

**LOKNETE GOPINATHJI MUNDE ARTS, COMMERCE. & SCIENCE COLLEGE  
MANDANGAD, DIST. RATNAGIRI- 415 203. (M.S.)**

**COURSE OUTCOMES**

**DEPARTMENT OF MARATHI**

| Sr. No. | Programme/<br>semester | Course &<br>Course Code           | Course Outcomes   |
|---------|------------------------|-----------------------------------|---|
| १       | बी.ए.<br>पहिले सत्र    | मराठी (अनिवार्य)<br>१.१८१२ १११४   | <p>अ) 'वडीलघारी माणसे' या व्यक्तिचित्रणाचा अभ्यास या अभ्यासातून विविध अभ्यासक, प्राध्यापक, संशोधक, संगीतकार, गायक आदी मान्यवरांच्या चरित्राचा अभ्यास केल्यानंतर त्यांच्या कर्तृत्वाचा विद्यार्थ्यांना आदर्शवत वाटला. अभ्यास झाल्यामुळे विद्यार्थ्यांचा सामाजिक दृष्टिकोन प्रगल्भ होतो. विद्यार्थ्यांना मराठी भाषेच्या प्रादेशिक पैलूंची ओळख होऊन त्यांची भाषा आणखी संपन्न होते.</p> <p>ब) विद्यार्थ्यांना मराठी भाषेचे लेखनाचे नियम व विरामचिन्हांची चांगली ओळख होते व त्यातून त्यांचे लेखन कौशल्य सुधारते. वर्तमानपत्रासाठी वृत्तलेखन, वृत्तांतलेखन, अर्जलेखन आणि भाषांतराच्या सरावामुळे दृकश्राव्य माध्यम आणि वर्तमानपत्रातील आणि भाषांतराच्या व्यावसायिक संघीसाठी विद्यार्थ्यांची तयारी होते या बाबतीत विद्यार्थी पारंगत होते.</p> |
| २       | बी.ए. सत्र दुसरे       | मराठी (अनिवार्य)<br>१.१८१२ २११४   | <p>अ) 'नापास मुलांची गोष्ट' यातून नापास झालेल्या आणि आयुष्यात मोठमोठ्या पदावर काम करणा-या, राजकीय पटलावर आणि एकूण देशाच्या राजकारणात स्वतःच्या व्यक्तिमत्त्वाचा ठसा उमटविणा-या अशा अनेक महनीय व्यक्तींचे अनुभव अशा अभ्यासातून विद्यार्थ्यांच्या जाणिवेला प्रगल्भ होतात.</p> <p>ब) व्यावहारिक मराठी दैनंदिन आणि व्यवहारी कामकाजासाठी या घटकांचा अभ्यास विद्यार्थ्यांना उपयुक्त ठरतो आणि सारांश लेखन, उताऱ्याखालील प्रश्नांची उत्तरे, वर्तमानपत्रासाठी जाहिरात लेखन, इतिवृत्तलेखन, निबंध लेखन यातून विद्यार्थ्यांचे व्यावहारिक ज्ञान विकसित होते. त्यांना त्यातून नोकरीच्या संधी देखील उपलब्ध होऊ शकतात.</p>  |
| ३       | बी.ए.<br>पहिले सत्र    | मराठी (अनिवार्य)<br>१.१८१२ १११४   | <p>अ) निवड कथांचा अभ्यास कथांच्या अभ्यासातून दलित, ग्रामीण, शहरी, मानसशास्त्रीय जाणिवेचा अभ्यास झाल्यामुळे विद्यार्थ्यांचा सामाजिक दृष्टिकोन प्रगल्भ होतो. विद्यार्थ्यांना मराठी भाषेच्या प्रादेशिक पैलूंची ओळख होऊन त्यांची भाषा आणखी संपन्न होते.</p> <p>ब) विद्यार्थ्यांना मराठी भाषेचे लेखनाचे नियम व विरामचिन्हांची चांगली ओळख होते व त्यातून त्यांचे लेखन कौशल्य सुधारते. वृत्तलेखन, वृत्तांतलेखन, आणि भाषांतराच्या सरावामुळे दृकश्राव्य माध्यम आणि वर्तमानपत्रातील आणि भाषांतराच्या व्यावसायिक संघीसाठी विद्यार्थ्यांची तयारी होते या बाबतीत विद्यार्थी पारंगत होते.</p>   |
| ४       | बी.ए.<br>दुसरे सत्र    | मराठी (अनिवार्य)<br>१.१८१२ २११४   | <p>अ) मराठी भाषेतील निवडक कवितांचा अभ्यास आधुनिक मराठी साहित्यातील नवसाहित्यानंतरच्या निवडक आधुनिक मराठी कवितांच्या अभ्यासातून विद्यार्थ्यांच्या काव्यविषयक जाणिवेला प्रगल्भ होतात.</p> <p>ब) व्यावहारिक मराठी दैनंदिन आणि व्यवहारी कामकाजासाठी या घटकांचा अभ्यास विद्यार्थ्यांना उपयुक्त ठरतो. अर्जलेखन करणे आणि सारांश लेखन, उताऱ्याखालील प्रश्नांची उत्तरे, वर्तमानपत्रासाठी जाहिरात लेखन, इतिवृत्तलेखन, निबंध लेखन यातून विद्यार्थ्यांचे व्यावहारिक ज्ञान विकसित होते. त्यांना त्यातून नोकरीच्या संधी देखील उपलब्ध होऊ शकतात.</p>   |
| ५       | बी.ए.<br>पाचवे सत्र    | साहित्य आणि समाज<br>१.१८१२ .११०३४ | <p>साहित्य, समाज, संस्कृती या संकल्पना व त्यांचा परस्पर संबंधाचे स्वरूप अभ्यास असल्यामुळे विद्यार्थ्यांच्या समाज जाणिवेला प्रगल्भ होतात. तेन, मार्क्स यांचे सिध्दांत, मानवतावाद, मार्क्सवाद, स्त्रीवाद, आंबेडकरवाद या विचारप्रणालींशी विद्यार्थ्यांची तोंड ओळख झाल्यामुळे सामाजिक बांधिलकीचे भान निर्माण होण्यास मदत होते. स्त्रीवादी कादंबरी 'भिन्न' अभ्यासल्यामुळे स्त्रियांविषयी आदर, त्यांना समजून घेण्याची वृत्ती वाढण्यास मदत होते. 'दृश्य नसलेल्या दृश्यात' या महानगरीय जाणिवेच्या कविता अभ्यासल्यामुळे महानगरीय जीवनाची ओळख होण्यास मदत होते.</p>   |
| ६       | बी.ए.<br>सहावे सत्र    | साहित्य आणि समाज<br>१.१८१२ .१६०३४ | <p>महाराष्ट्रातील सामाजिक स्थित्यंतरे आणि मराठी साहित्य यांचा अभ्यास झाल्यामुळे विद्यार्थ्यांच्या समाजाबद्दलच्या जाणिवेला अधिक समृद्ध होतात. ग्रामीण साहित्य दलित साहित्य यांच्या अभ्यासातून विद्यार्थ्यांना तळागाळातील समाजजीवन कळण्यास मदत होते.</p>  |
| ३       | बी.ए.<br>पाचवे सत्र    | साहित्य आणि समाज<br>१.१८१२ .११०३४ | <p>साहित्य, समाज, संस्कृती या संकल्पना व त्यांचा परस्पर संबंधाचे स्वरूप अभ्यास असल्यामुळे विद्यार्थ्यांच्या समाज जाणिवेला प्रगल्भ होतात. तेन, मार्क्स यांचे सिध्दांत, मानवतावाद, मार्क्सवाद, स्त्रीवाद, आंबेडकरवाद या विचारप्रणालींशी विद्यार्थ्यांची तोंड ओळख झाल्यामुळे सामाजिक बांधिलकीचे भान निर्माण होण्यास मदत होते. स्त्रीवादी कादंबरी 'भिन्न' अभ्यासल्यामुळे स्त्रियांविषयी आदर, त्यांना समजून घेण्याची वृत्ती वाढण्यास मदत होते. 'दृश्य नसलेल्या दृश्यात' या महानगरीय जाणिवेच्या कविता अभ्यासल्यामुळे महानगरीय जीवनाची ओळख होण्यास मदत होते.</p>   |

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| ४  | बी.ए.<br>सत्र सहावे | साहित्य आणि समाज<br>नं.३१६०३४             | महाराष्ट्रातील सामाजिक स्थित्यंतरे आणि मराठी साहित्य यांचा अभ्यास झाल्यामुळे विद्यार्थ्यांच्या समाजाबद्दलच्या जाणिवेला अधिक समृद्ध होतात. ग्रामीण साहित्य दलित साहित्य यांच्या अभ्यासामुळे विद्यार्थ्यांना तळागाळातील समाजजीवन कळण्यास मदत होते. ग्रामीण साहित्याच्या अभ्यासामुळे विद्यार्थ्यांना ग्रामीण समाजजीवनाची अनुभूती येते. |
| ५  | बी.ए.<br>सत्र पाचवे | भाषाविज्ञान<br>मराठी व्याकरण<br>नं.३१६०४४ | भाषाविज्ञान आणि मराठी व्याकरणाचा अभ्यास करून भाषाशास्त्राच्या विविध शाखांचा अभ्यास केल्यामुळे विद्यार्थ्यांचे भाषाशास्त्रीय ज्ञान वाढविण्यास मदत होते.  |
| ६  | बी.ए.<br>सत्र सहावे | मराठी व्याकरण<br>नं.३१६०४४                | शब्दांचे वर्गीकरण, विकरण, शब्दसिध्दी, प्रयोगविचार या घटकांच्या अभ्यासामुळे व्याकरणदृष्ट्या भाषा समृद्ध होण्यास मदत होते.  |
| ७  | बी.ए.<br>सत्र पाचवे | आधुनिक मराठी<br>साहित्य नं.३१६०५४         | आधुनिक, आधुनिकता, आधुनिकतावाद यांचा अभ्यास केल्यामुळे विशिष्ट विचारप्रणालींचा विद्यार्थ्यांचा परिचय होऊन सामाजिक जाणिवेला प्रगल्भ होतात. आधुनिक मराठी कथांचा अभ्यास केल्यामुळे प्रसारमाध्यमातील व्यावसायिक संघर्षांना विद्यार्थ्यां सांभोरे जाऊ शकतात.  |
| ८  | बी.ए.<br>सत्र सहावे | उत्तर आधुनिक मराठी<br>साहित्य नं.३१६०५४   | विविध विचार प्रवाहातील काव्याचा अभ्यास केल्यामुळे सामाजिक जाणिवेला प्रगल्भ होऊन माणसांच्या जगण्याचे विविध स्तर समजण्यास मदत होते. तसेच 'किरवंत' या नाटकाचा अभ्यास केल्यामुळे समाज रचनेची उतरंड समजण्यास मदत होते.   |
| ९  | बी.ए.<br>सत्र पाचवे | भाषांतर कौशल्य<br>नं.३१६०६४               | भाषांतर, अनुवाद, रूपांतर व अर्वाचीनीकरण यांचा अभ्यास केल्यामुळे विविध क्षेत्रातील भाषांतराच्या संधी उपलब्ध होतात.   |
| १० | बी.ए.<br>सत्र सहावे | व्यावसायिक मराठी<br>नं.३१६०६४             | मुलाखत या प्रकारच्या अभ्यासामुळे दृकश्राव्य माध्यमातील अनेक व्यावसायिक संधी विद्यार्थ्यांना उपलब्ध होतात. तसेच माझे विद्यापीठ, बेबी आणि झेलझपाटा इ. पुस्तकांचे परीक्षण विद्यार्थ्यांनी केल्यामुळे वर्तमानपत्रातील पूर्वतयारी होते.  |

**DEPARTMENT OF HINDI**  
**COURSE OUTCOMES**

| Sr. No. | Programme / Semester | Course and Course code                                      | Course Outcome   |
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| 1       | बी. ए.: सत्र 1       | हिंदी प्रश्नपत्र<br>क्र. 1: ऐच्छिक हिंदी                    | १.विद्यार्थी हिंदी कहानी की परंपरा तथा विकास-क्रम से अवगत होंगे।<br>२.विद्यार्थी कहानी के अतिरिक्त निबंध आत्मकथा जीवनी संस्मरण यात्रावृत्त रेखाचित्र आदि अन्य गद्य-विधाओं से अवगत होंगे।   |
| 2       | बी. ए: सत्र 2        | हिंदी प्रश्नपत्र<br>क्र. 1 :<br>ऐच्छिक हिंदी                | १. विद्यार्थी नवीन गद्य-विधाओं के स्वरूप-विवेचन तथा विशेषताओं से परिचित होंगे।<br>२. विद्यार्थी उपन्यास के स्वरूप तथा विशेषताओं से परिचित होंगे।   |
| 3       | बी. ए : सत्र 3       | हिंदी प्रश्नपत्र<br>क्र. २ :<br>मध्यकालीन तथा आधुनिक काव्य: | १.विद्यार्थियों में मानवीय संवेदनाओं के विकास के साथ नवीन सामाजिक सांस्कृतिक बोध और जीवन-मूल्यों का विकास होगा।<br>२.विद्यार्थियों में साहित्य के माध्यम से कलात्मक गुणों की अभिवृद्धि होगी, साहित्यिक विधाओं के प्रति अभिरूचि जागृत होगी तथा रचनात्मक कौशल को बढ़ावा मिलेगा।<br>३.विद्यार्थियों में नये वैश्विक मूल्यों के प्रति सजगता को बढ़ावा मिलेगा एवं पर्यावरणीय चेतना के प्रति दायित्व-बोध उत्पन्न होगा। |
| 4       | बी. ए: सत्र 4        | हिंदी प्रश्नपत्र<br>क्र. 2<br>:आधुनिक हिंदी गद्य:           | १.विद्यार्थियों में राष्ट्र-निर्माण हेतु नये सामाजिक, राजनीतिक, सांस्कृतिक विचारों का प्रसार होगा और दायित्व-बोध निर्वहन का विकास होगा।<br>२.विद्यार्थियों में नये वैश्विक मूल्यों के प्रति सजगता को बढ़ावा मिलेगा एवं मूल्यवादी दृष्टि के प्रति दायित्व-बोध उत्पन्न होगा।<br>३.विद्यार्थियों में साहित्य-रसास्वादन के साथ कलात्मक अभिरूचि का निर्माण होगा तथा रचनात्मक कौशल को बढ़ावा मिलेगा।                   |
| 5       | बी. ए: सत्र ३        | हिंदी प्रश्नपत्र<br>क्र. ३ :<br>प्रयोजनमूलक हिंदी:          | १.विद्यार्थियों को व्यावहारिक हिंदी भाषा-दक्षता की प्रवीणता की प्राप्ति होगी।2-विद्यार्थी व्यावसायिक रूप से आत्मनिर्भरता के योग्य बनेंगे।3-विद्यार्थी जनसंचार माध्यमों में रोजगार के अवसर तथा क्षेत्रों से अवगत होंगे।   |

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| 6  | सत्र 4          | हिंदी प्रश्नपत्र क्र. 3 : जनसंचार माध्यम:                   | 9.विद्यार्थियों को तकनीकी और व्यावहारिक भाषा दक्षता की प्रवीणता प्राप्त होगी।<br>2.विद्यार्थियों में व्यावसायिक रूप से आत्मनिर्भरता की संभावना बढ़ेगी।<br>3.विद्यार्थी जनसंचार माध्यमों में रोजगार के क्षेत्रों से परिचित होंगे।  |
| 7  | बी. ए. : सत्र 5 | हिंदी प्रश्नपत्र क्र. 4 : हिंदी साहित्य का इतिहास:          | 1-विद्यार्थी हिंदी साहित्य के इतिहास नामकरण तथा काल विभाजन से परिचित होंगे।<br>2-साहित्य के इतिहास के साथ ही विद्यार्थी युगीन पृष्ठभूमि से परिचित होंगे।<br>3-विद्यार्थी हिंदी पद्य-साहित्य के उद्भव एवं विकास की प्रक्रिया से  |
| 8  | बी. ए. :सत्र 6  | हिंदी प्रश्नपत्र क्र. 4 :आधुनिक हिंदी साहित्य का इतिहास:    | 1-विद्यार्थी आधुनिक हिंदी साहित्य के इतिहास] नामकरण तथा काल विभाजन से परिचित होंगे।<br>2-साहित्य के इतिहास के साथ ही विद्यार्थी युगीन पृष्ठभूमि से परिचित होंगे।<br>3-विद्यार्थी आधुनिक हिंदी पद्य के साथ ही गद्य-साहित्य के उद्भव एवं विकास की प्रक्रिया से अवगत होंगे।  |
| 9  | बी. ए. : सत्र 5 | हिंदी प्रश्नपत्र क्र. 5 : स्वातंत्र्योत्तर हिंदी साहित्य:   | 1-विद्यार्थी स्वातंत्र्योत्तर हिंदी साहित्य की विभिन्न विधाओं [काव्य-नाटक/नाटक तथा एकांकी/रेखाचित्र तथा संस्मरण] की परिभाषा स्वरूप तथा विकास-क्रम से परिचित होंगे।<br>2-विद्यार्थी स्वातंत्र्योत्तर हिंदी साहित्य से परिचित होंगे।<br>3-विद्यार्थियों में साहित्य के माध्यम से कलात्मक गुणों की अभिवृद्धि होगी तथा रचनात्मक कौशल को बढ़ावा मिलेगा।      |
| 10 | बी. ए. :सत्र 6  | हिंदी प्रश्नपत्र क्र. 5 : स्वातंत्र्योत्तर हिंदी साहित्य:   | 1-विद्यार्थी स्वातंत्र्योत्तर हिंदी साहित्य की विभिन्न विधाओं [गीतिकाव्य/कविता/निबंध] की परिभाषा, भेद, तत्त्व, स्वरूप तथा विकास-क्रम से परिचित होंगे।<br>2-विद्यार्थी स्वातंत्र्योत्तर हिंदी साहित्य से परिचित होंगे।<br>3-विद्यार्थियों में साहित्य के माध्यम से कलात्मक गुणों की अभिवृद्धि होगी तथा रचनात्मक कौशल को बढ़ावा मिलेगा।                   |
| 11 | बी. ए. : सत्र 5 | हिंदी प्रश्नपत्र क्र. 6 : हिंदी में सूचना प्रौद्योगिकी की : | 1-विद्यार्थी सूचना प्रौद्योगिकी के अर्थ] परिभाषा तथा स्वरूप के साथ ही उसके महत्व आवश्यकता तथा उपयोगिता से परिचित होंगे।<br>2-विद्यार्थियों को कम्प्यूटर पर हिंदी में कामकाज करने तथा गुगल अनुवाद करने में प्रवीणता प्राप्त होगी।<br>3-विद्यार्थी डिजिटलाइजेशन के विकास एवं उपयोगिता से परिचित होंगे।  |
| 12 | बी. ए. :सत्र 6  | हिंदी प्रश्नपत्र क्र. 6 : सोशल मीडिया :                     | 1-विद्यार्थी सोशल मीडिया के स्वरूप] प्रकार तथा विकास के साथ ही उसकी उपयोगिता] उपलब्धियां] समस्याएं] चुनौतियां तथा सीमाओं से परिचित होंगे।<br>2-विद्यार्थी सोशल मीडिया के सकारात्मक तथा नकारात्मक प्रभाव तथा सोशल मीडिया से संबंधित कानून से अवगत होंगे।<br>3-विद्यार्थियों को सोशल मीडिया में हिंदी का प्रसार और प्रयोग करने में प्रवीणता प्राप्त होगी। |

### DEPARTMENT OF HISTORY

### COURSE OUTCOMES

| Sr. No. | Programme / Semester | Course and Course code           | Course Outcome   |
|---------|----------------------|----------------------------------|--|
| 1       | F.Y.B. A. Semester I | Paper I: History of Modern India | 1. To make the learners aware about the making of modern India and the struggle for independence.<br>2. To make the Students able to categorize different school of thoughts about Modern India history.<br>3.Students will become familiar with makers of Modern India.<br>4. Students will |

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|   | SEMESTER I                 | MODERN INDIA<br>(1857- 1947)   | understand the Political background of Modern India.<br>5. Students understood process of rise of Modern India.<br>6. Students will understand the process of healthy Nationalism and Secularism by studying work of freedom fighters.   |
| 2 | F.Y.B. A.<br>Semester II   | Paper I:<br>History of<br>Modern India<br>(Society &<br>Economy)   | 1.To make Students able to analyse social background of Indian Nationalism.<br>2. To make the learners aware about the making of modern India and the struggle for independence.<br>3. Students will be able to illustrate rise and growth of Economic Nationalism in India.<br>4. Students understood the Socio economic, & cultural background of Modern India.<br>5. Students will understand the process of healthy Nationalism and Secularism by studying work of social reformer.  |
| 3 | S.Y. B. A.<br>Semester III | Paper II:<br>Landmarks in<br>World History:<br>1300 – 1945<br>AD   | 1. To enable the learners to comprehend the transition of Europe from medieval to modern times and its impact on the world.To be proficient in World History<br>2. .To understand the impact of landmark events in World History.<br>3. Identify & define various kinds of sources & understand how evidences are notified.  |
| 4 | S.Y. B. A.<br>Semester IV  | Paper II:<br>Landmarks in<br>World History:<br>1300 – 1945<br>AD   | 1. To be proficient in World History<br>2. .To understand the impact of landmark events in World History.<br>3. Students have understood the process of colonialism in different part of world.<br>4. Students have understood the problems of contemporary world in the light of its background history.<br>5. Students have understood the necessity of Universal-Brotherhood  |
| 5 | S.Y. B. A.<br>Semester III | Paper III:<br>Ancient India<br>from the<br>earliest times<br>to 1000 AD  | 1.To acquaint the learners with different sources of Ancient Indian History.<br>2.To be proficient in the history of ancient India.<br>3.To acknowledge the influence of ancient India on Modern India.<br>4. This course intends to understand the development of early civilizations in India.<br>5.Students will be able to examine institutional basis of Ancient India.<br>6.Students will be able to indicatemultiple cultures (Greek, Shaka, Hun etc) of Ancient India.<br>7. Students will be able to illustrate the development of empire.<br>8. Comapare & Contrast various stages of progress from Indus Valley Civilization to Vedic Age and analyze the Jain, Budhhist & Vedic faith. |
| 6 | S.Y. B. A.<br>Semester IV  | Paper III:<br>Ancient India<br>from the earliest<br>times to 1000 AD   | 1. To enable the learners to understand the political, socio-economic and cultural developments in the period under study and appreciate the rich cultural heritage in India.<br>2. Students will be able to explain our heritage through cultural aspects of ancient India.<br>3. Introduce the students to various dynasties that ruled over India.<br>4. Inspire students to appreciate, literature, art, architecture of ancient India.  |
| 7 | T.Y.B.A.<br>Semester V     | Paper<br>IV:History of<br>the Sultanate<br>Period /History<br>of Medieval<br>India<br>(1000 A.D. –<br>1526 A.D.) | 1.To acquaint the learners with the history of early Medieval India that laid the foundation of the Sultanate in India.<br>2.To study the contribution of Vijayanagara and Bahamani kingdoms to Medieval Indian History.<br>3.To examine the administrative, socio-economic and cultural aspects of Medieval India   |
|   |                            |  | 1.To make the learners aware about the making of modern India and the struggle for independence.<br>2. To make the Students able to categorize different school of thoughts about Modern India history.<br>3.Students will become familiar with makers of Modern India.<br>4. Students will understand the Political background of Modern India.   |

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| 8  | T.Y.B.A.<br>Semester V  | Paper V:<br>History of<br>Modern India<br>(1857- 1964)   | 5. Students understood process of rise of Modern India.<br>Students will understand the process of healthy Nationalism and Secularism by studying work of freedom fighters.<br>7.This course will enable students to analyse the cause, consequences and repercussions in the course of the Indian struggle for independence.<br>8.Understand the ideologies, issues and conflicts during the Indian National movement.<br>9.Appreciate the efforts of indian's to free colonial India from British rule.<br>10. This course intends to make the students: Study the building of independent India with regard to its domestic policy. Understand India's foreign policy and wars fought post independence. Learn the challenges faced by India in the late 20th Century and beyond.   |
| 9  | T.Y.B.A.<br>Semester V  | <b>2018-19 Paper V:</b><br>History of<br>Modern<br>Maharashtra<br>(1818 CE-1960 CE)  | 1.To acquaint learners with regional history.<br>2.To understand political and socio-economic developments during the 19th and 20th centuries.<br>3.To create understanding of the movement that led to the formation of Maharashtra.4.  |
| 10 | T.Y.B.A.<br>Semester V  | Paper VI:<br>Archaeology and<br>Historical<br>Tourism  | 1.To understand the basic facets of Archaeology.<br>2.To evaluate the importance of Epigraphy.<br>3.To study the importance of Numismatics as an important source of history. 4. To create interest to visit & creating a sense of effort to preserve historical place in Maharashtra, like fort, monuments.<br>5.To develop an understanding of Heritage Tourism amongst learners.<br>6.To introduce the learners to new trends in Heritage Tourism.<br>7.To prepare the learners for careers in Tourism industry.  |
| 11 | T.Y.B.A.<br>Semester V  | <b>2018-19 Paper VI :</b> Introduction to Archaeology  | 1.To understand the basic facets of Archaeology.<br>2.To evaluate the importance of Epigraphy.<br>3.To study the importance of Numismatics as an important source of history. 4. To understand the basic facets of Archaeology.<br>5. To evaluate the importance of Epigraphy.   |
| 12 | T.Y.B.A.<br>Semester VI | Paper IV:<br>History of the<br>Mughal Rule<br>/History of<br>Medieval India<br>Medeaval India<br>(1526 A.D.-<br>1707 A.D. )          | 1.To acquaint the learners with the history of India since the emergence of the Mughal rule.<br>2.To understand administration of the Mughal Empire.<br>3.To study the rise of the Maratha Power. Students will be able to analyze administrative system of Marathas.<br>4.Students will be able to explain nature of Maratha Polity.<br>5. Students will be able to identify strength and weakness of Maratha political & administrative system.  |
| 13 | T.Y.B.A.<br>Semester VI | Paper V: History of Contemporary India (1964 A.D.- 2000 A.D.)<br><b>2018-2019</b><br>History of Contemporary India.(1947 CE-2000 CE) | 1. To understand the process of making the Constitution and the Integration and Reorganization of Indian States.<br>2.To acquaint the students with the political developments in India after Independence.<br>3. To comprehend the socio-economic changes and progress in science and technology in India.<br>4. This course intends to make the students: Study the building of independent India with regard to its domestic policy. Understand India's foreign policy and wars fought post independence. Learn the challenges faced by India in the late 20th Century and beyond.  |
| 14 | T.Y.B.A.<br>Semester VI | Paper VI: Museology, Archival and Library Sciences   | 1.To inform the learners about the role of Museums in the preservation of Heritage.<br>2.To understand the importance of Archival Science in the study of History.<br>3.To encourage learners to pursue careers in various Museums and Archives in India and abroad.<br>4.To inform the students about the role of Museums in the preservation of Heritage. 5. To Make students aware about Museology as an allied branch of history.<br>6. To understand the importance of Archival Science in the study of History. 7. Students have understood the different types and importance of written Sources. 8. Understand the meaning, significance, scope and value of archival Science in the study of history.<br>9. Understand the role of library in academic and research career.<br>10. Know the management of library.<br>11. Make students aware of career options |

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|    |                         |   | students aware of career options.   |
| 15 | T.Y.B.A.<br>Semester VI | <b>2018-2019</b><br>Paper VI: A<br>Introduction to<br>Museology and<br>Archival<br>Science. | 1.To inform the learners about the role of Museums in the preservation of Heritage.<br>2.To understand the importance of Archival Science in the study of History.<br>3.To encourage learners to pursue careers in various Museums and Archives in India and abroad.<br>4.To inform the students about the role of Museums in the preservation of Heritage.<br>5. To understand the importance of Archival Science in the study of History. 6.<br>Students have understood the difference between different types of Sources and importance of Sources. |

## DEPARTMENT OF HISTORY

### COURSE OUTCOMES

| Sr. No. | Programme / Semester       | Course and Course code  | Course Outcome   |
|---------|----------------------------|---|--|
| 1       | F.Y.B. A.<br>Semester I    | Paper I:<br>History of<br>Modern India<br>(1857- 1947)                  | 1. To make the learners aware about the making of modern India and the struggle for independence.<br>2.<br>To make the Students able to categorize different school of thoughts about Modern India history.<br>3.Students will become familiar with makers of Modern India.<br>4. Students will understand the Political background of Modern India.<br>5. Students understood process of rise of Modern India. 6.<br>Students will understand the process of healthy Nationalism and Secularism by studying work of freedom fighters.   |
| 2       | F.Y.B. A.<br>Semester II   | Paper I:<br>History of<br>Modern India<br>(Society &<br>Economy)        | 1.To make Students able to analyse social background of Indian Nationalism.<br>2. To make the learners aware about the making of modern India and the struggle for independence. 3.<br>Students will be able to illustrate rise and growth of Economic Nationalism in India.<br>4. Students understood the Socio economic, & cultural background of Modern India. 5.<br>Students will understand the process of healthy Nationalism and Secularism by studying work of social reformer.  |
| 3       | S.Y. B. A.<br>Semester III | Paper II:<br>Landmarks in<br>World History:<br>1300 – 1945<br>AD        | 1. To enable the learners to comprehend the transition of Europe from medieval to modern times and its impact on the world.To be proficient in World History<br>2. .To understand the impact of landmark events in World History.<br>3. Identify & define various kinds of sources & understand how evidences are notified.  |
| 4       | S.Y. B. A.<br>Semester IV  | Paper II:<br>Landmarks in<br>World History:<br>1300 – 1945<br>AD        | 1. To be proficient in World History<br>2. .To understand the impact of landmark events in World History.<br>3. Students have understood the process of colonialism in different part of world.<br>4. Students have understood the problems of contemporary world in the light of its background history. 5.<br>Students have understood the necessity of Universal-Brotherhood  |
| 5       | S.Y. B. A.<br>Semester III | Paper III:<br>Ancient India<br>from the<br>earliest times<br>to 1000 AD | 1.To acquaint the learners with different sources of Ancient Indian History. 2.To be proficient in the history of ancient India.<br>3.To acknowledge the influence of ancient India on Modern India. 4. This course intends to understand the development of early civilizations in India. 5.Students will be able to examine institutional basis of Ancient India. 6.Students will be able to indicate multiple cultures (Greek, Shaka, Hun etc) of Ancient India. 7. Students will be able to illustrate the development of empire. 8. Compare & Contrast various stages of progress from Indus Valley Civilization to Vedic Age and analyze the Jain, Buddhist & Vedic faith. |

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| 6  | S.Y. B. A.<br>Semester IV | Paper III:<br>Ancient India<br>from the earliest<br>times to 1000 AD  | 1. To enable the learners to understand the political, socio-economic and cultural developments in the period under study and appreciate the rich cultural heritage in India.<br>2. Students will be able to explain our heritage through cultural aspects of ancient India.<br>3. Introduce the students to various dynasties that ruled over India.<br>4. Inspire students to appreciate, literature, art, architecture of ancient India.   |
| 7  | T.Y.B.A.<br>Semester V    | Paper IV:History of the Sultanate Period /History of Medieval India (1000 A.D. –  | 1.To acquaint the learners with the history of early Medieval India that laid the foundation of the Sultanate in India.<br>2.To study the contribution of Vijayanagara and Bahamani kingdoms to Medieval Indian History.<br>3.To examine the administrative, socio-economic and cultural aspects of Medieval India  |
| 8  | T.Y.B.A.<br>Semester V    | Paper V:<br>History of<br>Modern India<br>(1857- 1964)  | 1.To make the learners aware about the making of modern India and the struggle for independence.<br>2. To make the Students able to categorize different school of thoughts about Modern India history.<br>3.Students will become familiar with makers of Modern India.<br>4. Students will understand the Political background of Modern India.<br>5. Students understood process of rise of Modern India.<br>6. Students will understand the process of healthy Nationalism and Secularism by studying work of freedom fighters.<br>7.This course will enable students to analyse the cause, consequences and repercussions in the course of the Indian struggle for independence.<br>8.Understand the ideologies, issues and conflicts during the Indian National movement.<br>9.Appreciate the efforts of indian's to free colonial India from British rule.<br>10. This course intends to make the students: Study the building of independent India with regard to its domestic policy. Understand India's foreign policy and wars fought post independence. Learn the challenges faced by India in the late 20th Century and beyond. |
| 9  | T.Y.B.A.<br>Semester V    | <b>2018-19 Paper V:</b><br>History of<br>Modern<br>Maharashtra<br>(1818 CE-1960)  | 1.To acquaint learners with regional history.<br>2.To understand political and socio-economic developments during the 19th and 20th centuries.<br>3.To create understanding of the movement that led to the formation of Maharashtra.4.   |
| 10 | T.Y.B.A.<br>Semester V    | Paper VI:<br>Archaeology and<br>Historical<br>Tourism   | 1.To understand the basic facets of Archaeology.<br>2.To evaluate the importance of Epigraphy.<br>3.To study the importance of Numismatics as an important source of history.<br>4. To create interest to visit & creating a sence of effort to preserve historical place in Maharashtra, like fort, monuments.<br>5.To develop an understanding of Heritage Tourism amongst learners.<br>6.To introduce the learners to new trends in Heritage Tourism.<br>7.To prepare the learners for careers in Tourism industry.  |
| 11 | T.Y.B.A.<br>Semester V    | <b>2018-19 Paper VI :</b> Introduction to Archaeology   | 1.To understand the basic facets of Archaeology.<br>2.To evaluate the importance of Epigraphy.<br>3.To study the importance of Numismatics as an important source of history.<br>4. To understand the basic facets of Archaeology.<br>5. To evaluate the importance of Epigraphy.   |
| 12 | T.Y.B.A.<br>Semester VI   | Paper IV:<br>History of the<br>Mughal Rule<br>/History of<br>Medieval India<br>Medeaval India<br>(1526 A.D.-<br>1707 A.D. ) | 1.To acquaint the learners with the history of India since the emergence of the Mughal rule.<br>2.To understand administration of the Mughal Empire.<br>3.To study the rise of the Maratha Power. Students will be able to analyze administrative system of Marathas.<br>4.Students will be able to explain nature of Maratha Polity.<br>5. Students will be able to identify strength and weakness of Maratha political & administrative system.   |
|    |                           | Paper V: History of Contemporary India  | 1. To understand the process of making the Constitution and the Integration and Reorganization of Indian States.<br>2.To acquaint the students with the political developments in India after Independence.   |

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| 13 | T.Y.B.A.<br>Semester VI | (1964 A.D.-<br>2000 A.D.)<br><b>2018-<br/>2019</b><br>History of<br>Contemporary<br>India.(1947 CE-<br>2000 CE) | 3. To comprehend the socio-economic changes and progress in science and technology in India.<br>4. This course intends to make the students: Study the building of independent India with regard to its domestic policy. Understand India's foreign policy and wars fought post independence. Learn the challenges faced by India in the late 20th Century and beyond.  |
| 14 | T.Y.B.A.<br>Semester VI | Paper<br>VI: Museology,<br>Archival and<br>Library Sciences   | 1.To inform the learners about the role of Museums in the preservation of Heritage.<br>2.To understand the importance of Archival Science in the study of History.<br>3.To encourage learners to pursue careers in various Museums and Archives in India and abroad.<br>4.To inform the students about the role of Museums in the preservation of Heritage.<br>5. To Make students aware about Museology as an allied branch of history.<br>6. To understand the importance of Archival Science in the study of History.<br>7. Students have understood the different types and importance of written Sources.<br>8. Understand the meaning, significance, scope and value of archival Science in the study of history.<br>9. Understand the role of library in academic and research career.<br>10. Know the management of library |
| 15 | T.Y.B.A.<br>Semester VI | <b>2018-2019</b><br>Paper VI: A<br>Introduction to<br>Museology and<br>Archival<br>Science.                     | 1.To inform the learners about the role of Museums in the preservation of Heritage.<br>2.To understand the importance of Archival Science in the study of History.<br>3.To encourage learners to pursue careers in various Museums and Archives in India and abroad.<br>4.To inform the students about the role of Museums in the preservation of Heritage.<br>5. To understand the importance of Archival Science in the study of History.<br>6. Students have understood the difference between different types of Sources and importance of Sources.   |

## COURSE OUTCOMES

### DEPARTMENT OF GEOGRAPHY

| Sr. No. | Programme / Semester | Course and Course code     | Course Outcome   |
|---------|----------------------|----------------------------|--|
| 1       | B. A.<br>Semester I  | UAGEO 101<br>Geomorphology | 1. Students would be acquainting with the utility and application of Geomorphology in different regions and environment<br>2. To understand the theories and fundamental concepts of Geomorphology. Understand earth's tectonic and structural evolution. Gain knowledge about earth's interior. Develop an idea about concept of plate tectonics, and resultant landforms.<br>3. Describe the interior structure of the earth and discuss various theories behind the drifting of the continents.<br>4. Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms.<br>5. Understanding crustal mobility and tectonics; with special emphasis on their role in landform development.<br>6. Learners able to Identification of rocks and minerals and their classification.<br>7. Understand work of denudation agents and their associated landforms and know importance and need to protect them. |
|         |                      |                            | 1. To build the knowledge of meaning and significance of human geography. Gain knowledge about major themes of human Geography.<br>2. To understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations.<br>3. Students will be able to think in spatial terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan   |



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| 2 | B. A.<br>Semester II  | Human<br>Geography<br>UAGEO 102                  | <p>the past as well as using geographic principles to understand the present and plan for the future.</p> <p>4. To acquire knowledge of physical and social environment of human being and thus, to broaden the outlook.</p> <p>5. Students will have a general understanding of how the physical environment, human societies, and local and global economic systems are integral to the principles of sustainable development.</p> <p>6. Students will read, interpret, and generate maps and other geographic representations as well as extract, analyze, and present information from a spatial perspective.</p>  |
| 3 | B. A.<br>Semester III | Introduction to<br>Climatology<br>UAGEO 301      | <p>1. To acquire knowledge of different climatic elements and their impacts on the earth surface and human being.</p> <p>2. To develop an understanding of how climatic factor have influenced life on earth.</p> <p>3. Analysis of trends of temperatures.</p> <p>4. Analyze the interaction between the atmosphere and the earth's surface.</p> <p>5. Understand the importance of the atmospheric pressure and winds.</p> <p>6. Assess the Origin Greenhouse gases and global warming.</p> <p>7. Understand the elements of weather and climate, different atmospheric phenomena and climate change.</p> <p>8. To create an awareness about the responsibility of human beings towards Nature.</p> <p>9. Prepare various climatic maps and charts and interpret them and learn to use of</p>  |
| 4 | B. A.<br>Semester IV  | Oceanography:<br>UAGEO 402                       | <p>1. Identify reasons why sustainable practices regarding ocean resources (e.g., fisheries,) are important and affect present and future life and the world economy.</p> <p>2. Students know how the oceans are connected to and drive major Earth processes, such as atmospheric and oceanic circulation, climate and weather, plate tectonics, and sustainability of human and marine populations.</p> <p>3. Explain the theory of plate tectonics and its relationship to the formation of major features of the seafloor.</p> <p>4. Analyze atmospheric and oceanic circulation systems as well as their interconnections and driving forces. Describe the principals involved in the generation of waves and tides and evaluate their effects on coastal processes and marine ecosystems.</p> <p>5. Summarize the major physical and chemical properties of seawater and how each affects marine life. Explain the relationship between plants and animals in the ocean and how they affect the cycling of matter and energy across the ocean, atmosphere and lithosphere.</p> <p>6. Identify the consequences of a rise in sea-level on the coastal zone and society and possible mitigation and adaptation strategies.</p> |
| 5 | B. A.<br>Semester V   | Geography of<br>Rural<br>Settlement<br>UAGEO 501 | <p>1. Acquire knowledge about Rural settlements- Definition, nature and characteristics.</p> <p>2. Analyze the morphology of rural settlements</p> <p>3. To provide an understanding of Hierarchy of Rural settlement and Settlement pattern in Old &amp; New World – Old world.</p> <p>4. To sensitize the learners about contemporary rural problems.</p> <p>5. Acquire the skill of identifying rural settlement types from topographical sheet.</p> <p>6. Learn the census definition and categories of urban settlements.</p>   |
| 6 | B. A.<br>Semester V   | Environmental<br>Geography:<br>UAGEO 502         | <p>1. Students will be able to think in spatial terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan for the future</p> <p>2. Students have acquired their knowledge of resource and environmental issues. Students able to demonstrate their knowledge of the role that geography can play in analyzing resource / environmental degradation and improving resource / environmental management.</p> <p>3. Students will demonstrate their knowledge of the formation, use, conservation and management of resources including legal, economic, political and societal factors and the evaluation of attempts to manage water resources.</p> <p>4. Students classify processes of environmental change and evaluate the</p>  |

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|    |                                 |  | 7. Students classify processes of environmental change and evaluate the relationship between human beings and their surroundings.   |
| 7  | B. A.<br>Semester<br>Semester V | Population<br>Geography<br>UAGEO 502                                 | <ol style="list-style-type: none"> <li>1. To explain the geographical approach to the study of population.</li> <li>2. To highlight the analysis of broad spatial patterns of world population Distribution, Growth and population problems.</li> <li>3. To develop the understanding of Population Theories.</li> <li>4. To understand migration and contemporary issues, Poverty urbanization.</li> </ol>   |
| 8  | B. A.<br>Semester V             | Topo map and<br>Thematic map<br>Interpretation<br>UAGEO 503          | <ol style="list-style-type: none"> <li>1. To Understand basic concepts and components of Map, types of maps</li> <li>2. Learners acquire knowledge about the map projection and its types. To help the learners develop manual skills of drawing maps.</li> <li>3. It Introduced the learners with SOI Toposheets and to acquire the Knowledge of Toposheet Reading/Interpretation.</li> <li>4. Differentiate various methods of relief representation</li> <li>5. Handle toposheets, weather maps, aerial photographs and satellite images also interpret them.</li> <li>6. Students are acquiring skill for prepare maps using computer techniques and software Use various statistical techniques used in Geography.</li> </ol>                    |
| 9  | B. A.<br>Semester VI            | Geography of<br>Urban<br>Settlement<br>UAGEO 601                     | <ol style="list-style-type: none"> <li>1. Learner acquires knowledge of Geography of Urban Settlement its Nature, Scope and Importance.</li> <li>2. To sensitize urban characteristics and contemporary urban problems.</li> <li>3. Acquire skills of classification of urban settlement.</li> </ol> <p>To provide an understanding of evolutionary, morphological and, functional attributes of urban places at different scales.</p>  |
| 10 | B. A.<br>Semester VI            | Geography of<br>Tourism<br>UAGEO 602                                 | <ol style="list-style-type: none"> <li>1. To give an overview of tourism industry and various Organizations.</li> <li>2. Learner understands the conceptual meaning and differentiation between Travel agency and Tour operation.</li> <li>3. To give information of tourist places of national and international importance and to help learners to know the background elements of tourism resources.</li> <li>4. To expose the learners about the Tourism policy of India and of a few tourism states of the country.</li> <li>5. Learner acquires the basic knowledge of marketing principles, operation techniques of tourism marketing, study of suitability of alternative promotional approaches to and formulate marketing plans.</li> </ol> |
| 11 | B. A.<br>Semester VI            | Statistical<br>Techniques,<br>Computer and<br>Surveying<br>UAGEO 603 | <ol style="list-style-type: none"> <li>1. To provide knowledge of statistical techniques and their application in geography.</li> <li>2. To train the learners to apply these techniques and methods to the analysis of the geographic problems.</li> <li>3. To acquaint the learners with the importance of field work as one of the methodologies in Geography.</li> <li>4. To sensitize learners about pre-field work preparations, conduct of the field work, post-field work based and the writing of a field work report</li> </ol>   |
| 3  | S.Y.B.A                         | Geography  | <ol style="list-style-type: none"> <li>1. Students will demonstrate their knowledge of Physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena.</li> </ol>  |

**DEPARTMENT OF ECONOMICS & BUS. ECONOMICS**

**COURSE OUTCOMES**

| Sr. No. | Programme / Semester | Course and Course code | Course Outcomes |
|---------|----------------------|------------------------|-----------------|
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| 1 | B. A. Sem. I & II   | Eco. (Micro.I & Macro.I) I & II  | <p>Micro:1) The course helped the students to understand the basics principles of micro and macroeconomic and theory, using statistical tools, application of microeconomic concepts to apply in real life situations.</p> <p>2) The course helped the students to understand the supply side of the economics.</p> <p>3) The course helped the students to understand the recent trends in subject of economics.</p> <p>-----</p> <p>Macro: 1. The course helps to understand Economy as whole. 2. It helps to know about the changes in national Income. 3. it is also important to know about Government activities &amp; international trade.</p>  |
| 2 | B. A. Sem. III & IV | Eco.III (Micro.II) & V (Macro.II)<br>-----<br>- Eco.III (Macro. I) & Eco. V (Macro.III)  | <p>1.To present an overview of micro economic concepts and theories related to utility analysis, production, cost, revenue and competitive markets.</p> <p>2. To present an overview of aggregates affecting working of the economy which includes macroeconomic aspects of demand for money, supply of money, goods market equilibrium, money market equilibrium, effects of monetary and fiscal policies.</p> <p>-----</p> <p>(A)1. Understanding about Macro economic Factors. 2. Aware about concepts of National Income. 3. Know about the relationship in between Income, Consumption, Saving, Investment, Interest rate &amp; Employment. 4. Welknown about macro economic problems &amp; their remedies. (B) 1. Understanding about Depression, Inflation, Stagflation types and remedies. 2. Aware about Monetary &amp; Fiscal policy. 3. Awareness about post Keynesian economics. 4. To know about importance Internertional Trade, BOP &amp; BOT, Exchange rate etc.</p>   |
| 3 | B. A. Sem. III & IV | Eco. IV- INDIAN ECONOMY : CONTEMPORARY CONCERNS<br>Eco. VI- DEVELOPME NT ISSUES OF MAHARASHT RA'S ECONOMY<br>-----<br>Eco.IV- Public Finance: & Eco. VI- Indian Economy: | <p>1) The course helped the students to understand the recent issues and challenges of Indian economy.</p> <p>2) The course helped the students to understand the recent developments in the economy.</p> <p>3) The course helped students will study the contemporary economic issues with respect to Indian economy in the context of Economic Survey of the India.</p> <p>1) The course helped the students to understand the recent issues and challenges of Maharashtra's Economy.</p> <p>2) The course helped the students to understand the recent developments in the economy.</p> <p>3) The course helped students will study the development issues of Maharashtra's Economy in the context of various report of the high level committee &amp; Department Government of Maharashtra.</p> <p>-----</p> <p>(A) 1) The course helped the students to study the government policy from the point of economic efficiency and equity and its role and functions throughout time.</p> <p>2) The course helped the students to study the government's public policy. (B) 1) The course helped the students to understand the issues and challenges of Indian economy.</p> <p>2) The course helped the students to understand the recent developments in the economy.</p> <p>3) Students shall be able to understand the problems and prospects of Indian Economy.</p> <p>4) Students get recent development in the Economy.</p> |

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| 4 | B. A. Sem. V & VI | <p>Eco. VII -<br/>ADVANCED<br/>ECONOMIC<br/>THEORY-I<br/>(<b>ECOAET501</b>)</p> <p>Eco. XIII<br/>ADVANCED<br/>ECONOMIC<br/>THEORY-II<br/>(<b>ECOAET601</b>)</p> <p>-----<br/>Eco. VII-Micro<br/>Eco. III<br/>(<b>ECOMIE501</b>)</p> <p>Eco. XIII-<br/>Macro Eco. III<br/>(<b>ECOMA601</b>)</p> <p>-----</p>  | <p>1) The course helped the students to understand microeconomic theory.<br/>2) The course helped the students to focus on three aspects – imperfect competition, general equilibrium and welfare economics and economics of information.<br/>3) Students get knowledge of various factory pricing -----</p> <p>-----<br/>1) The course helped the students to understand the open economy &amp; public economics.<br/>2) To make students aware about goods market money market.<br/>3) The course helped the students to understand the basics concepts &amp; theory international trade. -----</p> <p>-----1) The course helped the students to understand microeconomic theory.<br/>2) The course helped the students to focus on three aspects – imperfect competition, general equilibrium and welfare economics and economics of information. 3) Students get knowledge of new various market structure -----</p> <p>-----<br/>(A)<br/>1) The course helped the students to understand the formal model of a macroeconomic theory with analytical tools.<br/>2) To make students aware about goods market with fixed exchange rate, the money market..<br/>3) Students will be able to describe the contemporary Exchange Rate Regimes and International Monetary System.</p>   |
| 5 | B. A. Sem. V & VI | <p>Eco. VIII-<br/>Economics<br/>of<br/>Development<br/>(<b>ECODEV502</b>)</p> <p>Eco. XIV:<br/>International<br/>Economics<br/>(<b>ECOINT602</b>)</p> <p>-----<br/>----<b>Eco. VIII<br/>&amp; XIV</b><br/>(VIII:<br/>Economics of<br/>Growth &amp;<br/>Development<br/>(<b>ECOGAD502</b>)</p> <p><b>and</b><br/>(XIV:<br/>International<br/>Economics<br/>(<b>ECOIE602</b>))</p> | <p>1.A policy, theoretical and empirical-oriented paper for economic growth and development strategies. 2.The paper develops frameworks for specific policy issues, including stabilisation and economic growth, capital resources and finance, natural resources and environment, agriculture, industry, competing paradigms of development economics, structural adjustments and major strategies of development.</p> <p>-----<br/>After completion of the course, the students would be able to:</p> <p>1. Meaning of international Economics<br/>2. The subject matter of International Economics &amp; their importance.<br/>3. Identify the basic difference between inter-regional and international trade, understand how international trade has helped countries to acquire goods at cheaper cost and explain it through the various international trade theories.<br/>4. Show the benefits of international trade in a way how nations with strong economy and how global trade can be one of the major contributors of reducing poverty.<br/>5. Explain how restrictions to international trade would limit a nation in the services and goods produced within its territories and at the same time explain that a rise in international trade is essential for the growth of globalization.<br/>6. Show the importance of maintaining equilibrium in the balance of payments and suggests suitable measures to correct disequilibrium as well.<br/>7. Be aware of the changes in the composition as well as direction of foreign trade after international trade and know the causes and effects of deficits in the balance of payments, measures adopted to correct the deficits and identify the need for</p> |
| 6 |                   |  | <p><b><u>Indian Economic Thought;</u></b></p> <p>1. Economic situation of India at Pre &amp; during British rule.<br/>2. Explanation of Indian economic Thought.<br/>3. Explanation of Indian economic situation by Indian thinkers.<br/>4. Economic thoughts of Dadabhai Nouroji, Ranade, Gokhale, Dr. Ambedkar during British period.<br/>5. Economics Neharu &amp; his impact on Economic planning in India.<br/>6. Gandhian Economics.<br/>7. Economic views of Mahalnibis, Amartya Sen &amp; Jagadish Bhagawati.</p>  |

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| 7 | B. A. Sem. V & VI | <p>Eco. IX:<br/>ECONOMICS<br/>OF<br/>AGRICULTUR<br/>E AND CO-<br/>OPERATION-I<br/>(<b>ECOEACB50</b><br/>3)</p> <p>Eco. XV-<br/>ECONOMICS<br/>OF<br/>AGRICULTUR<br/>E AND CO-<br/>OPERATION-<br/>II<br/>(<b>ECOEACB60</b><br/>3)</p>  | <p>1) The course helped the students to understand the role of agriculture in economic development and recent problem in agriculture.</p> <p>2) Students will obtain information regarding various agricultural issues in India and remedies for it.</p> <p>3) Making awareness about self- employment through various local business like agro- tourism, travel agents, horticulture, floriculture, fishery and animal husbandry.</p> <p>1) The course helped the students to understand aspects of cooperation and cooperative organization in globalized economy and latest trends of cooperation.</p> <p>2) Students can understand the basic Principles of Cooperation, Globalization and Cooperation.</p> <p>3) Provides information about co- operative Movement in India and its performance and role in rural development.</p> <p>4) Students get introduced to the problems and measures of agro industries and Cooperative farming and Leadership in cooperative development.</p>   |
| 8 | B. A. Sem. V & VI | <p>Eco. X:<br/>Economic<br/>History of<br/>India<br/>(<b>ECOEHIC504</b><br/>)</p> <p>Eco. XVI:<br/>Indian<br/>Economic<br/>Thought<br/>(<b>ECOIET603</b>)</p> <p>-----<br/>--Eco. X &amp;<br/>XVI<br/>(X:<br/>Entrepreneurshi<br/>p &amp; Small<br/>Scale<br/>Industries<br/>(<b>ECOESSIC50</b><br/>4)<br/>And<br/>(XVI: Rural<br/>Development</p> | <p>Economic History of India:</p> <p>1. The course envisages providing a broader perspective on the Indian economy from a historical point of view.</p> <p>2. The shifts that occurred from time to time in the structure of the Indian economy during the colonial phase and how the country had adjusted to such changes are discussed here.</p> <p>3. It helps to familiarize the terms like imperialism, colonialism, drain of wealth, land settlements like permanent settlements, zamindari system, economic nationalism etc. which created a mark on Indian economy and society.</p> <p>4. The legacy of colonialism had a deep influence in molding many economic decisions and structural arrangements since the attainment of freedom.</p> <p>4. The British rule marked a great impact on the primary, secondary, and even the tertiary sector of the country. The demographic profile along with the hardships caused by famines and their consequences on the economic structure is detailed here.</p> <p>5. This course helps to gain knowledge on the historical dimensions and their interlinkages on the socio-economic and political framework and how all these enabled the Indians to adapt to these structural changes.</p> <p>-----<br/>Indian Economic Thought;</p> <p>1. Economic situation of India at Pre &amp; during British rule.</p> <p>2. Explanation of Indian economic Thought.</p> <p>3. Explanation of Indian economic situation by Indian thinkers.</p> <p>4. Economic thoughts of Dadabhai Nauroji, Ranade, Gokhale, D. Anandekar</p> |

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| 9  | B. A. Sem. V & VI | <p>Eco. XI:<br/>Environmental Economics<br/><b>(ECOENVC505)</b></p> <p>Eco. XVII:<br/>Development Theories &amp; Experience<br/><b>(ECOPUEB605)</b></p> <p>-----</p> <p>Eco. XI &amp; XVII:<br/>(XI:<br/>Environmental Economics –I<br/><b>(ECOEEA505)</b>)<br/>And (XVII:<br/>Environmental Economics –II<br/><b>(ECOEEA605)</b>)</p> | <p>On completion of the course students would be able to:</p> <ol style="list-style-type: none"> <li>1. Realize the importance and influence of environment on the economy including the quality of manpower. Arouse their feelings to make cleaner environment so as to achieve harmonious development.</li> <li>2. Understand that environmental problem is not the problem of a single country or region but a global problem/issue. Hence, policy formulation may be for all countries.</li> <li>3. Demonstrate the scientific management of waste materials; realize the role and importance of individuals to keep the environment clean.</li> <li>4. Understand the causes and victims of environmental pollution like poverty, population explosion, and over-use of resources, careless or unscientific dump/management of wastes.</li> <li>5. Suggest appropriate measures to correct environmental degradation, aware of those ingredients such as healthy climate, quality of human beings, domestic and other natural habitats and biodiversity levels, productivity and productions, sustainability, etc. are all influenced by environment.</li> </ol> <p>-----</p> <p>Students who successfully complete this paper should be able to:</p> <ol style="list-style-type: none"> <li>1. Various concepts of development &amp; their progress.</li> <li>2. Demonstrate theoretical and empirical analysis of economic growth process.</li> <li>3. Demonstrate an understanding of economic growth theory, development and policy implications.</li> <li>4. Demonstrate an awareness of economic growth problems, issues in globalisation, and provide grounding in major growth strategies and development.</li> <li>5. Apply empirical analysis of growth models to developing countries and/or regions, and draw appropriate policy recommendations.</li> </ol> |
| 10 | B.A. Sem. V & VI  | <p>Eco. XII:<br/>ENTREPRENEURSHIP AND SMALL INDUSTRIES MANAGEMENT-I Eco.<br/>XVIII:<br/>ENTREPRENEURSHIP AND SMALL INDUSTRIES MANAGEMENT-II</p> <p>-----</p> <p>Eco. XII-<br/>HISTORY OF ECONOMIC THOUGHT<br/><b>(ECOJET506)</b></p> <p>Eco. XVIII-<br/>INTERNATIONAL TRADE: POLICY</p>  | <ol style="list-style-type: none"> <li>1) On the completion of this course, the student will have a good understanding about the entrepreneur and entrepreneurship.</li> <li>2) learner should get the knowledge about preparation of Enterprensial Project and also acquire the knowledge of swot analysis.</li> <li>3) Learner acquire the knowledge of Labour Act. And provident fund Act.</li> <li>4) Learner also make interest on IPR.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>1) Students learn about helping agencies for small scale industries.</li> <li>2) Learner acquire the knowledge of management of small scale industries .</li> <li>3) Students would get the knowledge of corporative study among the international trade and small scale industry.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>1) On the completion of this course, the student will have a good understanding about the celebrated economists and their contributions starting from the classical period.</li> <li>2) The learner will be acquiring the knowledge of contribution economists.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>1) The course helped the students to understand changing of international trade policy and practice.</li> <li>2) The main purpose of this course is to expose students to current trends in international developments.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>1) On the completion of this course, the student will have a good understanding about economy of Maharashtra.</li> <li>2) The students get acquainted with all varied sectors of the economy of Maharashtra.</li> </ol>   |
| 11 | B. Com. Sem. I    | Bus. Economics-I<br>Micro Eco. I   | <ol style="list-style-type: none"> <li>1. To help the learners understand the working of a business unit in the economy.</li> <li>2. To help the learners understand the concept of Microeconomics and its application to business.</li> <li>3. To help the learners in decision making process of business.</li> </ol>   |
| 12 | B. Com. Sem. II   | Bus. Economics-II  | <ol style="list-style-type: none"> <li>1. To help the learners understand various market structures and introduce various pricing methods. 2.To introduce evaluating capital projects and techniques of investment appraisal.</li> </ol>  |

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| 13 | B. Com. Sem. III                   | Bus.<br>Economics-III<br>Macro Eco. I                         | 1. To present an overview of macroeconomic issues and introduce preliminary models for the determination of output, employment, interest rates, and inflation.<br>2. To illustrate policy application of macroeconomic theory through monetary and fiscal policies  |
| 14 | B. Com. Sem. IV                    | Bus.<br>Economics-IV<br>Macro Eco. II                         | 1.To familiarize learners with the fundamental concepts and issues of public finance related to fiscal functions of government, market efficiency ,role of government, sources of public revenue, types and significance of public expenditure and public debt, fiscal management and policy effectiveness etc.   |
| 15 | B. Com.. Sem. V                    | BUSINESS<br>ECONOMICS-<br>V (MACRO-<br>ECONOMIC<br>ASPECTS OF | 1) The course helped the students to understand India's various sectors during post reform period.<br>2) The course helped the students to understand comparison between post reform period and pre -reform period. 3. It helps to know about changing trades of services sector.   |
| 16 | B. Com. Sem. VI                    | BUSINESS<br>ECONOMICS<br>VI<br>(INTERNATIO<br>NAL             | 1) The course helped the students to understand commercial policies of international trade.<br>2) The course helped the students to understand concept of Foreign Exchange Market 3. Awareness about BOT & BOP of International trade.  |
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| 2  | F.Y.B.A.- Semester I<br>and II     | C.S. in English   | * To increase the range of lexical resource through a variety of exercises which developed effective communication among learners?<br>* To orient the learners towards the functional aspects of language.<br>* To enhance language proficiency by providing adequate exposure to reading and writing skills.<br><br>* To increase the range of lexical resource through a variety of exercises this developed effective communication among learners.<br>* To enhance the overall communication skills of the learners |
| 3  | S.Y.B.A.<br>Semester III and<br>IV | C.S. in English   | * To develop an awareness about the complexity of communication in a dynamic business environment.<br>*To enhance effective oral, writing and listening skills among the learners.<br><br>* To help the learners to demonstrate the effective use of communication technology.<br>* To help the learners to excel in Business Communication.  |

## DEPARTMENT OF Geography to teach Environmental Study and FC

### COURSE OUTCOMES

| Sr. No. | Programme / Semester | Course and Course code | Course Outcome   |
|---------|----------------------|------------------------|--|
| 1       | F.Y.B.A.             | FC Course              | 1. Have a better understanding of Indian society that is made up of multi- racial-multi religious, multicultural groups.<br>2. Be able to evaluate the factors that give rise to gender disparity.<br>3. Be able to identify factors that give rise to intergroup conflicts and strategies that can help to reduce them.<br>4. Learn about the party system and the governance Structured in rural and urban India and abrupt employment of women in India.<br>Features of human rights and fundamental rights of Indian constitution. |

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|---|---------|-------------------|--|
| 2 | S.Y.B.A | Foundation Course | <ol style="list-style-type: none"> <li>1. Student will be sensitized to issue on human rights violation, ecology and science and technology.</li> <li>2. Student will have a basic understanding of Competitive examinations.</li> <li>3. Student will be inculcated with scientific temper and the use of technology in everyday life.</li> </ol> |
| 3 | S.Y.B.A | Geography         | <ol style="list-style-type: none"> <li>1. Students will demonstrate their knowledge of Physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena.</li> </ol>   |