voice in literature.<br>2. Teacher trainees will be versed about the socio-cultural background of the 'New Voices'.<br>3. Teacher trainees will be able to analyse the literary texts written by the marrginalised voices. |

| SN | Name of the Subject | Sem  | Faculty Name        | Course Objectives  | Course Outcome   |
|----|---------------------|------|---------------------|--|--|
| 19 | English-X           | VIII | Dr. Sangeeta.Dessai | <ol style="list-style-type: none"> <li>1. To acquaint the teacher trainees to Indian literature in English and in translation from regional languages.</li> <li>2. To examine the various genres of Indian literature in English.</li> <li>3. To perceive the difference between Indian literature and its western counterpart.</li> </ol> | <ol style="list-style-type: none"> <li>1. Familiarization with the concept of Indian literature in English.</li> <li>2. Understanding of the various genres of Indian literature.</li> <li>3. Perceive the distinctiveness of Indian literature from its western counterpart.</li> </ol> |