

Department of English

<b>F. Y. B. A. Compulsory English CENG -101</b>	
<b>Sem. I</b>	<b>Sem. II</b>
<ol style="list-style-type: none"> <li>1. To develop the ability of students to comprehend written texts</li> <li>2. To inculcate amongst students moral and human values</li> <li>3. To make the students aware of the aesthetic pleasure of literature</li> <li>4. To develop in students the proficiency in speaking and writing English for different purposes</li> <li>5. To make them aware of the importance of communicative competence</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the ability of students to comprehend written texts</li> <li>2. To inculcate amongst students moral and human values</li> <li>3. To make the students aware of the aesthetic pleasure of Literature</li> <li>4. To develop in students the proficiency in speaking and writing English for different purposes</li> <li>5. To make them aware of the importance of communicative competence</li> </ol>
<b>F.Y. B. A. Optional English CBCS Pattern</b>	
<b>Sem. I -Reading Literature: Short Stories and Poems</b>	<b>Sem. II</b>
<ol style="list-style-type: none"> <li>1. The course will introduce the basic forms of literature to the students.</li> <li>2. The course will develop the liking of reading in the students.</li> <li>3. The course will inspire students to develop their creative ability.</li> <li>4. Consequently, the course will develop reading skill and creative and expressive ability of the students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The course will introduce the basic forms of literature to the students.</li> <li>2. The course will develop the liking of reading in the students.</li> <li>3. The course will inspire students to develop their creative ability.</li> <li>4. Consequently, the course will develop reading skill and creative and expressive ability of the students.</li> </ol>

Department of Humanities

S. Y. B. A. Compulsory English	
Sem. III	Sem. IV
<ol style="list-style-type: none"> <li>1. The papers framed for this course are in accordance with the norms of CBCS pattern</li> <li>2. Discipline specific papers will acquaint the students with the rich legacy of English Literature and the contribution of legendary writers to the development of English Literature.</li> <li>3. The papers of skill and ability enhancement are framed not only to orient the students the use of language but how to use the language creatively and professionally.</li> <li>4. The paper of Project writing will inculcate the skills of explanation, interpretation and visualization in the students.</li> <li>5. The Paper of Compulsory English is specifically framed from the viewpoint of value education which is the basis of quality life.</li> <li>6. Selection of contents in all the courses will help the students to comprehend the worldly wisdom and commercial perception which will ultimately lead them to be successful and enjoy quality life.</li> <li>7. The special papers will open up traditional job opportunities for the students but the papers of skill and ability enhancement will open up corporate, govt. and private sectors for the students of English literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. The papers framed for this course are in accordance with the norms of CBCS pattern</li> <li>2. Discipline specific papers will acquaint the students with the rich legacy of English Literature and the contribution of legendary writers to the development of English Literature.</li> <li>3. The papers of skill and ability enhancement are framed not only to orient the students the use of language but how to use the language creatively and professionally.</li> <li>4. The paper of Project writing will inculcate the skills of explanation, interpretation and visualization in the students.</li> <li>5. The Paper of Compulsory English is specifically framed from the viewpoint of value education which is the basis of quality life.</li> <li>6. Selection of contents in all the courses will help the students to comprehend the worldly wisdom and commercial perception which will ultimately lead them to be successful and enjoy quality life.</li> <li>7. The special papers will open up traditional job opportunities for the students but the papers of skill and ability enhancement will open up corporate, govt. and private sectors for the students of English literature.</li> </ol>
<p><b>DSE 1 A and B :16th and 17th Century English Literature</b></p> <ol style="list-style-type: none"> <li>1. To acquaint the students with the major literary trends and tendencies and prominent writers of the 16th and 17th Century English Literature.</li> <li>2. To make the students aware about the literary history, salient features and socio cultural background of the period.</li> <li>3. To help the students to grasp the content and critically appreciate the prescribed texts.</li> <li>4. To inculcate amongst students a liking for the Elizabethan and Post Shakespearean literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. To acquaint the students with the major literary trends and tendencies and prominent writers of the 16th and 17th Century English Literature.</li> <li>2. To make the students aware about the literary history, salient features and socio cultural background of the period.</li> <li>3. To help the students to grasp the content and critically appreciate the prescribed texts.</li> <li>4. To inculcate amongst students a liking for the Elizabethan and Post Shakespearean literature.</li> </ol>

<p><b>S.Y.B.A. DSE 2A and B: 18th and 19th Century English Literature</b></p> <ol style="list-style-type: none"> <li>1. To impart basic ideas about the 18th and 19th Century English Literature with special reference to Poetry and Novel.</li> <li>2. To make the students aware about the literary history, salient features, socio political and cultural background of the Romantic and Victorian age.</li> <li>3. To help the students to grasp the content and critically appreciate the prescribed Texts.</li> <li>4. To inculcate amongst students a liking for the Romantic and Victorian literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. To impart basic ideas about the 18th and 19th Century English Literature with special reference to Poetry and Novel.</li> <li>2. To make the students aware about the literary history, salient features, socio political and cultural background of the Romantic and Victorian age.</li> <li>3. To help the students to grasp the content and critically appreciate the prescribed Texts.</li> <li>4. To inculcate amongst students a liking for the Romantic and Victorian literature.</li> </ol>
<p><b>DSC 1 C: The Study of Novel and Drama</b></p> <ol style="list-style-type: none"> <li>1. To develop the interest of students in reading/understanding novel and drama.</li> <li>2. To acquaint students with Novel and Drama as genres of literature.</li> <li>3. To develop students' competence to study, understand, analyse and interpret novel and drama.</li> <li>4. To introduce students with the key terms useful in the study of novel and drama.</li> <li>5. To orient students with major types of novel and drama.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the interest of students in reading/understanding novel and drama.</li> <li>2. To acquaint students with Novel and Drama as genres of literature.</li> <li>3. To develop students' competence to study, understand, analyse and interpret novel and drama.</li> <li>4. To introduce students with the key terms useful in the study of novel and drama.</li> <li>5. To orient students with major types of novel and drama.</li> </ol>
<p><b>Skill Enhancement Course (SEC) SEC-I: English for Competitive Exams.</b></p> <ol style="list-style-type: none"> <li>1. To enable students to prepare for the competitive exams of various kinds especially meant for testing ability in English language.</li> <li>2. To introduce students with the common question types asked in competitive examinations concerning English- grammar, vocabulary, comprehension, and other significant topics.</li> <li>3. To encourage students to appear and prepare for the competitive exams.</li> <li>4. To help the students to overcome the fear about English as a compulsory subject in various competitive exams.</li> </ol>	<ol style="list-style-type: none"> <li>1. To enable students to prepare for the competitive exams of various kinds especially meant for testing ability in English language.</li> <li>2. To introduce students with the common question types asked in competitive examinations concerning English- grammar, vocabulary, comprehension, and other significant topics.</li> <li>3. To encourage students to appear and prepare for the competitive exams.</li> <li>4. To help the students to overcome the fear about English as a compulsory subject in various competitive exams.</li> </ol>

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<b>T. Y. B. A. ENGLISH SPECIAL PAPER-III ENG-352 &amp; ENG-362</b> Indian Writing in English and American Literature <b>Sem. V</b>	<b>Sem. VI</b>
<ol style="list-style-type: none"> <li>1. To acquaint the students with the growth of Indian drama and novel in English during the 20th century.</li> <li>2. To enable the students to evaluate, analyze, appreciate and criticize drama and novel prescribed.</li> <li>3. To acquaint the students with the social, political and cultural background and literary movements of the century.</li> <li>4. To acquaint the students with the developments in American poetry and novel</li> </ol>	<ol style="list-style-type: none"> <li>1. To acquaint the students with the growth of Indian drama and novel in English during the 20th century.</li> <li>2. To enable the students to evaluate, analyze, appreciate and criticize drama and novel prescribed.</li> <li>3. To acquaint the students with the social, political and cultural background and literary movements of the century.</li> <li>4. To acquaint the students with the developments in American poetry and novel</li> </ol>
<b>ENGLISH SPECIAL PAPER-IV ENG-353 &amp; ENG-363</b> The Study of English Language <ol style="list-style-type: none"> <li>1. To introduce the students to the properties and functions of language.</li> <li>2. To inculcate phonological competence among students.</li> <li>3. To acquaint the students with English grammatical forms and functions.</li> <li>4. To acquaint the students with morphological concepts and processes.</li> <li>5. To introduce the students to the basic concepts in syntactic and semantic levels of language.</li> </ol>	<ol style="list-style-type: none"> <li>1. To introduce the students to the properties and functions of language.</li> <li>2. To inculcate phonological competence among students.</li> <li>3. To acquaint the students with English grammatical forms and functions.</li> <li>4. To acquaint the students with morphological concepts and processes.</li> <li>5. To introduce the students to the basic concepts in syntactic and semantic levels of language.</li> </ol>
<b>English General Paper - III (G-III) ENG - 351 &amp; ENG - 361</b> The Study of Drama <ol style="list-style-type: none"> <li>1. To acquaint the students with origin of drama and dramatic art.</li> <li>2. To introduce the students to the aspects and genres of drama.</li> <li>3. To enable the students to trace the development of English drama.</li> <li>4. To inculcate amongst the students the competence to study drama systematically.</li> <li>5. To acquaint the students with representative English dramatists.</li> </ol>	<ol style="list-style-type: none"> <li>1. To acquaint the students with origin of drama and dramatic art.</li> <li>2. To introduce the students to the aspects and genres of drama.</li> <li>3. To enable the students to trace the development of English drama.</li> <li>4. To inculcate amongst the students the competence to study drama systematically.</li> <li>5. To acquaint the students with representative English dramatists.</li> </ol>

## Department of Marathi

F. Y. B. A Sem. I	F. Y. B. A Sem. II
<b>DSC (A 1) Marathi Gen : Nivadak Daha Katha</b> <ol style="list-style-type: none"> <li>To introduce nature and importance of stories to students.</li> <li>To acquaint students the types of stories.</li> <li>To make students aware about human values</li> </ol>	<b>DSC (A 2) Marathi Gen : Kavyankur</b> <ol style="list-style-type: none"> <li>To introduce satire and irony in poetry.</li> <li>To introduce nature and salient features of poetry to students.</li> <li>To develop poetry writing ability among students.</li> </ol>
S. Y. B. A Sem. III	S. Y. B. A Sem. IV
<b>DSC (C) Marathi Gen : Shetkaryacha Asud</b> <ol style="list-style-type: none"> <li>To know the students features of vaicharik gaddya.</li> <li>To know the students form of vacharik gaddya.</li> <li>To inspire students to write vacharik gaddya.</li> </ol> <b>DSE (1 A) Avakali Pavasachya Darmyanchi Gosht (Novel)</b> <ol style="list-style-type: none"> <li>To know the students features of novel.</li> <li>To know the students form of novel.</li> <li>To inspire students to know the problems of society through novel.</li> </ol> <b>DSE (2 A) Sahitya Vichar</b> <ol style="list-style-type: none"> <li>To introduce Indian and western poetics.</li> <li>To know the students nature of literature.</li> <li>To know the students process of creation of Novel, Drama, Story etc.</li> </ol> <b>SEC (1) Proof Reading Skill</b> <ol style="list-style-type: none"> <li>To know the students importance of proof reading.</li> <li>To develop skill of proof reading.</li> </ol> <b>MIL (1) Print media writing skill</b> CO 1 : To know the students nature of print media writing skill. CO 2 : To know the students nature of news writing skill.	<b>DSC (D) Marathi Gen : Jeevanrang</b> <ol style="list-style-type: none"> <li>To know the students features of biography.</li> <li>To know the students the features of autobiography.</li> <li>To make students aware about the human values.</li> </ol> <b>DSE (1 B) Maze Vidyapeeth (poems)</b> <ol style="list-style-type: none"> <li>To develop poetry writing skill.</li> <li>To introduce satire and irony in poetry.</li> <li>To inspire students to know the social problems through poetry.</li> </ol> <b>DSE (2 B) Sahitya Vichar</b> <ol style="list-style-type: none"> <li>To know the students nature of literary language.</li> <li>To introduce `Rasa-Process` in literature.</li> <li>To introduce nature of literary criticism.</li> </ol> <b>SEC (2) Creative Writing Skill</b> <ol style="list-style-type: none"> <li>To know the students nature of creative writing.</li> <li>To know the students process of story writing.</li> <li>To know the students process of drama writing.</li> </ol> <b>MIL (2) Audible media</b> CO 1 : To know the students nature of audible media. CO 2 : To develop the skill of dramatic writing.

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T. Y. B. A Sem. V	T Y. B. A Sem. VI
<b>Marathi Gen : Adhantar (Drama)</b> <ol style="list-style-type: none"><li>1. To know the students features of drama.</li><li>2. To know the students form of drama.</li><li>3. To arise sentiment among students through drama.</li></ol> <b>Marathi (S-3) History of Modern Marathi Literature</b> <ol style="list-style-type: none"><li>1. To know the students history of modern marathi story.</li><li>2. To know the students history of modern Marathi novel.</li></ol> <b>Marathi (S-4) Linguistic</b> <ol style="list-style-type: none"><li>1. To know the students nature of language.</li><li>2. To know the students functions of language.</li></ol>	<b>Marathi Gen : Nivdak Lalit Gaddya</b> <ol style="list-style-type: none"><li>1. To know the students nature of lalit gaddya.</li><li>2. To make students aware about human values.</li></ol> <b>Marathi (S-3) History of Modern Marathi Literature</b> <ol style="list-style-type: none"><li>1. To know the students history of modern marathi poetry.</li><li>2. To know the students history of modern marathi drama.</li></ol> <b>Marathi (S-4) Marathi Grammar</b> <ol style="list-style-type: none"><li>1. To know the students nature of marathi grammar.</li><li>2. To know the students functions of marathi grammar</li></ol>

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Department of Hindi

F. Y. B. A. SEM-I	F. Y. B. A. SEM-I
<b>DSC HIN- A-1 Hindi General Paper: Katha Sanchayan (G-1)</b> <ol style="list-style-type: none"> <li>To develop Hindi language speaking ability among</li> <li>To acquaint students the types of stories.</li> <li>To acquaint students aware about the human values</li> </ol>	<b>DSC HIN- A-2 Adhunik: Hindi Kawaya, Kavayashashra (G-1)</b> <ol style="list-style-type: none"> <li>To introduce satire and irony in poetry.</li> <li>To develop poetry writing ability among students.</li> <li>To make students aware about the human values.</li> <li>To acquaint students' power of word.</li> </ol>
S. Y. B. A. SEM-III	S. Y. B. A. SEM-IV
<b>MIL- I Hindi Writing: Media and Literature (short story) (G-2)</b> <ol style="list-style-type: none"> <li>To make students aware of the writing of creative.</li> <li>Introducing students from a variety of expressions.</li> <li>Get acquainted students from a variety of forms of creative writing.</li> <li>Surgeon process of creative writing through Hindi short story.</li> <li>Very conservation and conservation of human valuation through Hindi short story</li> </ol>	<b>MIL- II Hindi Writing Skills: Media and Literature (Song New Song) (G-2)</b> <ol style="list-style-type: none"> <li>To make student aware of media writing skills.</li> <li>Media writing to familiarize students from the diverse types of chest.</li> <li>Literature writing students from awareness.</li> <li>Develop sensitivity to students through Hindi songs and new songs.</li> <li>To get students familiar with Hindi songs and new songs.</li> <li>Survival process of writing through Hindi goes and new songs.</li> </ol>
<b>DSC-I (C) A Kathettar gadhay Vidhaye</b> <ol style="list-style-type: none"> <li>Presenting the developmental introduction to the speech.</li> <li>To familiarize students from the classical compositions of the king.</li> <li>Promoting the merciful to the students through the compositions of the kingdom Prose's expected.</li> <li>Increase social sensitivity to students through the compositions of the kingdom proud mode.</li> </ol>	<b>DSC-I (D) Shershtha Hindi Ekanki</b> <ol style="list-style-type: none"> <li>Introduction to the play lets mode.</li> <li>Give general introduction to major play lets.</li> <li>Short theater affect through the executive.</li> </ol>
<b>SEC-1 Hindi: Bhashik Sampreshan</b> <ol style="list-style-type: none"> <li>To familiarize student from linguistic departure of Hindi language.</li> <li>To familiarize students from the speaking communications.</li> <li>Introducing students from major types of mutation.</li> </ol>	<b>SEC-1I Hindi: Anuwad Vidnyan</b> <ol style="list-style-type: none"> <li>To make students aware of the translation development.</li> <li>Translating the translation of the translation.</li> </ol>

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<ol style="list-style-type: none"><li>4. Make a diverse form of oral transmittance to make students aware.</li><li>5. To make students aware of written forms of written mutations.</li></ol>	<ol style="list-style-type: none"><li>3. Literary followers, mechanical translation to do students.</li></ol>
<b>DSE-I (B) Hindi: Kavyashastra (S-1)</b>  <ol style="list-style-type: none"><li>1. General introduction of poetry science.</li><li>2. To get acquainted with the diverse genre of poetry science.</li><li>3. Introducing the ornaments.</li></ol>	<b>DSE-I (B) Hindi: Kavyashastra (S-1)</b>  <ol style="list-style-type: none"><li>1. General introduction of proletarians.</li><li>2. Introducing the diverse variety of prose.</li><li>3. Introducing the greatest.</li><li>4. Introducing Indian and Word.</li><li>5. Develop the ability of criticism.</li></ol>
<b>DSE-II (A) Hindi: Upanyas Vida (S-2)</b>  <ol style="list-style-type: none"><li>1. Introducing the developmental of Hindi novel mode.</li><li>2. Give general introduction to the major novelists of Hindi.</li><li>3. Through the intermediate site, students of time in human life worldwide relief to make the proportion of the wars, aware of the compatible, joint family etc.</li><li>4. Wake up realize in students towards social responsibility through the novel.</li></ol>	<b>DSE-II (B) Hindi: Natak Vida (S-2)</b>  <ol style="list-style-type: none"><li>1. Give developmental introduction to Hindi drama mode.</li><li>2. Lighting the Hindi drama and theater restrictions.</li><li>3. Imagine the tribal society through the earth drama.</li><li>4. To familiarize students from tribal literature and culture.</li></ol>



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T. Y. B. A. SEM-V	T. Y. B. A. SEM-VI
<p><b>HIN-351 A Hindi Samanya (G-3)-I</b></p> <ol style="list-style-type: none"> <li>1. To know the student about one act play its beauty, thoughts and human value.</li> <li>2. To develop one word formation skill of students.</li> </ol>	<p><b>HIN-351 A Hindi Samanya (G-3)-I</b></p> <ol style="list-style-type: none"> <li>1. To introduce students the essay with its variety of thoughts and human value.</li> <li>2. To develop one word formation skill of students.</li> <li>3.</li> </ol>
<p><b>HIN-352 A Hindi Shahitya ka Itihas (S-3)-I</b></p> <ol style="list-style-type: none"> <li>1. To introduce history of literature to students.</li> <li>2. To acquaint students different saints and aware them about human values, ethics and morality.</li> <li>3. To make students aware about the human values.</li> </ol>	<p><b>HIN-362 A Hindi Shahitya ka Itihas (S-3)-II</b></p> <ol style="list-style-type: none"> <li>1. To introduce history of literature to students.</li> <li>2. To acquaint students different saints and aware them about human values, ethics and morality.</li> <li>3. To make students aware about the human values.</li> </ol>
<p><b>HIN-351 A Bhasha Vidnyan tatha Rashtrabhasha Andolan ka Itihas (S-4)-I</b></p> <ol style="list-style-type: none"> <li>1. To introduce theoretical and practical knowledge of Hindi language.</li> <li>2. To introduce nature of Hindi language.</li> <li>3. To introduce defects of Hindi language.</li> <li>4. To know classification of group of words.</li> <li>5. To familiar definition of linguistic.</li> <li>6. To know relation between linguistic and grammar.</li> </ol>	<p><b>HIN-351 A Bhasha Vidnyan tatha Rashtrabhasha Andolan ka Itihas (S-4)-II</b></p> <ol style="list-style-type: none"> <li>1. To introduce theoretical and practical knowledge of Hindi language.</li> <li>2. To introduce nature of Hindi language.</li> <li>3. To introduce defects of Hindi language.</li> <li>4. To know classification of group of words.</li> <li>5. To familiar definition of linguistic.</li> <li>6. To know relation between linguistic and grammar.</li> </ol>

Department of Humanities

Department of History

Name of Department - HISTORY OUTCOME	
F.Y.B.A. SEM - I	FYBA SEM - II
HIS-G-101 - HISTORY OF INDIA (1857-1950)	HIS-G-201 - HISTORY OF INDIA (1857-1950)
<p>HIS-101- SOCIAL RELIGIOUS REFORM MOVEMENTS.</p> <ol style="list-style-type: none"> <li>1. Create a patriotism and Nationalism among the students.</li> <li>2. The Respect a method of Social Change from the bottom within Nation.</li> <li>3. Political science and sociology have developed a variety of Theories and empirical research on social Movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Student will be made aware the Historical Perspectives of the long freedom Movement sacrifices behind it through which the script of National integrity will be a part of study.</li> <li>2. To Bring and Awareness among the Student as responsible citizen of the country.</li> <li>3. To Develop the Spirit of Nationalism among the student.</li> <li>4. To Educate the National Thinking among the Student.</li> </ol>
SYBA SEM - III	SYBA SEM - IV
DSC HIS-G2-231 - HISTORY OF MARATHA (AD 1605-AD 1750)	DSC HIS-G2-241 - HISTORY OF MARATHA (AD 1605-AD 1750)
<ol style="list-style-type: none"> <li>1. Student will be able to explain the socio economic cultural and Political background of 17th century Maharashtra.</li> <li>2. Student will be able to demonstrate analytical and evaluation historical information from multiple sources of Maratha history.</li> <li>3. Student will be examining the deference between fact and fiction of Maratha history.</li> <li>4. Student will be able to discuss the religious policies of Chatrapati Shivaji Maharaj and background of healthy nationalism in India.</li> </ol>	<ol style="list-style-type: none"> <li>1. To create an enhance interest about regional history among the student.</li> <li>2. To acknowledge student how Sambhaji Maharaj created a Empire in adverse circumstances.</li> <li>3. To motivate student for the research work of the Maratha History.</li> </ol>

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S.Y.B.A. SEM - III	S.Y.B.A .SEM - IV
DSC -HIS-G2-232 - HISTORY OF UNITED STATE OF AMERICA (AD 1776-AD 1945)	DSC HIS-G2-242 - HISTORY OF UNITED STATE OF AMERICA (AD 1776-AD 1945)
<ol style="list-style-type: none"> <li>1. To Understand the Impotency of America in the World history.</li> <li>2. Student Study the Foreign policy of America.</li> <li>3. To Evaluate the progressive era of America and its Important the World.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on the Role of America in world politics.</li> <li>2. To Study and the Role of America to World War.</li> <li>3. Focus on the Human Rights movement in America.</li> </ol>
S.Y.B.A. SEM - III	S.Y.B.A.SEM - IV
DSC -HIS-G2-233 - HISTORY OF ANCIENT INDIA (BC 3000-BC 600)	DSC HIS-G2-243 - HISTORY OF ANCIENT INDIA (BC 600-AD 1206)
<ol style="list-style-type: none"> <li>1. Student will be able to examine Institutional Basic of Ancient India.</li> <li>2. Student Will be able to indicate multiple cultures (Greek, shaka, Hun etc.) of Ancient India.</li> <li>3. Student will be able to illustrate the development of Empire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will be able to explain our heritage thought culture aspects.</li> <li>2. Student will be able to analyse perception limitations and range of source of Ancient India.</li> <li>3. Student will be able to explain political and social Ideas and Institutions of Ancients India.</li> </ol>
S.Y.B.A.SEM - III	S.Y.B.A. SEM - IV
SEC -HIS-G2-234 - RESERCH METHDOLOGY IN HISTORY	SEC -HIS-G2-244 - AN INTRODUCTION OF ARCHIVES IN INDIA
<ol style="list-style-type: none"> <li>1. Students have understood the basic of research do's and doubts and its methodology.</li> <li>2. Students have understood the deference between primary source and secondary sources &amp; Importance Sources.</li> <li>3. Students have understood concept of Historiography and its different perspectives.</li> <li>4. Student will understand philosophy base of history.</li> </ol>	<ol style="list-style-type: none"> <li>1. To Introduce the Importance of Archives in study of history. * To encourage student to visit Archives.</li> <li>2. To Create Interest of Students to pursuer career in the field of archives.</li> </ol>

Department of Humanities

T.Y.B.A. SEM - V	T.Y.B.A.SEM - VI
HIS-G3-351 - HISTORY OF MODERN WORLD ( 1789 - 1900)	HIS-G3-361 - HISTORY OF MODERN WORLD (1900 - 1945)
<ol style="list-style-type: none"> <li>1. Students have understood the relation between modernity and Nationalism and its Implications.</li> <li>2. Student demonstrated knowledge of political history of world and economic transition of world.</li> <li>3. Student gained knowledge about multiclausal explanation about development and deferment movement in world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student gained knowledge about political history of modern world.</li> <li>2. Student acquired the knowledge of the principles forces process and problems of recent time.</li> <li>3. Students were able to explain the various political movement and growth of nationalism in different parts of the world.</li> </ol>
T.Y.B.A SEM - V	T.Y.B.A. SEM - VI
HIS-(S3)-352B - EXPANTIONS OF THE MARATHA POWER (1707 - 1761)	HIS-(S3)-362B - EXPANTIONS & FALL OF THE MARATHA POWER ( 1761 - 1818)
<ol style="list-style-type: none"> <li>1. Student will be able to explain the political background of 18th century in India.</li> <li>2. Student will be able to identify strength and weakness of Maratha administrative system.</li> <li>3. Student will be able to review socio political power structure of Maratha period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will be able to annualize administrative system of Marathas.</li> <li>2. Student will be able to explain nature of Maratha policy.</li> </ol>
T.Y.B.A. SEM - V	T.Y.B.A. SEM - VI
HIS-(S4)-353 - HISTORY OF SULTANAT (1206-1526)	HIS-(S4)-363 - HISTORY OF MUGHAL (1526 - 1707 )
<ol style="list-style-type: none"> <li>1. Understand strategies of military control and resource mobilisation.</li> <li>2. Illustrate how travellers, accounts, court, chronicles and historic buildings are used to write history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand foundation of the Mughal Empire.</li> <li>2. Explain the fall of the Mughal Empire. * explain the Mughal Badshah's quality &amp; policies.</li> <li>3. To make awareness and Interest about socio-economic and cultural heritage and history of India.</li> </ol>

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F. Y. B.A. Sem. I	F. Y. B. A. Sem. II
<b>Eco G-101(A): Principles of Micro-economics General (optional )</b>  1. Introduced the students to the basic principles of microeconomic theory. 2. To introduced the students behaviour of consumer, producer in Economy, Price determination in market and also factor pricing. 3. How to microeconomic concepts can be applied to analyze real life situations.	1. Introduced the students to the basic principles of micro economic theory 2. To introduced the students behaviour of consumer, producer in Economy, Price determination in market and also factor pricing. 3. How to micro-economic concepts can be applied to analyze real life situations.
S. Y. B. A. Sem. III	S. Y.B. A. Sem. IV
<b>DSC Eco 231 C - INDIAN ECONOMY SINCE 1980-I</b>  1. To enable students to have understanding the various issues of Indian Economy. 2. To develop the analysing capability in the context of current Indian Economic Problems. 3. To able the students for appearing the MPSC, UPSC and other competitive Examinations.	<b>DSE Eco 233 A - ADVANCED MACRO ECONOMICS-I</b>  1. To acquaint the student knowledge of Macroeconomics concept and theories. 2. To acquaint the student knowledge of Macroeconomics problem and policies. 3. To develop the analysing capacity in applying theories to real life situation.

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T.Y.B.A. Sem. V	T.Y.B.A. Sem. VI
<p style="text-align: center;">Eco-351: Indian Economy Since 1980-III</p> <ol style="list-style-type: none"> <li>1. To enable students to have understanding the various issues of the Indian Economy.</li> <li>2. To develop the analyzing capability in the context of current Indian Economic Problems.</li> <li>3. To able the students for appearing the MPSC, UPSC and other competitive Examinations.</li> </ol>	<p style="text-align: center;">International Trade and Practices -I&amp;II</p> <ol style="list-style-type: none"> <li>1. To enable students to have understanding the various issues of International Trade and Practices</li> <li>2. To develop the analyzing capability in the context of International Trade and Practices</li> <li>3. To able the students for appearing the MPSC, UPSC and other competitive Examinations.</li> </ol>
<p style="text-align: center;">Eco-352(A) Public Finance and Policies-I</p> <ol style="list-style-type: none"> <li>1. To enable students to have understanding the various issues of Public Finance and Policies.</li> <li>2. To develop the analyzing capability in the context of Public Finance and Policies.</li> <li>3. To able the students for appearing the MPSC, UPSC and other competitive Examinations.</li> </ol>	

T Y B Com. Sem. V	T Y B Com. Sem. VI
<p style="text-align: center;">Compulsory Paper :- Indian Economic Scenario (Since 1980-81)</p> <ol style="list-style-type: none"> <li>1. To acquaint students with new concepts of Economics.</li> <li>2. To update the students about new changes brought in Indian Economy.</li> <li>3. To know the relevance Economic practices in modern competitive world.</li> <li>4. To make students competent to become success in competitive examination.</li> </ol>	<p style="text-align: center;">Compulsory Paper :- Indian Economic Scenario</p> <ol style="list-style-type: none"> <li>1. To acquaint students with new concepts of Economics.</li> <li>2. To update the students about new changes brought in Indian Economy.</li> <li>3. To know the relevance Economic practices in modern competitive world.</li> <li>4. To make students competent to become success in competitive examination</li> </ol>