

ARTS COLLEGE, SIHORA,

TAH. TUMSAR, DIST. BHANDARA

Bachelor of Arts (B.A.)

DEPARTMENT OF ENGLISH

COURSE OUTCOMES

B.A. (ENGLISH)

On completion of the course, students are able to:

1. To develop his/her language skills to a fair degree of proficiency
2. To acquire communication skills in English useful in real life situations
3. To enrich his/her vocabulary
4. To use English with appropriate grammatical forms
5. To develop reference skills and inculcate self-study habits
6. To use English language not only as a library language but also as an important language of communication
7. To be able to prepare for the competitive exams. So as to meet success
8. To become able to have enough proficiency to survive in different fields
9. To cope with the challenges of the modern world
10. To cultivate a broad, human and cultural outlook.
11. To have a broader and global human understanding

BACHELOR OF ARTS (B.A.)
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COURSE OUTCOMES
B.A. (ENGLISH LITERATURE)

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9. To cope with the challenges of the modern world
10. To cultivate a broad, human and cultural outlook.
11. To have a broader and global human understanding
12. To have introduction and access to a variety of literary texts of different genre
13. To inculcate foundation for studying literature, particularly poems
14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices
15. To develop critical acumen for studying literature
16. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary texts

BACHELOR OF ARTS (B.A.)

DEPARTMENT OF MARATHI & MARATHI LITERATURE

COURSE OUTCOMES

B.A. (MARATHI)

बी.ए. प्रथम सत्र मराठी (आवश्यक) : साहित्य-संवाद (भाग 1)

- 1) विद्यार्थ्यांना बहुकालिक भाषा अभ्यासाची दृष्टी प्राप्त होते.
- 2) महाराष्ट्रातील मूलभूत समाजसुधारणेचा परिचय होतो.
- 3) विद्यार्थ्यांच्या वर्तन – प्रक्रियेत सकारात्मक बदल होतात.
- 4) विद्यार्थ्यांची भाषिक क्षमता व संवेदनशीलता यांचा विकास होतो.

बी.ए. द्वितीय सत्र मराठी (आवश्यक) : साहित्य-संवाद (भाग 1)

- 1) विद्यार्थ्यांना सामाजिक, सांस्कृतिक भान येऊन वैचारिक प्रगल्भता वाढीस लागते.
- 2) विद्यार्थ्यांना भाषेचे विविध पदर स्पष्ट होऊन त्यांची काव्यात्मक अभिरुची विकसित होते.
- 3) व्यावहारिक लेखन, वाचन व वर्तन-व्यवहारात सकारात्मक परिवर्तन घडते.

बी.ए. तृतीय सत्र मराठी (आवश्यक) : साहित्य-संवाद (भाग 2)

गद्य :

- 1) भाषा व साहित्य यांची कालानुक्रमे ओळख होते.
- 2) सामाजिक, नैतिक व सांस्कृतिक भान प्रगल्भ होते.

पद्य:

- 1) भाषेतील तरलता, प्रवाहीपण व सर्जनशीलता समजून भावनिक व भाषिक विकास होतो.
- 2) साहित्यिक क्षमतांचा विकास होतो.

व्यावहारिक मराठी :

- 1) भाषेचे उपयोजन समजून रोजगाराची संधी निर्माण होते.

बी.ए. चौथे सत्र मराठी (आवश्यक) साहित्य-संवाद (भाग 2)

गद्य:

- 1) कथात्म साहित्यातील सांस्कृतिक आकलन होते.
- 2) साहित्यिक क्षमतांचा विकास होतो.

पद्य:

- 1) भाषिक व भावनिक विकास होतो.
- 2) संवेदनशीलता व अर्थवाही क्षमतांचा विस्तार होतो.

व्यावहारिक मराठी:

- 1) संवाद कौशल्यामुळे व्यक्तिमत्व विकास होतो.
- 2) भाषाप्रभूत्वामुळे व्यावसायिक संधी निर्माण होतात.

बी.ए. तृतीय सत्र मराठी (आवश्यक) : साहित्य-संवाद (भाग 3)

गद्य:

- 1) भाषा व साहित्य अध्ययनातून संवेदनशीलता विकसित होते.
- 2) सामाजिक, वैचारिक जाणीव जागृती होते.
- 3) जगण्यात प्रत्यक्ष वैज्ञानिक दृष्टिकोन वाढीस लागतो.

पद्य:

- 1) भावनिक, बौद्धिक व वैचारिक विकास होतो.
- 2) भाषिक, नैतिक व सामाजिक भान निर्माण होते.

व्यावहारिक मराठी:

- 1) भाषिक क्षमतांच्या विकासातून व्यक्तिमत्व सुधारते.
- 2) भाषिक व्यावहारिक कौशल्यामुळे रोजगाराच्या शक्यता निर्माण होतात.

BACHELOR OF ARTS (B.A.)

DEPARTMENT OF MARATHI & MARATHI LITERATURE

COURSE OUTCOMES

B.A. (MARATHI LITERATURE)

बी.ए. प्रथम सत्र (मराठी वाङ्मय)

1. तहान (कादंबरी)

- 1) विद्यार्थ्यांचा भावनिक, बौद्धिक व वैचारिक विकास होतो.
- 2) विद्यार्थ्यांचे नैतिक उन्नयन होते.
- 3) विद्यार्थ्यांची साहित्यिक क्षमता वाढते.
- 4) कृषी संस्कृती, ग्रामीण जीवनशैली व ग्रामीण बोलींचा परिचय होतो.
- 5) सामाजिक भान विकसित होते.
- 6) सृजनशीलता वाढण्यास मदत होते.

2. साहित्यप्रकार : संकल्पना व स्वरूप

- 1) विद्यार्थ्यांना साहित्यविषयक मूलभूत ज्ञान मिळते.
- 2) कवितेच्या अभ्यासातून संवेदनशीलता विकसित होते.
- 3) साहित्याच्या अभ्यासाने दैनंदिन वर्तनप्रक्रिया सुधारते.
- 4) सृजनात्मकता विकसित होते.
- 5) नाट्याभ्यासातून व्यावसायिक कौशल्ये आत्मसात होतात.

बी.ए.व्दितीय सत्र (मराठी वाङ्मय)

1. अश्रुंची झाली फुले लेखक – वसंत कानेटकर

- 1) विद्यार्थ्यांचा भावनिक विकास होतो.
- 2) जीवनातील प्रवृत्तींचे दर्शन होते.
- 3) सामाजिक प्रश्नांचे भान निर्माण होते.

- 4) अभिनय कलेचे आकर्षण निर्माण होते.
- 5) सृजनशील लेखनाची प्रेरणा मिळते.

2. साहित्यप्रकार : संकल्पना व स्वरूप

- 1) कादंबरी अभ्यासातून जीवनाचे समग्र दर्शन घडते.
- 2) विविध पात्रपरिचयातून जगण्याची कला विकसित होते.
- 3) साहित्य पात्रता निर्माण होते.
- 4) चरित्र लेखनाची प्रेरणा निर्माण होते.
- 5) साहित्यिक भेद स्पष्ट होतात.
- 6) साहित्यिक मूल्यांचा प्रभाव जीवनावर पडतो.

बी.ए. तृतीय सत्र (मराठी वाङ्मय)

1. तुकारामांचे निवडक 100 अभंग

- 1) विद्यार्थ्यांना संत परंपरेतील नैतिक मूल्य समजते.
- 2) व्दिकालिक भाषा अभ्यास होतो.
- 3) ऐतिहासिक बोध होतो.
- 4) सामाजिक विषमतेविरोधात भूमिका तयार होते.
- 5) संतकाळातील सामाजिक, सांस्कृतिक अध्ययनातून मराठी संस्कृतीतील सकारात्मक नैतिक भान प्राप्त होते.
- 6) साहित्यिक जाण प्रगल्भ होते.
- 7) सृजनात्मक लेखनास प्रेरणा मिळते.
- 8) मनावर संस्कार होऊन वर्तन बदलते.

2. काव्यशास्त्र परिचय

- 1) भारतीय साहित्य परंपरा व पाश्चात्य साहित्य परंपरा समजते.
- 2) साहित्याचे सत्व आणि स्वत्व समजते.

- 3) साहित्याची व्यावहारिकता लक्षात येते.
- 4) संदेवनशील जबाबदार 'माणूस' बनतो.

बी.ए. सत्र चौथे (मराठी वाङ्मय)

1. रसयात्रा – कुसुमाग्रज (काव्यसंग्रह)

- 1) मराठी साहित्याची परंपरा समजते
- 2) साहित्यांतर्गत भेद लक्षात येतात.
- 3) कालखंडानुसारी प्रतिभेचे आकलन होते.
- 4) भावनांग, विचारांग व संवेदनांग विकसित होते.
- 5) प्रेमजाणिवेची व्यापकता समजते.
- 6) राष्ट्रप्रेम जागृत होते.
- 7) सामाजिक सांस्कृतिक भान तयार होते.
- 8) साहित्यिक मराठी भाषेचे विविध पदर व अर्थाची वलये समजतात. व भाषिक जाण समृद्ध होते.

2. काव्यशास्त्र परिचय – डॉ. शिवशंकर डपासे

- 1) भारतीय प्राचीन संकल्पना व पाश्चात्य साहित्यविचार समजतो.
- 2) विचार परंपरेतील वैविध्य कळते.
- 3) बदलणारी साहित्यमूल्ये समजून जीवनातील सार लक्षात येते.
- 4) शब्दव्यवहार व अर्थव्यापार समजल्याने विद्यार्थी भाषिकदृष्ट्या प्रगल्भ व संपन्न होतो.
- 5) देश-काल-समाज परत्वे ज्ञानशाखा व विचारव्यूह यांचे परिवर्तन लक्षात येते.

बी.ए. तृतीय (मराठी वाङ्मय)

1. दृष्टांतपाठ संपादक – डॉ. तारा भवाळकर

- 1) विद्यार्थ्यांना प्राचीन महाराष्ट्राबाबत ज्ञान हाते.
- 2) यादवकालीन मराठी भाषा शिकता येते.
- 3) मराठी भाषेची पूर्वपिठीका समजते.

- 4) 12 व्या शतकातील सामाजिक- सांस्कृतिक व नैतिक चौकट / परिस्थिती अभ्यासता येते.
- 5) विद्यार्थ्यांची एकंदर भाषिक – साहित्यिक जाणीव विकसित होते.

2. प्राचीन मराठी वाङ्मयाचा इतिहास लेखक – ल.रानसिराबादकर

- 1) प्राचीन व मध्ययुगीन मराठीचे ज्ञान होते.
- 2) संत काळातील समाजसुधारणा समजतात.
- 3) वैज्ञानिक दृष्टिकोण विकसित होतो.
- 4) महाराष्ट्राच्या उज्ज्वल परंपरेचा बोध होतो.
- 5) मराठी संस्कृतीतील स्थायी संवेदनशीलता जागृत होते.
- 6) उत्तम 'माणूस' घडण्यास मदत होते.

3. 'प्रसादाची वाणी अर्थात तुका म्हणे'

- 1) वारकरी संप्रदायाचे सत्व आणि स्वत्व कळते.
- 2) तत्कालीन सामाजिक संघर्ष कळतो.
- 3) तुकारामांच्या देशी, रांगडया भाषेचा परिचय होतो.
- 4) धर्म चिकित्सा करण्यास सक्षम होतो.
- 5) परंपरेतील इष्ट – अनिष्ट बाबी कळतात.
- 6) वैज्ञानिक दृष्टिकोण विकसित होतो.

4. दलित साहित्य : वेदना आणि विद्रोह लेखक – डॉ. भालचंद्र फडके

- 1) समाजातील सांस्कृतिक संघर्ष समजतो.
- 2) महामानवांच्या विचारांचा परिचय होतो.
- 3) धर्म-प्रथा-परंपरा यांची चिकित्सा करता येते.
- 4) सामाजिक शोषण प्रक्रिया समजून येते.
- 5) निखळ माणूस म्हणून अस्मिता प्राप्त होते.
- 6) जात-धर्म-पंथ यांच्या पलीकडे जाणारी समतावादी – राष्ट्रवादी विचारसरणी विकसित होते.

5. भाषाविज्ञान परिचय लेखक – स.ग. मालशे द.दि. पुंडे डॉअंजली सोमण

- 1) भाषेचा मूलभूत अभ्यास करता येतो.
- 2) मानवी संवादप्रक्रिया मूळापासून समजते.
- 3) मुखेंद्रियाचा वैज्ञानिक अभ्यास होतो.
- 4) भाषेचे व्यवहार समजून भाषिक कौशल्ये विकसित होतात.
- 5) भाषेतील अर्थविचार कळाल्याने सामाजिक-भाषिक जाणीव प्रगल्भ होते.
- 6) एककालिक, द्विकालिक व प्रादेशिक भाषा अभ्यासातून जगण्यातील अनुभव समृद्ध होतात.
- 7) संज्ञापन व्यवसायात संधी मिळू शकते.

SUB.: - ECONOMICS

➤ COURSE OUTCOMES (CO) –

B.A. Part I - Sem I

Paper I – Microeconomics

- CO1. To understand how market works, identify the various determinants of firms demand for factor services, monopoly and oligopoly in factor market equilibrium.
- CO2. To introduce the Student to the basic micro economics concepts like demand, supply production, cost and revenue and the theories explaining their determination. They will also be able to understand interaction of demand & supply in various market structures.
- CO3. To enable the student to apply the theories in analyzing real world micro issues.
- CO4. Understanding how different degrees of competition in a market affect pricing and output. Lastly, they will gain & develop the skill to think practically into economic domain like economists.

B.A. Part I - Sem II

Paper I – Microeconomics II

- CO1. To get a basic understanding about micro economics.
- CO2. To provide basic understanding on micro economics concepts, relating to markets, factor pricing, distribution and economics of uncertainty.
- CO3. Developing the knowledge about theories of economic growth & development and issues of economic planning.

B.A. Part II - Sem III

Paper I – Macroeconomics I

- CO1. To give an insights to the students about the basic concepts used in Macro economics. The students will be able to learn various concepts of GDP & relationship between National Income & Welfare of People.
- CO2. To illustrate the meaning of inflation, deflation and stagflation, identify different kind of inflation, causes and effects of inflation on the different sectors of the economy.
- CO3. To enable the Students to know the evaluation and role of money in the Economy.

B.A. Part II - Sem IV

Paper I – Macroeconomics II

- CO1. This paper gives an insight to the students about the basic concepts used in macroeconomics and policy alternatives.
- CO2. To enable the students to understand the theoretical framework and the working of an economy as a whole.
- CO3. To suggest the policy alternatives used in controlling the economy.
- CO4. Creating awareness about changing macro-economic policies and theories.

B.A. Part III - Sem V

Paper I – Indian Economy I

- CO1. To enable the students to have an understanding of the various issues of the Indian Economy.
- CO2. To enable the students to comprehend and critically appraise current issues and problems of the Indian economy.
- CO3. The focus of this course is on the development of the Indian Economy since Independence.
- CO4. To understand the importance of planning undertaken by the government of India.
- CO5. Developing the skill of data collection & use of sampling techniques in research.

B.A. Part III - Sem VI

Paper I – Indian Economy II

- CO1. To understand the importance of planning undertaken by the government of India.
- CO2. Understanding the efficiency and equity implications of market interference.
- CO2. To enable the students to understand the basic concepts of development and growth.
- CO3. Developing research knowledge in economics.

BACHELOR OF ARTS (B.A.)

DEPARTMENT OF POLITICAL SCIENCE

COURSE OUTCOMES

B.A. Ist Year Sem. I Political Theory

On completion of the course, students -

1. have a basis of the subject- Political Science.
2. will develop a philosophical foundation necessary to study Political Science.
3. will comprehend the concept of State with reference to Liberal and Marxist approaches.
4. will understand the meaning of power, its nature and significance.
5. will understand what authority means. They will also come to know about its meaning, nature, its significance and types.
6. will acquire a thorough knowledge of principles of liberty and equality.
7. will be able to differentiate between the concepts of Rights and Justice and their types.

B.A. Ist Year Sem. II Western Political Thought

On completion of the course-

1. Students will become familiar to the political thoughts of the great political thinkers.
2. Students will have an introduction the political theories of great western political thinkers such as Plato, Aristotle, J. S. Mill and Karl Marx.
3. Students will be able to do a comparative study of the western political thinkers.
4. Students will be able to study influence of these thinkers on Indian political system
5. students will be able to contemplate over the best political system to be adopted .
6. Students will understand many concepts/terminology being used in the world today.

B.A. IInd Year Sem. III Indian Government and Politics

From the course:

1. the students will get a detail knowledge of Indian Political system.
2. Students will have proper understanding about Constitution of India.
3. Students will come to know about Preamble, fundamental rights, directive principles of state policy.
4. Students will acquire proper knowledge of composition of Indian government.
5. Students will understand Indian judiciary system, and its various rings, and how justice is derived/granted in India.
6. Students will be awaked regarding major burning issues in Indian society.
7. Students will meditate over the issues that India face, and hopefully will be ready to come out with/ offer the solutions.

B.A. IInd Year Sem. IV State Government and Politics

In this course-

1. Students will have elaborate knowledge of state government in India.
2. Students will acquire knowledge of state government's compassion/ rights and powers lying with it.
3. Students will understand how governing system percolates to the grass root level right from top in the form of the highest in the form of Prime Minister/President to the Gram panchayat level.
4. Students will have a fair knowledge of composition of judiciary at the state level.
5. Students will study 73rd and 74th amendments and newly introduced RTI act and its Role and Importance.
6. Students will study issues of Women Reservation and Panchayat Raj.

B.A. IIIrd Year Sem. V Comparative Government and Politics

In this course-

1. Students will understand comparative politics and various constitutions.
2. Students will be able to study politics and compare different political systems applying different approaches like - legal, institutional and behavioural, 1 and their significances.
3. Students will understand salient features of U. K. and U. S. A. constitutions.
4. Students will study political culture of U. K. and U. S. A., and its significance.

5. Students will study in detail executive system, power and function in U. K. and U. S. A. political parties.
6. Students will study composition, power and functions of the legislative system in U. K. and U. S. A.
7. Students will study pressure group a and techniques and roles adopted by them.
8. Students will study power and function of judiciary in U. K. and U. S. A.

B.A. IIIrd Year Sem. VI International Relations

1. Students will understand International relations, its scope and significance.
2. Students will study Realist theory and Game theory of International Relations.
3. Students will understand what is National power and its Nature and Elements.
4. Students will be enlightened about foreign policy and factors that determine it.
5. Students will understand Balance of Power and techniques underlying in it.
6. Students will study importance and significance of collective security, and basic principles underlying in it.
7. Students will understand the phenomenon of Global terrorism, its causes and various techniques terrorist employ.
8. Students will understand what Human Rights are. They will understand Nature and Importance of Human Rights.

Program Specific Outcomes - Sociology

- By knowing the structure of Indian society, the knowledge of social relationship in human society is obtained through the study of sociology.
- Various processes in the society like- social change, social control, abilities is build-up to know social issues.
- By knowing most of the problems, research can be done to reduce its severity and solve those problems
- Due to the social disasters that happen in the society, the tension in the society - human relations deteriorates the social relations. A sociologist can do the work of scientifically studying the issues present at that time.
- The study of Sociology is useful in planning welfare programs for the marginalized sections of the Indian society such as children, women, the elderly, Scheduled Castes, Scheduled Tribes, and the working class.
- A welfare program can be planned. The study of sociology is useful for this.

Sociology is of special importance from a professional point of view :

- (a) In the medical field i.e. in a hospital there is an appointment as a Medical Relationship Officer.
- (b) Appointed as Industrial relationship officer to maintain harmonious social relations of employer and workers in industrial sector.
- (c) Innovative opportunities for the study of rural society are available to sociologists.
- (d) Appointment as a teacher.
- (e) One can become a professor in a senior college.
- (f) Appointed as Cadre Development Officer.
- (g) Appointed as Social Welfare Officer.
- (h) Appointed as Jail Superintendent.
- (i) One can become a labour welfare officer.
- (j) You can become a child welfare officer.
- (k) Marriage counselling centre can be started.
- (l) The opportunities are available in the sector like orphanage centre, adult education, correctional centre, women centre, and family planning to sociologist.
- (m) In different projects of UGC, Universities, Indian council of Social Sciences and Research institute and other institutes the opportunity is available.

Course Outcomes - Sociology

Semester I- Sociology: An introduction

- (a) This paper intends to introduce the students to sociology as the beginner of the subject.
- (b) The paper thus aims to expose the students to the basic concepts in sociology.

Semester II – Sociology: Themes and perspectives

- (a) This paper intends to orient the students to certain basic perspectives in sociology.
- (b) The paper also intends to make students know in details about culture stratification and mobility and deviant patterns and social control in society.

Semester III Foundation of sociological Thought

- (a) The paper aim at orienting the students to the sociological thoughts of the great masters of sociology.
- (b) The paper also intends to help the students to shape their thoughts and ideas and also trying to look many current sociological issues and problems.

Semester IV Indian Sociological Tradition

- (a) The paper intend to make the students understands the seminal ideas the thoughts reflected in the work of Indian sociologists.
- (b) The paper also aims to help the students in understanding at the theoretical level the sociological issues concerning Indian Society.

Semester V – Indian Society: The structural Issues

- (a) The paper aims acquainting the students with Indian society in terms making them know the issues and problems confronting the institutions of caste and family.
- (b) The paper also aims to brings into force the issues and problems concerning the tribes and rural communities in India.

Semester VI – Current Social Problem in India

- (a) The paper is based on the problems the society in India is facing at present.
- (b) The paper thus intends to make the students know the nature cause and consequences of those problems as well as the measures to put a check on them.

THREE YEARS UNDER-GRADUATE DEGREE COURSE (CBCS)
(BACHELOR ARTS)
IN
HISTORY

SYLLABUS FOR CHOICE BASED CREDIT SYSTEM
(With effective from academic year 2022-2023)

A. OBJECTIVES OF THE COURSE

The National Education Policy (NEP)-2020 is in force. One of the fundamental principles of it is a “substantial investment in a strong, vibrant public education system as well as encouragement and facilitation of true philanthropic private and community participation. The policy also mentions “peer tutoring” as voluntary activity for local communities where literate members of the community could commit to teaching other members of community. The vision given in the NEP for Higher Education Institutions (HEI) is that of a multidisciplinary institution of higher learning that offers undergraduate and graduate programs with high quality teaching, research and community engagement. Towards the attainment of holistic and multidisciplinary education the flexible and innovative curricula of HEIs shall include credit-based courses and projects in the area of community engagement and service, environment education and value-based education.

History being a key subject focusing not only on past events, personalities and elite class only, it is now correlated interdisciplinary with economics, sociology, psychology, Public Administration, statistics, environment, global warming, terrorism, peace and war. Now the perspective towards national and world history has totally changed. New concepts, ideas and issues are addressed through the subject to the students by updating the subject. In this background the proposed undergraduate course in History has been designed to impart historical Past in the subject with concepts, theories, administrative systems, military systems, polity, economy, society and culture etc. Entire course scheme correlates basic knowledge of course, skill based programs (Online), Applied and Advanced courses with choices under professional electives, Advance/Creative type courses, Project Work and Internship.

B. PROGRAMME OUTCOME

1. To enable student to understand the background of our historic past, religion, customs, institutions, administration and so on.
2. To make student aware about the Social, Political, Religious and Economic conditions of the people.
3. To make them understand understand the history of world with comparative approach.
4. To develop analytical sense among the students to understand relationship between the past and the present times and bringing its contemporary relevance.
5. Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

C. ELIGIBILITY

Admission and Promotion:

1. Students who have passed Standard XII of any recognized board shall be eligible for admission in the 1st Semester.
2. Candidates obtaining 'P' (Pass) Grades and above or at least passing fifty percent subjects of first and second semester shall be eligible to third semester. Candidate at least has to appear to be eligible for second semester. Same shall be applicable to third and fourth semesters. But the candidates getting cleared in all subjects shall only be eligible for admission in fifth semester and fifty percent subjects of third and fourth semesters.
3. Eligibility prescribed by the RTM Nagpur University and notified by rules and ordinances from time to time shall be applicable for admission in semesters.
4. The course shall be open for regular, full time students only.

C. DATE OF COMMENCEMENT AND ACADEMIC YEAR:

1. Two consecutive i.e. one odd and one even semesters shall constitute an Academic Year.
2. New syllabus will come into force from the academic year 2022-23 for B.A. semester I and II, 2023-24 for III and IV and 2024-25 for V and VI semester.

D. PATTERN OF COURSE

1. The new syllabus designed on semester pattern is based on Continuous Internal Evaluation (CIE) Scheme.
2. The entire course is full time consisting of Three Academic Years duration with total six semesters.
3. Each semester shall have one paper of History and for six papers for successful completion of B.A. program with History.
4. The papers shall be consisting basic knowledge of course, skill based program (Online), Applied and Advanced courses with choices under Professional, Electives, Advance/Creative type courses, Project Work and Internship (only for VI semester students).
5. B.A. program is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS).
6. Each semester shall be consisting 20 credits and for per year credits shall be 40 for B. A. program. For History per semester credits shall be 4 and per year 8.
7. The system is based on continuous internal evaluation having written and descriptive examination of 80 marks and internal evaluation of 20 marks per paper.
8. Entire course of B.A. shall be 3000 marks with History of 600 marks.

E. COURSES

The B.A. program shall offer History with basic knowledge of course and skill based programme (online) as per guidelines.

F. PATTERN OF EXAMINATION AND QUESTION PAPER

Student shall be evaluated at two levels as follows:

a. Written Examination:

1. At the end of every semester Written Examination of descriptive type shall be conducted.
2. Each paper shall be of 80 marks having 3 hours duration.
3. Total five questions shall be there.
4. Question one and two shall be long questions with internal options.
5. Question three and four shall be short answer questions with internal options from same unit.
6. Question five shall be of objective type.
7. Question one to four shall be from any one of the units.
8. Fifth question shall be from all fourth units having equal weightage.
9. All the questions shall be compulsory.
10. Each question shall carry 16 marks.

b. Internal Evaluation:

1. Internal evaluation shall cover each student in each paper.
2. Internal evaluation shall be of 20 marks.
3. Internal evaluation shall include regular attendance, participation in the classroom and college activities, assignment, seminar, presentation, research paper, project, book review and viva-voce etc.

G. MINIMUM STANDARD OF PASSING:

The student shall have to secure minimum 40 marks out of 100 in the written and internal examination together per semester per subject.

H. CREDIT AND GRADE POINT SYSTEM:

Each subject shall have 4 credits per semester and 8 per year. For each B.A. Program 20 per semester and 40 per year. Entirely, there shall be 120 credits for UG program. Grade Point System (as per UGC directives)

LETTERGRADE	GRADEPOINT
O	(Outstanding) 10
A+	(Excellent) 09
A	(Very Good) 08
B+	(Good) 07
B	(Above Average) 06
C	(Average) 05
P	(Pass) 04
F	(Fail) 00
Absent	00

I. ABSORPTION SCHEME:

Absorption in any year any semester shall be subject to the rules, regulations passed by the university from time to time.

J. CURRICULUM SCHEME:

- Semester I: History of India from Earliest Times to 1525 A.D.
- Semester II: History of India from 1526 -1761 A.D.
- Semester III: History of India: 1764-1885 A.D.
- Semester IV: History of India: 1885-1947 A.D.
- Semester V: Modern World – 1789-1920 A. D.
- Semester VI: Modern World: 1920-1960 A. D.

CLASS DISTRIBUTION AND EXAMINATION PATTERN FOR EACH PAPER

UNIT	Tentative Allotted Period	Allotted Marks
I	20	20
II	20	20
III	18	20
IV	17	20
Total Allotted Period	75	80
Total Credit	4	

Teaching Scheme Hours/Week				Examination Scheme			Total	Minimum Passing Marks
L	T	P	Total	Duration in Hours	Maximum Marks			
						External Marks	Internal Marks	
5	-	-	5	3	80	20	100	40

PAPER 1T1**HISTORY OF INDIA****(From earliest times to 1525 A.D.)****Course Outcomes:-**

CO1. Students understand the Indus river valley civilization and Vedic age in ancient India along with the origin and philosophy of two religions namely Buddhism and Jainism.

- CO2. Students acquire knowledge about the legacy of prominent ancient dynasties in India namely Maurya, Gupta and Vakataka.
- CO3. Students understand establishment and policies of early Islamic Sultanate dynasties in India such as Slave dynasty rulers, Khilji and Tughlaqs.
- CO4. Students perceive knowledge on religious movements in medieval India and further get introduced to architectural style and marvels of Sultanate period.
-

Unit – 1

- a. The Harappan Civilization – Extent, Town Planning, Social, Religious Condition.
- b. Rig Vedic, Later Vedic Age – Polity, Society, Religious Condition
- c. Jainism, Buddhism – Origin, Tenets

Unit – 2

- a. Chandragupt Maurya – Administration, Ashoka – His Conquests, Dhamma.
- b. The Gupta Dynasty – Chandra Gupta-I, Samudra Gupta, Chandragupta Vikramaditya
- c. Vakataka – Prabhavati Gupta, Pravarsen-I, Harisen, Cultural condition

Unit – 3

- a. Iltutmish : Founder of Slave Dynasty, Balban- Blood and Iron Policy
- b. AlauddinKhilji :Administrative Policy
- c. Mohammad –bin-Tuglaq: His Experiments, FirozTuglaq – Administration

Unit – 4

- a. Sufi cult – Tenets, Moinuddin Chisti
- b. Bhakti Movement – Main features, Kabir, Nanak
- c. Architecture of Sultanate period.

Books Recommended:-

English:-

1. The Wonder that was India – A. L. Basham
2. History & Culture of the Indian people Vols II, III, IV & V (Bharatiya Vidya Bhavan Series) – R. C. Majumdar et al.
3. Ancient India – R. C. Majumdar
4. Ancient India – V.D. Mahajan
5. Ancient Indian History & Culture - S.R. Sharma
6. Medieval India, from Sultante to the Mughals – Satish Chandra.
7. Delhi Sultanate – A.L. Shrivastava
8. Mughal Empire – A.L. Shrivastava
9. New History of the Marathas Vol. I – G.S. Sardesai.

B.A. FIRST YEAR

Semester II

PAPER 2T1

HISTORY OF INDIA: 1526 to 1761 A.D.

Course Outcomes:-

- CO1. Students understand rise and establishment of Mughal dynasty in India.
- CO2. Students become acquaintance on the war of succession of Shahjahan, understand the Deccan Policy of Aurangzeb and get introduced to art and architecture in Mughal India.
- CO3. Students perceive knowledge on establishment of Maratha kingdom under the leadership of Chhatrapati Shivaji Maharaj, Maratha administration system and rule of Chhatrapati Sambhaji Maharaj.
- CO4. Students understand Marathas rule under Peshwas, their decline and consequential rise of English East India Company in India.
-

Unit – 1

- a. Establishment of Mughal Power – Babur
- b. Sher Shah Suri – His Administrative Reforms
- c. Akbar – Religious Policy, Territorial Expansion

Unit – 2

- a. Shah Jahan – War of Succession
- b. Aurangzeb – Deccan Policy
- c. Art and Architecture

Unit – 3

- a. Shivaji – Relations with Deccan Powers and the Mughals
- b. Shivaji's Coronation and Administration
- c. Chhatrapati Sambhaji – His relations with Mughals

Unit – 4

- a. Maratha War of Independence, Accession of Shahu
- b. Third battle of Panipat – Causes and Consequences
- c. Establishment of East India Company's rule in India

Books Recommended:-

English:-

1. The Wonder that was India – A. L. Basham
2. History & Culture of the Indian people Vols II, III, IV & V (Bharatiya Vidya Bhavan Series) – R. C. Majumdar et al.
3. Ancient India – R.C. Majumdar
4. Ancient India – V. D. Mahajan
5. Ancient Indian History & Culture - S. R. Sharma
6. Medieval India, from Sultante to the Mughals – Satish Chandra.
7. Delhi Sultanate – A. L. Shrivastava
8. Mughal Empire – A. L. Shrivastava
9. New History of the Marathas Vol. I - G.S. Sardesai.

B.A. SECOND YEAR

Semester III

PAPER 3T1

HISTORY OF INDIA: 1764 TO 1885 A.D.

Course Outcomes:-

- CO1. Students understand early economic policies implemented by British Governor Generals in India.
- CO2. Students understand expansionist policies adapted by different British Governor Generals in India.
- CO3. Students perceive knowledge of causes and effects of first Great revolt in India against English East India Company and various social and religious movements during the period.
- CO4. Students are able to analyze and understand various administrative policies introduced in India and subsequent rise of Indian nationalism with foundation of local organizations.
-

Unit: 1

- a. Battle of Buxar – Treaty of Allahabad, Dual Government of Lord Clive
- b. Permanent Settlement, Ryotwari, Mahalwari System of Agriculture
- c. Commercialization of Agriculture

Unit: 2

- a. Subsidiary Alliance of Lord Wellesley
- b. Internal Reforms of Lord William Bentinck
- c. Doctrine of Lapse of Lord Dalhousie

Unit: 3

- a. Revolt of 1857 – Causes, Effects
- b. Brahmo Samaj, Prarthna Samaj, Arya Samaj
- c. Satya Shodhak Samaj, Depressed Class Movement

Unit: 4

- a. Lord Lytton's Administration
- b. Lord Ripon's Internal Reforms
- c. Rise of Indian Nationalism, Foundation of Local organizations

Books Recommended**English:-**

1. The New look at Modern Indian History – B.L. Grover and Alka Mehta
2. An Advanced History of India – Majumdar, Ray Choudhary, Datta
3. A History of Modern India – Ishwari Prasad, Subhedar
4. An Advanced Study in the History of Modern India, Vol. I, II, III – G.S. Chabra
5. History of Freedom Movement in India – Four Volumes – Tarachand
6. India's Struggle for Independence – Bipan Chandra
7. History of Modern India – A.L. Shrivastava.

B. A. SECOND YEAR**Semester – IV****PAPER – 4T1****HISTORY OF INDIA: 1885-1947 A. D.****Course Outcomes:-**

- CO1. Students understand the establishment and growth of Indian National Congress, and the nature of leadership it received under moderates and extremists ideologists.
- CO2. Students understand the Indian National Movement under the leadership of Mahatma Gandhi and its impact in achieving independence.
- CO3. Students perceive information on various missions proposed by British government and strengthening of nationalist ideas through voluntary organization.

CO4. Students gain knowledge on military efforts made under the leadership of Netaji Subhash Chandra Bose and establishment of INA, proposed Mountbatten Plan and India achieving its complete freedom through Indian Independence Act of 1947.

Unit: 1

- a. Establishment of Indian National Congress
- b. Nature of Moderate Politics – 1885-1905
- c. Rise and Growth of Extremism – 1905-1920

Unit: 2

- a. Non Co-operation Movement
- b. Civil Disobedience Movement
- c. Quit India Movement

Unit: 3

- a. Rashtriya Swaysevak Sangh (R.S.S.) Role in Nation building
- b. Cripps Mission
- c. Cabinet Mission Plan

Unit: 4

- a. Subhash Chandra Bose, I.N.A.
- b. Mountbatten Plan
- c. Indian Independence Act

Books Recommended

English:-

1. A New Look at Modern Indian History – B.L. Grover and Alka Mehta
2. An Advanced History of India – Majumdar, Ray Choudhary, Datta
3. A History of Modern India – Ishwari Prasad, Subhedar
4. An Advanced Study in the History of Modern India, Vol. I, II, III – G.S. Chabra
5. History of Freedom Movement in India – Four Volumes - Tarachand
6. India's Struggle for Independence – Bipan Chandra
7. History of Modern India – A.L. Shrivastava.

B.A. III OR FINAL YEAR

Semester V PAPER 5T1

MODERN WORLD: 1789-1920 A.D.

Course Outcomes:-

- CO1. Students get introduced to landmark events in World history, policy of imperialism and changes in world political order.
 - CO2. Students understand various wars in Asia that particularly involved China, Japan and Russia.
 - CO3. Students understand diplomatic policies of Germany, causes of First World War and treaty signed between Germany and won Nations.
 - CO4. Students understand the peacemaking efforts initiated in world and emergence of Socialist bloc in Russia.
-

Unit: 1

- a. French Revolution
- b. European Colonialism of Asia and Africa
- c. Causes and consequences of Imperialism

Unit: 2

- a. Sino-Japanese War of 1894-1895
- b. Russo – Japanese War of 1904-1905
- c. Chinese Revolution of 1911

Unit: 3

- a. Foreign Policy of Bismarck and Kaiser William - II
- b. Causes of the First World War
- c. Treaty of Versailles

Unit: 4

- a. League of Nations - Structure
- b. League of nations – Achievements and failures
- c. Russian Revolution of 1917

Books Recommended

English:-

1. A History of Modern Europe Since 1789 (S. Chand & Comp.) V.D. Mahajan
2. Europe and the World (S. Chand & Comp.) – Sailendra Nath Sen.
3. Europe in 19th and 20th Century - Lipson
4. Modern Europe up to 1945 - Hazen
5. The World Since 1919-Langsam
6. Twentieth Century World – L.P. Mathur
7. Modern World – B.V. Rao
8. A History of the far East in Modern Times – H.M. Vinacke
9. The far East – Clyde and Beers
10. Modern World – S.P. Nanda
11. History of far East – Majumdar and Shrivastava

B.A. III OR FINAL YEAR

Semester VI

PAPER 6T1

MODERN WORLD: 1920-1960 A.D.

Course Outcomes:-

- CO1. Students understand the implementation of socialist economic policies in Russia and foreign policies adapted by the dictators in Germany and Italy.
 - CO2. Students understand international crisis and politics during inter two World War periods consequently leading to Second World War and its effects.
 - CO3. Students comprehend the attempts to restore World peace through United Nations.
 - CO4. Students understand shift of political grounds from Europe to West Asia and unifying attempt made by Asian countries to form third neutral front in order to evade involvement in Cold World War crisis.
-

Unit: 1

- a. Soviet Russia – Five Year Plans
- b. Hitler – Foreign Policy
- c. Mussolini – Foreign Policy

Unit: 2

- a. Sino-Japanese War of 1937-39
- b. Causes of the Second World War
- c. U.N.O. – Structure, Achievements

Unit: 3

- a. Cold War
- b. NATO, SEATO, Warsaw Pact
- c. Decolonization of Asia

Unit: 4

- a. Establishment of Israel
- b. Non Alignment
- c. Suez Crisis

Books Recommended**English:-**

1. A History of Modern Europe Since 1789 (S. Chand & Comp.) V.D. Mahajan
2. Europe and the World (S. Chand & Comp.) – SailendraNath Sen.
3. Europe in 19th and 20th Century - Lipson
4. Modern Europe up to 1945 - Hazen
5. The World Since 1919-Langsam
6. Twentieth Century World – L.P. Mathur
7. Modern World – B.V. Rao
8. A History of the far East in Modern Times – H.M. Vinacke
9. The far East – Clyde and Beers
10. Modern World – S.P. Nanda
11. History of far East – Majumdar and Shrivastava
12. A Short History of the Middle East – Somendra Lal Ray
13. Studies in World History – Satish Kumar

Bachelor of Arts (B. A.) : Department of Geography Course Outcomes (COs)

1. B. A. Sem I (Theory) An Introduction to physical Geography
<ul style="list-style-type: none">• The students will have a knowledge of physical geography in relation to its nature and scope, the concept of origin and evolution of topography.• To help the students to know the formation and nature of solar system.• Will be able to explain the formation of oceans and contents• To understand the the landforms and Rotation and Revolution of the Earth.
2. B. A. Sem I (Practical Geography)
<ul style="list-style-type: none">• Student will acquire and understand the Introduction to map.• Will be able to meaning of scale, type of scale, representation of verbal scale, numerical and linear scale.• Understand after the scale do conervation and construction of scale.• To develop ability among the student to interpret the toposheets, calculate time using longitudes.
3. B. A. Sem II (Theory) Geomorphology
<ul style="list-style-type: none">• After completion of the unit 1st student will be acquiring knowledge about definition, nature and scope of geomorphology.• Will be able to explain Interior of the earth, rocks and weathering.• Student will have an overview of types of folds and faults, Earthquakes- meanin, causes and effects.• To develop skill among the student to identify the landforms and their agents.

4. B. A. Sem II (Practical Geography)
<ul style="list-style-type: none">• To introduce the students with methods of showing relief, landforms and Introduction to survey of India map.• To develop skills among the students to decipher the landforms using contours and use of topographical maps.• Students will understand mechanism function of topographical maps• To develop ability among the students to interpret the toposheets, calculate time using longitudes.

5. B. A. Sem III (Theory) Geomorphology
<ul style="list-style-type: none"> • The course will provide an understanding of the conceptual and dynamic aspects of landforms developments. Student will also learn the relevance of applied aspects of geomorphology in various fields. • To introduce the concepts in geomorphology in adequate manner, many facts of surface relief features and Understand various aspects of their growth and evolution of the earth.
6. B. A. Sem III (Practical)
<ul style="list-style-type: none"> • Will be able to represents relief relief features of the plateau, hills, valleys, gorge, types of slope, plains and flood plains through type of profiles. • Will become to express slope and gradients from a topographical maps. • Will be able to democrate basin with representation of basin relief through profiles and will be able to draw interpretations.
7. B. A. Sem IV (Theory) Human Geography
<ul style="list-style-type: none"> • Students will acquire an understanding regarding the relationship between prevailing geographic environment and cultural practices of human being. • The students will describe what Geography and Human Geography are. Understand Human races in India, population dynamics and migration in the world, population policies in India etc. • Student will acquire and understand relationship geography and culture. • Student will read, understand interpreted and generate the map.

<ul style="list-style-type: none"> • Global human population pattern factor influencing the distribution and mobility of population including settlement and economic activities.
8. B. A. Sem IV (Practical Geography)
<ul style="list-style-type: none"> • The practical use of this syllabus is that students are able to show differente objectives like population growth, population distribution, density etc. on maps. So that the students can develop knowledge regarding different mapping procedure like choropleth, themetic, Dot Maps and Graphs. • Understand the different types of map projection and its classification and uses.

<p>9. B. A. Sem V (Theory) Geography of Maharashtra</p> <ul style="list-style-type: none"> • Understand the Location of physiographic, natural, historical and political of Maharashtra. • Understand the geographical area and administrative division of Maharashtra. • To understand the major rivers, dams, minerals in Maharashtra. • To understand the climate, soil and natural vegetation.
<p>10. B. A. Sem V (Practical Geography)</p> <ul style="list-style-type: none"> • Understand the different Method of map enlargement and reduction. • Understand the different techniques of Prismatic Compass Survey. • Knowledge about the preparation of field book
<p>11. B. A. Sem VI (Theory) Geography of India</p> <ul style="list-style-type: none"> • Study the major terrain elements of India, drainage system and their functional signification. • Get the knowledge about the types of agriculture, Green revolution & regionalization of Indian agriculture. • Understand the major types of industries in India. Iron & steel, Cotton textile & sugar industries, Industrial regions of India. • To prepare the composition of domestic and international trade.
<p>12. B. A. Sem VI (Practical Geography)</p> <ul style="list-style-type: none"> • Understand the socio-economic condition of village by survey method.

<ul style="list-style-type: none"> • Recognized the significance of geographic concept for understanding socio-economic process and outcomes. • Students can acquire knowledge of different method of surveying and map making by using proper tools and techniques and can apply these knowledge in future research work. Dumpy level survey for the purpose to measures of spot height decided from the sea level. • Introduce to students the introduction of modern techniques. Ex. Air photos, Remote Sensing and GIS • Understand the meaning and computation of correlation, correlation of co-efficient by Karl Pearson's Method
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BACHELOR OF ARTS (B.A.)
DEPARTMENT OF HOME-ECONOMICS
COURSE OUTCOMES
B.A. (HOME-ECONOMICS)

B.A. SEM. 1: Subject - Family Resource Management

On completion of this course students will enriched the knowledge in the following way:

- Student will Introduce Subject
- Student will create interest among the students about subject
- Student will know importance of subject
- Student will encourage for self employment
- Student will get knowledge about family budget
- Student will get knowledge of interior decoration.
- Student will become professionalism through flower arrangement.

B.A. Sem. II - Subject - Family Resource Management

On completion of this course students will enriched the knowledge in the following way:

- Students will able to provide knowledge & develop skills about self employment and get ready.
- Students will able and trained for self employment.
- Students will able to develop employability skills and earn & while learn skills.
- Students will able get information job opportunities in Home-Economics

- Students will able awareness about consumer Rights & Responsibilities and consumer
- Students will able Knowledge about housing needs get protection Act. 1986 Housing goals, style, function.
- Students will able enrich knowledge about furniture arrangement style, selection, comfort, Durability and care of furniture.

B.A. Sem. III - Subject - Family Resource Management

- Students will able introduce about subject & health & dietetics .
- Students will able Nutrition to get knowledge about dimension of Health
- Students will able to know about all micronutrients deficiency of nutrients.
- Students will aware about how food factors require for body and their deficiency effects on body.
- Students will able get knowledge about methods of cooking, sports nutrition.
- Students will able to do energy management & how to manage energy calorie and heavy workers men and women.
- Students will able get knowledge about Antioxidants vitamins, minerals proteins carbohydrates.

B.A. Sem. IV - Subject - Family Resource Management

- Students will get knowledge balanced diet meal planning & life cycle nutrition.
- Students will able to handle health problems & diseases & nutritional management.
- Students will aware about food poisoning.
- Students will get information above food preservation food adulteration.

- Students will get idea about how to improve Nutritional Quality of food like fortification & enrichment, supplement diet germination, fermentation.
- Students will aware about malnutrition in India, over nutrition, under nutrition causes and remedies of malnutrition.

B.A. Sem. V - Subject - Family Resource Management

- Students will introduce field of child development.
- Students will understand growth & development.
- Students will sensitive to interventions in the field child development.
- Students will aware about prenatal development, body anatomy genetic inheritance pregnancy hazards.
- Students will know post natal development infancy & babyhood development speech, motor development.
- Students will know about development of senses.
- Students will aware immunization & its importance and supplementary food.

B.A. Sem. VI - Subject - Family Resource Management

- Student will understand the biological & Physiological foundation of development .
- Student will appreciate sequential ages of development during child hood
- Student will sensitize about childhood behavioral problems.
- Student will understand the importance of parents – child development
- Student will develop creative ability related to children - leading to enhanced employability.