

02		History	<p>To enable the students to develop Knowledge Understanding, Critical thinking, Practical skills, Interests and Attitudes relating to historical matters.</p> <p>History aims at helping students to understand the present existing social, political, religious and economic conditions of the people, the development of the past & the religion, customs institutions, administration and so on.</p> <p>History thus helps students to understand the present day problems at regional, national and international level Objectively accurately and This understanding enables students to lead useful and efficient lives. To creates interest as well as, affection reading historic figures, for characters, events and facts which are found necessary</p> <p>For solving the present problems effectively The student would be able to acquire knowledge of various terms, concepts</p>
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03	Faculty Class	Subject	Outcomes
	Arts F.Y.B.A	Foundation Course	<ol style="list-style-type: none"> 1. Have a better understanding of Indian society that is made up of multi- racial-multi religious, multicultural groups. 2. Be able to evaluate the factors that give rise to gender disparity. 3. Be able to identify factors that give rise to intergroup conflicts and strategies that can help to reduce them. 4. Learn about the party system and the governance Structured in rural and urban India and abrupt employment of women in India. <p>Features of human rights and fundamental rights of Indian constitution.</p>
	S.Y.B.A	Foundation Course	<ol style="list-style-type: none"> 1. Student will be sensitized to issue on human rights violation, ecology and science and technology. 2. Student will have a basic understanding of Competitive examinations. 3. Student will be inculcated with scientific temper and the use of technology in everyday life.
	S.Y.B.A	Geography	<ol style="list-style-type: none"> 1. Students will demonstrate their knowledge of Physical geography and the methods and techniques

			for observing, measuring, recording and reporting on geographic phenomena.
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अ०	वर्ग, सत्र व मराठी अभ्यासपत्रिका क्रमांक	अभ्यासपत्रिकेचे शीर्षक	फलनिष्पत्ती
१.	प्रथम वर्ष कला सत्र : एक अभ्यासपत्रिका क्रमांक : एक	'नाटक' या साहित्यप्रकाराचा अभ्यास	१. 'नाटक' या साहित्यप्रकाराचे सैद्धांतिक स्वरूप समजून घेता आले. २. 'नाटक' हा साहित्यप्रकार व अन्य साहित्यप्रकार यांमधील साम्य-भेद समजून घेता आले. ३. प्रत्यक्ष दोन नाटकांचे अध्ययन केल्यामुळे 'नाटक' हे साहित्यकृती म्हणून समजून घेता आले. ४. 'नाटक' या साहित्यप्रकाराविषयीचे आकलन विकसित झाले.
२.	प्रथम वर्ष कला सत्र : दोन अभ्यासपत्रिका क्रमांक : एक	'प्रवासवर्णन' या साहित्यप्रकाराचा अभ्यास	१. 'प्रवासवर्णन' या साहित्यप्रकाराचे सैद्धांतिक स्वरूप समजून घेता आले. २. 'प्रवासवर्णन' हा साहित्यप्रकार व अन्य साहित्यप्रकार यांमधील साम्य-भेद समजून घेता आले. ३. प्रत्यक्ष दोन प्रवासवर्णनांचे अध्ययन केल्यामुळे 'प्रवासवर्णन' हे साहित्यकृती म्हणून समजून घेता आले. ४. 'प्रवासवर्णन' या साहित्यप्रकाराविषयीचे आकलन विकसित झाले.
३.	द्वितीय वर्ष कला सत्र : तीन अभ्यासपत्रिका क्रमांक : दोन	'कादंबरी' या साहित्यप्रकाराचा अभ्यास	१. 'कादंबरी' या साहित्यप्रकाराचे सैद्धांतिक स्वरूप समजून घेता आले. २. 'कादंबरी' हा साहित्यप्रकार व अन्य साहित्यप्रकार यांमधील साम्य-भेद समजून घेता आले. ३. प्रत्यक्ष दोन कादंबऱ्यांचे अध्ययन केल्यामुळे 'कादंबरी' ही साहित्यकृती म्हणून समजून घेता आली. ४. 'कादंबरी' या साहित्यप्रकाराविषयीचे आकलन विकसित झाले

४.	द्वितीय वर्ष कला सत्र : चार अभ्यासपत्रिका क्रमांक : दोन	‘आत्मचरित्र’ या साहित्यप्रकाराचा अभ्यास	१. ‘आत्मचरित्र’ या साहित्यप्रकाराचे सैद्धांतिक स्वरूप समजून घेता आले. २. ‘आत्मचरित्र’ हा साहित्यप्रकार व अन्य साहित्यप्रकार यांमधील साम्य-भेद समजून घेता आले. ३. प्रत्यक्ष दोन आत्मचरित्रांचे अध्ययन केल्यामुळे ‘आत्मचरित्र’ हे साहित्यकृती म्हणून समजून घेता आले. ४. ‘आत्मचरित्र’ या साहित्यप्रकाराविषयीचे आकलन विकसित झाले
५.	द्वितीय वर्ष कला सत्र : तीन अभ्यासपत्रिका क्रमांक : तीन	भाषा आणि भाषाभ्यास	१. भाषावैज्ञानिक दृष्टिकोनातून भाषेचे स्वरूप समजून घेता आले. २. समाजभाषाविज्ञानाचे स्वरूप समजून घेता आले. ३. समाजभाषाविज्ञानातील संकल्पना –सिद्धांतांचे स्वरूप समजून घेता आले. ४. भाषा आणि भाषेचा अभ्यास यांविषयी आकलन विकसित झाले.
६.	द्वितीय वर्ष कला सत्र : चार अभ्यासपत्रिका क्रमांक : तीन	मालवणी बोलीचा अभ्यास	१. भाषावैज्ञानिक दृष्टिकोनातून मालवणी बोलीचे स्वरूप समजून घेता आले. २. मालवणी बोलीतील वाङ्मयाचा परिचय करून घेता आला. ३. मालवणी बोलीतील साहित्यकृतींचे (नाटक आणि कविता) अध्ययन करता आले. ४. मालवणी बोली आणि मालवणी बोलीतील साहित्य यांविषयी आकलन विकसित झाले.
७.	तृतीय वर्ष कला सत्र : पाच व सहा अभ्यासपत्रिका	मध्ययुगीन मराठी वाङ्मयाचा इतिहास	१. प्राचीन व मध्ययुगीन कालखंडातील मराठी भाषेचा इतिहास समजून घेता आला. २. मध्ययुगीन महाराष्ट्रातील विविध पंथ/संप्रदायांचा इतिहास समजून घेता आला. ३. मध्ययुगीन महाराष्ट्रातील विविध पंथ/संप्रदायांच्या अनुयायांनी रचलेल्या वाङ्मयाचा परिचय करून घेता आला.

	क्रमांक : चार		<p>४. पंडिती कवी, शाहीर व बखरकारांनी रचलेल्या वाङ्मयाचा परिचय करून घेता आला.</p> <p>५. मध्ययुगीन मराठी भाषेचा व वाङ्मयाचा इतिहास यांविषयीचे आकलन विकसित झाले.</p>
८.	<p>तृतीय वर्ष कला</p> <p>सत्र : पाच</p> <p>अभ्यासपत्रिका क्रमांक : पाच</p>	<p>भारतीय साहित्यशास्त्र</p>	<p>१. 'साहित्यशास्त्र' संकल्पनेचे स्वरूप समजून घेता आले.</p> <p>२. भारतीय / संस्कृत परंपरेत साहित्यविषयक सिद्धांत आणि संकल्पनांची झालेली मांडणी समजून घेता आली.</p> <p>३. साहित्याचे स्वरूप, साहित्याचा रसास्वाद, साहित्याची भाषा, साहित्याची निर्मितीप्रक्रिया व साहित्यप्रयोजने यांविषयी भारतीय /संस्कृत परंपरेत मांडल्या गेलेल्या सिद्धांत व संकल्पनाचे अध्ययन करता आले.</p> <p>४. भारतीय /संस्कृत परंपरेतील साहित्यशास्त्र व साहित्यसिद्धांत यांविषयीचे आकलन विकसित झाले.</p>
९.	<p>तृतीय वर्ष कला</p> <p>सत्र : सहा</p> <p>अभ्यासपत्रिका क्रमांक : पाच</p>	<p>पाश्चात्य साहित्यशास्त्र</p>	<p>१. पाश्चात्य परंपरेत साहित्यविषयक सिद्धांत आणि संकल्पनांची झालेली मांडणी समजून घेता आली.</p> <p>२. साहित्याचे स्वरूप , साहित्याची भाषा , साहित्याची निर्मितीप्रक्रिया, साहित्यप्रयोजने, साहित्याचा आस्वाद व परिणाम यांविषयी पाश्चात्य परंपरेत मांडल्या गेलेल्या सिद्धांत व संकल्पनाचे अध्ययन करता आले.</p> <p>३. पाश्चात्य परंपरेतील साहित्यशास्त्र व साहित्यसिद्धांत यांविषयीचे आकलन विकसित झाले.</p>

Programme	Course.	Course outcome
प्रथमवर्ष कला	हिंदी प्रश्नपत्र क्र. १ : ऐच्छिक हिंदी: सत्र १	१. विद्यार्थी हिंदी कहानी की परंपरा तथा विकास-क्रम से अवगत होंगे। २. विद्यार्थी कहानी के अतिरिक्त निबंध आत्मकथा जीवनी संस्मरण यात्रा वृत्तरेखा चित्र आदि अन्य गद्य-विधाओं से अवगत होंगे।
	ऐच्छिक हिंदी: सत्र २	१. विद्यार्थी नवीन गद्य-विधाओं के स्वरूप-विवेचन तथा विशेषताओं से परिचित होंगे। २. विद्यार्थी उपन्यास के स्वरूप तथा विशेषताओं से परिचित होंगे।
द्वितीय वर्ष कला	हिंदी प्रश्नपत्र क्र. २ : मध्यकालीन तथा आधुनिक काव्य: सत्र ३	१. विद्यार्थियों में मानवीय संवेदनाओं के विकास के साथ नवीन सामाजिक सांस्कृतिक बोध और जीवन-मूल्यों का विकास होगा। 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। ३. विद्यार्थियों में नये वैश्विक मूल्यों के प्रति सजगता को बढ़ावा मिलेगा एवं पर्यावरणीय चेतना के प्रति दायित्व-बोध उत्पन्न होगा।
	आधुनिक हिंदी गद्य: सत्र ४	१. विद्यार्थियों में राष्ट्र-निर्माण हेतु नये सामाजिक राजनीतिक सांस्कृतिक विचारों का प्रसार होगा और दायित्व-बोध निर्वहन का विकास होगा। २. विद्यार्थियों में नये वैश्विक मूल्यों के प्रति सजगता को बढ़ावा मिलेगा एवं मूल्यवादी दृष्टि के प्रति दायित्व-बोध उत्पन्न होगा।

		३.विद्यार्थियों में साहित्य-रसास्वादन के साथ कलात्मक अभिरूचि का निर्माण होगा तथा रचनात्मक कौशल को बढ़ावा मिलेगा।
द्वितीय वर्षकला	हिंदी प्रश्नपत्र क्र. ३ : प्रयोजनमूलक हिंदी: सत्र ३	१.विद्यार्थियों को व्यावहारिक हिंदी भाषा-दक्षता की प्रवीणता की प्राप्ति होगी। २. विद्यार्थी व्यावसायिक रूप से आत्मनिर्भरता के योग्य बनेंगे। ३.विद्यार्थी जनसंचार माध्यमों में रोजगार के अवसर तथा क्षेत्रों से अवगत होंगे।
	जनसंचारमाध्यम: सत्र ४	१.विद्यार्थियों को तकनीकी और व्यावहारिक भाषा दक्षता की प्रवीणता प्राप्त होगी। २.विद्यार्थियों में व्यावसायिक रूप से आत्मनिर्भरता की संभावना बढ़ेगी। ३. विद्यार्थी जनसंचारमाध्यमों में रोजगार के क्षेत्रों से परिचित होंगे।
तृतीय वर्षकला:	हिंदी प्रश्नपत्र क्र. ४ : हिंदी साहित्य का इतिहास: सत्र ५	१.विद्यार्थी हिंदी साहित्य के इतिहास नामकरण तथा काल विभाजन से परिचित होंगे। २. साहित्य के इतिहास के साथ ही विद्यार्थी युगीन पृष्ठभूमि से परिचित होंगे। ३.विद्यार्थी हिंदी पद्य-साहित्य के उद्भव एवं विकास की प्रक्रिया से अवगत होंगे।
	आधुनिक हिंदी साहित्य का इतिहास: सत्र ६	१.विद्यार्थी आधुनिक हिंदी साहित्य के इतिहास नामकरण तथा काल विभाजन से परिचित होंगे। २.साहित्य के इतिहास के साथ ही विद्यार्थी युगीन पृष्ठभूमि से परिचित होंगे। ३.विद्यार्थी आधुनिक हिंदी पद्य के साथ ही गद्य-

		साहित्यके उद्भव एवं विकासकी प्रक्रियासे अवगत होंगे।
तृतीय वर्ष कला:	हिंदी प्रश्नपत्र क्र. ५ : स्वातंत्र्योत्तर हिंदी साहित्य: सत्र ५	१. विद्यार्थी काव्य-नाटकरेखाचित्र तथा संस्मरण विधा की परिभाषा स्वरूप तथा विकास-क्रम से परिचित होंगे। २. विद्यार्थी स्वातंत्र्योत्तर हिंदी साहित्य से परिचित होंगे। ३. विद्यार्थियों में साहित्यके माध्यमसे कलात्मक गुणों की अभिवृद्धि होगी तथा रचनात्मक कौशल को बढ़ावा मिलेगा।
	स्वातंत्र्योत्तर हिंदी साहित्य: सत्र ६	१. विद्यार्थी गीतिकाव्य तथा निबंधविधा की परिभाषा स्वरूप तथा विकास-क्रम से परिचित होंगे। २. विद्यार्थी स्वातंत्र्योत्तर हिंदी साहित्य से परिचित होंगे। ३. विद्यार्थियों में साहित्यके माध्यमसे कलात्मक गुणों की अभिवृद्धि होगी तथा रचनात्मक कौशल को बढ़ावा मिलेगा।
तृतीय वर्ष कला:	हिंदी प्रश्नपत्र क्र. ६ : हिंदी में सूचना प्रौद्योगिकी: सत्र ५	१. विद्यार्थी सूचना प्रौद्योगिकीके अर्थ परिभाषा तथा स्वरूप के साथ ही उसके महत्व आवश्यकता तथा उपयोगिता से परिचित होंगे। २. विद्यार्थियों को कम्प्यूटर पर हिंदी में कामकाज करने तथा गुगल अनुवाद करने में प्रवीणता प्राप्त होगी। ३. विद्यार्थी डिजिटलाइजेशनके विकास एवं उपयोगिता से परिचित होंगे।
	सोशल मीडिया: सत्र ६	१. विद्यार्थी सोशल मीडियाके स्वरूप प्रकार तथा विकास के साथ ही उसकी

		<p>उपयोगिता उपलब्धियां समस्याएं चुनौतियां तथा सीमाओं से परिचित होंगे।</p> <p>२. विद्यार्थी सोशल मीडिया के सकारात्मक तथा नकारात्मक प्रभाव तथा सोशल मीडिया से संबंधित कानून से अवगत होंगे।</p> <p>३. विद्यार्थियों को सोशल मीडिया में हिंदी का प्रसार और प्रयोग करने में प्रवीणता प्राप्त होगी।</p>
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Outcomes of Economics (Dr. B. S. Solapure)

Sr. No.	Class & Subject	Outcomes
01	F.Y. & S.Y.B.Com. Business Economics Pr. No. I, II, III & IV	<p>Knowledge of economic theory and its application Student Learning Outcomes for business activities:</p> <p>1: Demonstrate knowledge of general economic theory</p> <p>2: Apply economic theory in the analysis of problems or issues. Skills needed to utilize and leverage technology within the economic community.</p> <p>3: Identify and evaluate solutions</p> <p>4: Identify ethical issues involving potential misuse of data. Distinguish ethical and unethical use of data</p> <p>5. Decision policy of Business firms.</p> <p>6. Understanding the use of Micro & Macro economic theories to real business activities.</p>

		<p>7. Knowledge about the Market structure & forces.</p> <p>8. Understanding the relationship between business activities, society & environment.</p> <p>9. Role of the government in business activities.</p> <p>10. Macro Economic policy & the society relations.</p> <p>11. Outcomes of economic policies.</p> <p>12. Understand the sources of finance both public and private; demonstrate the role of government to correct market failures and possible advantage of public financing.</p> <p>13. Attain the advantages and knowledge of public investments and other government expenditures. Understand the causes of growing public expenditures for various programmes and policies within and outside the country.</p> <p>14. Understand the possible burden, benefits and distribution of various types of taxes among various classes of people, know the general trend and impact on general welfare and arouse them to suggest good and bad tax system.</p> <p>15. Understand the needs of public borrowing from all possible sources to meet necessary public investment/expenditures. Also be alerted to find sources for repayment.</p> <p>16. Deliver effectively the preparation of budget and how they are passed in the house. Understand the changes in size and flexibility of state and central budget along with the role played by Finance Commission.</p>
02	<p>S.Y.B.A.</p> <p>Economics Pr. No. III & V</p> <p>(Macro economics I & II)</p>	<p>1. Explain what economics is and explain why it is important</p> <p>2. Use mathematical tools in common economic applications</p> <p>3. Use graphs in common economic applications</p> <p>4. Explain the cost of choices and trade-offs</p> <p>5. Illustrate society's trade-offs by using a production possibilities frontier, or curve</p> <p>5. Explain the assumption of rationality by individuals and firms</p>

		<p>6. Describe and differentiate between major economic systems</p> <p>7. Explain the determinants of demand</p> <p>8. Explain the determinants of supply</p> <p>9. Explain and graphically illustrate market equilibrium, surplus and shortage</p> <p>10. Analyze the economic effect of government setting price ceilings and floors</p> <p>11. Define macroeconomics and explain how economic indicators like GDP are used to assess the state of the economy</p> <p>12. Differentiate between and calculate nominal and real GDP</p> <p>13. Describe economic growth</p> <p>14. Describe and calculate unemployment</p> <p>15. Examine causes and types of unemployment, including cyclical, frictional, structural, and natural unemployment</p> <p>16. Define inflation and explain how the rate of inflation is calculated & Identify the consequences of inflation</p> <p>17. Use the AD-AS model to explain the equilibrium levels of real GDP and price level</p> <p>18. Examine factors that shift aggregate supply and aggregate demand</p> <p>19. Describe the tenets of Keynesian Economics & explain policy implications of Keynesian economics</p> <p>20. Describe how the neoclassical model responds to fluctuations in the economy and explain policy recommendations</p> <p>21. Compare and contrast the Keynesian and Neoclassical perspectives</p> <p>22. Define money, explain the functions of money, and define liquidity. Describe the role financial markets play in an economy</p> <p>23. Explain the structure, functions, and responsibilities of the central banking System & explain how monetary policy affects GDP and the interest rates.</p>

03	T.Y.B.A.	
	<p data-bbox="277 268 480 338">(I) Pr. No. VIII & XVII</p> <p data-bbox="277 447 480 688">(Economics of Development and Developmental Theories & Experience)</p>	<p data-bbox="506 268 1386 338">1.A policy, theoretical and empirical-oriented paper for economic growth and development strategies.</p> <p data-bbox="506 380 1386 579">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 data-bbox="506 621 1386 653">Students who successfully complete this paper should be able to:</p> <ol data-bbox="506 684 1386 1829" style="list-style-type: none"> 1. Various concepts of development & their progress. 2. Demonstrate theoretical and empirical analysis of economic growth process. 3. Demonstrate an understanding of economic growth theory, development and policy implications. 4. Demonstrate an awareness of economic growth problems, issues in globalisation, and provide grounding in major growth strategies and development. 5. Apply empirical analysis of growth models to developing countries and/or regions, and draw appropriate policy recommendations. 6. Application of developmental theories. 7. Relationship between development, inequality & poverty. 8. Policy measures to overcome from the problems related to inequality. 9. Implications of developmental theories & role of government. 10. The process of development & demographic transition. 11. Structural transformation while development 12. Development & Migration relations 13. Process of development & environment

		14. Development & International Trade
(II) Pr. No. X & XVI	<u>Economic History of India:</u>	<ol style="list-style-type: none"> 1. The course envisages providing a broader perspective on the Indian economy from a historical point of view. 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. 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. 4. The legacy of colonialism had a deep influence in molding many economic decisions and structural arrangements since the attainment of freedom. 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. 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.
(Economic History of India		
And		
Indian Economic Thoughts)	<u>Indian Economic Thought:</u>	<ol style="list-style-type: none"> 1. Economic situation of India at Pre & during British rule. 2. Explanation of Indian economic Thought. 3. Explanation of Indian economic situation by Indian thinkers. 4. Economic thoughts of Dadabhai Nouroji, Ranade, Gokhale, Dr. Ambedkar during British period. 5. Economics Nehru & his impact on Economic planning in India. 6. Gandhian Economics. 7. Economic views of Mahalabis, Amartya Sen & Jagdish

		Bhagawati.
(III) Pr. No. XI: (Environmental Economics)	On completion of the course students would be able to:	<ol style="list-style-type: none"> 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. 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. 3. Demonstrate the scientific management of waste materials; realize the role and importance of individuals to keep the environment clean. 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. 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.
(IV) Pr. No. XIV: (International Economics)	After completion of the course, the students would be able to:	<ol style="list-style-type: none"> 1. Meaning of international Economics 2. The subject matter of International Economics & their importance. 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. 4. Show the benefits of international trade in a way how nations with strong international trade have become prosperous and have the power to control world economy and how global trade can be one of the major contributors of reducing poverty. 5. Explain how restrictions to international trade would limit a

		<p>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.</p> <p>6. Show the importance of maintaining equilibrium in the balance of payments and suggests suitable measures to correct disequilibrium as well.</p> <p>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 having trade reforms</p>
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Dr. Valmik D. Parhar
Outcomes

Sr. No.	Class	Subject with Paper No.	Semester	Outcomes
1	FYBA	Microeconomics - I & II	I & II	<p>1 The course helped the students to understand the basics principles of micro and macro economic and theory, using statistical tools, application of microeconomic concepts to apply in real life situations.</p> <p>1 The course helped the students to understand the supply side of the economics. 2The course helped the students to understand the recent trends in subject of economics.</p>
2	SYBA	Public Finance IV	III	<p>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. 2 The course helped the students to study the government's public policy.</p>
		Indian Economy	IV	<p>1 The course helped the students to understand the issues and challenges of Indian economy. 2 The course helped the students to understand the recent developments in the economy.</p>

3	TYBA	Microeconomics III – VII	V	<p>1 The course helped the students to understand microeconomic theory.</p> <p>2 The course helped the students to focus on three aspects – imperfect competition, general equilibrium and welfare economics.</p>
4	TYBA	Macroeconomics III - XIII	VI	The course helped the students to understand the formal model of a macroeconomic theory with analytical tools.
5	TYBA	Economics of Agriculture and Cooperation – IX & XV	V & VI	<p>1 The course helped the students to understand the role of agriculture in economic development and recent problem in agriculture.</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>
6	TYBA	History of Economic Thoughts – XII	V	<p>1 The course helped the students to understand the role and ideas of classical and neo classical economists in economic development.</p> <p>2 The course introduced the students to major Indian thinkers and their ideas on Indian economic policy.</p>
7	TYBA	International Trade, Policies and Practice – XVIII	VI	<p>1 The course helped the students to understand the changing phase of International Trade Policy and Practice.</p> <p>2 The course helped the students to understand its current trends in international development in reference to World and Indian trade issue.</p>
8	TYBCom	Business Economics V (Macro Economic Aspects of India)	V	<p>1 The course helped the students to understand India's various sector during post reform period.</p> <p>2 The course helped the students to understand comparison between post reform period and pre reform period.</p>
9	TYBCom	Business Economics VI (International Economics)	VI	<p>1 The course helped the students to understand commercial policies of international trade.</p> <p>2 The course helped the students to understand concept of Foreign Exchange Market</p>

LONKNETE GOPINATHJI MUNDE ARTS, COMM. AND SCIENCE COLLEGE MANDANGAD

Department of Geography

Learning Outcomes

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- ❖ Students acquire knowledge and interpretation about the relationship between geographical aspects and Socio-culture and Economical aspects.
 - ❖ Students will have a general understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities as well as Man-Environment relationship.
 - ❖ Students have understood local, regional, and/or international travel the interconnection between people and places and have a general comprehension of how variations in culture and personal experiences.
 - ❖ Students have a general understanding of physical geographic processes, the global distribution of landforms and ecosystems, and the role of the physical environment on human populations.
 - ❖ Students have a general understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities and networks, and human impacts on the physical environment.
 - ❖ Students know something of the way various human activities are increasing emissions of the natural greenhouse gases, and are also contributing to sulphate aerosols in the troposphere.
 - ❖ 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.
 - ❖ 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.
 - ❖ They will be eligible for conducting social survey project which is needed for measuring the status of development of a particular group or section of the society.
 - ❖ Student have acquired their knowledge of physical geography. Student will have a general understanding about the geomorphological and geotechnical process and formation. They will be able to correlate the relationship between physical geography with the human activity.
 - ❖ Students classify processes of environmental change and evaluate the relationship between human beings and their surroundings, bringing to bear knowledge from many disciplines.

- ❖ 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.
- ❖ 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.
- ❖ Students will be exposed to historical, economic, cultural, social and physical characteristics of India.
- ❖ Use appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs, and use maps and to interpret information from resources including atlases, databases, and grid systems.
- ❖ Students have read, analyze interpret, and prepare maps, diagrams and other **geographic** representations.
- ❖ They have learned how to prepare map based on GIS by using the modern geographical map making techniques.

Commerce

Sr.No	Faculty Class	Subject	Outcomes
01	Commerce F.Y.B.Com	F.C.	1. Appreciate the ethical, cross cultural and historical Studies. Context of environmental issues and the lines between human and natural systems. 2. Apply system concepts and methodologies to analyst Understand interaction between social and Environmental processes.
02	F.Y.B.COM	B.C.	Semester I- * To develop an awareness about the complexity of communication in a dynamic business environment. * To enhance effective oral, writing and listening skills among the learners. Semester- II * To help the learners to demonstrate the effective use of communication technology. * To help the learners to excel in Business Communication.
03	F.Y.B.Com	Maths	1. prepared for competitive examinations 2. Understood the

			<p>concept of Simple interest, compound interest and the concept of EMI. 3. Understood the concept of shares and to calculate Dividend 4. Understood the concept of population and sample. 5. used frequency distribution to make decision.</p> <p>6. To understand and to calculate various types of averages and variations. 7. Understood the concept and application of profit and loss in business. 8. Solved LPP to maximize the profit and to minimize the cost. 9. Used correlation and regression analysis to estimate the relationship between two variables.</p> <p>10. Understood the concept and techniques of different types of index numbers.</p>
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Science

Sr.No	Faculty Class	Subject	Outcomes
01	Science S.Y.B.Sc	F.C	<ul style="list-style-type: none"> * Develop a basic understanding about issues related to Human Rights of weaker sections, ecology, and science and technology. * Gain an overview of significant skills required to address competition in career choices. * Appreciate the importance of developing a scientific temper towards the technology and its use in everyday life.
02		Chemistry	<p>01. Chemistry teaches useful skills. Because it is a science, learning chemistry means learning how to be objective and how to reason and solve problems. Helps you to understand current events, including news about petroleum, product recalls, pollution, the environment and technological advances.</p> <p>02. Understanding of major concepts, theoretical principles and experimental findings in chemistry.</p> <p>03. Ability to work effectively in diverse teams in both classroom and laboratory.</p>

			<ol style="list-style-type: none"> 2. Learners would understand the increasing complexity of nutritional, excretory and osmoregulatory, respiratory and circulatory physiology in evolutionary hierarchy. 3. Learners would understand the process of control and coordination by nervous and endocrine regulation. 4. Learners would gain an insight into different types of animal's behaviour and their role in biological adaptation. 5. Learners would understand the general epidemiology aspect of parasites that affect humans and apply simple preventive measures for the same also learn about the life cycle of parasites, mode of infection and symptoms of diseases and its treatment. 6. Learners will gain insight about origin of life also know about the different theories of evolution. 7. Learner would understand the forces that cause evolutionary changes in natural population, mechanism of speciation, microevolution, macroevolution and megavolution. 8. The learner will develop qualities such as critical thinking and analysis, scientific communication and ethical aspects of research. 9. Learner will able to understand human reproductive physiology, different pre-embryonic stages and types of placentae. <p>The learner will be sensitized about the adverse effects of population and measures to control it.</p>
04	F.Y.B.Sc	Maths	<p>PSO1: To enable the students to cultivate a mathematical way of thinking i.e. making conjectures, verifying them with further observations, generalizing them, trying to find proofs and making observations.</p> <p>PSO2 : To enable the students to quantify their experiences in othersubjects they study.</p>

			<p>PSO3: To enable the students to learn the basic structures of mathematics through unifying concepts and to motivate these structures through applications.</p> <p>PSO4: To enable the students to study mathematics for themselves.</p> <p>PSO5: To provide high quality mathematical education at all levels that will be vital for scientific and technological developments.</p>
05	F.Y.B.Sc S.Y.B.Sc	Physics	<ol style="list-style-type: none"> 1. These courses shall motivate and encourage learners to understand basic concepts of Physics. 2. To develop analytical abilities towards real world problems 3. To familiarize with current and recent scientific and technological developments 4. To enrich knowledge through problem solving, hands on activities, study visits, projects etc. <ol style="list-style-type: none"> 1. To develop analytical abilities towards real world problems 2. To familiarize with current and recent scientific and technological developments 3. To enrich knowledge through problem solving hands on activities, study visits, projects etc. 4. A thorough quantitative and conceptual understanding of the core areas of physics, including mechanics, , thermodynamics, quantum mechanics, electronics at a level compatible with graduate programs in physics at peer institutions. 5. The ability to analyze and interpret quantitative results, both in the core areas of physics and interdisciplinary areas. 6. The ability to use contemporary experimental apparatus and analysis tools to acquire, analyze and interpret scientific data. 7. The ability to apply the principles of physics to solve new

			and unfamiliar problems. 8. The ability to communicate scientific results effectively in presentations or posters.
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Sr. No.	Class /course code	Outcomes of Botany Syllabus
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Specific core discipline knowledge

- Students can recall details and information about the evolution, anatomy, morphology, systematics, genetics, physiology, ecology, and conservation of plants and all other forms of life.
- Students can recall details of the unique ecological and evolutionary features of the local and Indian flora.

Communication skills

- Students can communicate effectively using oral and written communication skills.

Problem solving and research skills

- Students can generate and test hypotheses, make observations, collect data, analyse and interpret results, derive conclusions, and evaluate their significance within a broad scientific context.

OVERALL OUTCOMES-

To recognize and identify major groups of non-vascular and vascular plants and their phylogenetic relationships.

- To understand the phylogeny of plants and study various systems of classification.
- To explore the morphological, anatomical, embryological details as well as economic importance of algae, fungi, bryophytes, pteridophytes, gymnosperms and angiosperms. □ To understand physiological processes and adaptations of plants.
- To provide knowledge about environmental factors and natural resources and their importance in sustainable development.
- To be able to carry out phytochemical analysis of plant extracts and application of the isolated compounds for treatment of diseases.
- To be able to deal with all microbes and the technologies for their effective uses in industry and mitigation of environmental concerns.
- To explain how current medicinal practices are often based on indigenous plant knowledge and to get introduced to different perspectives on treating ailments according to ethnomedicinal principles.

		<ul style="list-style-type: none"> • To understand patterns of heredity and variation among individuals, species and populations and apply principles for improvement of quality and yield. • To be able to apply statistical tools to gain insights into significantly different data from different sources. • To acquire recently published knowledge in molecular biology, such as rDNA technology; PTC and bioinformatics and their applications.
1	F.Y. B.SC. USBO 101	<p>PLANT DIVERSITY-I</p> <p>SEMESTER-I</p> <ul style="list-style-type: none"> • Students able to recognize ,identify & classify the major groups of non-vascular plants.. • Learners understood the morphological, anatomical, Reproductive structures and life cycles of non-vascular plants in details. • student understood the economic importance of algae like Nostoc, Spirogyra. • Student understood the economic importance of fungi like Aspergillus and Rhizopus. • student understood the economic importance of bryophytes like Riccia.

<p>USBO 201</p>	<p>PLANT DIVERSITY-I SEMESTER-II</p> <ul style="list-style-type: none"> • Students able to recognize, identify & classify the major groups of vascular plants.. • Learners understood the general characters, morphological, anatomical, Reproductive structures and life cycles of vascular plants like Pteridophytes, Gymnosperms & Angiosperms in details. • Student understood the evolutionary, phylogenetic relationships o between the plants like Pteridophytes, Gymnosperms & Angiosperms. • Student learned the evolution in vascular tissues (stellar evolution). • student learned and understood the Cycas plant & economic importance of Gymnosperms • Learner understood the Biodiversity in plants part like various types in Leaf Morphology and modifications for
	<p>different purposes by plants.</p> <ul style="list-style-type: none"> • Types of inflorescence inspired student for collection of different forms of leaf and inflorescence pictures. □Student able to identify the insectivorous plants. • Learner able to identify classify the two families- Malvaceae & Amaryllidaceae with their economic importance.

2	S.Y. B.SC. USBO301	PLANT DIVERSITY-II SEMESTER-III The students able : <ul style="list-style-type: none"> • To gain knowledge about Thallophyta, Bryophyta , Angiosperms and modern techniques to study plant diversity. • Student understand the salient features of phaeophyta group of algae & able to identify the members like Sargassum with the help of Structure . learners also able to classify the algae. • learners understand the bryophyta member with their general characters and life history like member <i>Anthoceros & Funaria</i> • Learners understood the principles and application of commonly used techniques in instrumentation like Microscopy, chromatography Electrophoresis and Preservation methods of plants. • Learners able to understood the objectives, Goals of plant systematics and taxonomic relationship to Anatomy, cytology embryology, palynology etc. • To understand the phylogeny of plants and study various systems of classification like Bentham & hookers system and got knowledge to identify, classify the families.
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	USBO 401	PLANT DIVERSITY-II SEMESTER-IV <ul style="list-style-type: none"> • Learners understood the general characteristics and classification of two fungi along with life cycles and economic importance of each alga. • Learners to be able to identify them. • Learners understood the scope and importance of Plant Pathology and concepts of various control measures of commonly widespread plant • Learners understood the scope and ecological & economic importance of lichens and able to identify & classify lichens. • Learners understood the paleobotany study able to differentiate the types of fossils and also thoroughly learn the earth history by Geological time scale along the fossile plants like cordiates and Rhynia. • Learners able to identify the Pteridophyte like Selaginella with its structure and life history. • learners capable to identify Gymnospermic plants like conifer group members (e.g. Pinus) by their characters and also aunderstood its economic importance.
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**USBO
303 &
403**

Current trends in plant Sciencec-I

Semester III & IV

- Student got knowledge about Horticulure and Gardening and able to design beautiful gardens by their own ideas.
- got knowledge about national parks and botanical gardens in India
- Learners understood the Indian forest types and economic importance of botany by studying plant products like spices, condiments, fibre yielding plants.
- Learners got knowledge about the techniques like Tissue culture, meristem culture, anther culture, pollen culture, embryo culture and possibility of entrepreneurship in the same.
- Learners understood the ethno botanical principles, applications and utilization of some common indigenous plant knowledge for the cure of common human diseases and improvement of agriculture.

		<ul style="list-style-type: none">• Learners got knowledge about the latest molecular biology techniques like Gene cloning, Enzymes and vectors involved in gene cloning. □ To learn principles and application of commonly used techniques in instrumentation.• To gain proficiency in the monograph study and pharmacognostic analysis of medicinal plants. <p>The students able</p> <ul style="list-style-type: none">• To gain insight into recent molecular biology techniques for DNA analysis and amplification and Barcoding techniques and applications therein.• To understand and apply tools of Bioinformatics for data retrieval and phylogenetic analysis.• To learn about the sources of economically important plants in the field of fats and oils and apply it for extraction, dealing with entrepreneurship in the field.• To gain knowledge and proficiency in preservation of postharvest produce and explore the possibility of entrepreneurship in the field.
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<p>3</p>	<p>T.Y. B.SC.</p> <p>COURSE CODE- USBO 502</p>	<p>PLANT DIVERSITY-IV</p> <p>SEMESTER- V</p> <p>The students able :</p> <ul style="list-style-type: none"> • To acquire knowledge of different fossil forms and understand their role in evolution. • To provide plant description, describe the morphological and reproductive structures of seven families and also identify and classify according to Bentham and Hooker's system. □ To gain proficiency in the use of keys and identification manuals for identifying any unknown plants to species level. □ To relate anomalies in internal stem structure with function and appreciate the salient features of the root stem transition zone. • To get exposure to pollen study and learn to apply it in various fields.

**USBO
602**

PLANT DIVERSITY-IV

SEMESTER-VI

The students able :

- To study contribution of Botanical gardens, BSI to Angiosperm study and provide plant description, describe the morphological and reproductive structures of seven families. □
To gain exposure to a phylogenetic system of classification.
- To gain insight into the anatomical adaptations of different ecological plant groups.
- Learners got knowledge about development of male and female gametophytes, embryonic structure in plants.
- Student learned the different aspects and importance of Biodiversity and utilization them for conservation of species so as to prevent further loss or extinction of Biodiversity and preserve the existing for future generations.