



# R. B. Madkholkar Mahavidyalaya, Chandgad

NAAC Reaccredited with B++ CGPA 2.79

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## Program Outcomes

Sr. No.	Degree Programme	Programme Outcomes
1.	B. A. Marathi	<ol style="list-style-type: none"> <li>1. To enrich the linguistic competence of the students</li> <li>2. To increase the interest for literature among the students</li> <li>3. To create the awareness about value education and national integrity</li> <li>4. To give proper guidance of writing skills for media and film industry</li> <li>5. To introduce the students with different literary genres, literary traditions and literary theories</li> <li>6. To develop LSRW skills</li> <li>7. To introduce the students with renaissance movement in Marathi literature, especially Warkari tradition</li> <li>8. To improve the overall personality of the students through value inculcation</li> <li>9. To introduce the students with poetics and prosody</li> <li>10. To introduce the students with Dalit literature and rural literature</li> </ol>
2.	B. A. English	<ol style="list-style-type: none"> <li>1. Helped the students getting well acquainted with the communicative basics like Speaking, Listening, Writing and Reading at advanced level</li> <li>2. Helped the students getting well acquainted with communication skills, inculcate human values among the students through prose and poems and improve the language and business competence of the students.</li> <li>3. After the completion of course the students get a fair understanding of different types of communication skills</li> <li>4. To assess various trends emerged in the Modern English Literature</li> </ol>

		<ol style="list-style-type: none"> <li>5. The students are introduced with different genres of literature like fiction, drama and poetry</li> <li>6. They are introduced with different literary movements and critical theories</li> <li>7. Helped the students getting well acquainted with the communicative basics like Speaking, Listening, Writing and Reading at advanced level</li> <li>8. Helped the students getting well acquainted with communication skills, inculcate human values among the students through prose and poems and improve the language and business competence of the students.</li> <li>9. After the completion of course the students get a fair understanding of different types of communication skills</li> <li>10. To assess various trends emerged in the Modern English Literature</li> <li>11. The students are introduced with different genres of literature like fiction, drama and poetry</li> <li>12. They are introduced with different literary movements and critical theories</li> <li>13. They are introduced with grammar, phonetics and linguistics of English</li> <li>14. They are acquainted with how to appreciate a literary text</li> </ol>
3.	B. A. Hindi	<ol style="list-style-type: none"> <li>1. To develop the Hindi language</li> <li>2. To develop various skills in Hindi communication</li> <li>3. To aware the students about employment opportunities</li> <li>4. To create awareness about social problems and lead them to solve the social problems.</li> <li>5. To introduce the national values and point out the importance of integrity.</li> </ol> <p>Specific Outcomes:</p> <ol style="list-style-type: none"> <li>1. To introduce the Hindi language and motivate students to use it widely.</li> <li>2. To show the various dynamics of manifestation in Hindi language.</li> <li>3. To demonstrate the importance of values through the reading of literature.</li> <li>4. To address the social issues through literature and language.</li> </ol>

		<ol style="list-style-type: none"> <li>5. To motivate the students for research in language use.</li> <li>6. To promote the students to look inside the literary endeavors.</li> <li>7. To use new technology like internet and computers in learning language and acquiring skills.</li> </ol>
4.	B. A. History	<ol style="list-style-type: none"> <li>1. The students are introduced with the meaning and development of History as a term</li> <li>2. They are introduced with various tools of writing history</li> <li>3. They knew how to study various historical monuments</li> <li>4. They are introduced with various ages in the history of India</li> <li>5. They studied ancient cultures developed during the various ages in India</li> <li>6. They are introduced with the Socio-economic and Cultural History of Medieval India</li> <li>7. They are introduced with freedom struggle of India</li> <li>8. They are acquainted with social reformation movements in India</li> <li>9. They are introduced with different revolutions in the world</li> <li>10. They are introduced with the history of Marathas</li> <li>11. They are introduced with the history of post-independent India</li> </ol>
5.	B. A. Economics	<ol style="list-style-type: none"> <li>1. To introduce the students with the development of Indian economy</li> <li>2. To introduce the students with development of banking and financial system in India</li> <li>3. To study the market-consumer relationship</li> <li>4. To study the basic concepts in macroeconomics like money, employment, public finance, etc.</li> <li>5. To introduce the students with different economic thoughts</li> <li>6. To introduce the students with foreign trade policies</li> </ol>
6.	B. Sc. Physics	<ol style="list-style-type: none"> <li>1. To make the students acquire core knowledge in physics including the majors of classical mechanics, quantum mechanics, electromagnetic theory, electronics, optics, special theory of relativity.</li> <li>2. To apply conceptual understanding physics to general real world situations</li> <li>3. Discover physics concepts in other disciplines such as mathematics, computer science, engineering and chemistry</li> </ol>

		<ol style="list-style-type: none"> <li>4. Analyze physical problems and develop correct solutions using natural laws.</li> <li>5. Students should learn how to design and conduct an experiment demonstrating their understanding of the scientific method and processes.</li> <li>6. Students will develop the proficiency in the acquisition of data using variety of laboratory instruments and in the analysis and interpretation of such data.</li> <li>7. Students will realize &amp; develop on understanding of the impact of physics &amp; science on society.</li> <li>8. Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions</li> <li>9. Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways</li> <li>10. Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts</li> <li>11. Appreciate the benefits and limitations of science and its application in technological developments</li> </ol>
7.	B. Sc. Chemistry	<ol style="list-style-type: none"> <li>1. To promote understanding of basic facts and concepts in Chemistry while retaining the excitement of Chemistry.</li> <li>2. To make students capable of studying Chemistry in academic and Industrial courses.</li> <li>3. To develop problem solving skills in students.</li> <li>4. To expose the students to different processes used in Industries and their applications.</li> <li>5. To develop ability and to acquire the knowledge of terms, facts, concepts, processes techniques and principles of subjects.</li> <li>6. To expose and to develop interest in the fields of chemistry.</li> <li>7. To develop skills required in chemistry such as the proper handling of apparatus and chemicals.</li> <li>8. To develop skill of use modern library searching and retrieval methods to obtain information about a topic, chemical, chemical technique, or an issue relating to</li> </ol>

		chemistry.
8.	B. Sc. Computer Science	<ol style="list-style-type: none"> <li>1. Develop inquiring minds and curiosity about science and the natural world</li> <li>2. Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts</li> <li>3. Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions</li> <li>4. Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts</li> <li>6. Appreciate the benefits and limitations of science and its application in technological developments</li> <li>7. Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors</li> <li>8. Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.</li> <li>9. Describe and discuss ways in which science is applied and used to solve local and global problems</li> <li>10. Describe and evaluate the benefits and limitations of science and scientific applications as well as their effect on life and society</li> <li>11. Discuss how science and technology are interdependent and assist each other in the development of knowledge and technological applications</li> <li>12. Discuss how science and its applications interact with social, economic, political, environmental, cultural and ethical factors.</li> <li>13. Explain and apply scientific information to solve problems in familiar and unfamiliar situations</li> <li>14. Analyze scientific information by identifying</li> </ol>

		<p>components, relationships and patterns, both in experimental data and ideas</p> <p>15. Discuss and evaluate scientific information from different sources(Internet, newspaper articles, television, scientific texts and publications) and assess its credibility.</p> <p>16. Organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visualrepresentation (tables, graphs and charts)</p> <p>17. Present data in a variety of ways using appropriate communication modes and conventions (units of measurement)</p> <p>18. Analyze and interpret data by identifying trends, patterns and relationships</p> <p>19. Draw conclusions supported by scientific explanations and a reasonedinterpretation of the analysis of the data.</p>
9.	B. Sc. Zoology	<p>1. To impart knowledge is the basic aim of education. The students are expected to acquire the knowledge of animal science, natural phenomenon, manipulation of nature &amp; environment by man.</p> <p>2. Understanding the scientific terms, concepts, facts, phenomena &amp; their interrelationships.</p> <p>3. Applications of the knowledge.</p> <p>4. To develop skills in practical work, experiments &amp; laboratory materials, instruments.</p> <p>5. To develop interests in the subject &amp; scientific hobbies.</p> <p>6. To develop scientific attitude this is the major objective. This makes the students open minded, critical observations, curiosity, thinking etc.</p> <p>7. Abilities to apply scientific methods, collection of scientific data,</p> <p>problem solving, organize science exhibitions, clubs etc.</p> <p>8. Appreciation of the subject, contributions of scientists, scientificmethods, scientific programs etc.</p> <p>Specific Programme Outcomes:</p> <p>1. To impart the knowledge of animal science to the pupils.</p> <p>2. To make the pupils to use the knowledge in their daily life.</p>

		<ol style="list-style-type: none"> <li>3. To make the pupils aware of natural resources and environment.</li> <li>4. Application of knowledge in Zoology for nutrition, agriculture &amp; live stock.</li> <li>5. To provide practical experiences which form a part of their learning processes.</li> <li>6. To develop aptitude for scientific work &amp; ability to pursue studies far beyond graduation.</li> <li>7. To encourage the pupils to take life science as a carrier this is the need now days.</li> <li>8. To make the pupils fit for the society.</li> </ol>
10.	B. Sc. Botany	<ol style="list-style-type: none"> <li>1. The students are made aware with the nature of biodiversity</li> <li>2. They are introduced with plant ecology</li> <li>3. They are introduced with plant taxonomy</li> <li>4. They are made to study the plant diversity, and morphological and anatomical structures of different plants</li> <li>5. They are made aware with the Genetics and analytical techniques in plant science</li> <li>6. They are introduced with the fundamentals of plant physiology and ecology</li> <li>7. They are acquainted with microbiology and plant pathology</li> <li>8. They are introduced with ethno botany and horticulture</li> <li>9. They are made to study plant chemicals, tissue culture methods and analytical techniques e.g. Chromatography</li> </ol>
11.	B. Com. Accountancy	<ol style="list-style-type: none"> <li>1. To enable the students to understand the concepts &amp; principles of Accountancy, Management, Marketing, Insurance, Economics, Costing, Taxation, Statistics, Co operation, Business Regulatory Framework, etc.</li> <li>2. To enable the students to know the fundamentals of Accounting.</li> <li>3. To expose the students to procedural part &amp; documentation in Banking Business.</li> <li>4. To Create Awareness among the students to become Accountant.</li> <li>5. To acquaint the students with the basic principles &amp;</li> </ol>

		<p>Functions of Business management.</p> <p>6. To make the students familiar with the professional management &amp; the emerging horizons in the field of management.</p> <p>Specific outcomes:</p> <ol style="list-style-type: none"> <li>1. To develop interests in the subject of commerce field.</li> <li>2. To make the Students to use the knowledge in their daily life.</li> <li>3. In Commerce Accounting plays a major role in maintaining &amp; processing all relevant financial information required by an organization.</li> <li>4. To impart knowledge is the basic aim of education. The students are expected to acquire the knowledge of Commerce &amp; Business world</li> <li>5. To impart basic accounting knowledge as applicable to Business.</li> </ol>
12.	B. Com. Industrial Management	<p>From the three years B.Com Program students learn 22 Core Course (CC), 7 Ability Enhancement Compulsory Courses (AECC), 4 Generic Elective Courses (GEC) and 4 Discipline Specific Elective (DSE) for 1900 marks with 148 credits along with two each compulsory Civic Course (CCC) and Skill Development Course (SDC). The year wise outcome of B.Com Program are as under:</p> <p>B.Com. I (Semester I &amp; II):</p> <p>Students received knowledge and skills in Management Principles &amp; Application, Financial Accounting, Micro Economics, Marketing, Insurance and Business Communication.</p> <p>B.Com. II (Semester III &amp; IV):</p> <p>Students learned and acquired skills in Fundamentals of Entrepreneurship, Corporate Accounting, Money &amp; financial System, Business Statistics, Macro economics, Business Communication. Environment Science.</p> <p>B.Com. III (Semester V &amp; VI):</p> <p>Students received in detailed knowledge and skills in Modern Management Practices Cooperative Development, Business Economic Environment, Business Regulatory Framework, Industrial Management I &amp; II</p>



## Course Outcomes

Sr. No.	Degree Programme	Year of Programme	Course Outcomes
1.	B. A. Marathi	First Year	<b>(DSCA-1) (Course-1 Sem 1 &amp; 2)</b> <b>Aksharbandh:</b> <ol style="list-style-type: none"> <li>To enrich the knowledge of students.</li> <li>To increase the interest of literature among the students</li> <li>To create the awareness about value education and national integrity</li> <li>To develop the personality of student</li> <li>To give proper guidance of writing skills for media and film industry.</li> </ol>
			<b>(CGE-1) (Sem. 1 and 2) Shabdasanhita:</b> <ol style="list-style-type: none"> <li>To give information about literary tradition</li> <li>To develop reading, writing, listening and speaking skills</li> <li>To improve the personality through value education</li> <li>To create the awareness about liberty, equality, secularism, humanity and national integration</li> <li>To inform the student about eminent Marathi literary works.</li> </ol>
		Second Year	<b>Marathi paper III : KAY DANGER VARA SUTLAY</b> <ol style="list-style-type: none"> <li>To introduce the form of drama</li> <li>To increase the interest of student about Marathi drama</li> <li>To explain the relationship between literature and society</li> </ol>
			<b>KAVYAGANDH (Paper-4):</b> <ol style="list-style-type: none"> <li>To enrich the knowledge of poetics</li> <li>To create awareness about recent trends in poetry</li> <li>To explain the salient characteristics of poetry</li> </ol>
			<b>MATI PANKH ANI AAKASH (Paper - 5):</b> <ol style="list-style-type: none"> <li>To create awareness about competitive exams</li> <li>To introduce the form of autobiography</li> <li>To motivate the students properly for career development.</li> </ol>
			<b>JUGAD (Paper - 6):</b> <ol style="list-style-type: none"> <li>To explain the plot of novel</li> <li>To create interest about literature among students</li> <li>To explain the characters, settings of novel</li> </ol>

		Third Year	<b>Paper 7 and 12 – Kavyashastra:</b> <ol style="list-style-type: none"> <li>1. To make awareness about eastern poetics</li> <li>2. To give idea about creativity to explain rasprakriya, chand, abhang, vovi.</li> <li>3. To increase the interest of student in literature</li> </ol>
			<b>Paper 8 and 13 - Bhasha Vidnyan ani Marathi Bhasha:</b> <ol style="list-style-type: none"> <li>1. To explain the background of Marathi literature in detail</li> <li>2. To explain the traditional forms of literature</li> <li>3. To give knowledge of grammar</li> <li>4. To increase the interest of the students</li> </ol>
			<b>Paper 9 and 14 - Marathi Vanngamayacha Itihas:</b> <ol style="list-style-type: none"> <li>1. To Impart Knowledge of Medieval Traditional Literature</li> <li>2. To explain the cultural Background of Literature</li> <li>3. To Explain the main Stream and their writings</li> </ol>
			<b>Paper 10 and 15 - Marathi Bhasha Upayojan and Sarjan:</b> <ol style="list-style-type: none"> <li>1. To Impart Knowledge of Formal and Informal Use of language</li> <li>2. To Develop Skills like Reading Writing and Communication</li> <li>3. To Encourage students for Independent Writing</li> <li>4. To Develop the Personality of the student</li> </ol>
			<b>Paper 11 and 16 - Vangmaypravahanche Adhyayan:</b> <ol style="list-style-type: none"> <li>1. To Make Awareness about various Streams in Marathi Literature</li> <li>2. To Explain the Special characteristics of Dalit and Gramin Sahitya</li> <li>3. To Explain the New Trends in Detail</li> <li>4. To Explain the Eminent Writers and their Writings, Nature and Definitions of the literary Streams</li> </ol>
2.	B. A. Hindi	First Year	<b>Hindi Poetry:</b> <ol style="list-style-type: none"> <li>1. To create interest as well as introduce the students the genres of literature</li> <li>2. To introduce poet and their poems to the students</li> <li>3. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>4. To develop emotional quotient through essays, stories, one act play, sketch,</li> </ol>

			<p>reports, memories, caricature etc.</p> <ol style="list-style-type: none"> <li>To create awareness about the national values</li> </ol>
		Second Year	<p><b>Modern Prose Literature</b></p> <ol style="list-style-type: none"> <li>To create interest as well as introduce the students the genres of literature</li> <li>To introduce poet and their poems to the students</li> <li>To emphasize on the skills of listening, reading and writing in Hindi</li> <li>To develop emotional quotient through essays, stories, one act play, sketch, reports, memories, caricature etc.</li> <li>To create awareness about the national values</li> </ol> <p><b>Novel</b></p> <ol style="list-style-type: none"> <li>To create interest of students in criticism</li> <li>To emphasize on the skills of listening, reading and writing in Hindi</li> <li>To develop analytical skills through the interpretation of novels of different types</li> <li>To focus on research skills through seminars and projects</li> </ol>
		Third Year	<p><b>Criticism:</b></p> <ol style="list-style-type: none"> <li>To create interest of students in criticism</li> <li>To emphasize on the skills of listening, reading and writing in Hindi</li> <li>To develop analytical skills through the interpretation of essays, stories, one act play, etc.</li> <li>To focus on research skills through seminars and projects</li> </ol> <p><b>Linguistics:</b></p> <ol style="list-style-type: none"> <li>To create interest of students in language</li> <li>To emphasize on the skills of listening, reading and writing in Hindi</li> <li>To develop analytical skills through the interpretation of language, grammar, dialects, etc.</li> <li>To focus on research skills through seminars and projects</li> </ol> <p><b>Vidha Vishesh ka Adhayan:</b></p> <ol style="list-style-type: none"> <li>To create interest as well as introduce the students the genres of literature</li> <li>To introduce novelists and their works to the students such as Ana Is Desh (A message of reconciliation through love) and Dohara Abhishap (A message of</li> </ol>

			<p>eradication of caste system and imbibe humanitarian values)</p> <ol style="list-style-type: none"> <li>3. To emphasize the skills of listening, reading and writing in Hindi</li> <li>4. To develop emotional quotient through essays, stories, one act play, sketch, reports, memories, caricature etc.</li> <li>5. To create awareness about the national values</li> </ol>
			<p><b>History of Hindi Literature:</b></p> <ol style="list-style-type: none"> <li>1. To create interest of students in Hindi literature by acquainting students with great thoughts instilled in it. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>3. To develop analytical skills through the interpretation of essays, stories, one act play, etc.</li> <li>4. To focus on research skills through seminars and projects</li> </ol>
			<p><b>Applied Hindi:</b></p> <ol style="list-style-type: none"> <li>1. To create interest of students in language through electronic and print media</li> <li>2. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>3. To develop analytical skills through the interpretation of language, grammar, dialects, etc.</li> <li>4. To focus on research skills through seminars and projects</li> </ol>
3.	B. A. English	First Year	<p><b>Compulsory English (CBCS) (Paper I): Ability Enhancement Compulsory Course:</b> After the completion of course:</p> <ol style="list-style-type: none"> <li>1. The students get a fair understanding of communication skills like narration, description, etc.</li> <li>2. The study of prose and poems create an awareness of human values</li> <li>3. The language competence is improved</li> </ol> <p>(This course/ paper is common to all F. Y. Classes)</p>
			<p><b>Compulsory English (CBCS) (Paper II): Ability Enhancement Compulsory Course:</b> After the completion of course:</p> <ol style="list-style-type: none"> <li>1. The students get a fair understanding of communication skills like making enquiries, telephonic conversation, etc.</li> <li>2. The study of prose and poems create an</li> </ol>

			<p>awareness of human values.</p> <p>3. The language competence is improved</p> <p>(This course/ paper is common to all F. Y. Classes)</p>
			<p><b>Modern Indian Writing in English Translation (Sem I &amp; II):</b> Helped the students getting well acquainted with translated Modern Indian literature in English, introduce them short story as a form of literature and develop literary competence.</p>
	Second Year		<p><b>Ability Enhancement Compulsory Course (AECC) (CBCS) Semester III &amp; IV, Paper III &amp; IV</b></p> <p><b>English For Communication (Compulsory English)</b></p> <ol style="list-style-type: none"> <li>1. Helped the students getting well acquainted with the communicative basics like Speaking, Listening, Writing and Reading at advanced level.</li> <li>2. To enable the students to develop communication skills in English, both oral and written.</li> <li>3. To equip the students with the language skills for use in their personal, academic and professional lives.</li> <li>4. To develop the student's essential employability skills.</li> <li>5. To help the students to enter the job market with confidence and the ability to work effectively.</li> <li>6. To help the students to learn and practice both language and soft skills.</li> <li>7. To encourage the active involvement of the students in learning process.</li> <li>8. To enable the students to cultivate a broad, human and cultured outlook.</li> </ol>
			<p><b>(Discipline Specific Core) (DSC-C5) (Semester III &amp; IV) English (Paper III &amp; V)</b></p> <p><b>LITERATURE AND CINEMA (CBCS)</b></p> <ol style="list-style-type: none"> <li>1. Understand film and its relationship to literature to the students</li> <li>2. Acquire film literacy through a working knowledge of basic film terminology</li> <li>3. Develop critical approaches to engage with film adaptations</li> <li>4. Establish a clear understanding of</li> </ol>

			<p>literature through film adaptations of literary texts</p> <p>5. Comprehend the issues and practices of cinematic adaptations</p>
			<p><b>(Discipline Specific Core) (DSC-C6)</b>  <b>(Semester III &amp; IV) English (Paper IV &amp; VI)</b>  <b>PARTITION LITERATURE (CBCS)</b></p> <ol style="list-style-type: none"> <li>1. Students understood Indian English Literature as a genre of literature; and enabled them to appreciate Indian English literature studying a novel and selections from poetry.</li> <li>2. To create an awareness of the partition scenario among the students</li> <li>3. To explain the hidden human dimensions of the partition to the students</li> <li>4. To elaborate on the impact of partition on society</li> </ol>
		Third Year	<p><b>Compulsory English:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the students various skills of communication</li> <li>2. To help the students to acquire various sub-skills for better communication</li> <li>3. To enhance the students ability to use language effectively</li> <li>4. To create awareness about the socio-political issues of the period and provoke them to assess it critically</li> <li>5. To motivate the students to find various solutions in their personal as well as social life</li> </ol> <p>(This course/ paper is common to all F. Y. Classes)</p>
			<p><b>Paper VII - Literary Criticism And Appreciation</b></p> <ol style="list-style-type: none"> <li>1. Introduced with major trends in literary criticism</li> <li>2. Familiarized with major critical concepts</li> <li>3. Acquainted with various critical movements</li> <li>4. Trained to write critical appreciation of a poem</li> </ol>
			<p><b>Paper XII - Literary Criticism And Appreciation</b></p> <ol style="list-style-type: none"> <li>1. Introduced with major trends in literary criticism</li> <li>2. Familiarized with major critical concepts</li> </ol>

			3. Acquainted with various critical movements Trained to write critical appreciation of a poem
			<b>Understanding Poetry (Sem V &amp; VI):</b> 1. Make the students engaged and curious readers of poetry 2. to introduce the students to poetry from various cultures and traditions 3. To make the students understand that gives intellectual, moral and linguistic pleasures.
			<b>Understanding Drama (Sem V &amp; VI):</b> 1. To introduce students drama as a major form of literature. 2. To trace the origin and various stages in the development of drama 3. To study various elements of drama 4. To focus on various types of drama 5. To assess drama thoroughly and understand it as a piece of literature 6. To differentiate between the dramatic productions of different nations 7. To develop analytical skills through the interpretation of plays
			<b>Paper X – Understanding Novel:</b> After the completion of course: 1. The students are introduced to different genres of novel 2. They studied Anita Desai's Journey to Ithaca
			<b>Paper XV - Understanding Novel:</b> After the completion of course: 1. The students learn how to analyze plot, character and thought in a novel 2. They studied Sadanand Deshmukh's Baromas as a regional and rural novel 3. They studied J. M. Coetzee's Disgrace
			<b>The Structure and Function of Modern English (Sem V &amp; VI):</b> Helped the students getting well acquainted with Speech mechanism, the basic sounds in English language, word transcription and word stress, the word-formation processes; word classes, types of phrases and their form and function.
4.	B. A. History	First Year	<b>Rise of Maratha Power (1600-1707) (Paper I):</b> 1. To introduce the important epoch in

			<p>the history of Maratha</p> <ol style="list-style-type: none"> <li>To introduce the history of Maratha power</li> <li>To emphasize the life and works of Chh. Shivaji Maharaj with special reference to Maratha history</li> <li>To apprise the students with the sacrifices made by Maratha leaders and people to protect the freedom and sovereignty of the region</li> </ol>
			<p><b>Polity, Society and Economy under the Marathas (1600-1707) (Paper II):</b></p> <ol style="list-style-type: none"> <li>To introduce the history of Maratha power</li> <li>To introduce the fundamental changes in the history of Maratha</li> <li>To give the account of the socio-economic, political, religious changes in the Maratha history</li> </ol>
	Second Year		<p><b>PAPER III: HISTORY OF MODERN MAHARASHTRA (1900 to 1960)</b></p> <p>CO1. Understand the beginnings and growth of nationalist consciousness in Maharashtra</p> <p>CO2. Explain the contribution of Maharashtra to the national movement</p> <p>CO3. Give an account of various movements of the peasants, workers, women and backward classes</p> <p>CO4. Know the background and events which led to the formation of separate state of Maharashtra.</p>
			<p><b>PAPER IV: HISTORY OF INDIA (1757-1857)</b></p> <p>CO1. Acquaint himself with significant events leading to establishment of the rule of East India Company</p> <p>CO2. Know the colonial policy adopted by the company to consolidate its rule in India</p> <p>CO3. Understand the structural changes initiated by colonial rule in Indian economy.</p> <p>CO4. Explain the various revolts against rule of the East India Company.</p>
			<p><b>PAPER- V: HISTORY OF MODERN MAHARASHTRA (1960-2000)</b></p> <p>CO1. Acquaint himself with the contribution of eminent leaders of Maharashtra</p> <p>CO2. Know about the economic transformation of Maharashtra</p> <p>CO3. Understand the salient features of changes in society</p>



			CO4. Explain the growth of education
			<b>PAPER VI: History of Freedom Struggle (1858-1947)</b> CO1. Understand the events which lead to the growth of nationalism in India CO2. Acquaint himself with major events of the freedom struggle under the leadership of Mahatma Gandhi CO3. Explain the contribution of Revolutionaries, Left Movement and Indian National Army CO4. Know the concept of Communalism and the causes and effects of the partition of India
		Third Year	<b>Ancient History of India:</b> <ol style="list-style-type: none"> <li>1. To introduce the various ages in the history of India</li> <li>2. To study the ancient cultures developed during the various ages in India</li> <li>3. To study the socio-political and economical developments during the various of India</li> </ol>
			<b>Introduction to Historiography and Application of History:</b> <ol style="list-style-type: none"> <li>1. To introduce the meaning and development of History as a term</li> <li>2. To introduce the tools of writing history</li> <li>3. To study various historical monuments</li> <li>4. To understand developments in tourism and its important in the developments of career</li> </ol>
			<b>Socio-economic and Cultural History of Medieval India (Paper VIII &amp; XIII):</b> <ol style="list-style-type: none"> <li>1. To introduce the Socio-economic and Cultural History of Medieval India</li> <li>2. To understand rural economy and its developments in society</li> <li>3. To study religion and culture of Medieval India</li> <li>4. To assess the cultural developments in Medieval India</li> </ol>
			<b>India Since Independence (Paper IX &amp; XIV):</b> <ol style="list-style-type: none"> <li>1. To understand the socio-political and economical background of India since Independence</li> <li>2. To study the problems in India after Independence</li> <li>3. To analyze various movements</li> </ol>

			<p>in India after Independence</p> <p>4. To situate India in the context of Globalization, Liberalization and Privatization</p>
			<p><b>Modern Maharashtra (paper X &amp; XV):</b></p> <ol style="list-style-type: none"> <li>1. To introduce modern Maharashtra to the students</li> <li>2. To investigate the causes of formation of Maharashtra state</li> <li>3. To understand the economy of Maharashtra</li> <li>4. To throw light on the social movements with special reference to Maharashtra</li> <li>5. To study the cultural life of Maharashtra</li> </ol>
5.	B. A. Economics	First Year	<p><b>Indian Economics (Paper I/II):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the students to the Indian Economy</li> <li>2. To develop an understanding of challenges facing the Indian Economy</li> <li>3. To explain the economic reforms introduced in India since 1991</li> </ol>
		Second Year	<p><b>Paper - III : Macro Economics -I</b></p> <ol style="list-style-type: none"> <li>1. To introduce the basic primary and analytically important concepts, theories and policies in the working of the economy.</li> <li>2. To the learners. It attempts to enable the students to apply various concepts in the process of policy making, planning of measures.</li> <li>3. To ensure and achieve the fundamental objectives of macroeconomic policy.</li> </ol>
			<p><b>Paper - IV : Banks and Financial Institutions</b></p> <ol style="list-style-type: none"> <li>1. To create the awareness among the students and Job Prospects in Banks and Financial Sector.</li> <li>2. Clear understanding of the operation of banks and financial institutions to the students with practical inputs.</li> </ol>
			<p><b>Paper-V : Macro Economics - II</b></p> <ol style="list-style-type: none"> <li>1. To understand the basic theoretical framework underlying in the field of macro economics.</li> <li>2. To the learners. It attempts to enable the students to apply various concepts in the process of policy making, planning of measures.</li> </ol>

			<b>Paper - VI : Banks and Financial Markets</b> 1. To create the awareness among the students and Job Prospects in Banks and Financial Sector. 2. Clear understanding of the operation of banks and financial institutions to the students with practical inputs.
		Third Year	<b>Micro Economics Market and Pricing (Paper VI&amp; XII):</b> 1. To understand the decision making of consumer. 2. To understand the nature of revenue and cost of production. 3. To understand the market structure 4. To understand pricing in different markets.
			<b>RESEARCH METHODOLOGY IN ECONOMICS(Paper VIII &amp;XIII):</b> 1. To get acquainted with the research in Economics 2. To study the various aspects of Research in Economics 3. To study the sampling techniques as a method of data collection 4. To study the various aspects of data processing and analysis.
			<b>History of Economic Ideas:</b> 1. To introduce of economic development of thoughts 2. To explain of economic theories 3. To understand Indian economic view
			<b>International Economics Paper No XI &amp;XVI:</b> 1. To introduce of International economics 2. To explain of international trade theories 3. To understand India's Foreign trade view
			<b>Economics of Development:</b> 1. To introduce of International economics 2. To explain of international trade theories 3. To understand India's Foreign trade view
6.	B. A. Psychology	First Year	<b>Paper No. I- (B.A.-I) Fundamental Psychology-</b> 1. To make the students familiar with the field of psychology. 2. To acquaint the students with

			cognitive process, States of Consciousness and learning 3. To acquaint the students with Memory process.
			<b>Paper No. II- (B.A.-I) General Psychology-</b> 1. To make the students familiar with the field of general psychology. 2. To acquaint the students with intelligence, motivation and emotion. 3. To acquaint the students with Personality.
		Second Year	<b>Paper No. III PSYCHOLOGY FOR LIVING</b> 1. To acquaint the students with processes of Psychology for living. 2. To introduce students the concept of Stress. 3. To acquaint the students with Understanding mental disorders. 4. To introduce students various Psychotherapies and their uses
			<b>Paper No. IV- SOCIAL PSYCHOLOGY</b> 1. To acquaint the students with processes of Social Psychology. 2. To introduce students the concept of Social Perception. 3. To acquaint the students with the Self and Self esteem. 4. To introduce students concept of attitude formation persuasion and cognitive dissonance.
			<b>Paper No. V- MODERN SOCIAL PSYCHOLOGY</b> 1. To acquaint the students with processes of liking and sources of liking.. 2. To introduce students the concept of Social influence, Conformity and

			<p>Compliance.</p> <ol style="list-style-type: none"> <li>3. To acquaint the students with Understanding Pro-social Behavior.</li> <li>4. To introduce students concept of Aggression, its causes and control.</li> </ol>
			<p><b>Paper No. VI- APPLIED PSYCHOLOGY</b></p> <ol style="list-style-type: none"> <li>1. To acquaint the students with process of personal control, decision making and personal growth</li> <li>2. To introduce students the work, career, play and using leisure positively</li> <li>3. To acquaint the students with making and keeping friends</li> <li>4. 4. To introduce students concept of love and commitment.</li> </ol>
7.	B. A. Sociology	First Year	<p><b>Introduction to Sociology:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the nature of sociology, society and social institutions</li> <li>2. To assess social interaction and social structure</li> <li>3. To aware the students about culture and socialization</li> <li>4. To focus on the theoretical approaches in sociology</li> </ol>
		Second year	<p><b>Paper No.III - Social Issues in India</b></p> <ol style="list-style-type: none"> <li>1) to enable students to comprehend the Social Issues</li> <li>2) to introduce the Socio-Cultural Issues</li> <li>3) to help students to understand: Socio-Economic Issues</li> <li>4) to help students to understand Socio-Legal Issues</li> </ol>
			<p><b>Paper No. IV - Social Movement in India</b></p> <ol style="list-style-type: none"> <li>1. To enable students to comprehend Social Movement</li> <li>2. To introduce the Peasant Movement</li> <li>3. To help students to understand: Dalit Movement</li> <li>4. To help students to understand Tribal Movement</li> </ol>

			<b>Paper No.V - Gender and Violence</b> <ol style="list-style-type: none"> <li>1) To enable students to comprehend Gender and Violence</li> <li>2) To introduce the Domestic Violence</li> <li>3) To help students to understand Violence Against Women</li> <li>4) To help students to understand: Womens' Harassment at workplace</li> </ol>
			<b>Paper No.VI - Sociology of Health</b> <ol style="list-style-type: none"> <li>1) To enable students to comprehend Introduction to Sociology of Health</li> <li>2) To introduce the Major Diseases in India</li> <li>3) To help students to understand Lifestyle and Health</li> <li>4) To help students to understand Health Policy in India</li> </ol>
8.	B. A. Geography	First Year	<b>Physical Geography (Paper I):</b> <ol style="list-style-type: none"> <li>1. To acquaint the student with various dimensions as also the challenges, confronting the Physical Geography</li> <li>2. To introduce the latest concept in Physical Geography in brief but in adequate manner, Specifically in Atmosphere, Lithosphere, Fluvial Cycle, Hydrosphere and sudden movements of Earth</li> <li>3. To improve the knowledge about Physical environment of earth.</li> </ol> <b>Human Geography (Paper II):</b> <ol style="list-style-type: none"> <li>1. To acquaint the student with various dimensions as also the challenges, confronting the Human Geography and Indian economy.</li> <li>2. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Branches of Human Geography, Growth of population, Population theory's, Migration, rural settlements Deployment of agriculture and problems of Agriculture.</li> <li>3. To provide useful insights to the students about the present economic standing and composition of the Indian economy, the major sectors and there relative importance in the Indian economy ant there major challenges faced by it.</li> </ol>

		Second Year	<b>Paper No &amp; Title - III Soil Geography</b>  Knowledge Domain <ol style="list-style-type: none"> <li>1. To familiarize students with the basic and fundamental concepts of Soil Geography</li> <li>2. Students should know the concepts related soil erosion and degradation, causes and controlling factors.</li> </ol> Skill Domain <ol style="list-style-type: none"> <li>1. Students can understand the process of soil formation and it's Biological, physical and chemical properties.</li> <li>2. Students can find out the relationship between the soil types and Cropping patterns.</li> </ol>
			<b>Paper no &amp; Title - IV Resource Geography</b>  Knowledge Domain <ol style="list-style-type: none"> <li>1. To Understand the classification and importance of resources of the Earth surface.</li> <li>2. To examine the major resources and optimum use of it.</li> </ol> Skill Domain <ol style="list-style-type: none"> <li>1. Students try to attain the practice of sustainable development.</li> <li>2. Students can predict the threats and scarcity of resources.</li> </ol>
			<b>Paper no &amp; Title- V Oceanography</b>  Knowledge Domain <ol style="list-style-type: none"> <li>1. To acquaint the students with the basic and fundamental concept of oceanography.</li> <li>2. The students should know the physical, chemical and biological properties of oceanic water.</li> </ol> Skill Domain <ol style="list-style-type: none"> <li>1. The students should know the importance of oceans as source of resources.</li> </ol>

			2. The students get aware about pollution of oceans.
			<b>Paper no &amp; Title- VI Agricultural Geography</b> Knowledge Domain
			4. The course also aims to familiarize the students with agricultural Concepts and modern technologies. 5. To study the green revolution.
			Skill Domain
			1. Students get innovations opportunities in different cropping pattern. 2. Students examine the regional variation the crop productions.
B. Sc.	First Year		<b>Physical Geography (Paper I):</b> I. To acquaint the student with various dimensions as also the challenges, confronting the Physical Geography II. To introduce the latest concept in Physical Geography in brief but in adequate manner, Specifically in Atmosphere, Insolation, Temperature, Pressure Belts, Indian Monsoon and Seasons in India . III. To improve the knowledge about Physical environment of earth.
			<b>Physical Geography (Paper II):</b> I. To acquaint the student with various dimensions as also the challenges, confronting the Physical Geography II. To introduce the latest concept in Physical Geography in brief but in adequate manner, specifically in interior of earth. III. To improve the knowledge about Physical environment of earth.
			<b>Human Geography (Paper I):</b> I. To acquaint the student with various dimensions as also the challenges, confronting the Human Geography. II. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Branches of Human Geography, Human race, Religion, Relation between Man and Environment, Growth of population, Population theory's III. To provide useful insights of the students about the present environment condition and relationship with man.
			<b>Human Geography (Paper II):</b> I. Various dimensions as also the challenges,



			<p>confronting the Human Geography.</p> <p>II. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Composition of population, Human migration, Settlements, Urbanizations, etc.</p> <p>III. provide useful insights of the students about the present environment condition and relationship with man</p>
9.	B. A.	Second Year	<p>Introduction to Rural Development in India (IDS)</p> <ol style="list-style-type: none"> <li>To introduce the students the concepts of rural development</li> <li>To identify role of government in</li> <li>To know social rural problems</li> <li>To create awareness about the approaches to rural development</li> <li>To motivate the students to assess the impacts of globalization on agriculture</li> </ol> <p>History of Social Reformers in India(IDS):</p> <ol style="list-style-type: none"> <li>To introduce students socio-cultural changes under Company Rule</li> <li>To understand the importance of socio-religious reform movements</li> <li>To study life of various social reformers</li> <li>To focus and appreciate the works of social reformer</li> <li>To assess social reformation as a movement</li> </ol> <p>Logic (T)(IDS):</p> <p>The students are introduced with:</p> <ol style="list-style-type: none"> <li>Nature and scope of Logic</li> <li>Classification of proposition</li> <li>Immediate inference &amp; Mediate inference</li> <li>Nature and kinds of inductive inference</li> <li>Research methods and hypothesis of nature and explanation</li> </ol>
10.	B. Sc. Physics	First Year	<p><b>Compulsory English (Paper I &amp; II):</b></p> <ol style="list-style-type: none"> <li>To introduce the students various skills of communication</li> <li>To help the students to acquire various sub-skills for better communication</li> <li>To enhance the students ability to use language effectively</li> <li>To create awareness about the socio-political issues of the period and provoke them to assess it critically</li> </ol>

			<p>5. To motivate the students to find various solutions in their personal as well as social life</p> <p>(This course is common for all students studying in F. Y. B. Sc.)</p>
			<p><b>PHYSICS Paper I DSC-1A MECHANICS I:</b></p> <ol style="list-style-type: none"> <li>1. To understand the basic concepts in General physics and mathematical physics.</li> <li>2. Learn to use methods of solving differential equation</li> </ol>
			<p><b>PHYSICS Paper II DSC – 2 MECHANICS – II:</b></p> <p>To understand the basic concepts in General physics and mathematical physics.</p>
			<p><b>PHYSICS Paper III DSC-B ELECTRICITY AND MAGNETISM –I:</b></p> <p>Understanding the concepts related to vector algebra and mathematical concepts used in Physics</p>
			<p><b>PHYSICS Paper IV DSC-2B ELECTRICITY AND MAGNETISM –II:</b></p> <p>To understand and learn the concepts related to Electricity and Magnetism.</p>
		Second Year	<p><b>B.Sc. II : Physics</b></p> <ol style="list-style-type: none"> <li>1) Students are able to understand the basic physics of heat and temperature and their relation with work , energy, radiation and matter .</li> <li>2) Students are able to understand how laws of thermodynamics are used in heat engine to transform heat into work.</li> <li>3) Students are able to understand laws of thermodynamics, thermodynamic description of system , thermodynamic potential , kinetic theory of gases , theory of radiation , classical statistics and quantum statistics.</li> </ol>
		Third Year	<p><b>English Compulsory (Paper III):</b></p> <ol style="list-style-type: none"> <li>1. The study of prose and poems create an awareness of human values</li> </ol>

			<ol style="list-style-type: none"> <li>The language competence of the students is improved</li> <li>The students get a fair understanding of the communication skills like use of vocabulary, grammar, passage writing, etc.</li> </ol> <p>(This paper is common to all T. Y. Students)</p>
			<p><b>English Compulsory (Paper IV):</b></p> <ol style="list-style-type: none"> <li>The study of prose and poems create an awareness of human values</li> <li>The language competence of the students is improved</li> <li>The students get a fair understanding of the communication skills like interacting in a group discussion, report writing, writing official letters, etc.</li> </ol> <p>(This paper is common to all T. Y. Students)</p>
			<p><b>Paper IX Mathematical and Statistical Physics:</b></p> <ol style="list-style-type: none"> <li>To use and understand the mathematical and statistical concepts</li> <li>To solve the theory and problems in physics.</li> </ol>
			<p><b>Paper X- Quantum Mechanics:</b></p> <ol style="list-style-type: none"> <li>To study the operators in Quantum mechanics</li> <li>To solve the problems.</li> </ol>
			<p><b>Paper XI- Classical Mechanics :</b> To learn about mechanics and techniques of calculus of variation</p>
			<p><b>Paper XII- Atomic and Molecular Spectra, Astronomy and Astrophysics:</b> Understanding atomic, Molecular spectroscopy and Our Solar system.</p>
			<p><b>Paper XIII- Nuclear and Particle Physics:</b> To understand structure of atoms, Molecules, Classification of elementary particles and Particle Accelerators.</p>
			<p><b>XIV- Energy Studies and Material Science:</b> To study different renewable energy sources and their applications.</p>
			<p><b>XV-Electrodynamics and Electromagnetic waves:</b> Students get awareness about different types of waves and their phenomenon</p>
			<p><b>XVI- Solid State Physics:</b> To study and understand the crystal structure, diffraction</p>

			techniques, etc.
13.	B. Sc. Chemistry	First Year	<b>Paper I - Inorganic Chemistry</b> Students are introduced with <ol style="list-style-type: none"> <li>1. Structure of atom,</li> <li>2. their physical and chemical props,</li> <li>3. types of bonds,</li> </ol> different theories for explaining covalent bonding such as VBT and MOT.
			<b>Paper II DSC:</b> <ol style="list-style-type: none"> <li>1. Students can learn fundamentals in organic reaction mechanism</li> <li>2. Can learn fundamentals of stereoisomer's and stereoisomerism its nomenclature</li> <li>3. Can learn concept of aromaticity</li> <li>4. Can learn chemistry of alicyclic organic compound</li> </ol>
			<b>Paper III Physical Chemistry:</b> Students understand – <ol style="list-style-type: none"> <li>1. Rate of reaction, order of reaction factors affects on rate of reaction</li> <li>2. Energy transformations in various physical and chemical processes</li> <li>3. Spontaneity and non spontaneity of reaction</li> <li>4. Theoretical basis of various gas laws</li> </ol>
			<b>Paper IV Analytical Chemistry:</b> Students understand – <ol style="list-style-type: none"> <li>1. Principle, Instrumentation and applications of chemical analysis</li> <li>2. Chromatography separation technique for simple and complex mixture</li> <li>3. Titrations of neutralization, complexometric, redox and precipitation</li> <li>4. Physical and chemical properties of water</li> <li>5. Constituents present in the fertilizers</li> </ol>
		Second Year	<b>Paper VII -DSC D3 (Inorganic Chemistry)</b> Students understand - <ol style="list-style-type: none"> <li>1. Co-ordination compounds and VBT for their bonding mechanism</li> <li>2. Chelation and their application in different field</li> <li>3. p-block elements, their classification and Characteristics</li> <li>4. 3d series elements, their characteristics, oxidation states etc.</li> <li>5. Semi-micro qualitative ana. w. r. t. complex formation, spot tests etc</li> </ol>
			DSC C4 Paper-VI Industrial chemistry:

			<p>Students</p> <ol style="list-style-type: none"> <li>1. Can learn basic concepts and concentration terms.</li> <li>2. Can learn unit operation and unit process.</li> <li>3. Can understand process of corrosion and techniques to prevent corrosion.</li> <li>4. Can understand the process of paper industry</li> <li>5. Can learn about chemical nature and cleaning action of soap.</li> </ol>
			<p><b>Paper V Physical Chemistry:</b> On successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain and apply concepts of physical chemistry;</li> <li>2. Explain the broad role of the chemist and chemical engineer in physical chemical measurements and processes;</li> <li>3. Solve problems in physical chemistry by using appropriate methodologies;</li> <li>4. Demonstrate procedures and methods applied in analytical, computational and practical tasks of physical chemistry;</li> <li>5. Apply the scientific process in the design, conduct, evaluation and reporting of experimental investigations</li> <li>6. This course gives student idea about the way a reaction proceeds and kinetics in details, specially for inorganic reaction.</li> <li>7. List and explain the basic principles of thermodynamics and electrochemistry</li> <li>8. Independently integrate qualitative and quantitative concepts of physical chemistry.</li> <li>9. Identify the thermodynamic systems and processes.</li> <li>10. Explain the processes taking place in</li> </ol>

			<p>solution and at interfaces.</p> <p><b>DSC D4 Paper VIII - Organic Chemistry</b> Students understands –</p> <ol style="list-style-type: none"> <li>1. Can learn synthesis and reactivity of carboxylic acids and their derivatives.</li> <li>2. Can learn basic knowledge of conformational stereoisomer of organic compounds and can differentiate and learn stereoselective as well stereospecific reactions</li> <li>3. Can learn about preparation and applications of diazonium salts.</li> <li>4. Can understand reaction mechanism of organic reactions of aldehyde and ketones.</li> <li>5. Can learn classification, and structure of carbohydrate</li> </ol>
		Third Year	<p><b>Paper IX – Physical Chemistry</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Difference between classical and quantum mechanics</li> <li>2. Molecular spectra of diatomic molecules</li> <li>3. Changes occurred in molecule after absorption of light</li> <li>4. Ideal and non ideal solutions, separation of components from solution</li> <li>5. Chemical energy converted to electrical energy</li> </ol> <p><b>Paper X – Inorganic Chemistry</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. HSAB.</li> <li>2. mechanism of metal ligand bonding,</li> <li>3. polymers and their applications</li> <li>4. semiconductors and superconductors for their applications</li> <li>5. Organometallic comp, bonding mechanism and applications</li> </ol> <p><b>Paper XI – Organic Chemistry:</b> Students</p> <ol style="list-style-type: none"> <li>1. Can understand modern spectroscopic techniques of analysis.</li> <li>2. Can learn to determine the structure.</li> <li>3. Can understand data analysis.</li> <li>4. Can understand to solve the problems related to spectroscopy</li> </ol> <p><b>Paper XII Industrial Chemistry:</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Methods for manufacture of heavy chemicals</li> <li>2. Process of corrosion and different</li> </ol>

			<p>methods of passivation</p> <ol style="list-style-type: none"> <li>3. Manufacturing process of sugar from cane sugar</li> <li>4. Manufacturing processes of soap and detergents</li> <li>5. Synthesis, characterization and application of nanomaterials</li> </ol>
			<p><b>Paper XIII - Physical Chemistry:</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Equilibrium conditions of heterogeneous system</li> <li>2. Applications of free energy and its derivation</li> <li>3. Study of geometry, properties and structure of crystal</li> <li>4. Various aspects of nuclear chemistry</li> <li>5. Rate and mechanism of simultaneous reaction</li> <li>6. Surface phenomenon like adsorption.</li> </ol>
			<p><b>Paper XIV – Inorganic Chemistry:</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Reaction mechanisms,</li> <li>2. Thermo &amp; kinetic stabilities of complexes</li> <li>3. Types of nuclear reactions applications of fission and fusion reactions.</li> <li>4. Actinides and their uses.</li> <li>5. Iron and types of steels and their properties, applications</li> <li>6. Bioinorganic compounds, functions of Hb and Mb.</li> </ol>
			<p><b>Paper XV – Organic Chemistry:</b></p> <ol style="list-style-type: none"> <li>1. Can understand reaction mechanism of selected organic reactions.</li> <li>2. Can learn the applications of reagent in organic reactions.</li> <li>3. Can understand electrophilic addition to multiple bonds.</li> <li>4. Can understand the chemistry of natural products.</li> <li>5. Can learn synthesis of selective drugs.</li> </ol>
			<p><b>Paper XVI – Analytical Chemistry:</b> Students understand –</p> <ol style="list-style-type: none"> <li>1. Titrations of neutralization, complexometric, redox and precipitation</li> <li>2. Advantages of potentiometric titration, knowledge of different electrodes</li> <li>3. Determination of concentration of</li> </ol>

			<p>colored compounds in sample solution</p> <ol style="list-style-type: none"> <li>4. Flame photometry a branch of atomic spectroscopy is used for inorganic chemical analysis for determining the concentration of certain metal ions such as sodium, potassium, lithium, calcium, Cesium, etc.</li> <li>5. Chromatography a versatile method of separating many different kinds of chemical mixtures.</li> </ol>
14.	B. Sc. Computer Science	First Year	<p><b>Paper I - Programming Solving Using Computer</b></p> <ol style="list-style-type: none"> <li>1. To impart adequate knowledge on the need of programming languages and problem solving techniques.</li> <li>2. To develop programming skills using the fundamentals and basics of C Language.</li> </ol>
			<p><b>Paper II - Database Management System</b></p> <ol style="list-style-type: none"> <li>1. Understand the basics of Relational Databases</li> <li>2. Write SQL code based on ANSI/ISO standards to build and maintain database structures</li> <li>3. Update database content with SQL and transaction handling</li> </ol>
			<p><b>Paper III - Programming Skills Using 'C'</b></p> <ol style="list-style-type: none"> <li>1. To enable effective usage of arrays, structures, functions, pointers and to implement the memory management concepts.</li> <li>2. To teach the issues in file organization and the usage of file systems.</li> </ol>
			<p><b>Paper IV - Relational Database Management System</b></p> <p>Students learnt how to:</p> <ol style="list-style-type: none"> <li>1. Retrieve data from single or multiple tables</li> <li>2. Process data with row and aggregate functions</li> <li>3. Manipulate data with correlated and non-correlated subqueries</li> <li>4. Apply views to break down problems and enhance security</li> </ol>
		Second Year	<p><b>Paper VIII-Data Structure Using C++</b></p> <ol style="list-style-type: none"> <li>1. Understand the basic concepts such as abstract data types, linear and non-linear data structure.</li> <li>2. Ability to choose appropriate data</li> </ol>



			<p>structure to represent data items in real world problems.</p> <p>3. Able to analyze and implement various kinds of searching and sorting techniques.</p>
			<p><b>Paper VI Object Oriented Programming Using C++</b></p> <ol style="list-style-type: none"> <li>1. To understand how C++ improves C with object-oriented features.</li> <li>2. To learn how to write inline functions for efficiency and performance.</li> <li>3. To learn the syntax and semantics of the C++ programming language.</li> <li>4. To learn how to design C++ classes for code reuse.</li> <li>5. To learn how to implement copy constructors and class member functions.</li> <li>6. To understand the concept of data abstraction and encapsulation.</li> <li>7. To learn how containment and inheritance promote code reuse in C++.</li> <li>8. To learn how inheritance and virtual functions implement dynamic binding with polymorphism.</li> </ol>
			<p><b>V.PHP and MySQL.</b></p> <ol style="list-style-type: none"> <li>1. Understand the basics of Relational Databases</li> <li>2. Write SQL code based on ANSI/ISO standards to build and maintain database structures</li> <li>3. Update database content with SQL and transaction handling</li> </ol>
			<p><b>VII. Cyber Security Essentials-I</b></p> <ol style="list-style-type: none"> <li>1. Understand concept of information security management.</li> <li>2. Learn different access controls methods.</li> <li>3. Understand wireless network security.</li> <li>4. Learn cyber security laws and importance of security audit.</li> </ol>
		Third Year	<p><b>Paper IX - Computer Networking</b></p> <ol style="list-style-type: none"> <li>1. To educate concepts, vocabulary and techniques currently used in the area of computer networks.</li> <li>2. To master the terminology and concepts of the OSI model and the TCP/IP model.</li> </ol>
			<p><b>Paper X Visual Programming Using C#</b></p> <ol style="list-style-type: none"> <li>1. Understand the concepts and elementary</li> </ol>

			<p>use of .NET and the .NET library.</p> <ol style="list-style-type: none"> <li>Understand the syntax and use of C# as a development tool.</li> <li>Be able to use C# in desktop and web application development.</li> <li>Have a working knowledge of newer technologies such as LINQ and WPF.</li> </ol>
			<p><b>Paper XI Linux Operating System</b></p> <ol style="list-style-type: none"> <li>Master functions, structures and history of operating systems</li> <li>Master understanding of design issues associated with operating systems</li> <li>Master various process management concepts including scheduling, synchronization, deadlocks</li> <li>Be familiar with multithreading Master concepts of memory management including virtual memory</li> </ol>
			<p><b>Paper XII PHP and MySQL</b></p> <ol style="list-style-type: none"> <li>Students are able to develop a dynamic webpage by the use of java script and Students will be able to connect a java program to a DBMS and perform insert</li> <li>Students will be able to write a well formed / valid XML document.</li> <li>DHTML. Students will be able to write a server side java application called Servlet to catch</li> <li>Update and delete operations on DBMS table. Students will be able to write a server side java application called JSP to catch form</li> <li>Form data sent from client, process it and store it on database. Data sent from client and store it on database.</li> </ol>
			<p><b>Paper XIII Network Technology And Windows Server 2008</b></p> <ol style="list-style-type: none"> <li>To be familiar with wireless networking concepts</li> <li>To be familiar with contemporary issues in networking technologies.</li> </ol>
			<p><b>Paper XIV - Java Programming</b></p> <ol style="list-style-type: none"> <li>The model of object oriented programming: abstract data types, encapsulation, inheritance and polymorphism</li> <li>Fundamental features of an object oriented language like Java: object classes</li> </ol>

			<p>and interfaces, exceptions and libraries of object collections</p> <ol style="list-style-type: none"> <li>How to take the statement of a business problem and from this determine suitable logic for solving the problem; then be able to proceed to code that logic as a program written in Java.</li> <li>How to test, document and prepare a professional looking package for each business project using javadoc.</li> </ol>
			<p><b>Paper XV - Advanced Linux Application</b></p> <ol style="list-style-type: none"> <li>Master system resources sharing among the users</li> <li>Master issues related to file system interface and implementation, disk management</li> <li>Be familiar with protection and security mechanisms</li> <li>Be familiar with various types of operating systems including Unix</li> </ol>
			<p><b>Paper XVI E-Commerce</b></p> <ol style="list-style-type: none"> <li>Complete online solution for SEO and SMO techniques for making website popular and get high ranking on search engines</li> <li>Tailor-made design with value-added features for gaining and retaining customers on the site</li> <li>Unlimited changes without functional difficulties for addressing ever-changing business requirements</li> <li>Safe and secure payment options and mechanism for generating trust among customers and building up their confidence for the particular site</li> <li>Technical assistance for any difficulty for seamless operation of the site</li> </ol>
15.	B. Sc. Zoology	First Year	<p><b>Paper I - Animal Diversity-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper II – Cell Biology &amp; Genetics-</b> Knowledge of cytology &amp; genetics is essential to know the molecular structure of life.</p> <p><b>Paper III - Animal Diversity-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper IV- Ecology Ethology, Evolution &amp; Applied Zoology-</b> Ecology &amp; Ethology provides the basic idea of</p>

			environment& nature. Applied zoology gives opportunity to students for self business.
		Second Year	<p><b>Paper V- Animal Diversity-II</b> Knowledge of animal classification, their life styles and their importance in nature can be taught to children and society to maintain balance in nature</p> <p><b>Paper VI- Biochemistry</b> Knowledge of structural DNA molecule, digestion (Metabolism) of food and their process in our body will help us to understand our body better and maintain good health. The same may imparted to other family members and society to have a good health</p> <p><b>Paper VII- Reproductive Biology</b>  1. Impart the knowledge of reproductive system of our body to family members and society to have a good health  2. In depth information about the histological &amp; biological processes of reproduction able to learn about the reproductive Health (sex, sexuality &amp; fertility.)  3. Knowledge of contraceptive methods will help in birth control in our family and in society to avoid over population</p> <p><b>Paper VIII- Applied Zoology-I</b> Knowledge of different pests, their life cycle and their effects on agricultural products will helps in maintaining the agricultural products</p>
		Third Year	<p><b>Paper IX –Functional Anatomy Of Non-Chordates-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper X – Biostatistics, Bioinformatics &amp; Medical Zoology-</b> Knowledge of physiology is important for practically use in our life. It also helps for research activity.</p> <p><b>Paper XI - Molecular Biology, Biotechnology &amp; Biotechniques-</b> It is essential to know the molecular structure of life.</p> <p><b>Paper-XII- Endocrinology, Environmental Biology &amp; Toxicology-</b> Knowledge of physiology is important for practically use in our life</p> <p><b>Paper XIII – Comparative Anatomy of Vertebrates-</b></p>

			Inculcate the basic knowledge of animal science in view of phylogenetic evolution.
			<b>Paper XIV –Developmental Biology-</b> Knowledge of physiology is important for practical use in our life
			<b>Paper XV- Physiology-</b> Knowledge of physiology is important for practical use in our life
			<b>Paper XVI- Applied Zoology</b> Applied zoology gives opportunity to students for self business.
16.	B. Sc. Botany	First Year	<b>Paper I - Biodiversity of Microbes Algae and Fungi:</b> To study structure, Function and use of biodiversity study of thallus, Economic importance of microbes
			<b>Paper II - Biodiversity of Archegoniates</b> To study structure, Function and use of biodiversity, Uses of Gymnosperms
			<b>Paper III - Plant Ecology:</b> To study structure and functions of ecosystem, climatic and edaphic factors, biogeochemical cycles
			<b>Paper IV - Plant Taxonomy</b> To study structure, classification, Family study of the plants part, Drawings of floral parts
		Second Year	<b>V-DSC-C13: Embryology of Angiosperms</b> 1. Recall the history of reproductive biology of angiosperms & recognize the importance of genetic and molecular aspects of flower development Understand structure and functions of anther wall and pollen wall. 2. Evaluate the special structures of Ovule. 3. Solve Self-incompatibility in Pollination and fertilization & relate between Embryo, Endosperm and Seed. 4. Comprehend the causes of Polyembryony and apomixis with its classification.
			<b>VI-DSC C14: Plant physiology</b> 1. Plant water relation is studied with the help of active and passive absorption theories. 2. Transformation process study is useful for growth and development. 3. Study of minerals, macro-element, micro-elements. Role, deficiency, recovery of

			<p>disease resistant characters in plants.</p> <ol style="list-style-type: none"> <li>4. Photosynthetic pigments, photosystems, C3, C4, CAM plants are useful to study photosynthesis.</li> <li>5. Growth hormones, photoperiodism, vernalization is useful study for the physiology of flowering and plant development. This is useful for horticulture, nursery and plant breeding centers.</li> </ol>
			<p><b>VII-DSC D13: Plant anatomy</b></p> <ol style="list-style-type: none"> <li>1. Develop an understanding of concepts and fundamentals of plant anatomy.</li> <li>2. Examine the internal anatomy of plant systems and organs</li> <li>3. Develop critical understanding on the evolution of concept of organization of shoot and root apex.</li> <li>4. Analyze the normal and anomalous secondary growth of the plant.</li> <li>5. Evaluate the adaptive and protective systems of plants with the help of tissue systems.</li> </ol>
			<p><b>VIII-DSC D14: Plant metabolism</b></p> <ol style="list-style-type: none"> <li>1. Classification, nomenclature, structure and properties of enzymes are studied.</li> <li>2. Biological nitrogen fixation, mechanism of nitrogen fixation are well studied.</li> <li>3. Respiration topic is with an important concepts, it explains respiration types, glycolysis, ETS-in mitochondria, fermentation and formation of Acetyl Co.enzyme A.</li> <li>4. Study of dormancy, causes and methods to break the seed dormancy. Factors affecting on seed germination which is very useful for proper crop production.</li> </ol>
		Third year	<p><b>Paper IX - Biology of Non vascular plants and paleobotany</b> To study plant Diversity, Past plant structures, algae, fungi, Bryophytes</p>
			<p><b>Paper X - Genetics and analytical techniques in plant science</b> To study plant part chemical contents</p>
			<p><b>Paper XI - Fundamentals of plant physiology and Ecology:</b> To study plant Diversity, Metabolic reactions, Climatic effects</p>
			<p><b>Paper XII - Plant Biochemistry</b></p>

			To study plant Diversity at molecular Level
			<b>Paper XIII - Biology Of Vascular Plants</b> To study plant Diversity structures
			<b>Paper XIV - Microbiology and plant pathology</b> To study plant diseases and its control measures.
			<b>Paper XV - Ethno botany and Horticulture</b> To study uses of plants, horticultural technique, etc.
			<b>Paper XVI - Molecular Biology and Biotechnology</b> To study plant chemicals, tissue culture methods and analytical techniques e.g. Chromatography
17.	B. Sc. Mathematics	First Year	<b>Paper I (Dsc-5a) Differential Calculus:</b> Students will be able to solve algebraic, trigonometric, and transcendental Equations and differential functions of one variable utilizing an appropriate technique
			<b>PAPER II (DSC-6A)- CALCULUS:</b> 1. Students will be able to learn mean value theorem and indeterminate form. 2. Students will be able to evaluate limits of single variable functions graphically. 3. Students will be able to differentiate functions of one variable utilizing an appropriate technique.
			<b>Paper III (DSC-5B) DIFFERENTIAL EQUATIONS</b> Student will be able to solve first order differential equation using appropriate method also solve first order, second and Nth order differential equation using appropriate method and its application.
			<b>Paper IV (DSC-6B) – Higher Order Ordinary Differential Equations And Partial Differential Equations</b> Student will be able to solve second order differential equation and simultaneous and total differential equation by appropriate method also to solve first and second order partial differential equation by appropriate method
		Second Year	<b>Paper – V Real Analysis -I (DSC-5C)</b> 1. □ Describe fundamental properties of the real numbers that lead to the formal development of real analysis. 2. Comprehend rigorous arguments developing the theory underpinning real

			analysis.
			<b>Paper- VI Algebra-I (DSC-6C)</b> <ol style="list-style-type: none"> <li>1. Understand importance of matrices, Properties of Hermitian and Skew – Hermitian matrices ,System of linear equation ,Application of Cayley – Hamilton theorem and Relation</li> <li>2. Group, Properties of group</li> </ol>
			<b>Paper –VII Real Analysis -II (DSC-5D )</b> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of limits and how they are used in sequences, series,</li> <li>2. Construct rigorous mathematical proofs of basic results in real analysis</li> </ol>
			<b>Paper –VIII Algebra –II ( DSC- 6D )</b> <ol style="list-style-type: none"> <li>1. Understand the importance of algebraic properties with regard to working within various number systems.</li> <li>2. Extend group structure to finite permutation groups (Caley Hamilton Theorem).</li> <li>3. Generate groups given specific conditions.</li> <li>4. Symmetry using group theory.</li> </ol>
18.	B. Sc. Statistics	First Year	<b>STATISTICS-I:</b> <ol style="list-style-type: none"> <li>1. To acquaint students with some basic concept in statistics</li> <li>2. To introduce some elementary statistical methods oanalysis of data.</li> <li>3. To make students able to compute various averages, dispersion, moments, skewness, kurtosis and to interpret them.</li> </ol>
			<b>STATISTICS-II:</b> <ol style="list-style-type: none"> <li>1. To acquaint students with some basic concept of probability.</li> <li>2. To introduce axiomatic theory of probability.</li> <li>3. To enable students to distinguish between random and non-random experiments.</li> <li>4. To make students able to find probabilities of various events.</li> <li>5. To understand concept of conditional probability and independence of events.</li> </ol>
			<b>STATISTICS-III:</b> <ol style="list-style-type: none"> <li>1. To acquaint students with bivariate data analysis.</li> <li>2. To make students able to compute correlation coefficients and interpret them.</li> </ol>



			<p>3. To make students able to predict dependent variable using simple regression analysis.</p> <p>4. To make students to compute index numbers and interpret them.</p>
			<p><b>STATISTICS-IV:</b></p> <ol style="list-style-type: none"> <li>1. To acquaint students with concept of random variable.</li> <li>2. To acquaint students with the concept of discrete probability distributions.</li> <li>3. To make students able to apply discrete probability distributions in different situation.</li> <li>4. To distinguish between discrete variables and their distributions.</li> <li>5. To introduce bivariate distributions and compute related probabilities.</li> </ol>
		Second Year	<p><b>SEMESTER III :STATISTICS -V</b>  <b>DSC - 7C: Probability Distributions–I</b>  By the end of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>a) Understand concept of discrete and continuous probability distributions with real life situations.</li> <li>b) Distinguish between discrete and continuous distributions.</li> <li>c) Find the various measures of random variable and probabilities using its probability distribution.</li> <li>d) Know the relations among the different distributions.</li> <li>e) Understand the concept of transformation of univariate and bivariate continuous random variable.</li> </ol>
			<p><b>SEMESTER III: STATISTICS -VI</b>  <b>DSC - 8C: Statistical Methods-I</b>  By the end of the course students are expected to be able to be:</p> <ol style="list-style-type: none"> <li>a) Understand the concept of Multiple Linear Regression.</li> <li>b) Understand the concept of Multiple Correlations and Partial Correlation.</li> <li>c) Know the concept of sampling theory.</li> <li>d) Understand the need of vital statistics and concept of mortality and fertility.</li> </ol>

			<p><b>SEMESTER IV: STATISTICS -VII</b>  <b>DSC-7D: Probability Distributions-II</b>          By the end of the course students are expected to be able to:</p> <ul style="list-style-type: none"> <li>a) Know some standard continuous probability distributions with real life situations.</li> <li>b) Distinguish between various continuous distributions.</li> <li>c) Find the various measures of continuous random variable and probabilities using its probability distribution.</li> <li>d) Understand the relations among the different distributions.</li> <li>e) Understand the Chi-Square, t and F distributions with their applications and inter relations.</li> </ul>
			<p><b>SEMESTER IV: STATISTICS - VIII</b>  <b>DSC-8D: Statistical Methods-II</b>          By the end of the course students are expected to be able to:</p> <ul style="list-style-type: none"> <li>a) Know the concept and use of time series.</li> <li>b) Understand the meaning, purpose and use of Statistical Quality Control, construction and working of control charts for variables and attributes</li> <li>c) Apply the small sample tests and large sample tests in various situations.</li> </ul>
19.	B. Com Accountancy and Industrial Management	First Year	<p><b>Ability Enhancement Compulsory Course English for Business Communication (Paper I &amp; II):</b>          It helped the students getting well acquainted with communication skills, inculcate human values among the students through prose and poems and improve the language and business competence of the students.</p> <p><b>Financial Accounting I &amp; II:</b></p> <ul style="list-style-type: none"> <li>1) Accounting plays a major role in maintaining &amp; processing all relevant financial Information required by an organization.</li> <li>2) Accounting is a systematic record; it provides information to the internal &amp; external parties.</li> <li>3) Its helps to Businessman to must know</li> </ul>

		<p>his financial position.</p> <p>4) Accounting Information is not influenced by personal/bias to associate entries.</p> <p>5) Students to know the knowledge of Amalgamation of firm, Conversion of firm as well as Professional Accounts procedure.</p>
		<p><b>Insurance I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. Students are made aware about the basic concepts in Insurance.</li> <li>2. Students are acquainted with the types of Insurance and the procedure of taking insurance policies as well as settlement of claims.</li> <li>3. Students are made aware about recent trends in Insurance Sector.</li> <li>4. Students are familiar with practical knowledge in Insurance business.</li> </ol>
		<p><b>Principles of Marketing I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. Students are knowledgeable about all basic concepts in marketing.</li> <li>2. Students are encouraged to develop their career in marketing sector by exposing possible opportunities.</li> <li>3. Students are aware about marketing information system and procedure of Marketing Research.</li> <li>4. Students are acquainted with, the various factors affecting behavior of consumers.</li> </ol>
		<p><b>Micro Economics Paper No I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. To differentiate between the economic development and growth</li> <li>2. To know economic policies of developing and developed countries</li> <li>3. To understand the theories of economic development and growth</li> <li>4. To show the resources of economic development</li> <li>5. To understand the demand and consumer behavior</li> <li>6. To learn and know demand forecasting</li> <li>7. To assess the production function</li> <li>8. To examine the cost of product and revenue</li> </ol>
	Second Year	<p><b>Compulsory English (CBCS):</b> ENGLISH FOR BUSINESS COMMUNICATION</p>

			<p>Semester III (Paper III) &amp; Semester IV (Paper IV):</p> <p>After the completion of course the students were:</p> <ol style="list-style-type: none"> <li>1. Enabled to develop communication skills in English, both oral and written.</li> <li>2. Equipped with the language skills for use in their personal, academic and professional lives.</li> <li>3. Developed with essential employability skills.</li> <li>4. Made able to enter the job market with confidence and the ability to work effectively.</li> <li>5. Made to learn and practice both language and soft skills.</li> <li>6. Encouraged for active involvement in learning process.</li> <li>7. Cultivated with a broad, human and cultured outlook.</li> </ol>
			<p><b>Corporate Accounting</b></p> <ol style="list-style-type: none"> <li>1) Explain the accounting entries of issue and forfeiture of shares and reissue of forfeiture of shares, discuss accounting treatment for redemption of preference shares and buyback of shares.</li> <li>2) Demonstrate accounting for issue of debenture and Redemption of debentures.</li> <li>3) Simulate practice of preparing financial statements as per the provision of Indian Companies Act 2013.</li> <li>4) Practice the fundamental accounting process on Tally ERP.</li> </ol>
			<p><b>Paper I. Fundamentals of Entrepreneurship</b></p> <ol style="list-style-type: none"> <li>1. Students come to know the theoretical knowledge of Entrepreneurship</li> <li>2. Develop qualities and skills of Entrepreneurship.</li> <li>3. Acquaint various steps for formation of Small Enterprises.</li> <li>4. Understand Recent Trend and concepts of Entrepreneurship</li> </ol>
			<p><b>Paper II. Fundamentals of Entrepreneurship</b></p> <ol style="list-style-type: none"> <li>1. Acquaint with family business in India</li> <li>2. Understand the conceptual knowledge of service &amp; Agro Entrepreneurship</li> <li>3. Awareness about Business Plan and Project Report</li> </ol>

			4. Inspire through successful stories of Entrepreneurs
			<b>Money and Financial System (Paper No – 1 )</b> 1. Learners will be able to explain functions of money and measurement of money supply 2. Learners will understand the banking system and its functioning in India 3. Learners will understand the nature of banking business and business practices 4. Learners will understand the important recent trends in banking system
			<b>Money and Financial System (Paper No – 2 )</b> 1. Students will be able to use e-banking services 2. Students will be able explain working of RBI in India 3. Students will be able to provide consultancy and guidance for investment in financial markets 4. Students will be able to explain the business practices of NBFCs and AIFI
			<b>Macro Economics I &amp; II:</b> 1. To study the meaning and functions of macroeconomics 2. To understand the concepts of national income 3. To assess the value of money in global market 4. To examine the output and employment 5. To study the basic concepts and theories in macroeconomics. 6. To create awareness about changing macroeconomic policies and theories.
			<b>Business Statistics – I</b> 1. To introduce Statistics to commerce Students. 2. To introduce sampling techniques. 3. To make students able to compute measures of central tendency. 4. To make students to compute measures of dispersions. 5. To make students able to analyze bivariate data using Karl Pearson.
			<b>Business Statistics – II</b> 1. To introduce basic probability theory. 2. To study standard probability distributions like binomial and normal. 3. To introduce trend analysis using time series analysis. 4. To introduce index numbers. 5. To make students able to construct control

			chart to decide condition of production process.
		Third Year	<p><b>Advanced Accountancy &amp; Auditing I</b></p> <ol style="list-style-type: none"> <li>1) Training the students in the practical aspects of Bank &amp; co-operation Institution</li> <li>2) To impart knowledge of Banking Accounts, Farm Accounts, Cost Accounts, Management &amp; Financial Accounts as applicable to Business.</li> <li>3) Expose students to advanced accounting issues &amp; practices.</li> <li>4) To impart knowledge of Ratio Analysis &amp; marginal costing</li> </ol>
			<p><b>Advanced Accountancy &amp; Auditing II</b></p> <ol style="list-style-type: none"> <li>1) Auditing &amp; Taxation provides information to the Government to exercise control on the entity as well as collection of tax revenue.</li> <li>2) To increase the skill of Audit &amp; Taxation.</li> <li>3) To gain working knowledge of Auditing procedure techniques &amp; skills.</li> <li>4) To study Audit system, role &amp; Function of Auditor of a Co.</li> <li>5) To obtain knowledge of various provisions of Income Tax Act. &amp; their applications in computation of income of individual &amp; firms under heads of Income.</li> </ol>
			<p><b>Co-operative Development (Paper I &amp; II)</b></p> <ol style="list-style-type: none"> <li>1. To introduce Co-operative movement in India</li> <li>2. To understand co-operative credit movement in India</li> <li>3. To assess role of co-operation in agriculture sector</li> <li>4. To focus on the non-agriculture co-operative movements in India</li> </ol>
			<p><b>Business Environment (Paper I &amp; II):</b></p> <ol style="list-style-type: none"> <li>1. To know economic environment at national and international level.</li> <li>2. To create and understand business healthy economic environment</li> </ol>
			<p><b>For B. Com. Third Year Industrial Management</b></p> <p><b>Modern Management Practices (Paper I &amp; II):</b></p> <p>The students are introduced with: Concepts contribution to Modern Mgt</p>

			<p>Practices- Peter Drucker, C K Pralhad &amp; Michel Porter. Strategic Mgt, CRM, Corporate Governance, CSR, Knowledge &amp; Disaster Mgt, TQM, Quality Standard, Time, Event &amp; Stress Mgt, International &amp; Japanes Mgt</p> <p><b>For B. Com. Third Year Industrial Management</b>  <b>Industrial Management (HRM) (Paper II &amp; IV):</b>  The students are introduced with:  HRM, HRP &amp; Selection, Employee Training, Performance Appraisal &amp; Merit Rating, Wage &amp; Salary Administration, Industrial Relation, Employee Health, Safety &amp; morale, Recent trends in HRM</p>
20.	Career Oriented Courses	Certificate Course in Functional English	<ol style="list-style-type: none"> <li>1) The students are equipped with basic skills in English.</li> <li>2) They are boosted for self reliant efforts to develop basic skills.</li> <li>3) They are promoted to develop self expression skills through speaking and participating.</li> <li>4) They are taught socializing skills.</li> <li>5) They are familiarized with stage courage and group activity or team work skills.</li> </ol>
		Career Oriented Course in Computer Application	<ol style="list-style-type: none"> <li>1. Students are introduced with Windows OS and its programmes</li> <li>2. They are given practical knowledge about Windows OS and its programmes</li> <li>3. They are introduced with access and tally</li> </ol>
		Career Oriented Course in Water and Soil Analysis	<p>After completion of the course, the students will be able to :</p> <ol style="list-style-type: none"> <li>1) Set laboratories or get job in laboratories for soil &amp; water analysis.</li> <li>2) Start a career as a good knowledgeable farmer.</li> <li>3) Develop investigative &amp; analytical skill.</li> </ol>
		Career Oriented Course in Conservation and	<ol style="list-style-type: none"> <li>1. Students are acquainted with different medicinal plant species along with its uses</li> <li>2. They studied classification of plants</li> <li>3. They studied soil fertility and its role in</li> </ol>

		Cultivation of Medicinal Plants	<p>cultivation of plants, role of micro and macro elements</p> <ol style="list-style-type: none"> <li>4. They studied horticultural techniques</li> <li>5. They studied preparation powders from Ayurvedic plants</li> </ol>
		Career Oriented Course in Insurance	<ol style="list-style-type: none"> <li>1. Students are acquainted with basic concepts in insurance business</li> <li>2. They are familiarized with basic principles and policy conditions of insurance</li> <li>3. They are introduced with essential skills and competencies required from an insurance entrepreneur</li> <li>4. They are familiarized practical knowledge in insurance business</li> <li>5. They are placed in insurance business</li> </ol>