

KRISHNARAO SITARAM DESAI SHIKSHAN MANDAL'S
S. K. PATIL SINDHUDURG MAHAVIDYALAYA
MALVAN, DIST. SINDHUDURG, MAHARASHTRA. PIN - 416 606

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution

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| 1 | Programme Outcomes | 01 to 02 |
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Program Outcome

Bachelor of Arts (BA):

1. To make the learners aware about landmark historical events, political systems, geographical and social aspects of Regional, National and International level
2. To impart linguistic skills and proficiency to the learners about the literature- ancient, Regional, National and International level
3. To sensitize students to wards social climate and culture
4. To equip the learners with the skills of citizenship
5. To make the learners aware about Philosophical thoughts –Indian and Western

Bachelor of Commerce (BCOM):

1. To impart knowledge about commercial and managerial aspects of business along with social and ethical issues
2. To give a working knowledge in respect of cost accounting, management accounting, financial accounting auditing and taxation
3. To make the learners aware about various aspects of micro and macroeconomics
4. To acquaint the learners about business law, computer systems, its applications and network infrastructure
5. To provide the basic knowledge about Indian Financial System and recent development in finance

Bachelor of Science (B.Sc.):

- 1) B. Sc. Chemistry is Three years under graduate course which one can apply after completing 12th from science stream.
- 2) Demonstrate, solve and understanding of major concept in all disciplines of chemistry.
- 3) Solve problem and also think methodically, independently and draw a logical conclusion.
- 4) To include the scientific temperament in the students and outside the scientific community.
- 5) Find out green route for chemical reaction for sustainable development.
- 6) Enrolling in B.Sc degree program translate to making a significant investment in once professional carrier.
- 7) Use modern techniques,decent equipment and chemistry software.

| Sr. No. | Department | Program Specific Outcomes (POS) |
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| 1 | Economics | <p>1. The Bachelor of Economics or BA Economics degree is a Three years undergraduate degree with a focus on qualitative and quantitative aspects of Economics. The course study includes Microeconomics, Macroeconomics, Indian economy, Growth and development, Environmental Economics, Industrial Economics, Research Methodology.</p> <p>2. Study of economics provides insight into the operation of domestic market for goods and services, financial market and the global economic system. It provides the quantitative and analytical skill that enable learners to understand various economic issues clearly. It also teaches how to make well informed decisions, how to go about making choices and creates financial awareness.</p> <p>3. Economics is the great foundation for many careers.</p> |
| 2 | Hindi | <p>१. व्यावहारिक भाषा के रूप में द्वितीयक भाषा हिंदी की उपयोगिता</p> <p>2. हिंदी की साहित्यिक विदाओं से परिचित करवाते हुए साहित्य में रूचि निर्मित करना</p> <p>3. हिंदी काव्य और हिंदी गद्य में रूचि के साथ साहित्यावलोकन की समझ और लेखन में रूचि निर्मित करना</p> <p>4. हिंदी में सूचना प्रौद्योगिकी, सोशल मिडिया जनसंचार माध्यम का परिचय करना</p> <p>5. हिंदी साहित्यिक इतिहास, साहित्य समीक्षा छंद एवं अलंकार, भाषा विज्ञान, हिंदी भाषा और व्याकरण का परिचय करना</p> |
| 3 | Marathi | <p>१. मराठी भाषिक विद्यार्थी मराठी भाषेत पारंगत व्हावा यासाठी आवश्यक भाषा कौशल्याचा विकास होतो</p> <p>२. भाषेतील मूलभूत संकल्पना आणि भाषेचे उपयोजन याबद्दल विद्यार्थी सजग होतो</p> <p>३. मराठी भाषेच्या वाटचालीत निर्माण झालेल्या साहित्य प्रकारांचा, परंपरांचा आणि प्रवाहांचा परिचय होतो</p> <p>४. जागतिकीकरणाच्या स्पर्धात्मक परिस्थितीत आपली भाषिक कौशल्ये समर्थपणे वापरण्यास सिद्ध होतो</p> <p>५. लेखन व भाषान्तराची कौशल्ये विकसित करून मुद्रित आणि दृक श्राव्य माध्यमात प्रभावीपणे काम करू शकतो</p> |
| 4 | English | <p>1. Basic knowledge of English as Language.</p> <p>2. Major knowledge of English as Literature.</p> <p>3. Basic knowledge of English Grammar.</p> <p>4. Critical study of English Literary studies.</p> <p>5. Relation between pleasure of literature and real life.</p> <p>6. Gain Effective communication competence.</p> <p>7. Handle various style and registered of English in various personal and professional situation.</p> <p>8. Acquire Enhanced literary and cultural sensibility</p> <p>9. Understand various genres of cultural texts</p> <p>10. Gain enhanced soft skills for better employability</p> |

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| 5 | Geography | <p>1. Learners get hands - on training about basics of computers, and geospatial technology-GIS, GPS, Remote Sensing and soon.</p> <p>2. Develops research skills among the Learners.</p> <p>3. Develops understanding of man and environment relationship and changing nature.</p> <p>4. Sensitize learners about various economic, cultural, environmental, political issues.</p> |
| 6 | Chemistry | <p>The Bachelor of chemistry involve inorganic, organic, physical and analytical level expected from graduate in chemistry.</p> <p>To expose students on radical analysis in inorganic mixture, determination of surface tension and viscosity of liquid.</p> |
| 7 | Mathematics | <p>1. The Bachelor of mathematics Involves Calculus in two parts namely calculus i calculus iiAt first year. There is also Algebra and linear Algebra respective for semester I and sem .II</p> <p>2. In first year students should be familiar with number system, sequences ,limit ,continuity and polynomials.</p> <p>3. Students should know derivative and its application, linear equations matrices and linear transformations.</p> <p>4. linear transforms and matrices and function of several variable</p> <p>5. Determinant ,inner product spaces advance calculation</p> <p>6. Riemann integration Beta and gamma function, Group theory, differential equation.</p> |
| 8 | Physics | <p>1. Helps to understand the laws and rules that govern the physics world.</p> <p>2. Physics is very important element in chemist engineers and computer scientists as well as Biomedical sciences.</p> <p>3. To find or understands or to find unified set of laws governing matter, motion and energy at small subatomic distances , at human scales of everyday life and out to the largest distance</p> <p>3. A wide range of career opportunities.</p> <p>4. Acquire skills valuable to employers.</p> |
| 9 | Zoology | <p>The Bachelor of Zoology involve inorganic, organic, physical and analytical level expected from graduate in Zoology .</p> <p>To expose students on radical analysis in inorganic mixture, determination of surface tension and viscosity of liquid.</p> |
| 10 | ACCOUNTANCY | <p>After completion of B. Com. Degree course, students will be able to finalize the annual accounts of a Sole Trader/Proprietor, a Partnership Firm and a company. At the end of the B. Com Degree Course the students are all set with skills, knowledge, attitudes, social behaviour and they are eligible to work as an Accountant, Manager, Bank Manager, Government jobs, etc.</p> |
| 11 | COMMERCE | <p>At the end of the B. Com Degree Course the students are all set with skills, knowledge, attitudes, social behaviour. After completing this degree, they are eligible to work as an Accountant, Manager, Bank Manager, Professor, Teacher, Company Secretary, Government Jobs etc.</p> |

| <u>Course Outcomes</u> | | | | |
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| Department | Class | Subject | Semester | Course Outcomes |
| Accountancy | FYBCOM | Acc.&Fin.Mgmt- I | I | The course is mainly designed to bring about Accounting Standards issued by ICAI and equip the learners with accounts of a Manufacturing concerns. To create awareness about regular accounting in the form of transactions of Hire purchase and Departmental Accounting. |
| | | Acc. &Fin. Mgmt - II | II | 1. The course is mainly designed to give working knowledge about treatment in respect of accounts to be prepared from incomplete records, Consignment Sale, Fire Insurance Claims and Branch Accounts. |
| | SYBCOM | Acc. &Fin. Mgmt-III | III | 1. To equip the learners with in-depth knowledge of accounting in respect of partnership accounting to enable them to face practical situations in respect of Partnership accounting. |
| | | Fin.Acc.&Auditing-V – Introduction to Management Accounting | III | 1. To develop amongst the learners analytical abilities to read and interpret the financial statements and equip them with the skills of interpreting of various ratios and analysis of working capital techniques to enable them to be compliant with the requirements of various industries. |
| | | Acc.&Fin. Mgmt -IV | IV | 1. The course is designed to gain knowledge about the Company Accounts, accounting treatment of Redemption of Preference Shares & Debentures and treatment of Profit prior to Incorporation. |
| | | Fin.Acc.&Auditing-VI-Auditing | IV | 1.To give a working knowledge about the various Audits conducted in order to verify whether the financial statements show a true and fair view. 2. To make learners conversant about documentations Maintained by an auditor. 3.To familiarise them with various types of audits |
| | | Financial Accounting and Auditing– X Cost Accounting | VI | 1. To impart the knowledge about the various techniques used to take decisions such as Marginal Costing, Standard Costing which includes the cost accumulation in case of process costing. |

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| | | Financial Accounting and Auditing– X Cost Accounting | VI | 1. To impart the knowledge about the various techniques used to take decisions such as Marginal Costing, Standard Costing which includes the cost accumulation in case of process costing. |
| Commerce | FYBCOM | Commerce-I(Introduction to Business) | I | 1. To familiarize the learners with the basic concept of Business. 2. To make learners aware of the current trends in Business. |
| | | Commerce-II(Service Sector) | II | 1. To familiarize the learners with the basic concept of services. 2. To make learners aware of the current trends in Service sector. |
| | SYBCOM | Commerce-III(Management: Functional Challenges) | III | 1. To make the learners aware about the knowledge And evolution of management. 2. To familiarize the learners with the functions of management. New product knowledge About pricing of products and services. |
| | | Commerce-IV(Management: Production and Finance) (2012 to 2015-16) | IV | 1. To acquaint the learners with the basic concepts of Production Management, Inventory Management and Quality Management. 2. To provide basic knowledge about Indian financial system. |
| | | | | 3. To update the learners with the recent trends in Finance. |
| | | Business Law I | III | 1. To Introduce Students with the basic concepts regarding Business Law. 2. To understand essentials of a Valid Contract. 3. To understand various types of special Business Contracts. 4. To understand terms, conditions & procedure of Indian Contract Act. |

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| | | | | 5. To Understand the Procedure of sale of Goods Act & Negotiable Instruments Act. |
| | | Business Law II | IV | 1. To know the legal knowledge and ethics about contract law. 2. To know the legal knowledge and ethics about sale of goods. 3. To know the legal knowledge and ethics about negotiable instruments. 4. To know the legal knowledge, right sand ethics of consumer 5. To understand legality behind of making contract. 6. To understand legality behind of making contract of sale and agreement to sale. 7. To understand legality behind of negotiable instruments of promissory notes, bills of exchange, cheque. 8. To understand legality and rights of consumers. |
| | TYBCOM | Commerce-V(Marketing) | V | 1. To enable the learners with the basic concept of marketing. 2.To develop knowledge and understanding of Marketing decisions related to product, place, price and promotion. 3.To make learners aware about key marketing |
| | | Commerce-VI(Human Resource Management) | VI | 1. To familiarize the learners with the basic concept of Human Resource Management (HRM). 2. To acquaint the learners with various aspects of Human Resource Development and Human Relations. |
| | | | | 3. To make learners aware about the recent trends in HRM. |
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| Economics | FYBCOM | Business Economics I | I | 1. To help the learners understand the working of a Business unit in the economy. 2.To help the learners understand the concept of Micro economics and its application to |
| | | | | business. |
| | | | | 3. To help the learners indecision making process of business. |
| | | Business Economics II | II | 1.To help the learners understand various market Structures and introduce various pricing Methods. 2.To introduce evaluating capital projects and Techniques of investment appraisal. |

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| | SYBCOM | Business Economics III | III | 1. To present an overview of macroeconomic issues and introduce preliminary models for the Determination of output, employment, interest rates, and inflation. |
| | | | | 2. To illustrate policy application of macro-economic theory through monetary and fiscal policies |
| | | Economic Systems I | III | 1. To present an overview of features, functions, types of economic systems related to efficiency evaluated in the working of capitalism and socialism with special |
| | | | | reference to Marxian views on socialism and welfare state |
| | | Business Economics IV | IV | 1. To familiarize learners with the fundamental concepts and issues of public finance related to fiscal functions of government, market efficiency, role of government, sources of public revenue, types and significance of public expenditure and public debt, fiscal management and policy effectiveness etc. |
| | | Economic Systems II | IV | 1. To enable the learners to evaluate comparative performances of working of the economy - capitalism, socialism and mixed economy with special reference to American Capitalism, Socialism in Eurasia and China. |
| | | | | 2. To create awareness about Indian Mixed economy and impact of factors like globalization, country integration, economic sustainability and Gandhi's ideas. |
| | TYBCOM | Business Economics V | V | 1. To help the learners understand the impact of New Economic Policy on the various sectors of the economy. 2. To provide in-depth understanding of the Indian Financial sector. 3. To make the learners aware of some crucial issues like sustainable development, social Infrastructure, Industrial pollution and foreign capital flows. 4. To familiarize learners with policies of the Government, evaluating them and analyzing their effect on the economy. |
| | | Business Economics VI | V | 1. To introduce the learners with the basic theories of international trade. |

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| | | | | 2. To provide in-depth understanding of the concept of balance of payments and Disequilibrium in the balance of payments. |
| | | | | 3. To familiarize the learners with the BOP position of India measures to correct BOP deficit. |
| | | | | 4. To provide an overview of foreign exchange Market. |
| | | | | 5. To understand the exchange rate management in India. |
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| | FYBA | Micro economics I | I | 1. To expose the learners to basic principles of Microeconomic theory with the help of statistical tools and develops the skill of application of Microeconomics concepts to analyze the real-life situations. |
| | | Micro economics II | II | 1. To give supply side knowledge of economics and to enhance knowledge about aspects of production, cost And revenue analysis, the orgies of distribution and understanding about market structure. |
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| | SYBA | Macro Economics III | III | 1. To present an overview of micro-economic concepts and theories related to utility analysis, production, cost, revenue and competitive markets. |
| | | Macro Economics V | IV | 1. To present an overview of aggregates affecting working of the economy which includes macroeconomic aspects of demand for money, supply of money, goods market equilibrium, money market equilibrium, effects of monetary and fiscal policies. |
| | | Demography | III | 1. To educate the learners about the inter-relationship Between economic development and population. |

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| | | | | 2. To educate the learners about the issues related to demographic techniques and basic sources of Demographic data in the Indian economy. |
| | | Demography | IV | 1. To educate the learners about the various aspects of the population policy and the study of its social characteristics. |
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| | TYBA | Advanced Micro economics –III (VII) | V | 1. To provide sound understanding in Microeconomic theory with special emphasis on the study of Imperfect competition, General Equilibrium and Welfare Economics. |
| | | Advanced Micro economics –III (XIII) | VI | 1. To introduce the learners to formal modelling of Macroeconomic theory with analytic tools with focus on goods market with fixed exchange rate, the money market, uncovered interest rate parity, benefits and Costs of fixed and flexible exchange rates. |
| | | Economics of Growth And Development: VIII | V | 1. To enable learners to understand the concepts Related to economic growth and development. 2. To help learners aware of the pressing problems on The path of development such as inequality, poverty and technical aspects of growth. 3. To help learners familiarize with the policy options To eradicate poverty and inequality. 4. To enable learners to get an over view of structural Issues in development process. |
| | | Economics of Agriculture and Co-operation- I IX | V | 1. To study the significance of agriculture in economic development. 2. To provide information to students about various modern technology and ideas adopted in the agriculture sector. |
| | | Economics of Agriculture and Co-operation- II XV | VI | 1. Students will obtain information regarding various agricultural issues in India and remedies for it. 2. Students also can get information about co-operative movement in India and its performance and role in rural development. 3. Making awareness about self-employment through various local business like agro-tourism, travel agents, horticulture, floriculture, fishery and animal husbandry. |

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| | | Research Methodology: Paper X | V | <p>1. This paper is designed with the view to introduce the concepts, principles and methods of Economic research based on qualitative and quantitative data.</p> <p>2. To enable the learners to get an insight into the Applications of modern analytical tools and techniques Related economic decision making.</p> <p>3. To give the learners an opportunity to learn how to Collect and analyze primary and secondary data.</p> <p>4. To strengthen the knowledge related to computer applications to research analysis</p> |
| | | RESEARCH METHODOLOGY: PAPER XVI | VI | <p>1. To strengthen the critical thinking and listening Skills in conducting economic research</p> <p>2. To device research outcomes in an impeccable way.</p> |
| | | Environmental Economics: Paper XI | V | <p>1. To help the learners understand the relation between Environment and economic aspect.</p> <p>2. To make the learners aware of economic principles applied to environmental questions, their management and its valuation of environmental improvements.</p> <p>3. To help the learners understand economy - Environment linkages, environmental valuation methods, process and its merits - demerits, tools for environmental protection and role of International institutions.</p> |
| | | Environmental Economics: Paper XI | VI | <p>1. To demonstrate an awareness of their role in global economic environment and local environment issues.</p> <p>2. To create awareness among the students about environmental conservation and policy implications by the Government.</p> |
| | | History of Economic Thought. Paper XII | V | <p>1. To get the learners an insight into the contribution of the various economists starting from classical period.</p> |
| | | | | <p>2. To enable the learners get acquainted with the contributions of the Noble Laureates in Economics of the present period.</p> |
| | | History of Economic Thought. Paper XVIII | VI | <p>The students will be able to know the economic thoughts of the celebrated economists starting from the classical period. Also, they will be able to study the noble laureates of recent period.</p> |

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| <i>Geography</i> | <i>F y B com</i> | Environmental Studies | I | 1.To understand functional links between Environmental human beings. 2. To create an awareness of different environmental Aspects and issues. 3.To acquire the knowledge of earth's ability to meet needs of present generations |
| | <i>FYBA</i> | Geography | I | 1. To acquire the knowledge of internal structure of The earth. 2. To build the knowledge about the impacts of internal and external forces of the earth on the surface Of the earth 3. To enhance the knowledge about applicability of the subjects. |
| | | Geography (Human Geography) | II | 1.Tobuildthe knowledge of meaning and significance Of human geography 2.To familiarize settlement patterns |
| | | | | 3.To acquire knowledge of physical and social Environment of human being And thus to broaden the outlook |
| | <i>SYBA</i> | Geography II(Introduction to Climatology) | III | 1. To acquire the knowledge of different climatic Elements and their impacts on the earth surface. 2. To develop an understanding of how climatic factors Have influenced life on earth. 3. To create an awareness about the responsibility of human beings towards Nature. |
| | <i>SYBA</i> | Geography III (Geography Of India) | III | 1.To build the knowledge about physical features of India 2. To develop an understanding of availability, use and Need of conservation of natural resources. 3. To develop cosmopolitan and internationalist outlook. |
| | <i>SYBA</i> | Geography II(Introduction to Oceanography) | IV | 1. To build the knowledge of features of Ocean |

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| | | | | <p>Floor And their significance.</p> <p>2. To develop their understanding about movement of Ocean water and their impact.</p> <p>3. To create an awareness regarding the result ant loss of water resources especially oceans due to human activities and necessary measures to be taken.</p> |
| | | Geography II(Agricultural geography of India) | IV | <p>1.To introduceAgricultural geography and understand Its significance</p> <p>2. To enhance the knowledge of Indian Agriculture.</p> <p>3. To understand the significance of thematic map.</p> |
| | TYBA | Geography IV (Geography Of Settlements) | V | <p>1.To familiarize the learners with the theoretical Foundations and recent trends in this Branch of Geography.</p> <p>2.To provide an understanding of evolutionary, morphological and, functional attribute so furban</p> |
| | | | | <p>Places at different scales.</p> <p>3. To sensitize the learners about contemporary rural/urban problems.</p> |
| | TYBA | Geography V(Population Geography) | V | <p>1.To explain the geographical approach to the study Of population.</p> <p>2.To highlightthe analysis of broad spatial patterns of world population Examining population resource relationship and Population problems.</p> <p>3. To develop the understanding of policies of developed and less developed countries of the world.</p> |
| | TYBA | Geography VI (Tools and Techniques in Geography for Spatial Analysis-I(Practical)) | V | <p>1. To create awareness of the various cartographic techniques available for graphic representation of relief, population, agriculture, industrial and transport data, the steps of construction of the techniques-their</p> |

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| | | | | Merits and demerits. |
| | | | | 2. To help the learners develop manual skills of drawing maps based on some of the above-mentioned data. |
| | | | | 3. It Introduced the learners with SOIT opo sheets and to acquire the Knowledge of Top sheet Reading/Interpretation. |
| | | | | 4. To train the learners in elementary statistics as an essential part of geography |
| | | | | 5. Learners identify the causes of regional disparities in development, perspectives and policy imperatives. |
| | TYBA | Geography IV(Environmental Geography) | VI | 1. To appraise the learners with the inter relationship between man and the environment in which he lives and also his linkages with other organisms. 2. To make the learners aware about the importance of conserving biodiversity to |
| | | | | maintain ecological balance. 3. To create environmental awareness amongst the learners. 4. It acquainted learners with fundamental concepts of Environment. |
| | | | | 5. Developed understanding various Environmental phenomena. 6. It identifies causes and effects of Environmental Pollution and emerging Environmental issues. 7. It acquires the knowledge of Conservation of Resources and various Environmental Acts. |
| | TYBA | Geography V(Geography Of Tourism And Recreation) | VI | 1. To give an overview of tourism industry and various organizations 2. To understand the conceptual meaning and differentiation between Travel agency and Tour operation. 3. To understand formalities and |

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| | | | | <p>documentation needed to set up these units.</p> <p>4. To give information of tourist places of national and international importance and to help learners to know the background elements of tourism resources.</p> <p>5. To expose the learners about the Tourism policy of India and of a few tourism states of the country.</p> <p>6. To prepare the learners to enter a travel agency where he will be required to be well-versed with the modalities.</p> <p>7. To attain the basic knowledge of marketing principles, operation techniques of tourism marketing, study of suitability of alternative promotional approaches to and formulate marketing plans and promotional approaches to tourism and other related organizations.</p> |
| | <i>TYBA</i> | Geography VI(Tools And Techniques In Geography For Spatial Analysis-II(Practical)) | VI | <p>1. To provide knowledge of statistical techniques and their application in geography.</p> <p>2. To train the learners to apply these techniques and methods to the analysis of the geographic problems.</p> <p>3. To acquaint the learners with the importance of field works one of the methodologies in Geography</p> <p>4. To sensitize learners about pre-field work preparations, conduct of the field work, post-field work based and the writing of a field work report.</p> |
| <i>English</i> | <i>FYBA</i> | Communication Skills in English | I | <p>C.O.1 Students understood language proficiency by providing adequate exposure to reading and writing skills</p> <p>C.O.2 Students were oriented towards the</p> |

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| | | | | functional aspects of language |
| | | Communication Skills in English | II | 1. C.O.1 Students improved listening, speaking, writing skills of the students. Students understood the process of communication and its effect on giving and receiving information |
| | F.y. B.com | Business Communication | I | C.O. 1 Students developed awareness about the complexity of communication in a dynamic business environment. 1. C.O. 2 Students were well acquainted with the effective use of communication. |
| | | Business Communication | II | C.O. 1. Students developed effective oral, writing and listening skills among learners. 1. C.O. 2 Students developed Listening, Speaking, Reading and Writing skills and should be prepared to meet the challenges of |
| | | | | Communication in the business World. |
| | FYBA | Introduction to Literature Paper –I (Optional) | I | C.O. 1 Students were acquainted with the characteristics of various literary genres. C.O. 2 Students understood to write clearly, coherently and effectively about various genres of literature |
| | | Introduction to Literature Paper: PAPER –I (Optional) | II | C.O. 1 Students recognized the culture and context of the work of literature Students developed sensitivity to nature and fellow human beings |
| | SYBA | Indian Literature in English PAPER –II (Optional) | III | C.O. 1 Students were introduced to the uniqueness of Indian Literature in English C.O. 2 Students were well acquainted to the pluralistic dimensions of Indian Literature in English |
| | | American Literature PAPER –III | III | C.O. 1 Students were well acquainted with the various genres and literary terms of twentieth century American Literature C.O. 2 Students understood various themes and styles of American Literature |

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| | | Indian Literature in English PAPER –II (Optional) | IV | C.O.1. Students understood the different genres of Indian Literature in English C.O.2.. Students were familiarized with different perspectives of approaching this literature |
| | | American Literature, Paper III | IV | C.O. 1. Students were familiarized with the socio-cultural milieu of twentieth century America through literary texts C.O. 2 Students were introduced with cross-cultural perspectives and discussions on American Literature |
| | TYBA | 16th to 18th Century English Literature: Paper No. IV | V | C.O. 1. Students were introduced with English Literature of the 16th , 17th and 18th centuries C.O. 2. Students understood the distinctive features of English literature of the 16th , 17th and 18th centuries |
| | | Literary Criticism: Paper No. V | V | C.O. 1. Students were familiarized with important critical terms C.O. 2. Students understood the nature and function of literature and criticism |
| | | Translation Studies: Theory and Practice | V | C.O. 1. Students Understand variety of translations. C.O. 2. Students were able to use translation in official contexts and mass media. |
| | | 19th Century English Literature: Paper No. VII | V | C.O. 1. Students were introduced with literary works in their dynamic interface with the background C.O. 2. Students understood the literature of the 19th century. |
| | | 20th Century British Literature: Paper No. VIII | V | C.O. 1. Students were introduced with literary genres, trends, and literary movements of Britain in the 20th Century. C.O.2. Students were acquainted with comprehensive understanding of literary genres trends and movements in 20th Century British Literature. |
| | | B- Drama and Theatre: Paper No. IX | V | C.O. 1. Students were introduced the social and artistic movements that have shaped theatre and drama. C.O. 2. Students were familiarized with the discipline-specific skills to the creation of drama. |
| | | 16th to 18th Century English Literature: Paper No. IV | VI | C.O. 1. Students were acquainted with how background influences shaped the writer's thinking. C.O. 2. Students understood how background influences shaped the writer's thinking. |

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| | | Literary Criticism: Paper No. V | VI | C.O. 1. Students were familiarized with the technique of close reading of literary texts C.O. 2. Students understood the various literary theories and critical approaches |
| | | Translation Studies: Theory and Practice | VI | C.O. 1. Students were undertaken literary translation work at primary level. C.O. 2. Students Equipped to take up jobs. |
| | | 19th Century English Literature: Paper No. VII | VI | C.O. 1. Students learned to appreciate poetry as mirroring private personality, protest and subsequently, public concerns C.O. 2. Students were acquainted with the development of the Victorian Novel. |
| | | 20th Century British Literature: Paper No. VIII | VI | C.O. 1. Students understood to create linkages between social and historical contexts and literary texts. C.O. 2. Students understood the skills for a critical and analytical understanding of the text. |
| | | Drama and Theatre: Paper No. IX | VI | C.O. 1. Students were acquainted with the difference between the concepts of drama and theatre. C.O. 2. Students understood the history of drama and theatre as a literature and performing art. |
| Hindi | FYBA | Ancillary Hindi paper -I | I | हिंदी की साहित्यिक विधाओं से परिचित करवाते हुए साहित्य में रुचि निर्मित करना। 1. विद्यार्थियों को गद्य विधाओं की प्रचलित कहानी विधा के अतिरिक्त हिंदी की गद्ययुक्त विधाओं - निबंध, व्यंग, आत्मकथा, जीवनी, संस्मरण, यात्रावृत्त, रेखाचित्र, डायरी लेखन जैसी नवीनतम विधाओं से परिचित कराना। 2. हिंदी कहानी के आरंभ से लेकर अद्यतन कहानी की प्रवृत्तियों एवं कहानी के विकास से परिचित कराना। 3. विद्यार्थियों को नवीन गद्य विधाओं के स्वरूप तथा विशेषताओं से परिचित कराना। |
| | | Ancillary Hindi paper -I | II | हिंदी की साहित्यिक विधाओं से परिचित करवाते हुए साहित्य में रुचि निर्मिती करना। 1. विद्यार्थियों को गद्य विधाओं की प्रचलित रचना कहानी निबंध आदि के अतिरिक्त आत्मकथा जीवनी संस्मरण यात्रा वृत्त और रेखा चित्र आदि नवीनतम विधाओं से परिचय कराना। 2. हिंदी कहानी के आरंभ से लेकर अद्यतन कहानी की प्रवृत्तियों एवं कहानी के विकास से अवगत कराना। 3. विद्यार्थियों का उपन्यास के स्वरूप विवेचन |

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| | | | | तथा विशेषताओं से परिचित कराना। |
| | SYBA | Hindi Paper-II | III | हिंदी काव्य और हिंदी गद्य में रुचि के साथ साहित्य अवलोकन की समझ और लेखन में रुचि निर्मित। 1. मध्यकालीन, रीतीकालीन और आधुनिक कविताओं एवं कवियों से परिचित कराना। 2. आधुनिक गद्य का आस्वाद कराना। 3. साहित्य के जरीये सामाजिक समस्याओं का आकलन करवाना। |
| | | Hindi Paper-II | IV | हिंदी काव्य और हिंदी गद्य में रुचि निर्मित करना। 1. उपन्यास निबंध और नाटक का परिचय कराना। |
| | | Hindi Paper-III | III | व्यवहारिक हिंदी के विविध पहलुओं और आयामों से परिचित कराना। 1) प्रयोजनमूलक हिंदी से परिचित कराना। 2) हिंदी अनुवाद से परिचित कराना पारिभाषिक शब्दावली से परिचित कराना। 3) जनसंचार माध्यमों से परिचित कराना। 4) संविधान में प्रदत्त मौलिक अधिकारों से परिचित कराना। 5) सूचना के अधिकार से परिचित कराना। |
| | | Hindi Paper-III | IV | संचार माध्यम 1) जनसंचार माध्यमों से परिचित कराना। 2) संविधान में प्रदत्त मौलिक अधिकारों से परिचित कराना। 3) सूचना के अधिकार से परिचित कराना। |
| | TYBA | Hindi Paper IV | V | आदिकालीन भक्तिकालीन रीतीकालीन हिंदी साहित्यिक इतिहास का परिचय 1) हिंदी साहित्य के इतिहास से परिचित कराना। 2) मध्यकालीन संतों के काव्य से परिचय कराना। |
| | | Hindi Paper IV | VI | आधुनिक हिंदी साहित्यिक इतिहास का परिचय 1) हिंदी साहित्य के इतिहास से परिचित कराना। 2) आधुनिक हिंदी काव्य से परिचय कराना। |

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| | | Hindi Paper V | V | स्वातंत्र्योत्तर हिंदी साहित्य का परिचय 1. काव्य नाटक रेखाचित्र संस्मरण आदि का परिचय कराना। |
| | | Hindi Paper V | VI | स्वातंत्र्योत्तर हिंदी साहित्य का परिचय 1. गीत काव्य का परिचय कराना। 2. निबंध का परिचय कराना। |
| | | Hindi Paper VI | V | हिंदी में सूचना प्रौद्योगिकी का परिचय कराना 1. हिंदी सूचना प्रौद्योगिकी के साथ कंप्यूटर और हिंदी में कामकाज का परिचय कराना। |
| | | Hindi Paper VI | VI | सोशल मिडिया का परिचय 1. सोशल मिडिया के स्वरूप को समझाना 2. सोशल मिडिया के प्रभाव को समझाना |

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| मराठी भाषा विभाग | प्रथम वर्ष कला शाखा | मराठी ऐच्छिक (मराठी भाषा १) | सत्र १ | नाटक या साहित्य प्रकाराचा अभ्यास (दोन नेमलेल्या नाट्यकृती) |
| | | | | नाटक हा साहित्य प्रकार समजून घेऊन नाट्यक्षेत्रात उपलब्ध असलेल्या विविध व्यवसायिक संधीसाठी विद्यार्थ्यांच्या व्यक्तिमत्त्वाची तयारी करण्यासाठी उपयुक्त आहे. अभिनय कला, संहितालेखन, जाहिरात, संगीत, नेपथ्य इत्यादी क्षेत्रात उपलब्ध संधी साठी विद्यार्थी तयार होतो. |
| | | | सत्र २ | प्रवास वर्णन या साहित्यप्रकाराचा अभ्यास (नेमलेली दोन प्रवासवर्णने) |
| | | | | प्रवास वर्णनाचा अभ्यासातून विविध ऐतिहासिक, सांस्कृतिक वारसा असणाऱ्या पर्यटन स्थळांची माहिती मिळते. त्यातून पर्यटनाच्या व्यवसायाची संधी उपलब्ध होतात. त्याचप्रमाणे प्रवासाच्या माध्यमातून पर्यटनाला चालना मिळते. नेमलेल्या प्रवासवर्णनाचा साहित्यकृती दोन देशातील पर्यटन स्थळे व ऐतिहासिक व सांस्कृतिक वारशाशी संबंधित असल्याने विद्यार्थ्यांना देश विदेशांची माहिती मिळते त्यातून विद्यार्थ्यांचा जगाकडे बघण्याचा दृष्टीकोन व्यापक होतो. |
| | प्रथम वर्ष कला शाखा | मराठी अनिवार्य (मराठी भाषा २) | सत्र १ | अ) निवडक कथांचा अभ्यास कथांच्या अभ्यासातून दलित, ग्रामीण, शहरी, मानसशास्त्रीय जाणिवांचा अभ्यास झाल्यामुळे विद्यार्थ्यांना मराठी भाषेच्या प्रादेशिक पैलूंची ओळख होऊन त्यांची भाषा आणखी संपन्न होते. |
| | | | | ब) विद्यार्थ्यांना मराठी भाषेचे लेखनाचे नियम व विरामचिन्हांची चांगली ओळख होते व त्यातून त्याचे लेखन कौशल्य सुधारते. वातमी लेखन, वृत्तांत लेखन आणि भाषांतराच्या सरावामुळे दृक्श्राव्य माध्यम आणि वर्तमानपत्रातील आणि भाषांतराच्या व्यवसायिक संधीसाठी विद्यार्थ्यांची तयारी होते. तसेच विविध व्यवसाय संधीसाठी चांगले अर्जलेखन करणे आणि सारांश पात्र तयार |

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| | | | | करणे या बाबतीती विद्यार्थी पारंगत होतो. |
| | | | सत्र २ | अ) मराठी भाषेतील निवडक कवितांची अभ्यास |
| | | | | आधुनिक मराठी साहित्यातील नवसाहित्यानंतरच्या निवडक आधुनिक मराठी कवितांची अभ्यासातून विद्यार्थ्यांच्या काव्यविषयक जाणीवा प्रगल्भ होतात. |
| | | | | ब) व्यवहारिक मराठी दैनंदिन आणि व्यवहारी कामकाजासाठी या घटकांचा अभ्यास विद्यार्थ्यांना उपयुक्त ठरतो. |
| द्वितीय वर्ष | कला शाखा | मराठी अभ्यासपत्रिका क्रमांक - २ | सत्र ३ | कादंबरी या साहित्यप्रकाराचा अभ्यास (दोन नेमलेल्या कादंबऱ्या) कादंबरी या साहित्यप्रकारचे अभ्यासातून मराठीतील कादंबरी वाङ्मयाचा परिचय होतो. त्यातून चित्रपट, मालिका यासाठी पटकथा-संवाद लेखन या दृष्टीने व्यावसायिक संधी त्यांना अधिक सक्षमपणे विद्यार्थी सामोरे जाऊ शकतात. तसेच साहित्यकृतीचे माध्यांतर (कादंबरीचे नाट्यरुपांतर किंवा कादंबरीच्या आधारे चित्रपट निर्मिती) याचा विद्यार्थ्यांना परिचय होतो. |
| | | | सत्र ४ | आत्मकथन या साहित्यप्रकाराचा अभ्यास (दोन नेमलेली आत्मकथने) |
| | | | | सार्वजनिक जीवनात यशस्वी ठरलेल्या व मोठमोठ्या हुद्यांवर पोहोचलेल्या व्यक्तींच्या आत्मचरित्रातून विद्यार्थ्यांना प्रेरणा मिळते व आयुष्यात स्वतःला घडवण्याची जिद्द त्यांच्यात निर्माण होते. |
| | द्वितीय वर्ष | मराठी अभ्यासपत्रिका क्रमांक - ३ | सत्र ३ | भाषा आणि भाषा अभ्यास |
| | कला | | | |
| | | | | मानवी भाषेचे स्वरूप विद्यार्थ्यांनी अभ्यासल्यामुळे भाषिक आणि भाषेतर संप्रेषण अधिक प्रगल्भ होण्यास मदत होते. आणि बोलल्या जाणाऱ्या भाषेचे विविध पैलू विद्यार्थ्यांना कळतात. |
| | | | सत्र ४ | मराठीच्या बोलीचा अभ्यास आगरी बोली या अभ्यास पत्रिकेतून विविध बोलीचा अभ्यास असल्यामुळे विद्यार्थ्यांच्या प्रादेशिक जाणीव प्रगल्भ होण्यास मदत होते. |
| तृतीय वर्ष | कला शाखा | अभ्यासपत्रिका क्रमांक ४ - मध्ययुगीन मराठी वाङ्मयाचा इतिहास | सत्र ५ | मराठी साहित्याची सुरुवात व महानुभाव वाङ्मय वारकरी पंथीयांचे वाङ्मय आणि पंडिती काव्याचा अभ्यास झाल्यामुळे विद्यार्थ्यांच्या जाणीव प्रगल्भ होऊन मध्ययुगीन महाराष्ट्राची तोंड ओळख होण्यास मदत होते. |
| | | | सत्र ६ | शाहिरी वाङ्मयामध्ये लावणी, पोवाडे या लोककलाप्रकारांचा परिचय विद्यार्थ्यांना होतो आणि आधुनिक काळातील या लोककलांचा रंगमंचीय आविष्कारसाठी कसा वापर केला जातो याची विद्यार्थ्यांना माहिती मिळते. |
| | | अभ्यासपत्रिका क्रमांक ५ - भारतीय व पाश्चात्य साहित्यशास्त्र | सत्र ५ | भारतीय साहित्यशास्त्र परंपरेचा विशेषतः संस्कृत साहित्यशास्त्राचा विद्यार्थ्यांना परिचय होतो आणि त्यातून साहित्यविषयक जाणीव प्रगल्भ होतात. |
| | | | सत्र ६ | प्राचीन ग्रीक साहित्य शास्त्राच्या विविध विचारवंतांनी मांडलेल्या मतांचा परिचय होतो त्यातून साहित्यविषयक पाश्चात्य दृष्टीकोन प्रगल्भ |

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| | | अभ्यासपत्रिका क्रमांक ६ – साहित्य आणि समाज | सत्र ५ | साहित्य, समाज, संस्कृती या संकल्पना व त्यांचा परस्पर संबंधांचे स्वरूप अभ्यास असल्यामुळे विद्यार्थ्यांच्या समाज जाणीव प्रगल्भ होतात तेन मार्क्स यांचे सिद्धांत मानवतावाद, मार्क्सवाद, स्त्रीवाद, अंबेडकरवाद, या विचारप्रणालींशी विद्यार्थ्यांचे तोंड ओळख झाल्यामुळे सामाजिक बांधिलकीचे भान निर्माण होण्यास मदत होते. स्त्रीवादी कादंबरी 'भिन्न' अभ्यासल्यामुळे स्त्रियांविषयी आदर, त्यांना समजून घेण्याची वृत्ती वाढण्यास मदत होते. 'दृश्य नसलेल्या दृश्यात' या महानगरीय जाणीवेच्या कविता अभ्यासल्यामुळे महानगरीय जीवनाची ओळख होण्यास मदत होते. |
| | | | सत्र ६ | महाराष्ट्रातील सामाजिक स्थित्यंतरे आणि मराठी साहित्य यांचा अभ्यास झाल्यामुळे विद्यार्थ्यांच्या समाजावद्दलच्या जाणीवा अधिक समृद्ध होतात ग्रामीण साहित्य, दलित साहित्य यांच्या अभ्यासामुळे विद्यार्थ्यांना तळागाळातील समाज जीवन कळण्यास मदत होते. |
| | | अभ्यासपत्रिका क्रमांक ७ – भाषाविज्ञान आणि मराठी व्याकरण | सत्र ५ | भाषाविज्ञान आणि मराठी व्याकरणाचा अभ्यास करून भाषाशास्त्राच्या विविध शाखांचा अभ्यास केल्यामुळे विद्यार्थ्यांचे भाषाशास्त्रीय ज्ञान वाढवण्यास मदत होते. |
| | | | सत्र ६ | शब्दांचे वर्गीकरण, विकरण, शब्द सिद्धी, प्रयोग विचार या घटकांच्या अभ्यासामुळे व्याकरण दृष्ट्या |
| | | | | भाषा समृद्ध होण्यास मदत होते. |
| | | अभ्यासपत्रिका क्रमांक ८ – आधुनिक मराठी साहित्य | सत्र ५ | आधुनिक, आधुनिकता, आधुनिकतावाद यांच्या अभ्यास केल्यामुळे विशिष्ट विचारप्रणालींचा विद्यार्थ्यांचा परिचय होऊन सामाजिक जाणीव प्रगल्भ होतात. आधुनिक मराठी कथांचा अभ्यास केल्यामुळे प्रसारमाध्यमातील व्यवसायिक संघर्षांना विद्यार्थी सामोरे जाऊ शकतात. |
| | | | सत्र ६ | विविध विचार प्रवाहातील काव्याचा अभ्यास केल्यामुळे सामाजिक जाणीव प्रगल्भ होऊन माणसांच्या जगण्याचे विविध स्तर समजण्यास मदत होते तसेच किरवंत या नाटकाचा अभ्यास केल्यामुळे समाज रचनेची उतरंड समजण्यास मदत होते. |
| | | अभ्यासपत्रिका क्रमांक ९ – व्यवसायाभिमुख मराठी | सत्र ५ | भाषांतर, अनुवाद, रूपांतर यांचा अभ्यास केल्यामुळे विविध क्षेत्रातील भाषांतराच्या संधी उपलब्ध होतात. |
| | | | सत्र ६ | मुलाखत या प्रकारच्या अभ्यासामुळे दृक्श्राव्य माध्यमातील अनेक व्यावसायिक संधींचा विद्यार्थ्यांना उपलब्ध होतात तसेच माझे विद्यापीठ आणि इतर पुस्तकांचे परीक्षण विद्यार्थ्यांनी केल्यामुळे वर्तमानपत्रातील लेखनाची पूर्वतयारी होते. |
| Mathematics, Statistics and | F.Y. B.Com | Mathematical and statistical techniques-I | I | 1. To improve in quantitative aptitude required for various competitive |

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| Computers | | | | <p>examinations</p> <p>2. To create base for financial analysis required for finance related courses</p> <p>3. To develop an ability of making appropriate decisions by enumerating feasible and viable alternatives</p> |
| | | Mathematical and statistical techniques-I | II | <p>1. To create base for financial analysis required for finance related courses</p> <p>2. To determine the nature and strength of relationship between two variables</p> <p>3. To understand concepts of time series and its applications in different areas</p> <p>4. To study economic data reflecting price or quantity compared with a standard or base value</p> |
| | F.Y.B.Sc | Mathematics I (Calculus I) | I | Knowledge of number system, WOP etc, bounded set Limit and continuity. |
| | | Mathematics II (Algebra) | I | Knows demorgan laws car Tesian product cardinality of set. integers equivalence relation |
| | | Mathematics I (calculus II) | II | Understand convergent and divergent series solve examples of indeterminate forms,. |
| | | Mathematics II (linear Algebra) | II | Understand matrices and its property. identities such As $(AB)^t = B^t A^t$, $(AB)^{-1} = B^{-1} A^{-1}$. Know vector space and solve problem on it. |
| | S.Y.B.Sc | Mathematics I (Calculus III) | III | Student understand n , distance between two points, open ball in R^n definition of an open subset of R^n , neighbourhood of a point in R^n , sequences in R^n , convergence of sequences- these concepts should be specifically discussed for $n = 3$ and $n = 3$. Directional derivatives and partial derivatives of scalar fields. Mean value theorem for derivatives of scalar field |
| | | Mathematics II (Algebra III) | III | Student has knowledge of matrix units, row operations, elementary matrices, elementary matrices are invertible and an invertible matrix is a product of elementary matrices Has knowledge Linear dependence and independence of vectors in R^n using determinants, |
| | | Mathematics III (Discrete Maths) | III | Knows permutations recurrence relation. homogenous |

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| | | | | and non homogenous system of eqn. norm of a vector etc Knows permutation and properties as odd even Permutation. Knows advance counting techniques |
| | | Mathematics I (CALCULUS IV) | IV | Knows remain integration its properties, indefinite and proper integral, beta and gamma function |
| | | Mathematics II (ALGEBRA IV) | IV | Group theory abelian group Klein 4 group etc, cyclic group and Lagrange theorem |
| | | Mathematics III (ORDINARY DIFFERENTIAL EQUATIONS) | IV | Knowledge of ode second order differential equation, system of ODE |
| Chemistry | F. Y. B.Sc. | Chemistry I | I | Detail knowledge of Instruments, reactions and ionic, covalent bonding with respect to MOT, VBT. |
| | | Chemistry II | I | Detail Study of stereochemistry with respect to optical and geometrical isomerism. |
| | | Chemistry I | II | Basic concept of thermodynamic and thermochemistry. |
| | | Chemistry II | II | Study nomenclature of organic compound. |
| | S.Y.B.Sc | Chemistry I | III | Basic knowledge of electrolytic conductivity, transport number, surface tension and surface chemistry. |
| | | Chemistry II | III | Study of stereochemistry with respect to conformational isomerism, study of carboxylic acid, cyanide aldehyde and ketone and their reaction. |
| | | Chemistry III (Analytical chemistry) | III | Type of errors, accuracy, precision, chromatography, titrimetry. |
| | | Chemistry I | IV | Basic concept of chemical kinetics, polymer, potentiometer. |
| | | Chemistry II | IV | Detail study of stereochemistry with respect to geometrical isomerism and study of aromatic compound. |
| | | Chemistry III (Analytical chemistry) | IV | Detail study of gravimetric, inorganic qualitative analysis and conductometric titration. |
| | T.Y.B.Sc | Physical Chemistry | V | Basic study of electrochemistry, quantum chemistry, electrochemical cell and their application. |
| | | Inorganic Chemistry | V | Study of molecular symmetry and chemical bonding, solid state chemistry and inner transition element. |
| | | Organic Chemistry | V | Details of mechanism of organic reaction and photochemistry and also spectroscopy and IUPAC nomenclature. |
| | | Analytical Chemistry | V | Introduction of quality concept, classical method of analysis and optical methods. |

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| | | Physical Chemistry | VI | Basic study of renewable energy resources and basic quantum chemistry and also nuclear magnetic resonance spectroscopy. |
| | | Inorganic Chemistry | VI | Study of metal ligand bond, organometallic chemistry and bio inorganic chemistry. |
| | | Organic Chemistry | VI | Details stereo chemistry, amino acid proteins, nucleic acid and catalyst and reagent. |
| | | Analytical Chemistry | VI | Study of electroanalytical technique and food, cosmetic analysis. Analytical method validation. |
| Physics | F. Y. B.Sc. | Mathematical physics | I/II | 1. to understand mathematical concepts related to basic physics and apply them in physical situations. |
| | S.Y.B.Sc | Mechanics and thermodynamics | III | i) Understand the concepts of mechanics & properties of matter & to apply them to problems. ii) Comprehend the basic concepts of thermodynamics & its applications in physical situation |
| | | Vector calculus ,Analog Electronics | III | 1) Understand the basic concepts of mathematical physics and their applications in physical situations. 2) Understand the basic laws of electrodynamics and be able to perform calculations using them. 3) Understand the basics of transistor biasing, operational amplifiers, their applications |
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| | | Applied Physics -I | III | 1. Students will be exposed to contextual real life situations. 2. The learner will understand the scope of the subject in Industry & Research |
| | | Optics and Digital Electronics | IV | 1. Understand the diffraction and polarization processes and application in physical situation 2. use IC 555 time for various timing application 3. Understand working of digital circuits. 4. Understand resolving power concept. |
| | | Quantum Mechanics | IV | 1) Understand the postulates of quantum mechanics and to understand its importance in explaining significant phenomena in Physics. 2) Demonstrate quantitative problem solving skills in all the topics covered. |
| | | Applied Physics-II | IV | 1. Students will be exposed to contextual real life situations. 2. The learner will understand the scope of the subject in Industry & Research |
| | T.Y.B.Sc | Mathematical Methods in Physics | V | 1. Understand the basics of crystallography, Electrical properties of metals, Band Theory of solids, demarcation among the types of materials, Semiconductor Physics and Superconductivity. 2. Understand the basic concepts of Fermi probability distribution |

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| | | | | function, Density of states, conduction in semiconductors and BCS theory of superconductivity. 3. Demonstrate quantitative problem solving skills in all the topics covered |
| | | Solid State Physics | V | 1. Understand the basics of crystallography, Electrical properties of metals, Band Theory of solids, demarcation among the types of materials, Semiconductor Physics and Superconductivity. 2. Understand the basic concepts of Fermi probability distribution function, Density of states, conduction in semiconductors and BCS theory of superconductivity. 3. Demonstrate quantitative problem solving skills in all the topics covered |
| | | Atomic Physics | V | 1. Upon successful completion of this course, the student will understand 2. the application of quantum mechanics in atomic physics 3. the importance of electron spin, symmetric and antisymmetric wave functions and vector atom model |
| | | Electrodynamics | V | 1. Understand the basic concepts of timing pulse generation and regulated power supplies 2. Understand the basic electronic circuits for universal logic building blocks and basic concepts of digital communication. 3. Develop quantitative problem solving skills in all the topics covered |
| | | Classical Mechanics | VI | This course will introduce the students to different aspects of classical mechanics. They would understand the kinds of motions that can occur under a central potential and their applications to planetary orbits. The students should also appreciate the effect of moving coordinate system, rectilinear as well as rotating. |
| | | Electronics | VI | 1. Understand the basics of semiconductor devices and their applications. 2. Understand the basic concepts of operational amplifier: its prototype and applications as instrumentation amplifier, active filters, comparators and waveform generation. |
| | | Nuclear Physics | VI | Upon successful completion of this course, the student will be able to understand the fundamental principles and concepts governing classical nuclear and particle physics and have a knowledge of their applications interactions of ionizing radiation with matter the key techniques for particle accelerators the physical processes involved in nuclear power generation. |

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| | | Special Theory of Relativity | VI | 1. Understand the significance of Michelson Morley experiment and failure of the existing theories to explain the null result 2. Understand the importance of postulates of special relativity, Lorentz transformation equations and how it changed the way we look at space and time, Absolutism and relativity, Common sense versus Einstein concept of Space and time. 3. Understand the transformation equations for: Space and time, velocity, frequency, mass, momentum, force, Energy, Charge and current density, electric and magnetic fields. |
| Zoology | F. Y. B.Sc. | Wonders Of Animal World, Biodiversity And Its Conservation | I | CO1. The curiosity will be ignited in the minds of learners to know more about the fascinating world of animals which would enhance their interest and love for the subject of Zoology. CO2. Learners would appreciate treasure of biodiversity its importance and would contribute their best for its conservation. CO3. Minds of learners would be impulsive to think differently and would be encouraged in fact to their original crude ideas from the field of biological science |
| | | Laboratory Safety And Units Of Measurement | I | CO1. Learners would work safely in the laboratory and avoid and avoid occurrence of accidents which will boost their scholastic performance and economy in the use of materials and chemicals during practical session |
| | | | | CO2. Learners would understand recent advance in the subject and their application for betterment of mankind and that the young minds would be turned to think out of the box. CO3. Learner will be skilled to select and operate suitable instruments for the studies of different compounds of Zoology of this course and also of higher classes including research |
| | | Ecology And Wildlife Management | II | CO1: Learners will learn about nature of human population, specific factors affecting its growth and its impact on the population of other life forms CO2: Students will grasp the concept of interdependence and interaction of physical, chemical and biological factors in the environment. CO3: It will lead to better understanding about implications of loss of fauna on human being erupting a spur of desire for conservation of all fauna and flora CO4: Learner would be motivated to choose their career in the field of wildlife of conservation, Research, photography and ecotourism |
| | | Nutrition, Public Health And Hygiene | II | CO1: Healthy dietary habits would be inculcated in the lifestyle of learners preventing risk of developing health hazards |

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| | | | | <p>in younger generations due to faulty eating habits.</p> <p>CO2: Promoting optimum conservation of water, Encouragement for maintain personal hygiene.</p> <p>Optimum use of electronic gadgets, avoiding addiction, thus facilitating to achieve the goals of healthy young India in true sense.</p> <p>CO3: Learner will be able to promptly recognised stress related problems at initial stage and would be able to adopt related solution which would lead to psychological stronger mind-set, promoting promoting Positive attitude.</p> <p>CO4: Acquiring knowledge about cause symptoms and precautions about infectious diseases to help students to prevent frequent sickness not only for them but also for their family members.</p> |
| | S.Y.B.Sc | Fundamentals Of Genetics, Chromosomes Heredity And Nucleic Acids | III | <p>CO1: Understand and apply the principles of inheritance, concept of multiple allele's linkage and crossing over</p> <p>CO2: Learner will understand importance of nucleic acid as a genetic materials</p> <p>CO3: Learner would comprehend and appreciate the regulation of gene expression</p> <p>CO4: Learners would understand the structure and types of chromosome , mechanism of sex</p> |
| | | | | determination |
| | | Animal Physiology | III | <p>CO5: Learners would be able to correlate the disorders link to a particular sex chromosomes.</p> <p>CO1: Learners should understand the increasing complexity of nutritional, excretory and osmoregulatory physiology in evolutionary hierarchy</p> <p>CO2: learner would be able to correlate the habit and habitat with nutritional, excretory and osmoregulatory structure in different classes of organism</p> <p>CO3: Learner would understand increasing complexity of respiratory, and Circulatory physiology in evolutionary hierarchy</p> <p>CO4: Learners would understand the process of control and coordination by nervous and endocrine regulation.</p> <p>CO5: Learners would be amazed by various locomotory structure found in the animal kingdom</p> <p>CO6: Learners would be acquainted with various reproductive strategies present in the animals</p> |
| | | Applied Zoology | III | <p>CO1: Learners would gain insight into different types of animal's behaviours and their role in biological adaptation</p> <p>CO2: Learners would be sensitised to be feelings which are instrumental in social behaviour.</p> <p>CO3: learners should understand the general</p> |

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| | | | | <p>epidemiological aspect of parasite that affect humans and takes simple preventive measures for the same</p> <p>CO4: Learner would be competent the lifecycle of specific parasite the symptoms of diseases and its treatments .</p> <p>CO5: Learner would gain knowledge of animals useful to mankind and means to make the most of it</p> <p>CO6: Learner would learn the modern technique in animal husbandry and peruse entrepreneurship as a career .</p> |
| | | Origin And Evolution Of Life , Population Genetics ,Scientif Attitude, Methodology Scientific Writing And Ethics Inscientific Research | IV | <p>CO1: Learner would gain insights into the origin of life CO2:Leraner would analyse and critically view the different theory of evolution</p> <p>CO3: Learner would understand the force that cause evolutionary changes in the natural population and mechanism of speciation's.</p> <p>CO4: The learner would develop quality such as critical thinking, skill of scientific communication and analysis and to understand the ethical aspects of Research.</p> |
| | | Cell Biology, Endomembrane System And Biomolecules | IV | <p>CO1: Learners would acquire insights into the composition of the transport system adopted by the cell and organelle for its maintaince and composition of the cell</p> <p>CO2: Learners would appreciate the intricacy of endomembrane system</p> <p>CO3: Learners would understand the interlinking of endomembrane system for functioning of the cell .</p> <p>CO4: Learners would realise the importance of biomolecules and their clinical significance.</p> |
| | | Comparative Embryology Aspect Of Human Reproduction And Effects On Organism | IV | <p>CO1: Learners understood and compare different types of eggs and sperms.</p> <p>CO2: Learners would be understand human reproductive physiology</p> <p>CO3: Learners would become familiar with advance in ART and related ethical issues.</p> <p>CO4: Learners would be sensitised about the adverse effect of pollution and measure to control it</p> |
| | T.Y.B.Sc | Taxonomy Of Invertebrates | V | <p>CO1: Learners would be apprehended the basis of classification and modern classification up to class of the lower invertebrate animals</p> <p>CO2: Learners would be familiarise with classification put phylum Nematode along with their examples</p> <p>CO3: Learners would get an idea of higher</p> |
| | | | | <p>groups of invertebrate animals life, their classification and their peculiar aspects.</p> <p>CO4: Learners would get an idea of general characteristics and detail l of invertebrate animal system</p> |
| | | Haematology And Immunology | V | <p>CO1: Learners comprehended basic haematology and identified various component of haem ostatic system CO2: Learners become familiar with the terminology used and diagnostic test performed in a pathological laboratories</p> <p>CO3: Learners acquainted diagnostic approach in haematological disorders</p> <p>CO4: Learners better equipped for further pathological course or working in a diagnostic laboratory</p> <p>CO5: Learners comprehended the types of immunity and the components of the immune system .</p> <p>CO6: The learners realised the significance role of immune system in giving resistance against disease.</p> |

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| | | Histology, Toxicology, Pathology And Biostatistics | V | <p>CO1: Learners appreciated the well plan organization of tissues and cells in the organ system</p> <p>CO2: Learners developed broad understanding in different areas of toxicology</p> <p>CO3: Learners developed critical thinking and assist student in preparation for employment in pharmaceutical and related areas</p> <p>CO4: Learners become familiar with various medical terminology pertaining to pathological condition of the body cause due to disease</p> <p>CO5: Learners. able to collect , organised and analysed data using parametric and non-parametric tests and also setup hypothesis and verified the same limits of significance</p> |
| | | Anatomy And Developmental Biology | V | <p>CO1: Learners understood importance of various types of epidermal and dermal derivatives along with their functions</p> <p>CO2: Learners understood the structure ,types and functions of human skeleton .</p> <p>CO3: Learners understood the long limb muscles its arrangement and their role in body movements</p> |
| | | Applied Components | V | CO1: Learners understood and learn about |
| | | | | <p>the use of sea safety, navigational equipments and oceanographic instruments</p> <p>CO2: Learners understood basic physical, chemical and biological oceanography</p> <p>CO3: Learners understood boat building techniques and design of engines used in mechanized boats</p> <p>CO4: Learners acquainted breeding techniques and skills for culture of major carps</p> <p>CO5: Learners understood breeding techniques, hatchery and management of finfish and shell fishes</p> |
| | | Taxonomy Of Vertebrates | VI | <p>CO1: Learners got the idea of origins of chordates , its taxonomy up to the class with reference to phylogeny with reference to phylogeny and their special features</p> <p>CO2: Learners understood the characteristic feature and examples of class reptile aves and mammals</p> <p>CO3: Learners got idea of vertebrate animal life after studding one representative animal Shark</p> |
| | | Physiology And Tissue Culture | VI | <p>CO1: Learners understood fundamental structure action and kinetics</p> <p>CO2: Learners appreciated the enzyme assay procedure and therapeutic applications of enzymes .</p> <p>CO3: Learners comprehended the adaptive</p> |

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| | | | | response of the animals to environmental changes for their survival. CO4: Learners understood the types and secretion of endocrine glands and their functions CO5: Learners appreciated the significance of tissue culture as a tool in a specialised area of research and its application in various industries. |
| | | Genetics And Bioinformatics | VI | CO1: Learners understood an insights into the intricacies of chemicals and molecular processes that affect genetic materials. CO2: Learners appreciated the enzyme assay procedure and therapeutic applications of enzymes . CO3: Learners understood significance of molecular biology as a basis for the study of other areas of biology and biochemistry CO4: Learners understood related areas in relatively new field in genetic engineering and biotechnology. CO5: Learners acquainted the vast array of techniques used to manipulate genes which can be applied in numarous field like medicine research etc for human benefits. |
| | | Environmental Biology Zoopharmacognosy | VI | CO1: Learners understood the different factors affecting environment its impact and environment management law CO2: Learners understood various methods for wildlife conservation |
| | | | | CO3: Learners understood knowledge of overcome the issues related to wildlife conservation . CO4: Learners acquainted how and why different animals species are distributed around the globe |
| | | Applied Components | VI | CO1: Learners understood deep sea and coastal fishes CO2: Learners understood commercial potential and know about the major landing centres of the fishes CO3: Learners understood basics of nutritional requirements at various developmental stages of fish and crustaceans CO4: Learners should oriented towards understanding causes, pathogenicity, prophylaxis and preventive measures of various fish diseases and physiological disorders CO5: : Learners understood fish by-products and value-added products CO6: : Learners understood good manufacturing practices while manufacturing the various products |