

## SUBJECTWISE COURSE OUTCOMES (ART)

### Department of Marathi

#### Course Outcomes

बी.ए. भाग : 01 आवश्यक मराठी 'साहित्यसरीता'

- 1) भाषेच्या विद्यार्थ्यांना भाषा आकलनासोबत विविध वाङ्मय प्रकाराची ओळख होते.
- 2) समाजातील उच्च कोटीची मानवी मूल्याची जपवणूक अभ्यासक्रमातून होते
- 3) राश्ट्रभाषणीसाठी पायाभूत मूल्याचे संगोपन होते
- 4) पर्यावरण व प्राणीमात्राविषयी परोपकारी वृत्तीची भावना वाढ होते.

बी.ए. भाग : 02 आवश्यक मराठी 'अक्षरलेणी'

- 1) वाङ्मय विषयाची विद्यार्थ्यांना आवड निर्माण होते
- 2) विद्यार्थ्यांमध्ये अभ्यासक्रमातून वैज्ञानिक दृष्टीकोन वाढीस लागतो.
- 3) समाजस्थितीचे दर्शन व महापुरुषाचे विचारातून सामाजिक बांधीलकी निर्माण होते.

बी.ए. भाग : 03 आवश्यक मराठी 'अक्षरलेणी'

- 1) विद्यार्थ्यांना भारतीय संस्कृतीची अभ्यासक्रमातून ओळख होते
- 2) बोलीभाषा, लोकभाषा, लोकगीते, लोकपरंपरा, लोकसंस्कृती, ग्रामजीवनाचा परीचय अभ्यासक्रमातून होतो.
- 3) समता, स्वातंत्र्य, बंधूता या मूल्यांची जाण निर्माण होते
- 4) अभ्यासक्रमाव्हाचे विद्यार्थ्यांमध्ये लेखन, वाचन व भाषण ह्या भाषिक कौशल्यात वाढ होते.

बी.ए.भाग : 01 मराठी वाङ्मय

कादंबरी/कथा

- 1) विद्यार्थ्यांना भाषा आकलनासोबत विविध वाङ्मय प्रकाराची ओळख होते
- 2) मानवी नातेसंबंध, समाज जीवनमान, समाजातील दुर्बल घटकांविषयी अभ्यासक्रमातून होते
- 3) विविध भूप्रदेश, तेथील परंपरा, बोलीभाषा यांची विद्यार्थ्यांना जाण होते
- 4) पर्यावरण व प्राणीमात्राविषयी परोपकारी वृत्तीची भावना वाढीस लागते.

बी.ए.भाग : 02 मराठी वाङ्मय

ज्ञानेष्वरी अध्याय:1 सुरेश भटाची निवडक कविता

- 1) विद्यार्थ्यांना संताचे तत्त्वज्ञान, समाजभान जागृत करणाऱ्या कार्याची ओळख होते
- 2) विद्यार्थ्यांना वैदिक परंपरेची ओळख व महाग्रंथांचे आकलन होते
- 3) कवितेतून समाज, राष्ट्रप्रेम व देशभक्ती संवर्धनाची भावना वाढीस लागते
- 4) विद्यार्थ्यांमध्ये वाङ्मयाची आवड निर्माण होते

बी.ए.भाग : 03 मराठी वाङ्मय

- 1) विद्यार्थ्यांना वाङ्मयप्रवाह महानुभव व वाक्कवी संप्रदायाची ओळख होते
- 2) साहित्यातून विद्यार्थ्यांमध्ये आत्मभान जागृत होते
- 3) भाशेचा उगम, भाशेची निर्मितीप्रक्रिया विद्यार्थ्यांना साहित्यातून अवगत होते
- 4) तत्कालीन समाज जीवनाचे दर्शन विद्यार्थ्यांना /ाडते
- 5) विद्यार्थ्यांमध्ये वाङ्मयाविषयी गोडी निर्माण होऊन साहित्यलेखनाची वृत्ती वाढीस लागते.

### **B.A. SEM I and SEM II (CBCS)**

**Subject: Compulsory English (Name of the Book Prescribed – Roots  
(Publisher : Orient BlackSwan)**

- 1) Students will learn various stanza forms, poetic types and literary terms to enhance their ability of close analysis of the prescribed poetic texts.
- 2) Students will be able to distinguish various English periods with their unique characteristics in their Background Study to the English.
- 3) Students will learn the nuances of public.
- 4) They will learn varied values like selfless love (Donne's poem), significance of quality of patience
- 5) They will develop taste and attraction towards beautiful nature and its varied colors as depicted in the poem.
- 7) Students will have an access to philosophical leanings as reflected in the poem.
- 8) Students will realize the ill consequences of the growing urbanization.

## **B.A. SEM III and IV (Since 2012-13 onwards)**

### **Subject: Compulsory English Name of the book: New Dawn (An Anthology of Prose and poetry)**

Students will be able to understand the importance of water and environment through the lesson, Water: The Elixir of Life by C V Raman.

i) Students will learn how to help poor and needy and get inspired for service to humankind through Mother Teresa by John Frazer.

ii) Students will learn in their life the importance of time and work they have to do through the poem Stopping by Woods on a snowy Evening by Robert Frost.

iii) Students will develop an appreciation of how the formal elements of language and genre shape meaning through Education: Indian and American by Anurag Mathur.

iv) Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints through Communication Skills. v) Students will be able to prepare, organize, and deliver an engaging oral presentation.

vi) Students will develop an awareness of and confidence in their own voice as a writer through writing skills.

vii) Students will develop the habit of earning money by forming self help group through a lesson Mohammad Yunus : An Economist for Peace by Farida Khan.

viii) Student will try to inculcate the personality and determination shown by APJ Abdul Kalam and Barak Obama through the lessons Wings of Fire by A. P. J. Abdul Kalam and the Way: Barack Obama by Domenick Di Pasanale.

ix) Students will promote the environment as it is not only culturally attached but also has medicinal uses as given in The Human Environment by Indira Gandhi.

## **B.A. Semester V & Semester VI (Since 2012-13 onwards)**

### **Name of the Course: Compulsory English**

(Name of the Book Prescribed - Honey Dew (An Anthology of Prose, Poetry and Once Act Plays)

1) Students will learn writing skills like report writing, essay writing and e-mail writing.

2) Students will develop word power by having an access to vocabulary given in the glossary at the end of prescribed prose and poetry.

3) Students will imbibe values like humaneness, honesty, kindness, love, care & courage (for ex. the story entitled Thief by Ruskin Bond & other prosaic and poetic texts.

- 4) Students will learn the meaning of a true education and importance of cleanliness as given in a story Socrates and the Schoolmaster.
- 5) Students will develop taste for science and incline to know and explore more about the universe and the sea.
- 6) Students will despise the crowd sensibility for earning money and also hate prejudiced customs and traditions dividing humanity as given in two of the poems – Money Madness by D.H.Lawrence and Where the Mind is Without Fear by Rabindranath Tagore.
- 7) Students will come to know various personal traits of different races of people at different times of the history and thus improve their personality.
- 8) Students will foster the environment as it is not only culturally attached to us but also has innumerable medicinal benefits. ( for ex.The Felling of Banyan Tree a poem by Dilip Chitre.
- 9) Students will acquire practical wisdom that things are not as they seem as the story of Three Hermits by Leo Tolstoy.
- 10) Students will learn poetic devices like imagery, irony, alliteration and metaphor.

### **Department of Economics**

Course Outcome B.A. Semester I (Since 2012-13 Onwards )

Name of Course : B. A. I Year Economics (Name of the book

Prescribed : Micro Economics Analysis – Dr. G. N. Zamare

- 1) Students will learn market Structure, demand and supply.
- 2) Students will learn Micro Economics
- 3) Students will learn selling system and Purchasing system.
- 4) Students will learn Price relation with demand and supply

B. A. Semester I (CBCS) (Since 2017-18 Onwards)

Name of Course :B. A. I Year Economics (Name of the book Prescribed : Fundamentals of micro Economics- part I & II – Dr. S. S. Kawale, Prof. B. L. Jibhakate )

- 1) Students will learn nature of economics.
- 2) Students will learn micro Economics.
- 3) Students will learn Economics low.
- 4) Students will learn Basic Economics problem.

**B.A. Semester II (Since 2012-13 Onwards)**

**Name of Course : B. A. I Year**

**Economics (Name of the book Prescribed : Micro Economics Analysis – Dr. G. N. Zamare)**

- 1) Students will learn Market competition.
- 2) Students will learn welfare Economics.
- 3) Students will learn Rent, Wage, Profit and Interest.
- 4) Students will learn Practical Knowledge of Micro Economics.
- 5) Students will learn Data Collection Method.
- 6) Students will learn Research Methods.

**B.A. Semester II (CBCS) (Since 2017-18 Onwards)**

**Name of Course :B. A. I Year**

**Economics (Name of the book Prescribed: Fundamentals of micro Economics- part I & II – Dr. S. S. Kawale, Prof. B. L. Jibhakate)**

- 1) Students will learn market structure , demand and supply.
- 2) Students will learn theory of consumer behavior.
- 3) Students will learn theory of production and cast.
- 4) Students will learn production function.
- 5) Students will learn equilibrium of the firm.
- 6) Students will learn market competition.
- 7) Students will learn welfare Economics.
- 8) Students will learn Rent, Wage, Profit and Interest.
- 9) Students will learn practical knowledge of micro Economics.
- 10) Students will learn Statistics.
- 11) Students will learn data collection methods.
- 12) Students will learn research method.
- 13) Students will learn factor of pricing.

B.A. Semester III (Since 2013-14 Onwards)

Name of Course : B. A. II Year Economics (Name of the book Prescribed : Macro Economics Analysis part I & II – Dr. G. N. Zamare )

- 1) Students will learn Functions of money, Characters of money, Accelerator of money.
- 2) Students will learn Quantity Theory of Money.
- 3) Students will learn Inflation and Deflation.
- 4) Students will learn Keynesian Theory of Employment.
- 5) Students will learn Index Number, Types of Index Number.

B.A. Semester III (CBCS) (Since 2018-19 Onwards)

Name of Course : B. A. II Year Economics (Name of the book Prescribed : Macro Economics Analysis part- III & IV—Dr. S. S. Kawale )

- 1) Students will learn Invention of money and nature of money, functions of money, characters of money, accelerator of money.
- 2) Students will learn Quantity Theory of Money.
- 3) Students will learn Inflation and Deflation.
- 4) Students will learn Index number , types of Index number.
- 5) Students will learn trade cycle and nature and characteristics.

B.A. Semester IV (Since 2013-14 Onwards)

Name of Course : B. A. II Year Economics (Name of the book Prescribed : Macro Economics Analysis part I & II – Dr. G. N. Zamare) Students will learn Banking System In India.

- 1) Students will learn Credit Formation of Commercial Bank, Reserve Bank of India.
- 2) Students will learn RBI policy in India.
- 3) Students will learn Taxation, Types of Taxation, Classification of Taxation, Impacts of Tax, Burden of Tax.
- 4) Students will learn Public Finance.
- 5) Students will learn Monetary Policy and Fiscal Police In India.

## **B.A. Semester IV (Since 2018-19 Onwards )**

**Name of Course : B. A. II Year Economics (Name of the book Prescribed :  
Macro Economics Analysis part- III & IV—Dr. S. S. Kawale)**

- 1) Students will learn Say's law of market Keynesian Theory of Employment.
- 2) Students will learn marginal efficiency of capital.
- 3) Students will learn principal of multiplier.
- 4) Students will learn Investment Function.
- 5) Students will learn psychological law of consumption.
- 6) Students will learn Bank system in India.
- 7) Students will learn credit formation of commercial bank and Reserve bank of India .
- 8) Students will learn credit control.
- 9) Students will learn modern banking service.
- 10) Students will learn Internet banking.
- 11) Students will learn tax policy in India.
- 12) Students will learn Public finance.
- 13) Students will learn monetary policy and fiscal policy in India.
- 14) Students will learn International financial institutes ( IMF, World Bank, WTO, BRICS).
- 15) Students will learn International Trade.

## **B.A. Semester V (Since 2014-15 Onwards)**

**Name of Course : B. A. III Year Economics (Name of the book  
Prescribed : Indian Economy – Dr- G. N. Zamare)**

- 1) Students will learn Structure of Indian Economy
- 2) Students will learn Basic features of Indian Economy, Natural Resources, Population in India, National Income.
- 3) Students will learn Theory of Demographic Transition, Census of India, Problems of over Population, Population Policy in India.
- 4) Students will learn Economic Planning.
- 5) Students will learn Five years Plan of India

B.A. Semester VI (Since 2018-19 Onwards)

Name of Course : B. A. II Year Economics (Name of the book Prescribed : Macro Economics Analysis part- III & IV—Dr. S. S. Kawale)

- 1) Students will learn Say's law of market Keynesian Theory of Employment.
- 2) Students will learn marginal efficiency of capital.
- 3) Students will learn principal of multiplier.
- 4) Students will learn Investment Function.
- 5) Students will learn psychological law of consumption.
- 6) Students will learn Bank system in India.
- 7) Students will learn credit formation of commercial bank and Reserve bank of India.
- 8) Students will learn credit control.
- 9) Students will learn modern banking service.
- 10) Students will learn Internet banking.
- 11) Students will learn tax policy in India.
- 12) Students will learn Public finance.
- 13) Students will learn monetary policy and fiscal policy in India.
- 14) Students will learn International financial institutes (IMF, World Bank, WTO, BRICS).
- 15) Students will learn International Trade.

## **Department of Political Science**

### **Course outcome**

#### **B.A. I SEM I Subject: Indian Democracy**

Gondwana University constituted a syllabus on Indian Democracy, which achieves following objective.

1. Awareness about the structure of Indian Democracy like a) Legislature b) Executive c) Judiciary
2. Role of people they played in Indian political system.
3. A good and responsible citizen's can develop through this syllabus.
4. To achieve constructive work from society.



## **B.A. I SEM II**

### **Subject: Local Self Government**

1. It explains Democracy means participation of people of various bodies of Government.
2. To understand local self Government.
3. To encourage participation at local level to national level.
4. To enhance political participation.
5. In 4th units of the syllabus focus on Human Rights which valuable for human being.it also teaches how to protect them.
6. There is another chapter about Right to Information Act-2005 in 4th unit which is also showing transparency in governmental bodies is necessity of Democracy.

## **B.A. II SEM III**

### **Subject- political Theory**

1. It helps to understand basic of Political Science.
2. It teaches theories like Origin of State, Sovereignty, Social Change

## **B.A. II SEM IV**

### **Subject -Political Analysis**

It is also useful understand the basic concept of Political system. Like Power law, rights, Authority, legitimacy. It help student understand the basic of political science and to understand the actual meaning of various concept which we use generally having depth meaning behind in it

## **B.A. III SEM V**

### **Having Indian political thoughts**

1. To Know beot of political thought for related to India.
2. To enrich moral values among student by giving devoted thoughts of devoted thinker.
3. To create a patriotic thinking among students.

## **B.A. III SEM VI**

### **Western political thoughts**

To aware, motivates student to read the thoughts of western thinker which responsible to revolution in many countries. Like karl Marx, Lenin, Mill, Betham

1. Legislative Assembly of Maharashtra organizes very year organizes workshop on legislative work procedure and tradition. There are all the Universities representative of student and teacher participated in this seven days' workshop is strongly motivated here actual democratic process is work. And also student encourage in the career development too.

2. Constitutional awareness among to student of at U.G. level and P.G. level can be helpful to build responsible citizens of nations Department celebrated constitutional day every year and organizes lecture on constitution to achieve the largest goal. It is also helpful for students to bring sense of equality among them. In any democratic country sense of Equality is must to overcome religious difference like gender, language cast and creed.

## Department of History

B.A.I Semester- I

Name of the Course: History

Subject: Indian History (Earliest times to 1351 A.D.) (Since 2012-13 to onwards) (CBCS 2016-17 to onwards)

- 1) विद्यार्थांना भारती इवतहासाच्ा प्राचीन साधनांची ओळख होते.
- 2) मानी जीनिची िाटचाल ि विकास कोणत्ा सांस्कृ ती पासून सुरु होऊन तो कसा उत्ांत होत गेला,ाचा आलेख कळतो.
- 3) ससांधू –हरप्पा सांस्कृ तीचे िैविष्ट्ये आवण वतच्ा विनािाची कारणे ातून भारताच्ा इवतहासाची सुरात की झाली ि इ.स.३५०० हजार ि्राांपूिीचा मानी ककती प्रगत होता, त्ाचा जीनिविर्क दृष्टीकोन क् होता हे समजण्ास मदत होते.
- 4) िैकदक धमम,जैन धमम ि बुध्द धमम ाांच्ा विकिणुकीतून मानी मूल् ि जीनिात कसे आचरण अपेवित आहे, हे विद्यार्थांना समजते.
- 5) मौम,गुप्त,चोल ि िधमन घराण्ाच्ा इवतहासातून त्ा काळातील सामावजक,आर्थमक,धार्ममक ि साांस्कृ वतक पररवस्थतीचे अध्न् होऊन विद्यार्थाांच्ा ज्ञानात भर पडते.
- 6) सुलतान अल्लाउकिन वखलजी ाचे बाजार वन्ांत्रण धोरण ि िासन व्बिस्था ातून त्ा काळात मागणी ि पुरिठा ा अथमिास्त्री वसांांताची ओळख होते.

7) सुलतान मोहम्मद तुघलक ाच्ा िेगिगळ्ा ोजनांमुळे भारतात तेराव्या ि चौदाव्या ितकात की पररवस्थती वनमामण झाली ाचे ज्ञान विद्यार्थांना वमळते. मुद्रा प्रचालन ोजनेतून भारती इवतहासात मुद्रा वियस्थेत कसा बदल होत गेला हे समजण्ास मदत होते.

8) भारती इवतहासाि सुलतानिहीच्ा काळात झालेले राजकी, सामावजक, धार्मक, साांस्कृ वतक ि आर्थमक पररणाम का होते ाची मावहती वमळते.

## B.A.I Semester- II

### Name of the Course : History

**Subject: Indian History (1526 to 1761 A.D.) (Since 2012-13 to onwards) (CBCS 2016-17 to onwards)**

- 1) भारती इवतहासाच्ा मध्ुगीन साधनांची विद्यार्थांना ओळख होते.
- 2) मोहम्मद जवहरुकिन बाबर ाने भारतात मुगल िांिची स्थापना की के ली. इवतहास प्रवसध्द पावनपतचे पवहले ुध्द ि त्ात सुलतानिहीचा िेिट कसा झाला, खनुिा ुंातून राणासांग ाचा पराभाि होऊन भारती लोक परकी आम्णासमोर कसे एकजूट होऊ िकले नाही ाची मावहती वमळते.
- 3) हुम्न ि िेरिहा सांघर्ामतून िेरिहाचा कसा विज् झाला आवण त्ाने उत्कृ ष्ट िासन प्रबांधन करून जमीन महसुलाची ोग्ि आदिम पंत की वनमामण के ली ाचे ज्ञान वमळते.
- 4) सम्राट अकबरासारखे उदारमतिदी िासक भारताला लाभले ि त्ातून सहांदू मुसलमान धार्मक कडरता कमी झाली ाचे दिमन विद्यार्थांना घडते.
- 5) िहाजहानच्ा काळात भारतात साांस्कृ वतक उन्नवतने सौच्य विखर गाठले होते. मुगल काळात झालेले बाांधकाम भारती ि मुगल स्थापत्ाचे दिमन घडविते.

6) औरांगजेबाच्ा िेिटच्ा काळात मुगल सामाज् पतनाच्ा कदिने िाटचाल करू लागले. त्ाचे दविण ि धार्मक धोरण कसे होते ज्ामुळे मुगल सामज्ाचे पतन घडून आले ाची मावहती वमळते.

7) महाराष्ट्रात मराठी सत्तेचा उद् होऊन सांताांच्ा, वजजाबाई ि िहाजी महाराजाांच्ा सांस्कारातून छत्रपती विािजी महाराजाांसारखे ुगपुर् वनमामण झाले. त्ाांच्ा इवतहासातून ि चरत्रातून उच्च नैवतक आदिम ि अन्ााविरुध्द लढण्ाची प्रेरणा विद्यार्थाांना वमळते.

8) पेिाईच्ा इवतहासात सर्ाज्ाचे रुपांतर सामज्ात कसे झाले ि इवतहास प्रवसध्द पावनपतच्ा वतसर्ा ुंाने मराठाांची सत्ता किी खाली आली ाचे ज्ञान वमळून तत्कालीन प्रथा-परांपरा, समाजव्यस्था, न्ाव्यस्था ाची मावहती वमळते.

## B.A.II Semester- III

### Name of the Course : History

#### Subject : Modern India (1757 to 1920 A.D.) (Since 2013-14 to onwards)

1) बांगाल मध्े विटीि सत्तेची स्थापना झाली.त्ाचे सांपूणम भारती इवतहासाि ि भारताच्ा भवितव्याि क् पररणाम झाले. राजकी, आर्थमक, धार्मक, सामावजक ि साांस्कृ वतक पररणामाांची मावहती वमळते.

2) विटीाांच्ा काळात कोणकोणते गव्हनमसम ि व्हाईसर् आले. त्ाांची नीती क् होती. त्ाांनी राबविलेल्ा धोरणाांचे भारताच्ा विकासाि क् पररणाम झाले. ाची मावहती विद्यार्थाांना वमळते.

3) १८५७ च्ा उठाात सहांदू-मुसलमान एक झाले ि त्ाांनी विटीाांच्ा विरुध्द सांघर्म के ला. ातूनच सहांदू-मुस्लीम एक झाले तर भारताचे भवितव्य कसे बदलू िकते हे विद्यार्थाांना विकिण वमळते.

4) १९ व्या ितकात भारती समाजात प्रबोधनाचा काळ वनमामण होऊन धार्मक ि सामावजक सुधारणा चळिळ वनमामण झाली. ामुळे अनेक सुधारकाांच्ा चरत्राांचा ि विचाराांचा अभ्ास विद्यार्थाांना भविष्त्ात प्रेरणादाी ठरू िकतो.

5) भारती राष्ट्रदाचा उद् कसा झाला. भारती राष्ट्री काँग्रेसची स्थापना की झाली. काँग्रेसची िाटचाल ि लोकमान् रटळकाांच्ा क्ामतून विद्यार्थाांच्ा मनात राष्ट्रदाची विचारसरणी वनमामण होण्ास मदत वमळते.

## B.A.II Semester- IV

Name of the Course : History

Subject : Modern India (1757 to 1920 A.D.)

(Since 2013-14 to onwards)

1) गाांधी ुगात राष्ट्री आंदोलने की झाली ि सिमसामान् जनतेला सत्, असहांसा, सत्ाग्रह ्ा मागामने देि स्ितांत्र होऊ िकतो ही अवभनि कल्पना समजली. विद्यार्थाांच्ा जीिनात राष्ट्रवपता महात्मा गाांधीजीचे चररत्र मागमदिमक ठरू िकते.

2) ्ाांवतकारी चळिळीतून विद्यार्थाांना राष्ट्रभक्तीची प्रेरणा वमळते.

3) आझाद सहांद सेना ि सुभार्चांद्र बोस ्ाांचे क्म विद्यार्थाांना मागमदिमक आहे.

4) चलेजाि चळिळ ि वचमूर –आष्टीचा लढा ्ातून विद्यार्थाांना विदभामतील इवतहासासोबातच Local History ची मावहती होते. वििा् आपल्ा भागाचे स्ितांत्र् लढ्यात क् ोगदान होते हे समजून, त्ातून प्रेरणा वमळते.

5) वििाांकडून भारतीाांकडे सत्तेचे हस्ताांतरण कसे झाले.(Transfer of power), विविध वमिन ्ेऊन िेिटी माउंटबॅटन ्ोजनेनुसार भारताचे विभाजन कसे झाले हे समजते. भारती सांविधान ि वतची वनर्ममतीची प्रक्ा क् होती. सांविधानाचे िैविष्ट्ये ्ा अभ्ासातून विद्यार्थाांमध्े जागरूकता वनमामण होते.

6) देिाचे विभाजन होऊन भारत-पाककस्तान हे दोन नि राष्ट्र वनमामण झाले. फाळणीच्ा समस्ा क् होत्ा. त्ात झालेल्ा सहांसेमुळे मानिी मूल् पादळी तुडविल्ा गेली. आजच्ा सहांदू-मुस्लीम समस्ाांचे मूळ भारताची फाळणी हे आहे. ्ातून विद्यार्थाांना ही समस्ा देि वहतास की बाधा आणणारी आहे ि राष्ट्री एकात्मतेस की बाधा आणणारी आहे हे समजते.

7) काश्मीर प्रश्न, अवलप्ततािादी चळिळ ि जागवतक राजकारणाची मावहती वमळते.

8) भारत देि एकात्म होण्ासाठी कोणकोणत्ा प्रसांगाना सामोरे जािे लागले ि भारतचीन, भारत – पाकीस्थान दोन ुुंाांतून देिाने कसा मागम काढला ्ाचे ज्ञान विद्यार्थाांना होऊन राष्ट्री बाणा वनमामण होण्ास मदत होते.

## B.A.III Semester-V

Name of the Course : History

Subject : Modern World (1775 to 1920 A.D.)

(Since 2014-15 to onwards)

1. लोकिही ि मानी स्ितांत्र् ाचा सांदेि देणारी अमेररकन ाांती, समता, स्ितांत्र् ि बांधुता ाचा सांदेि देणारी फ्रें च राज्ांती तसेच समाजिद, साम्िाद ाचा सांदेि देणारी रविन ाांती ामुळे विद्यार्थांना नीन मुल्ांची जाणीि होऊन भारती लोकिहीची मुळे बळकट करण्ास मदत वमळते.
2. ुरोवप्न देिांनी आवि खांडात िसाहतिदाची सुरुिात किी केली. पररणामी भारत, चीन ि आविी राष्ट्रे कसे पारतांत्र्ात गेले ाची मावहती वमळते.
3. तसेच ुरोपात जममन राष्ट्राचा उद् होऊन जागवतक राजकारणात कसे बदल होत गेले. वप्रन्स वबस्माकम ि कै सर विवल्म विती ाांचे परराष्ट्री धोरण प्रथम महाुध्दास कसे कारणीभूत ठरले ाची मावहती वमळते.
4. ाच दरम्ान झालेले रवि-जपान ुध्द ि चीन-जपान ुंातून जपान कसा सामाज्िादी देि बनला आवण त्ाची महत्िकाांिा िाढून पवहल्ा महाुंास तो कसा जबाबदार ठरला ाची मावहती वमळते.
5. पवहल्ा महाुंानांतर राष्ट्रसांघ स्थापन होऊन िाांतीची प्रक्ा सुरु झाली. ा सांपूणम अभ्ासामुळे विद्यार्थांच्ा ज्ञानात भर पडून जागवतक राजकारणाचे ि घडामोडींचे ज्ञान त्ांना वमळते.

## B.A.III Semester –VI

Name of the Course : History

Subject : Modern World (1920 to 2000 A.D.)

(Since 2014-15 to onwards)

1. आर्थमक मांदी, नाझीझम, फॅ सीझम ातून जागवतक राजकारणात वहटलर ि मुसोवलनी ाांचा कसा उद् झाला. त्ाची धोरणे ि नीती ामुळे दुसरे महाुध्द कसे जगाि लढले गेले. ाच दरम्ान रवित साम्िादी ाांती होऊन रविने लेवनन ि स्टॅलीनच्ा नेतृत्िात के लेली प्रगती. दुसर्ा महाुंाचे सांपूणम जगाि झालेले पररणाम. ामुळे मानी मूल्, नैवतकता ाची ककती हानी झाली ि ातून क् विकण्ासारखे आहे ाची मावहती विद्यार्थांना होते.
2. दुसर्ा महाुंानांतर अवधक िवकिताली झालेली सांुक्त राष्ट्र सांघटना वतचे ि स्िरूप ाची मावहती विद्यार्थांना वमळते. दुसर्ा महाुंानांतर वनमामण झालेले जागवतक राजकारणातील

बदल ि त्ातून झालेला िीत्ुंाचा उद्ामुळे जग पुन्हा वतसर्ा महाुंाला समोरे जाईल की का  
अि भीती वनमामण झाली.

3. नेल्सन मांडेला ाांचा िणमभेद विरुंचा लढा ि त्ाांनी के लेला सांघर्म विद्यार्थांना  
प्रेरणादाी ठरतो. सोव्हएत ुवन्नचे विघटन ि साम्िादाचे झालेले पतन विद्यार्थांसाठी सचांतनी  
ठरते.

4. जागवतकीकरणाची सांकल्पना आवण मावहती ि तांत्रज्ञानाचे ुग ामुळे आज जगाची का ि  
कोणत्ा कदिने िाटचाल सुरु आहे. आजची तरुण वपढी कोणत्ा ुगात जगत आहे ि त्ाांच्ा  
समोर कोणते आव्हाने आहेत ाची मावहती विद्यार्थांना वमळून त्ाांच्ा ज्ञानात भर पडते. 5.  
एकां दरच जागवतक घडामोडींचे ज्ञान विद्यार्थांना होऊन २१ व्या ितकात कोणत्ा कदिने िाटचाल  
करता ्ेईल, जुन्ा चुका टाळून जागवतक िाांतता की वनमामण करता ्ेईल ाचे ज्ञान  
विद्यार्थांना वमळते.

**Department of Sociology**  
**Course Outcome B.A. Semester I & Semester II**  
**Name of the Course: Introduction to Sociology**

1. Students will learn the basic concepts of Sociology, by which they can understand the sociological knowledge.
2. The knowledge about society improves their life style, thinking capacity, and develops life skills among the students, which will convert them in good citizen. This is the ultimate benefit of the study of sociology for individual as well as for nation building.
3. Students will inculcate the Social values. so their personality develops as expectations of the society.
4. Students will familiar with the subject matter of sociology.
5. Students understand the scope and importance of Sociology, which increase their interest in Sociology.
6. Students get knowledge about various career opportunities at local, National and International level.
7. Students will know the origin and development of sociology as a science, difference between scope and perspective of Natural and Social Sciences. It develops Scientific attitude among them.
8. Students will understand the social aspects of Indian Society.
9. Students will understand the relationship of Sociology with other social Sciences.
10. Students get deep knowledge about the basic Social Institutions, their structure and correlation between all social institution.
11. The study of all basic concepts develops the sociological approach in the students.
12. By studying the process of Socialization, Students can Understand , how their personality and perspective develop.

13. Students will familiar with The process of Socialization, Social stratification, social Mobility, Social Conformity, Social Deviation, Social Control and Social Change, so develop insight about various social issues.

14. Students able to understand the inter linkages between social phenomenon and role of the individual as well as society in social development.

15. Study of Sociological Perspectives develop critical approach towards social issues, it works like a tool for evaluation the social reality.

16. Understanding the structure and functions of various social institutions , they understand their role and status in social development .

17. Students will know about Indian culture, cultural diversities, importance of different cultures, so they can understand the need of constitutional values like Democracy, equality, social justice, law, fraternity, secularity, Socialism.

## **B.A. Semester III & Semester IV**

### **Name of the Course: Indian Society: Issues and Problems**

1. Students understand the complexities and multifaceted contemporary issues and problems of Indian Society.

2. Students will know the meaning of social problems, and real common causes of various social problems. So they get insight about reality of Indian society.

3. Students Study every problems four major aspects like Meaning, Causes, Consequences and remedial measures on the problem, which develop deep understanding than others about these problems.

4. Students inculcate the values and duties of the responsible citizen when they come to know the importance of the role of the common man in social development. 5. Students will understand the importance of National Integration, and obstacles in the way of National Integration.

6. Students will familiar with the Problems of Minorities, Schedule Caste, Schedule Tribes , Other Backward classes.

7. Students will understand Structural issues and problems like Inequality on the basis of Caste, also Understand the discrimination on the basis of Socio, Economic, Cultural and Religious factor.

8. Students understand the role of Government and Non Governmental organizations in reference to remedies of problems.

9. Students understand the Gender Discrimination by studying the familial problems like Dowry, Domestic Violence, Divorce and problems of Old Aged.

10. Students become conscious about Gender related issues after studying Gender inequality, Female Foeticide, Eve Teasing, Sexual Abuse & Rape, and problems of working Women's.

11. Students get familiar with the paradoxical issues of Development, like Regional Disparities, Development induced displacement .

12. Environmental issues like Ecological degradation, Environmental Pollution is the black shadow of development. Study of these problems develops critical approach among them.

13. Students familiar with the problems of Poverty and Unemployment.



14. Students also understand the Disorganizational problems, like Crime, Juvenile Delinquency, Honor Killing, so the feeling of social responsibility is developed among them.
15. Students will understand the correlation of various problems with the population issue. they also get knowledge about population policy, Family planning , and importance of population education for development.
16. Students get the knowledge about various Laws , constitutional remedial measures, Government policies, and Contribution of various NGO.
17. Students become social after studying these issues, they can think creatively about social change, and evaluate the social reality.
18. Students prepare for various competitive examinations, Major role of this syllabus in various important examination, improve their interest in Study.

### **B.A. Semester V & Semester VI**

#### **Name of the Course: Sociology of Tribal Society**

1. Students will aware about the reality of Tribal society. so they will be more conscious about tribal society.
2. Student will Understand the This paper introduces Tribal society to the students of Sociology as a major segment of Sociology.
3. Concept of Tribe and Caste, difference between Tribe and Caste.
4. Students will understand the nature and functions of various Tribal social institutions like Family, Marriage and Kinship.
5. Students get information about the Sex ratio, Status and role of women in matriarchal and patriarchal tribal society.
6. Students familiar with the Social Mobility and change in tribal society.
7. Students understand the process of Hinduization and Sanskritization.
8. Students will come to know about the impact of colonial rule on tribal society and the postindependence scenario of tribal development.
9. Students understand the tribal economy and nature of economical changes.
10. Students will familiar with the tribal law and justice in tribal society.
11. Students learn about the impact of religion and Magic among tribal's.
12. Students get knowledge about major Social movements in Maharashtra and India, so they can understand the reality of development in tribal society.
13. Students understand the major problems of Tribal society in India, and try to find out the remedies on these problems, which develop diagnostic approach in them.
14. Students can evaluate the Government policies and Welfare programmes.
15. Students familiar with the major tribes in India, Maharashtra and Vidarbha.
16. Students get knowledge about Constitutional rights of tribal's, and contribution of NGO's in tribal development.
17. Students will also familiar with some NGO's which plays important role in in overall development of tribal sociology. so they inspired to contribute for them in various ways.

**Department Of Home Economics**  
**In Faculty Of Social Science (Humanities)**

## **Course Outcome B.A. I**

### **SEMESTER – I PAPER – RESOURCE MANAGEMENT**

To achieve the aim of quality education and model role in competitive global era, to acquire efficacy to cope with world-wide challenge.

1. To recognize resources and their importance to gain personal, family and social goals.
2. To develop rational decision ability.
3. To realize the importance of management in daily routine.
4. To apply principals of work – simplication, management and decision making in house for day to day life.
5. To develop the skill in use of colors with different color schemes.
6. To aware of basic elements and principle of arts.

### **B.A. I SEMESTER II**

#### **PAPER – HOUSING AND INTERIOR DECORATION**

1. To recognize the importance of the housing needs principle and planning to gain personal, family and social goals.
2. To gain basic knowledge of the role in furnishing of residential houses for daily family life satisfaction.
3. To provide skills regarding methods of interior decoration.
4. To introduction job potentials in Home economics education to the students.
5. To motivate and train the students for self employment.
6. To develop skills of preparing flower bouquets / baskets / arrangements, artificial flowers

### **B.A. II SEMESTER III**

#### **PAPER – Food And Nutrition**

1. To promote basic knowledge pertaining to various food groups and nutrients.
2. To relate the composition of foods to their various properties.
3. To promote understanding of common nutritional disorders due to the deficiency of nutrients.
4. To learn Principles of diet planning and plan balance diet of family members

### **B.A. II SEMESTER IV**

#### **PAPER - Health And Nutrition**

1. To develop ability to improve the nutritional quality of food.
2. To develop food preparation and care ability.
3. To provide knowledge about causes, symptoms and role of diet management of diseases.
4. To plan, calculate and prepare diets for common ailments.
5. To comprehend concept of community nutrition, communication and understand the techniques of nutrition education.

### **B.A. III Semester – V**

#### **PAPER – Prenatal and Infancy Development**

1. To introduce the students to the field of child development. Its concept, scope, dimensions and interrelations.
2. To sensitize the students to interventions in the field of child-development.

3. To understand the biological and physiological foundation of development.
4. To understand the types and dimensions of development.

## **Semester – VI**

### **PAPER – Child Development**

1. To appreciate sequential ages of development during child-hood.
2. To sensitize students about child-hood behavior problems.
3. To understand and appreciate the importance of parent-child relationship.
4. To develop in students creative ability related to children- leading to enhanced