

**R. B. Madkholkar Mahavidyalaya, Chandgad****Program Outcomes**

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

		<ol style="list-style-type: none"> <li>7. They are introduced with grammar, phonetics and linguistics of English</li> <li>8. They are acquainted with how to appreciate a literary text</li> </ol>
3.	B. A. Hindi	<ol style="list-style-type: none"> <li>1. To develop the Hindi language</li> <li>2. To develop various skills in Hindi communication</li> <li>3. To aware the students about employment opportunities</li> <li>4. To create awareness about social problems and lead them to solve the social problems.</li> <li>5. To introduce the national values and point out the importance of integrity.</li> </ol> <p style="text-align: center;">Specific Outcomes</p> <ol style="list-style-type: none"> <li>1. To introduce the Hindi language and motivate students to use it widely.</li> <li>2. To show the various dynamics of manifestation in Hindi language.</li> <li>3. To demonstrate the importance of values through the reading of literature.</li> <li>4. To address the social issues through literature and language.</li> <li>5. To motivate the students for research in language use.</li> <li>6. To promote the students to look inside the literary endeavors.</li> <li>7. To use new technology like internet and computers in learning language and acquiring skills.</li> </ol>
4.	B. A. History	<ol style="list-style-type: none"> <li>1. The students are introduced with the meaning and development of History as a term</li> <li>2. They are introduced with various tools of writing history</li> <li>3. They knew how to study various historical monuments</li> <li>4. They are introduced with various ages in the history of India</li> <li>5. They studied ancient cultures developed during the various ages in India</li> <li>6. They are introduced with the Socio-economic and Cultural History of Medieval India</li> <li>7. They are introduced with freedom struggle of India</li> <li>8. They are acquainted with social reformation movements in India</li> </ol>

		<p>9. They are introduced with different revolutions in the world</p> <p>10. They are introduced with the history of Marathas</p> <p>11. They are introduced with the history of post-independent India</p>
5.	B. A. Economics	<p>1. To introduce the students with the development of Indian economy</p> <p>2. To introduce the students with development of banking and financial system in India</p> <p>3. To study the market-consumer relationship</p> <p>4. To study the basic concepts in macroeconomics like money, employment, public finance, etc.</p> <p>5. To introduce the students with different economic thoughts</p> <p>6. To introduce the students with foreign trade policies</p>
6.	B. Sc. Physics	<p>1. To make the students acquire core knowledge in physics including the majors of classical mechanics, quantum mechanics, electromagnetic theory, electronics, optics, special theory of relativity.</p> <p>2. To apply conceptual understanding physics to general real world situations</p> <p>3. Discover physics concepts in other disciplines such as mathematics, computer science, engineering and chemistry</p> <p>4. Analyze physical problems and develop correct solutions using natural laws.</p> <p>5. Students should learn how to design and conduct an experiment demonstrating their understanding of the scientific method and processes.</p> <p>6. Students will develop the proficiency in the acquisition of data using variety of laboratory instruments and in the analysis and interpretation of such data.</p> <p>7. Students will realize &amp; develop on understanding of the impact of physics &amp; science on society.</p> <p>8. Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions</p>

		<ol style="list-style-type: none"> <li>9. Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways</li> <li>10. Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts</li> <li>11. Appreciate the benefits and limitations of science and its application in technological developments</li> </ol>
7.	B. Sc. Chemistry	<ol style="list-style-type: none"> <li>1. To promote understanding of basic facts and concepts in Chemistry while retaining the excitement of Chemistry.</li> <li>2. To make students capable of studying Chemistry in academic and Industrial courses.</li> <li>3. To develop problem solving skills in students.</li> <li>4. To expose the students to different processes used in Industries and their applications.</li> <li>5. To develop ability and to acquire the knowledge of terms, facts, concepts, processes techniques and principles of subjects.</li> <li>6. To expose and to develop interest in the fields of chemistry.</li> <li>7. To develop skills required in chemistry such as the proper handling of apparatus and chemicals.</li> <li>8. To develop skill of use modern library searching and retrieval methods to obtain information about a topic, chemical, chemical technique, or an issue relating to chemistry.</li> </ol>
8.	B. Sc. Computer Science	<ol style="list-style-type: none"> <li>1. Develop inquiring minds and curiosity about science and the natural world</li> <li>2. Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts</li> <li>3. Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions</li> <li>4. Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways</li> <li>5. Think analytically, critically and creatively to solve problems, judge</li> </ol>

		<p>arguments and make decisions in scientific and other contexts</p> <ol style="list-style-type: none"><li>6. Appreciate the benefits and limitations of science and its application in technological developments</li><li>7. Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors</li><li>8. Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.</li><li>9. Describe and discuss ways in which science is applied and used to solve local and global problems</li><li>10. Describe and evaluate the benefits and limitations of science and scientific applications as well as their effect on life and society</li><li>11. Discuss how science and technology are interdependent and assist each other in the development of knowledge and technological applications</li><li>12. Discuss how science and its applications interact with social, economic, political, environmental, cultural and ethical factors.</li><li>13. Explain and apply scientific information to solve problems in familiar and unfamiliar situations</li><li>14. Analyze scientific information by identifying components, relationships and patterns, both in experimental data and ideas</li><li>15. Discuss and evaluate scientific information from different sources (Internet, newspaper articles, television, scientific texts and publications) and assess its credibility.</li><li>16. Organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visual representation (tables, graphs and charts)</li><li>17. Present data in a variety of ways using appropriate communication modes and conventions (units of measurement)</li><li>18. Analyze and interpret data by identifying trends, patterns and</li></ol>
--	--	--

		relationships 19. Draw conclusions supported by scientific explanations and a reasoned interpretation of the analysis of the data.
9.	B. Sc. Zoology	<ol style="list-style-type: none"> <li>1. To impart knowledge is the basic aim of education. The students are expected to acquire the knowledge of animal science, natural phenomenon, manipulation of nature &amp; environment by man.</li> <li>2. Understanding the scientific terms, concepts, facts, phenomena &amp; their interrelationships.</li> <li>3. Applications of the knowledge.</li> <li>4. To develop skills in practical work, experiments &amp; laboratory materials, instruments.</li> <li>5. To develop interests in the subject &amp; scientific hobbies.</li> <li>6. To develop scientific attitude this is the major objective. This makes the students open minded, critical observations, curiosity, thinking etc.</li> <li>7. Abilities to apply scientific methods, collection of scientific data, problem solving, organize science exhibitions, clubs etc.</li> <li>8. Appreciation of the subject, contributions of scientists, scientific methods, scientific programs etc</li> </ol> <p>Specific Programme Outcomes:</p> <ol style="list-style-type: none"> <li>1. To impart the knowledge of animal science to the pupils.</li> <li>2. To make the pupils to use the knowledge in their daily life.</li> <li>3. To make the pupils aware of natural resources and environment.</li> <li>4. Application of knowledge in Zoology for nutrition, agriculture &amp; live stock.</li> <li>5. To provide practical experiences which form a part of their learning processes.</li> <li>6. To develop aptitude for scientific work &amp; ability to pursue studies far beyond graduation.</li> <li>7. To encourage the pupils to take life science as a carrier this is the need now days.</li> </ol>

		8. To make the pupils fit for the society.
10.	B. Sc. Botany	<ol style="list-style-type: none"> <li>1. The students are made aware with the nature of biodiversity</li> <li>2. They are introduced with plant ecology</li> <li>3. They are introduced with plant taxonomy</li> <li>4. They are made to study the plant diversity, and morphological and anatomical structures of different plants</li> <li>5. They are made aware with the Genetics and analytical techniques in plant science</li> <li>6. They are introduced with the fundamentals of plant physiology and ecology</li> <li>7. They are acquainted with microbiology and plant pathology</li> <li>8. They are introduced with ethno botany and horticulture</li> <li>9. They are made to study plant chemicals, tissue culture methods and analytical techniques e.g. Chromatography</li> </ol>
11.	B. Com. Accountancy	<ol style="list-style-type: none"> <li>1. To enable the students to understand the concepts &amp; principles of Accountancy, Management, Marketing, Insurance, Economics, Costing, Taxation, Statistics, Co operation, Business Regulatory Framework, etc.</li> <li>2. To enable the students to know the fundamentals of Accounting.</li> <li>3. To expose the students to procedural part &amp; documentation in Banking Business.</li> <li>4. To Create Awareness among the students to become Accountant.</li> <li>5. To acquaint the students with the basic principles &amp; Functions of Business management.</li> <li>6. To make the students familiar with the professional management &amp; the emerging horizons in the field of management.</li> </ol> <p>Specific outcomes:</p> <ol style="list-style-type: none"> <li>1. To develop interests in the subject of commerce field.</li> <li>2. To make the Students to use the knowledge in their daily life.</li> <li>3. In Commerce Accounting plays a major role in maintaining &amp;</li> </ol>

		<p>processing all relevant financial information required by an organization.</p> <p>4. To impart knowledge is the basic aim of education. The students are expected to acquire the knowledge of Commerce &amp; Business world</p> <p>5. To impart basic accounting knowledge as applicable to Business.</p>								
12.	B. Com. Industrial Management	<p>From the three years B.Com Program students learn 22 Core Course (CC), 7 Ability Enhancement Compulsory Courses (AECC), 4 Generic Elective Courses (GEC) and 4 Discipline Specific Elective (DSE) for 1900 marks with 148 credits along with two each compulsory Civic Course (CCC) and Skill Development Course (SDC). The year wise outcome of B.Com Program is as under:</p> <table border="1"> <thead> <tr> <th><b>3 Years B.Com Program</b></th> <th><b>Outcome</b></th> </tr> </thead> <tbody> <tr> <td>B.Com I (Semester I &amp; II)</td> <td>Students received knowledge and skills in Management Principles &amp; Application, Financial Accounting, Micro Economics, Marketing, Insurance and Business Communication.</td> </tr> <tr> <td>B.Com II. (Semester III &amp; IV)</td> <td>Students learned and acquired skills in Fundamentals of Entrepreneurship, Corporate Accounting, Money &amp; financial System, Business Statistics, Macro economics, Business Communication. Environment Science</td> </tr> <tr> <td>B.Com III (Semester V &amp; VI)</td> <td>Students received in detailed knowledge and skills in Modern Management Practices Cooperative Development, Business Economic Environment, Business Regulatory Framework, Industrial Management I &amp; II</td> </tr> </tbody> </table>	<b>3 Years B.Com Program</b>	<b>Outcome</b>	B.Com I (Semester I & II)	Students received knowledge and skills in Management Principles & Application, Financial Accounting, Micro Economics, Marketing, Insurance and Business Communication.	B.Com II. (Semester III & IV)	Students learned and acquired skills in Fundamentals of Entrepreneurship, Corporate Accounting, Money & financial System, Business Statistics, Macro economics, Business Communication. Environment Science	B.Com III (Semester V & VI)	Students received in detailed knowledge and skills in Modern Management Practices Cooperative Development, Business Economic Environment, Business Regulatory Framework, Industrial Management I & II
<b>3 Years B.Com Program</b>	<b>Outcome</b>									
B.Com I (Semester I & II)	Students received knowledge and skills in Management Principles & Application, Financial Accounting, Micro Economics, Marketing, Insurance and Business Communication.									
B.Com II. (Semester III & IV)	Students learned and acquired skills in Fundamentals of Entrepreneurship, Corporate Accounting, Money & financial System, Business Statistics, Macro economics, Business Communication. Environment Science									
B.Com III (Semester V & VI)	Students received in detailed knowledge and skills in Modern Management Practices Cooperative Development, Business Economic Environment, Business Regulatory Framework, Industrial Management I & II									



**R. B. Madkholkar Mahavidyalaya, Chandgad**  
**Course Outcomes**

Sr. No.	Degree Programme	Year of Programme	Course Outcomes
1.	B. A. Marathi	First Year	<b>(DSCA-1) (Course-1 Sem 1 &amp; 2) <u>Aksharbandh:</u></b> <ol style="list-style-type: none"> <li>1. To enrich the knowledge of students.</li> <li>2. To increase the interest of literature among the students</li> <li>3. To create the awareness about value education and national integrity</li> <li>4. To develop the personality of student</li> <li>5. To give proper guidance of writing skills for media and film industry.</li> </ol>
			<b>(CGE-1) (Sem. 1 and 2) Shabdasanhita:</b> <ol style="list-style-type: none"> <li>1. To give information about literary tradition</li> <li>2. To develop reading, writing, listening and speaking skills</li> <li>3. To improve the personality through value education</li> <li>4. To create the awareness about liberty, equality, secularism, humanity and national integration</li> <li>5. To inform the student about eminent Marathi literary works.</li> </ol>
		Second Year	<b>Janabaiche Nivadak Abhang (Paper 3):</b> <ol style="list-style-type: none"> <li>1. To give information about traditional form of abhang</li> <li>2. To increase the interest of student about medieval literature</li> </ol>
			<b>Bakhar Vangmay (Paper-4):</b> <ol style="list-style-type: none"> <li>1. To create awareness about bakhar vangmay.</li> <li>2. To increase the interest about bakhar vangmay.</li> </ol>
			<b>Tal Dhavalatana (Paper - 5):</b> <ol style="list-style-type: none"> <li>1. To inform the student about Marathi poetry</li> <li>2. To inform the students about changing nature of Marathi poetry after 1990</li> </ol>
			<b>Vani Kide (Paper - 6):</b> <ol style="list-style-type: none"> <li>1. To increase interest of students to read the stories</li> <li>2. To impart the applied skills among the students</li> </ol>
			Third Year
<b>Paper 8 and 13 - Bhasha Vidnyan ani Marathi Bhasha:</b> <ol style="list-style-type: none"> <li>1. To explain the background of Marathi literature in detail</li> <li>2. To explain the traditional forms of literature</li> <li>3. To give knowledge of grammar</li> <li>4. To increase the interest of the students</li> </ol>			

			<p><b>Paper 9 and 14 - Marathi Vanngamayacha Itihas:</b></p> <ol style="list-style-type: none"> <li>1. To Impart Knowledge of Medieval Traditional Literature</li> <li>2. To explain the cultural Background of Literature</li> <li>3. To Explain the main Stream and their writings</li> </ol> <p><b>Paper 10 and 15 - Marathi Bhasha Upayojan and Sarjan:</b></p> <ol style="list-style-type: none"> <li>1. To Impart Knowledge of Formal and Informal Use of language</li> <li>2. To Develop Skills like Reading Writing and Communication</li> <li>3. To Encourage students for Independent Writing</li> <li>4. To Develop the Personality of the student</li> </ol> <p><b>Paper 11 and 16 - Vangmaypravahanche Adhyayan:</b></p> <ol style="list-style-type: none"> <li>1. To Make Awareness about various Streams in Marathi Literature</li> <li>2. To Explain the Special characteristics of Dalit and Gramin Sahitya</li> <li>3. To Explain the New Trends in Detail</li> <li>4. To Explain the Eminent Writers and their Writings, Nature and Definitions of the literary Streams</li> </ol>
2.	B. A. Hindi	First Year	<p><b>Hindi Poetry:</b></p> <ol style="list-style-type: none"> <li>1. To create interest as well as introduce the students the genres of literature</li> <li>2. To introduce poet and their poems to the students</li> <li>3. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>4. To develop emotional quotient through essays, stories, one act play, sketch, reports, memories, caricature etc.</li> <li>5. To create awareness about the national values</li> </ol>
		Second Year	<p><b>Modern Prose Literature:</b></p> <ol style="list-style-type: none"> <li>1. To create interest as well as introduce the students the genres of literature</li> <li>2. To introduce poet and their poems to the students</li> <li>3. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>4. To develop emotional quotient through essays, stories, one act play, sketch, reports, memories, caricature etc.</li> <li>5. To create awareness about the national values</li> </ol>

			<p><b>Hindi Keyvadhara:</b></p> <ol style="list-style-type: none"> <li>1. To create awareness among students about Medieval literature and to imbibe in them the basic skills of life</li> <li>2. To acquaint students with an outline of Hindi literature create interest as well as introduce the students the genres of literature</li> <li>3. To introduce poet and their poems to the students</li> <li>4. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>5. To develop emotional quotient through essays, stories, one act play, sketch, reports, memories, caricature etc.</li> <li>6. To create awareness about the national values</li> </ol>
		Third Year	<p><b>Criticism:</b></p> <ol style="list-style-type: none"> <li>1. To create interest of students in criticism</li> <li>2. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>3. To develop analytical skills through the interpretation of essays, stories, one act play, etc.</li> <li>4. To focus on research skills through seminars and projects</li> </ol>
			<p><b>Linguistics:</b></p> <ol style="list-style-type: none"> <li>1. To create interest of students in language</li> <li>2. To emphasize on the skills of listening, reading and writing in Hindi</li> <li>3. To develop analytical skills through the interpretation of language, grammar, dialects, etc.</li> <li>4. To focus on research skills through seminars and projects</li> </ol>
			<p><b>Vidha Vishesh ka Adhayan:</b></p> <ol style="list-style-type: none"> <li>1. To create interest as well as introduce the students the genres of literature</li> <li>2. To introduce novelists and their works to the students such as Ana Is Desh (A message of reconciliation through love) and Dohara Abhishap (A message of eradication of caste system and imbibe humanitarian values)</li> <li>3. To emphasize the skills of listening, reading and writing in Hindi</li> <li>4. To develop emotional quotient through essays, stories, one act play, sketch, reports, memories, caricature etc.</li> <li>5. To create awareness about the national values</li> </ol>
			<p><b>History of Hindi Literature:</b></p> <ol style="list-style-type: none"> <li>1. To create interest of students in Hindi literature by acquainting students with great thoughts instilled in it.</li> <li>2. To emphasize on the skills of listening, reading and</li> </ol>

			<p>writing in Hindi</p> <ol style="list-style-type: none"> <li>To develop analytical skills through the interpretation of essays, stories, one act play, etc.</li> <li>To focus on research skills through seminars and projects</li> </ol>
			<p><b>Applied Hindi:</b></p> <ol style="list-style-type: none"> <li>To create interest of students in language through electronic and print media</li> <li>To emphasize on the skills of listening, reading and writing in Hindi</li> <li>To develop analytical skills through the interpretation of language, grammar, dialects, etc.</li> <li>To focus on research skills through seminars and projects</li> </ol>
3.	B. A. English	First Year	<p><b>Compulsory English (Paper I): Ability Enhancement Compulsory Course:</b> After the completion of course:</p> <ol style="list-style-type: none"> <li>The students get a fair understanding of communication skills like narration, description, etc.</li> <li>The study of prose and poems create an awareness of human values</li> <li>The language competence is improved (This course/ paper is common to all F. Y. Classes)</li> </ol>
			<p><b>Compulsory English (Paper II): Ability Enhancement Compulsory Course:</b> After the completion of course:</p> <ol style="list-style-type: none"> <li>The students get a fair understanding of communication skills like making enquiries, telephonic conversation, etc.</li> <li>The study of prose and poems create an awareness of human values.</li> <li>The language competence is improved (This course/ paper is common to all F. Y. Classes)</li> </ol>
			<p><b>Modern Indian Writing in English Translation (Sem I &amp; II):</b> Helped the students getting well acquainted with translated Modern Indian literature in English, introduce them short story as a form of literature and develop literary competence.</p>
		Second Year	<p><b>English for Communication (English Compulsory) Sem III &amp; IV:</b> Helped the students getting well acquainted with the communicative basics like Speaking, Listening, Writing and Reading at advanced level (This course/ paper is common to all F. Y. Classes)</p>
			<p><b>Indian English Literature (Sem III &amp; IV):</b> Students understood Indian English Literature as a genre of literature; and enabled them to appreciate Indian English literature studying a novel and selections from poetry (This course/ paper is common to all F. Y. Classes)</p>

			<p><b>Modern English Literature:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the students Modern English Literature</li> <li>2. To assess various trends emerged in the Modern English Literature</li> <li>3. To aware the students about the use of language</li> <li>4. To focus on the major issues of the society reflected through the literature</li> </ol>
		Third Year	<p><b>Compulsory English:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the students various skills of communication</li> <li>2. To help the students to acquire various sub-skills for better communication</li> <li>3. To enhance the students ability to use language effectively</li> <li>4. To create awareness about the socio-political issues of the period and provoke them to assess it critically</li> <li>5. To motivate the students to find various solutions in their personal as well as social life</li> </ol> <p>(This course/ paper is common to all F. Y. Classes)</p> <p><b>Paper VII - Literary Criticism And Appreciation</b></p> <ol style="list-style-type: none"> <li>1. Introduced with major trends in literary criticism</li> <li>2. Familiarized with major critical concepts</li> <li>3. Acquainted with various critical movements</li> <li>4. Trained to write critical appreciation of a poem</li> </ol> <p><b>Paper XII - Literary Criticism And Appreciation</b></p> <ol style="list-style-type: none"> <li>1. Introduced with major trends in literary criticism</li> <li>2. Familiarized with major critical concepts</li> <li>3. Acquainted with various critical movements</li> <li>4. Trained to write critical appreciation of a poem</li> </ol> <p><b>Understanding Poetry (Sem V &amp; VI):</b> Make the students engaged and curious readers of poetry, to introduce the students to poetry from various cultures and traditions, to make the students understand that gives intellectual, moral and linguistic pleasures.</p> <p><b>Understanding Drama (Sem V &amp; VI):</b></p> <ol style="list-style-type: none"> <li>1. To introduce students drama as a major form of literature.</li> <li>2. To trace the origin and various stages in the development of drama</li> <li>3. To study various elements of drama</li> <li>4. To focus on various types of drama</li> <li>5. To assess drama thoroughly and understand it as a piece of literature</li> <li>6. To differentiate between the dramatic productions of different nations</li> <li>7. To develop analytical skills through the interpretation of plays</li> </ol> <p><b>Paper X – Understanding Novel:</b> After the completion of</p>

			<p>course:</p> <ol style="list-style-type: none"> <li>1. The students are introduced to different genres of novel</li> <li>2. They studied Anita Desai's Journey to Ithaca</li> </ol> <p><b>Paper XV - Understanding Novel:</b> After the completion of course:</p> <ol style="list-style-type: none"> <li>1. The students learn how to analyze plot, character and thought in a novel</li> <li>2. They studied Sadanand Deshmukh's Baromas as a regional and rural novel</li> <li>3. They studied J. M. Coetzee's Disgrace</li> </ol> <p><b>The Structure and Function of Modern English (Sem V &amp; VI):</b> Helped the students getting well acquainted with Speech mechanism, the basic sounds in English language, word transcription and word stress, the word-formation processes; word classes, types of phrases and their form and function.</p>
4.	B. A. History	First Year	<p><b>Rise of Maratha Power (1600-1707) (Paper I):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the important epoch in the history of Maratha</li> <li>2. To introduce the history of Maratha power</li> <li>3. To emphasize the life and works of Chh. Shivaji Maharaj with special reference to Maratha history</li> <li>4. To apprise the students with the sacrifices made by Maratha leaders and people to protect the freedom and sovereignty of the region</li> </ol> <p><b>Polity, Society and Economy under the Marathas (1600-1707) (Paper II):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the history of Maratha power</li> <li>2. To introduce the fundamental changes in the history of Maratha</li> <li>3. To give the account of the socio-economic, political, religious changes in the Maratha history</li> </ol>
		Second Year	<p><b>Freedom Struggle of India:</b></p> <ol style="list-style-type: none"> <li>1. To create awareness of the events of freedom struggles in India</li> <li>2. To create awareness about the works of freedom fighters of India</li> <li>3. To understand major events of Indian freedom struggle</li> </ol> <p><b>World Revolution (III &amp; V):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the causes and effects of Industrial Revolution</li> <li>2. To understand Meiji Revolution in Japan</li> <li>3. To find out cause of Bolshevik Revolution in Russia</li> <li>4. To trace the causes and effects of Chinese Revolution</li> </ol>
		Third Year	<p><b>Ancient History of India:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the various ages in the history of India</li> <li>2. To study the ancient cultures developed during the</li> </ol>

			<p>various ages in India</p> <p>3. To study the socio-political and economical developments during the various of India</p>
			<p><b>Introduction to Historiography and Application of History:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the meaning and development of History as a term</li> <li>2. To introduce the tools of writing history</li> <li>3. To study various historical monuments</li> <li>4. To understand developments in tourism and its important in the developments of career</li> </ol>
			<p><b>Socio-economic and Cultural History of Medieval India (Paper VIII &amp; XIII):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the Socio-economic and Cultural History of Medieval India</li> <li>2. To understand rural economy and its developments in society</li> <li>3. To study religion and culture of Medieval India</li> <li>4. To assess the cultural developments in Medieval India</li> </ol>
			<p><b>India Since Independence (Paper IX &amp; XIV):</b></p> <ol style="list-style-type: none"> <li>1. To understand the socio-political and economical background of India since Independence</li> <li>2. To study the problems in India after Independence</li> <li>3. To analyze various movements in India after Independence</li> <li>4. To situate India in the context of Globalization, Liberalization and Privatization</li> </ol>
			<p><b>Modern Maharashtra (paper X &amp; XV):</b></p> <ol style="list-style-type: none"> <li>1. To introduce modern Maharashtra to the students</li> <li>2. To investigate the causes of formation of Maharashtra state</li> <li>3. To understand the economy of Maharashtra</li> <li>4. To throw light on the social movements with special reference to Maharashtra</li> <li>5. To study the cultural life of Maharashtra</li> </ol>
5.	B. A. Economics	First Year	<p><b>Indian Economics (Paper I/II):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the students to the Indian Economy</li> <li>2. To develop an understanding of challenges facing the Indian Economy</li> <li>3. To explain the economic reforms introduced in India since 1991</li> </ol>
		Second Year	<p><b>Banks and Financial Institutions (P-III/VI):</b></p> <ol style="list-style-type: none"> <li>1. To give in-depth knowledge of theory of Banks &amp; Financial Institutions in India</li> <li>2. To give in-depth knowledge of practice of Banks &amp; Financial Institutions in India</li> </ol>
			<p><b>Macro Economics (Paper No III &amp; V):</b></p> <ol style="list-style-type: none"> <li>1. To introduce the meaning of macro economics</li> <li>2. To explain theory of employment</li> <li>3. To explain money functions</li> </ol>

			4. To understand nature of public finance
			<b>Banks and Financial Institutions:</b> <ol style="list-style-type: none"> <li>1. To introduce the banking system</li> <li>2. To differentiate between the various banking systems</li> <li>3. To aware the students about various types of accounts</li> <li>4. To show the functions of Reserve Bank of India and other commercial banks</li> </ol>
		Third Year	<b>Micro Economics Market and Pricing (Paper VI &amp; XII):</b> <ol style="list-style-type: none"> <li>1. To understand the decision making of consumer.</li> <li>2. To understand the nature of revenue and cost of production.</li> <li>3. To understand the market structure</li> <li>4. To understand pricing in different markets.</li> </ol>
			<b>RESEARCH METHODOLOGY IN ECONOMICS (Paper VIII &amp; XIII):</b> <ol style="list-style-type: none"> <li>1. To get acquaint with the research in Economics</li> <li>2. To study the various aspects of Research in Economics</li> <li>3. To study the sampling techniques as a method of data collection</li> <li>4. To study the various aspects of data processing and analysis.</li> </ol>
			<b>History of Economic Ideas:</b> <ol style="list-style-type: none"> <li>1. To introduce of economic development of thoughts</li> <li>2. To explain of economic theories</li> <li>3. To understand Indian economic view</li> </ol>
			<b>International Economics Paper No XI &amp; XVI:</b> <ol style="list-style-type: none"> <li>1. To introduce of International economics</li> <li>2. To explain of international trade theories</li> <li>3. To understand India's Foreign trade view</li> </ol>
			<b>Economics of Development:</b> <ol style="list-style-type: none"> <li>1. To introduce of International economics</li> <li>2. To explain of international trade theories</li> <li>3. To understand India's Foreign trade view</li> </ol>
6.	B. A. Psychology	First Year	<b>Paper No. I- (B.A.-I) Fundamental Psychology-</b> <ol style="list-style-type: none"> <li>1. To make the students familiar with the field of psychology.</li> <li>2. To acquaint the students with cognitive process, States of Consciousness and learning</li> <li>3. To acquaint the students with Memory process.</li> </ol>
			<b>Paper No. II- (B.A.-I) General Psychology-</b> <ol style="list-style-type: none"> <li>1. To make the students familiar with the field of general psychology.</li> <li>2. To acquaint the students with intelligence, motivation and emotion.</li> <li>3. To acquaint the students with Personality.</li> </ol>



		Second Year	<p><b>Paper No. III- (B.A.-II) Child Psychology-</b></p> <ol style="list-style-type: none"> <li>1. Children exposed to violence</li> <li>2. Children with serious psychiatric illness</li> <li>3. Children with significant developmental disabilities</li> <li>4. Children with school-related problems</li> <li>5. Children diagnosed with serious physical illness</li> </ol>
			<p><b>Paper No. IV- (B.A.-II) Social Psychology-</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to articulate independently and creatively about human social behavior and the cultural influences that affect our behavior.</li> <li>2. Describe, discuss and analyze major issues and concepts in the field of Social Psychology.</li> <li>3. Compare and contrast the research methodologies used in the scientific study of human social Behavior.</li> <li>4. Demonstrate the ability to state the fundamental principles of social psychology.</li> </ol>
			<p><b>Paper No. V- (B.A.-II) Development Psychology</b></p> <ol style="list-style-type: none"> <li>1. Adolescence- Nature of adolescence, Sexuality and Problem</li> <li>2. Early Adulthood- Physical performance and development, health, obesity, substance abuse, the face of love and feeling in love.</li> <li>3. Middle Adulthood- Physical Changes, Health and diseases, sexually mongoose, work in middle life.</li> <li>4. Late Adulthood- Biological theories of aging, health problems, exercise and nutrition of late adulthood.</li> </ol>
			<p><b>Paper No. VI- (B.A.-II) Applied Psychology</b></p> <ol style="list-style-type: none"> <li>1. Use basic principles of psychology and behavior analysis to help other in need.</li> <li>2. Recognize and explain biological, affective, cognitive and behavioral processes in the normal population.</li> <li>3. Comprehend and discuss the knowledge base, history, and scope of psychology and behavioral technology and their application.</li> <li>4. Analyze psychology's theories related to understanding of the self, individual differences and group behaviors.</li> </ol>
7.	B. A. Sociology	First Year	<p><b>Introduction to Sociology:</b></p> <ol style="list-style-type: none"> <li>1. To introduce the nature of sociology, society and social institutions</li> <li>2. To assess social interaction and social structure</li> <li>3. To aware the students about culture and</li> </ol>

			socialization 4. To focus on the theoretical approaches in sociology
		Second Year	<p><b>Structure of Indian Society:</b></p> <ol style="list-style-type: none"> <li>1. To introduce students the making of Indian society.</li> <li>2. To trace the diversity and unity in Indian society</li> <li>3. To study changing nature of Indian society</li> <li>4. To focus on the status and development of Indian women</li> <li>5. To assess segments of Indian society</li> <li>6. To focus on the major social institutions in India</li> </ol>
			<p><b>Social Problems in India:</b></p> <ol style="list-style-type: none"> <li>1. To aware the students about the social problems in India</li> <li>2. To help the students to know causes and effects of poverty, population and violence in India</li> <li>3. To motivate the students to find solutions to the problems of poverty, population and violence</li> <li>4. To create awareness about the socio-political issues of women, old age, corruption, etc., health problems like AIDS</li> <li>5. To motivate the students to find various solutions to issues of women, old age, corruption, AIDS</li> </ol>
			<p><b>Social Problems in India:</b></p> <ol style="list-style-type: none"> <li>1. To aware the students about the social problems in India</li> <li>2. To help the students to know causes and effects of poverty, population and violence in India</li> <li>3. To motivate the students to find solutions to the problems of poverty, population and violence</li> <li>4. To create awareness about the socio-political issues of women, old age, corruption, etc., health problems like AIDS</li> <li>5. To motivate the students to find various solutions to issues of women, old age, corruption, AIDS</li> </ol>
8.	B. A. Geography	First Year	<p><b>Physical Geography (Paper I):</b></p> <ol style="list-style-type: none"> <li>1. To acquaint the student with various dimensions as also the challenges, confronting the Physical Geography</li> <li>2. To introduce the latest concept in Physical Geography in brief but in adequate manner, Specifically in Atmosphere, Lithosphere, Fluvial Cycle, Hydrosphere and sudden movements of Earth</li> <li>3. To improve the knowledge about Physical environment of earth.</li> </ol>

			<p><b>Human Geography (Paper II):</b></p> <ol style="list-style-type: none"> <li>1. To acquaint the student with various dimensions as also the challenges, confronting the Human Geography and Indian economy.</li> <li>2. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Branches of Human Geography, Growth of population, Population theory's, Migration, rural settlements Deployment of agriculture and problems of Agriculture.</li> <li>3. To provide useful insights to the students about the present economic standing and composition of the Indian economy, the major sectors and there relative importance in the Indian economy ant there major challenges faced by it.</li> </ol>
		Second Year	<p><b>Human Geography (Paper-III):</b></p> <ol style="list-style-type: none"> <li>1. To acquaint the student with various dimensions as also the challenges, confronting the Human Geography.</li> <li>2. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Branches of Human Geography, Human race, Religion, Relation between Man and Environment, Growth of population, Population theory's, Migration, population problems and polices of population.</li> <li>3. To provide useful insights of the students about the present environment condition and relationship with man.</li> </ol>
			<p><b>Soil Geography (Paper IV):</b></p> <ol style="list-style-type: none"> <li>1. Students should know soil geography is the fundamental branch of Physical Geography.</li> <li>2. To familiarize the students with the basic and fundamental concepts of soil geography.</li> <li>3. To understand soil is key resource for the deployment of any country.</li> <li>4. Students should know that concept, causes and controlling factors soil erosion, soil degradation and conservation of soils.</li> <li>5. Students should know the concept, need and methods of soil management.</li> <li>6. Students should know classification, characteristics and distribution of soils.</li> </ol>
			<p><b>Oceanography (Paper V):</b></p> <ol style="list-style-type: none"> <li>1. Students should know Oceanography is the fundamental branch of Physical Geography.</li> <li>2. To familiarize the students with the basic and fundamental concepts of Oceanography.</li> <li>3. To understand marine is key resource for the deployment of any country.</li> </ol>

			<ol style="list-style-type: none"> <li>4. Students should know that physical and chemical properties of oceans.</li> <li>5. Students should know the types of oceanic currents.</li> <li>6. Students should know hypsographic curve, wind rose, iso-salinity lines and isotherms.</li> </ol>
			<p><b>Agricultural Geography (Paper VI):</b></p> <ol style="list-style-type: none"> <li>1. To understand the concept and development of agriculture.</li> <li>2. To examine the role of agricultural determinants towards the changing cropping pattern. Students should know that physical and chemical properties of oceans.</li> <li>3. To study the green revolution.</li> <li>4. The course also aims to familiarize the students with the Agricultural concepts and modern technologies used in Agriculture.</li> </ol>
B. Sc.	First Year	<p><b>Physical Geography (Paper I):</b></p> <ol style="list-style-type: none"> <li>I. To acquaint the student with various dimensions as also the challenges, confronting the Physical Geography</li> <li>II. To introduce the latest concept in Physical Geography in brief but in adequate manner, Specifically in Atmosphere, Insolation, Temperature, Pressure Belts, Indian Monsoon and Seasons in India .</li> <li>III. To improve the knowledge about Physical environment of earth.</li> </ol>	
		<p><b>Physical Geography (Paper II):</b></p> <ol style="list-style-type: none"> <li>I. To acquaint the student with various dimensions as also the challenges, confronting the Physical Geography</li> <li>II. To introduce the latest concept in Physical Geography in brief but in adequate manner, Specifically in interior of earth.</li> <li>III. To improve the knowledge about Physical environment of earth.</li> </ol>	
		<p><b>Human Geography (Paper I):</b></p> <ol style="list-style-type: none"> <li>I. To acquaint the student with various dimensions as also the challenges, confronting the Human Geography.</li> <li>II. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Branches of Human Geography, Human race, Religion, Relation between Man and Environment, Growth of population, Population theory's</li> <li>III. To provide useful insights of the students about the present environment condition and relationship with man.</li> </ol>	
		<p><b>Human Geography (Paper II):</b></p> <ol style="list-style-type: none"> <li>I. Various dimensions as also the challenges, confronting the Human Geography.</li> <li>II. To introduce the latest concept in Human Geography in brief but in adequate manner, Specifically Composition of population, Human migration, Settlements, Urbanizations etc.</li> </ol>	

			III. To provide useful insights of the students about the present environment condition and relationship with man.
9.	B. A. II	Introduction to Rural Development in India (IDS)	Introduction to Rural Development in India: <ol style="list-style-type: none"> <li>To introduce the students the concepts of rural development</li> <li>To identify role of government in rural development</li> <li>To know social rural problems</li> <li>To create awareness about the approaches to rural development</li> <li>To motivate the students to assess the impacts of globalization on agriculture</li> </ol>
10.	B. A. II	History of Social Reformers in India (IDS)	History of Social Reformers in India: <ol style="list-style-type: none"> <li>To introduce students socio-cultural changes under Company Rule</li> <li>To understand the importance of socio-religious reform movements</li> <li>To study life of various social reformers</li> <li>To focus and appreciate the works of social reformers</li> <li>To assess social reformation as a movement</li> </ol>
11.	B. A. II	Logic (T) (IDS)	The students are introduced with: <ol style="list-style-type: none"> <li>Nature and scope of Logic</li> <li>Classification of proposition</li> <li>Immediate inference &amp; Mediate inference</li> <li>Nature and kinds of inductive inference</li> <li>Research methods and hypothesis</li> <li>Laws of nature and explanation</li> </ol>
12.	B. Sc. Physics	B. Sc. I	<p><b>Compulsory English (Paper I &amp; II):</b></p> <ol style="list-style-type: none"> <li>To introduce the students various skills of communication</li> <li>To help the students to acquire various sub-skills for better communication</li> <li>To enhance the students ability to use language effectively</li> <li>To create awareness about the socio-political issues of the period and provoke them to assess it critically</li> <li>To motivate the students to find various solutions in their personal as well as social life</li> </ol> <p>(This course is common for all students studying in F. Y. B. Sc.)</p> <p><b>PHYSICS Paper I DSC-1A MECHANICS I:</b></p> <ol style="list-style-type: none"> <li>To understand the basic concepts in General physics and mathematical physics.</li> <li>Learn to use methods of solving differential equation</li> </ol> <p><b>PHYSICS Paper II DSC - 2A MECHANICS – II:</b> To understand the basic concepts in General physics and mathematical physics.</p>

			<p><b>PHYSICS Paper III DSC-B ELECTRICITY AND MAGNETISM –I:</b> Understanding the concepts related to vector algebra and mathematical concepts used in Physics</p>
			<p><b>PHYSICS Paper IV DSC-2B ELECTRICITY AND MAGNETISM –II:</b> To understand and learn the concepts related to Electricity and Magnetism.</p>
	Second Year		<p><b>Paper V: General Physics, Sound and Acoustics:</b> To study the basic terms of mathematics applied in Physics</p>
			<p><b>Paper VI: Electronics and Semiconductor Devices: :</b> To know the nature of electronics and semiconductor devices used</p>
			<p><b>Paper VII : Optics and Lasers:</b> To learn and understand the concepts Optics and Modern physics</p>
			<p><b>Paper VIII: Relativity and Modern Physics:</b> To illustrate the concept of Relativity in the light of animations, diagrams and mathematics.</p>
	Third Year		<p><b>English Compulsory (Paper III):</b></p> <ol style="list-style-type: none"> <li>1. The study of prose and poems create an awareness of human values</li> <li>2. The language competence of the students is improved</li> <li>3. The students get a fair understanding of the communication skills like use of vocabulary, grammar, passage writing, etc.</li> </ol> <p>(This paper is common to all T. Y. Students)</p>
			<p><b>English Compulsory (Paper IV):</b></p> <ol style="list-style-type: none"> <li>1. The study of prose and poems create an awareness of human values</li> <li>2. The language competence of the students is improved</li> <li>3. The students get a fair understanding of the communication skills like interacting in a group discussion, report writing, writing official letters, etc.</li> </ol> <p>(This paper is common to all T. Y. Students)</p>
			<p><b>Paper IX Mathematical and Statistical Physics:</b> To use and understand the mathematical and statistical concepts to solve the theory and problems in physics.</p>
			<p><b>Paper X- Quantum Mechanics:</b> To study the operators in Quantum mechanics to solve the problems.</p>
			<p><b>Paper XI- Classical Mechanics :</b> To learn about mechanics and techniques of calculus of variation</p>
			<p><b>Paper XII- Atomic and Molecular Spectra, Astronomy and Astrophysics:</b> Understanding atomic, Molecular spectroscopy and Our Solar system.</p>
			<p><b>Paper XIII- Nuclear and Particle Physics:</b> To understand structure of atoms, Molecules, Classification of elementary particles and Particle Accelerators.</p>
			<p><b>XIV- Energy Studies and Material Science:</b> To study</p>

			different renewable energy sources and their applications.
			<b>XV-Electrodynamics and Electromagnetic waves:</b> Students get awareness about different types of waves and their phenomenon
			<b>XVI- Solid State Physics:</b> To study and understand the crystal structure, diffraction techniques, etc.
13.	B. Sc. Chemistry	First Year	<p><b>Paper I - Inorganic Chemistry</b> Students are introduced with</p> <ol style="list-style-type: none"> <li>1. Structure of atom,</li> <li>2. their physical and chemical props,</li> <li>3. types of bonds,</li> <li>4. different theories for explaining covalent bonding such as VBT and MOT.</li> </ol>
			<p><b>Paper II DSC:</b></p> <ol style="list-style-type: none"> <li>1. Students can learn fundamentals in organic reaction mechanism</li> <li>2. Can learn fundamentals of stereoisomer's and stereoisomerism its nomenclature</li> <li>3. Can learn concept of aromaticity</li> </ol> <p>Can learn chemistry of alicyclic organic compound</p>
			<p><b>Paper III Physical Chemistry:</b> Students understand –</p> <ol style="list-style-type: none"> <li>1. Rate of reaction, order of reaction factors affects on rate of reaction</li> <li>2. Energy transformations in various physical and chemical processes</li> <li>3. Spontaneity and non spontaneity of reaction</li> <li>4. Theoretical basis of various gas laws</li> </ol>
			<p><b>Paper IV Analytical Chemistry:</b> Students understand –</p> <ol style="list-style-type: none"> <li>1. Principle, Instrumentation and applications of chemical analysis</li> <li>2. Chromatography separation technique for simple and complex mixture</li> <li>3. Titrations of neutralization, complexometric, redox and precipitation</li> <li>4. Physical and chemical properties of water</li> <li>5. Constituents present in the fertilizers</li> </ol>
		Second Year	<p><b>Paper V - Organic Chemistry:</b> Students–</p> <ol style="list-style-type: none"> <li>1. Can learn concept of conformational isomerism</li> <li>2. Can differentiate and learn stereoselective as well stereospecific reactions</li> <li>3. Can understand chemistry of Polynuclear and Heterocyclic organic compounds.</li> <li>4. Can understand reaction mechanism of selected organic reactions.</li> <li>5. Can learn concept of Green chemistry</li> </ol>
			<p><b>Paper VI: Analytical Chemistry:</b> Students understands –</p> <ol style="list-style-type: none"> <li>1. Principle, Instrumentation and applications of</li> </ol>

			<p>chemical analysis</p> <ol style="list-style-type: none"> <li>2. Isolating and weighing of an element or ion in compounds their properties and application,</li> <li>3. Separation, identification and confirmation of constituent present in the samples</li> <li>4. Conduction of electricity and its measurement</li> <li>5. Fertilizer analysis and its needs</li> </ol>
			<p><b>Paper VII Physical Chemistry:</b> Students understands –</p> <ol style="list-style-type: none"> <li>1. Conductors and non conductors, measurement of conduction by different methods</li> <li>2. Details of entropy and third law of thermodynamics</li> <li>3. Third order reaction, effect of temperature on reaction rates and theories of reaction rates</li> <li>4. Physical properties of liquid, determination of structure of liquid molecules</li> </ol>
			<p><b>Paper VIII Inorganic Chemistry</b> Students understands –</p> <ol style="list-style-type: none"> <li>1. d and f – block elements,</li> <li>2. their properties and application,</li> <li>3. co-ordination comp,</li> <li>4. their nomenclature,</li> <li>5. process of chelation</li> <li>6. criteria for their formation,</li> <li>7. Catalyst, their theories and important application.</li> <li>8. Non-aqueous solvents.</li> </ol>
		Third Year	<p><b>Paper IX – Physical Chemistry</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Difference between classical and quantum mechanics</li> <li>2. Molecular spectra of diatomic molecules</li> <li>3. Changes occurred in molecule after absorption of light</li> <li>4. Ideal and non ideal solutions, separation of components from solution</li> <li>5. Chemical energy converted to electrical energy</li> </ol>
			<p><b>Paper X – Inorganic Chemistry</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. HSAB.</li> <li>2. mechanism of metal ligand bonding,</li> <li>3. polymers and their applications</li> <li>4. semicond and superconductors for their applications</li> <li>5. Organometallic comp, bonding mechanism and applications</li> </ol>
			<p><b>Paper XI – Organic Chemistry:</b> Students</p> <ol style="list-style-type: none"> <li>1. Can understand modern spectroscopic techniques of analysis.</li> <li>2. Can learn to determine the structure.</li> <li>3. Can understand data analysis.</li> <li>4. Can understand to solve the problems related to</li> </ol>



			spectroscopy.
			<p><b>Paper XII Industrial Chemistry:</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Methods for manufacture of heavy chemicals</li> <li>2. Process of corrosion and different methods of passivation</li> <li>3. Manufacturing process of sugar from cane sugar</li> <li>4. Manufacturing processes of soap and detergents</li> <li>5. Synthesis, characterization and application of nanomaterials</li> </ol>
			<p><b>Paper XIII - Physical Chemistry:</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Equilibrium conditions of heterogeneous system</li> <li>2. Applications of free energy and its derivation</li> <li>3. Study of geometry, properties and structure of crystal</li> <li>4. Various aspects of nuclear chemistry</li> <li>5. Rate and mechanism of simultaneous reaction</li> <li>6. Surface phenomenon like adsorption.</li> </ol>
			<p><b>Paper XIV – Inorganic Chemistry:</b> Students understand -</p> <ol style="list-style-type: none"> <li>1. Reaction mechanisms,</li> <li>2. Thermo &amp; kinetic stabilities of complexes</li> <li>3. Types of nuclear reactions applications of fission and fusion reactions.</li> <li>4. Actinides and their uses.</li> <li>5. Iron and types of steels and their prop, applications</li> <li>6. Bioinorganic compounds, functions of Hb and Mb.</li> </ol>
			<p><b>Paper XV – Organic Chemistry:</b></p> <ol style="list-style-type: none"> <li>1. Can understand reaction mechanism of selected organic reactions.</li> <li>2. Can learn the applications of reagent in organic reactions.</li> <li>3. Can understand electrophilic addition to multiple bonds.</li> <li>4. Can understand the chemistry of natural products.</li> <li>5. Can learn synthesis of selective drugs.</li> </ol>
			<p><b>Paper XVI – Analytical Chemistry:</b> Students understand –</p> <ol style="list-style-type: none"> <li>1. Titrations of neutralization, complexometric, redox and precipitation</li> <li>2. Advantages of potentiometric titration, knowledge of different electrodes</li> <li>3. Determination of concentration of colored compounds in sample solution</li> <li>4. Flame photometry a branch of atomic spectroscopy is used for inorganic chemical analysis for determining the concentration of certain metal ions such as sodium, potassium, lithium, calcium, Cesium, etc.</li> </ol>

			5. Chromatography a versatile method of separating many different kinds of chemical mixtures.
14.	B. Sc. Computer Science	First Year	<b>Paper I - Programming Solving Using Computer</b> <ol style="list-style-type: none"> <li>To impart adequate knowledge on the need of programming languages and problem solving techniques.</li> <li>To develop programming skills using the fundamentals and basics of C Language.</li> </ol>
			<b>Paper II - Database Management System</b> <ol style="list-style-type: none"> <li>Understand the basics of Relational Databases</li> <li>Write SQL code based on ANSI/ISO standards to build and maintain database structures</li> <li>Update database content with SQL and transaction handling</li> </ol>
			<b>Paper III - Programming Skills Using 'C'</b> <ol style="list-style-type: none"> <li>To enable effective usage of arrays, structures, functions, pointers and to implement the memory management concepts.</li> <li>To teach the issues in file organization and the usage of file systems.</li> </ol>
			<b>Paper IV - Relational Database Management System</b> Students learnt how to: <ol style="list-style-type: none"> <li>Retrieve data from single or multiple tables</li> <li>Process data with row and aggregate functions</li> <li>Manipulate data with correlated and noncorrelated subqueries</li> <li>Apply views to break down problems and enhance security</li> </ol>
		Second Year	<b>Paper V - Fundamental of Software Engineering</b> <ol style="list-style-type: none"> <li>Be successful professionals in the field with solid fundamental knowledge of software engineering</li> <li>Utilize and exhibit strong communication and interpersonal skills, as well as professional and ethical principles when functioning as members and leaders of multi-disciplinary teams</li> <li>Apply their foundations in software engineering to adapt to readily changing environments using the appropriate theory, principles and processes</li> </ol>
			<b>Paper VI Object Oriented Programming Using C++</b> <ol style="list-style-type: none"> <li>To understand how C++ improves C with object-oriented features.</li> <li>To learn how to write inline functions for efficiency and performance.</li> <li>To learn the syntax and semantics of the C++ programming language.</li> <li>To learn how to design C++ classes for code reuse.</li> <li>To learn how to implement copy constructors and class member functions.</li> <li>To understand the concept of data abstraction and</li> </ol>

			encapsulation.
			<b>Paper VII -Relational Database Management System</b> <ol style="list-style-type: none"> <li>1. Understand the basics of Relational Databases</li> <li>2. Write SQL code based on ANSI/ISO standards to build and maintain database structures</li> <li>3. Update database content with SQL and transaction handling</li> </ol>
			<b>Paper VIII Advanced Object Oriented Programming Using C++</b> <ol style="list-style-type: none"> <li>1. To learn how to overload functions and operators in C++.</li> <li>2. To learn how containment and inheritance promote code reuse in C++.</li> <li>3. To learn how inheritance and virtual functions implement dynamic binding with polymorphism.</li> <li>4. To learn how to design and implement generic classes with C++ templates.</li> <li>5. To learn how to use exception handling in C++ programs.</li> </ol>
	Third Year		<b>Paper IX - Computer Networking</b> <ol style="list-style-type: none"> <li>1. To educate concepts, vocabulary and techniques currently used in the area of computer networks.</li> <li>2. To master the terminology and concepts of the OSI model and the TCP/IP model.</li> </ol>
			<b>Paper X Visual Programming Using C#</b> <ol style="list-style-type: none"> <li>1. Understand the concepts and elementary use of .NET and the .NET library.</li> <li>2. Understand the syntax and use of C# as a development tool.</li> <li>3. Be able to use C# in desktop and web application development.</li> <li>4. Have a working knowledge of newer technologies such as LINQ and WPF.</li> </ol>
			<b>Paper XI Linux Operating System</b> <ol style="list-style-type: none"> <li>1. Master functions, structures and history of operating systems</li> <li>2. Master understanding of design issues associated with operating systems</li> <li>3. Master various process management concepts including scheduling, synchronization, deadlocks</li> <li>4. Be familiar with multithreading Master concepts of memory management including virtual memory</li> </ol>
			<b>Paper XII PHP and MySQL</b> <ol style="list-style-type: none"> <li>1. Students are able to develop a dynamic webpage by the use of java script and Students will be able to connect a java program to a DBMS and perform insert</li> <li>2. Students will be able to write a well formed / valid XML document.</li> <li>3. DHTML. Students will be able to write a server side</li> </ol>

			<p>java application called Servlet to catch</p> <ol style="list-style-type: none"> <li>Update and delete operations on DBMS table. Students will be able to write a server side java application called JSP to catch form</li> <li>Form data sent from client, process it and store it on database. Data sent from client and store it on database.</li> </ol>
			<p><b>Paper XIII Network Technology And Windows Server 2008</b></p> <ol style="list-style-type: none"> <li>To be familiar with wireless networking concepts</li> <li>To be familiar with contemporary issues in networking technologies.</li> </ol>
			<p><b>Paper XIV - Java Programming</b></p> <ol style="list-style-type: none"> <li>The model of object oriented programming: abstract data types, encapsulation, inheritance and polymorphism</li> <li>Fundamental features of an object oriented language like Java: object classes and interfaces, exceptions and libraries of object collections</li> <li>How to take the statement of a business problem and from this determine suitable logic for solving the problem; then be able to proceed to code that logic as a program written in Java.</li> <li>How to test, document and prepare a professional looking package for each business project using javadoc.</li> </ol>
			<p><b>Paper XV - Advanced Linux Application</b></p> <ol style="list-style-type: none"> <li>Master system resources sharing among the users</li> <li>Master issues related to file system interface and implementation, disk management</li> <li>Be familiar with protection and security mechanisms</li> <li>Be familiar with various types of operating systems including Unix</li> </ol>
			<p><b>Paper XVI E-Commerce</b></p> <ol style="list-style-type: none"> <li>Complete online solution for SEO and SMO techniques for making website popular and get higher ranking on search engines</li> <li>Tailor-made design with value-added features for gaining and retaining customers on the site</li> <li>Unlimited changes without functional difficulties for addressing ever-changing business requirements</li> <li>Safe and secure payment options and mechanism for generating trust among customers and building up their confidence for the particular site</li> <li>Technical assistance for any difficulty for seamless operation of the site</li> </ol>
15.	B. Sc. Zoology	First Year	<p><b>Paper I - Animal Diversity-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper II – Cell Biology &amp; Genetics-</b> Knowledge of cytology &amp; genetics is essential to know the molecular structure of life.</p>

			<p><b>Paper III - Animal Diversity-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper IV- Ecology Ethology, Evolution &amp; Applied Zoology-</b> Ecology &amp; Ethology provides the basic idea of environment &amp; nature. Applied zoology gives opportunity to students for self business.</p>
		Second Year	<p><b>Paper V - Animal Diversity-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper VI – Genetics&amp; Biochemistry-</b></p> <p><b>Paper VII- Animal Diversity-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper VIII- Histology &amp; Physiology-</b></p>
		Third Year	<p><b>Paper IX –Functional Anatomy Of Non-Chordates-</b> Inculcate the basic knowledge of animal science</p> <p><b>Paper X – Biostatistics, Bioinformatics &amp; Medical Zoology-</b> Knowledge of physiology is important for practically use in our life. It also helps for research activity.</p> <p><b>Paper XI - Molecular Biology, Biotechnology &amp; Biotechniques-</b> It is essential to know the molecular structure of life.</p> <p><b>Paper-XII- Endocrinology, Environmental Biology &amp; Toxicology-</b> Knowledge of physiology is important for practically use in our life</p> <p><b>Paper XIII – Comparative Anatomy of Vertebrates-</b> Inculcate the basic knowledge of animal science in view of phylogenic evolution.</p> <p><b>Paper XIV –Developmental Biology-</b> Knowledge of physiology is important for practically use in our life</p> <p><b>Paper XV- Physiology-</b> Knowledge of physiology is important for practically use in our life</p> <p><b>Paper XVI- Applied Zoology</b> Applied zoology gives opportunity to students for self business.</p>
16.	B. Sc. Botany	First Year	<p><b>Paper I - Biodiversity of Microbes Algae and Fungi:</b> To study structure ,Function and use of biodiversity study of thallus , Economic importance of microbes</p> <p><b>Paper II - Biodiversity of Archegoniates</b> To study structure ,Function and use of biodiversity, Uses of Gymnosperms</p> <p><b>Paper III - Plant Ecology:</b> To study structure and functions of ecosystem, climatic and edaphic factors, biogeochemical cycles</p> <p><b>Paper IV - Plant Taxonomy</b> To study structure , classification , Family study of the plants part , Drawings of floral parts</p>
		Second Year	<p><b>Paper V - Algae , fungi , Bryophytes and Industrial applications</b></p>

			<p>To study structure ,Function and use of biodiversity for society Sketching of plants , Anatomical study, industrial use of plants-mushroom , biofertilizers</p> <p><b>Paper VI - Plant physiology, Ecology &amp; Horticulture</b> To study plant propagation , Nursery techniques, ecological parameters Horticultural technique, Budding, Grafting, Air layering</p> <p><b>Paper VII - Pteridophytes, Gymnosperms Angiosperms and Anatomy</b> To study plant Diversity, Morphological and anatomical study of structure of different plants</p> <p><b>Paper VIII - Cytogenetics And Plant Resources</b> To study plant Diversity, Study of Morphological and uses of different plants</p>
		Third year	<p><b>Paper IX - Biology of Non vascular plants and paleobotany</b> To study plant Diversity, Past plant structures, algae, fungi, Bryophytes</p> <p><b>Paper X - Genetics and analytical techniques in plant science</b> To study plant part chemical contents</p> <p><b>Paper XI - Fundamentals of plant physiology and Ecology</b>To study plant Diversity, Metabolic reactions, Climatic effects</p> <p><b>Paper XII - Plant Biochemistry</b> To study plant Diversity at molecular Level</p> <p><b>Paper XIII - Biology Of Vascular Plants</b> To study plant Diversity structures</p> <p><b>Paper XIV - Microbiology and plant pathology</b> To study plant diseases and its control measures.</p> <p><b>Paper XV - Ethno botany and Horticulture</b> To study uses of plants, horticultural technique, etc.</p> <p><b>Paper XVI - Molecular Biology and Biotechnology</b> To study plant chemicals, tissue culture methods and analytical techniques e.g. Chromatography</p>
17.	B. Sc. Mathematics	First Year	<p><b>Paper I (Dsc-5a) Differential Calculus:</b> Students will be able to solve algebraic, trigonometric, and transcendental Equations and differential functions of one variable utilizing an appropriate technique</p> <p><b>PAPER II (DSC-6A)- CALCULUS:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to learn mean value theorem and indeterminate form.</li> <li>2. Students will be able to evaluate limits of single variable functions graphically.</li> <li>3. Students will be able to differentiate functions of one variable utilizing an appropriate technique.</li> </ol>

			<p><b>Paper III (DSC-5B) DIFFERENTIAL EQUATIONS</b> Student will able to solve first order differential equation using appropriate method also solve first order, second and Nth order differential equation using appropriate method and its application.</p> <p><b>Paper IV (DSC-6B) – Higher Order Ordinary Differential Equations And Partial Differential Equations</b> Student will able to solve second order differential equation and simultaneous and total differential equation by appropriate method also to solve first and second order partial differential equation by appropriate method</p>
		Second Year	<p><b>PAPER –V (DIFFERENTIAL CALCULUS)</b> Students will be able to evaluate limits of single variable functions graphically. And differentiate functions of one variable utilizing an appropriate technique and also Jacobean and its properties study maxima and minima of function of two and three variable, partial derivative, gradients, graphs and extreme functions.</p> <p><b>PAPER – VI (DIFFERENTIAL EQUATIONS):</b> Student will able to solve first order, second and Nth order differential equation using appropriate method and its application and simultaneous differential equation, total differential equation and geometrical interpretation.</p> <p><b>PAPER –VII (INTEGRAL CALCULUS)</b> Student will able to know improper integral of one and second variable, find area bounded by the curves, find any function can be expressed in trigonometric series, know differentiation and integration are inverted.</p> <p><b>PAPER –VIII (DISCRETE MATHEMATICS)</b> Student will able to know pictorial representation of relation, elementary properties of integer. Logic provides rules by which it is possible to decide whether any particular statement or reasoning is valid. Graph theory plays an important role in several areas of computer science.</p>
18.	Statistics	First Year	<p><b>STATISTICS-I:</b></p> <ol style="list-style-type: none"> <li>1. To acquaint students with some basic concept in statistics</li> <li>2. To introduce some elementary statistical methods o analysis of data.</li> <li>3. To make students able to compute various averages, dispersion, moments, skewness, kurtosis and to interpret them.</li> </ol> <p><b>STATISTICS-II:</b></p> <ol style="list-style-type: none"> <li>1. To acquaint students with some basic concept of probability.</li> <li>2. To introduce axiomatic theory of probability.</li> <li>3. To enable students to distinguish between random and non-random experiments.</li> <li>4. To make students able to find probabilities of various events.</li> </ol>

			<p>5. To understand concept of conditional probability and independence of events.</p> <p><b>STATISTICS-III:</b></p> <ol style="list-style-type: none"> <li>1. To acquaint students with bivariate data analysis.</li> <li>2. To make students able to compute correlation coefficients and interpret them.</li> <li>3. To make students able to predict dependent variable using simple regression analysis.</li> <li>4. To make students to compute index numbers and interpret them.</li> </ol> <p><b>STATISTICS-IV:</b></p> <ol style="list-style-type: none"> <li>1. To acquaint students with concept of random variable.</li> <li>2. To acquaint students with the concept of discrete probability distributions.</li> <li>3. To make students able to apply discrete probability distributions in different situation.</li> <li>4. To distinguish between discrete variables and their distributions.</li> <li>5. To introduce bivariate distributions and compute related probabilities.</li> </ol>
		Second Year	<p><b>Probability Distributions – I:</b></p> <ol style="list-style-type: none"> <li>1. To introduce countable infinite sample space and related distributions.</li> <li>2. To introduce continuous univariate distributions.</li> <li>3. To introduce continuous bivariate distributions.</li> <li>4. To make students able to make univariate and bivariate transformations.</li> </ol> <p><b>Statistical Methods – I:</b></p> <ol style="list-style-type: none"> <li>1. To introduce time series analysis to make students able find trend in data.</li> <li>2. To make students able to construct control chart to decide condition of production process.</li> <li>3. To introduce different demographical rates.</li> <li>4. To introduce index numbers to measure the change in phenomena.</li> </ol> <p><b>Probability Distributions – II:</b></p> <ol style="list-style-type: none"> <li>1. To introduce standard continuous probability distributions.</li> <li>2. To explore the use of normal distribution</li> <li>3. To introduce exact sampling distributions.</li> </ol> <p><b>Statistical Methods – II:</b></p> <ol style="list-style-type: none"> <li>1. To study Chebychev’s inequality.</li> <li>2. To introduce reliability theory.</li> <li>3. To introduce hypothesis testing</li> <li>4. To apply large sample tests.</li> <li>5. To apply exact sample tests.</li> </ol>
19.	B. Com.	First Year	<b>Ability Enhancement Compulsory Course English</b>



(Accountancy & Industrial Management)		<p><b>for Business Communication (Paper I &amp; II):</b> It helped the students getting well acquainted with communication skills, inculcate human values among the students through prose and poems and improve the language and business competence of the students.</p>
		<p><b>Financial Accounting I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1) Accounting plays a major role in maintaining &amp; processing all relevant financial Information required by an organization.</li> <li>2) Accounting is a systematic record; it provides information to the internal &amp; external parties.</li> <li>3) Its helps to Businessman to must know his financial position.</li> <li>4) Accounting Information is not influenced by personal/bias to associate entries.</li> <li>5) Students to know the knowledge of Amalgamation of firm, Conversion of firm as well as Professional Accounts procedure.</li> </ol>
		<p><b>Insurance I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. Students are made aware about the basic concepts in Insurance.</li> <li>2. Students are acquainted with the types of Insurance and the procedure of taking insurance policies as well as settlement of claims.</li> <li>3. Students are made aware about recent trends in Insurance Sector.</li> <li>4. Students are families with practical knowledge in Insurance business.</li> </ol>
		<p><b>Principles of Marketing I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. Students are knowledgeable about all basic concepts in marketing.</li> <li>2. Students are encouraged to develop their career in marketing sector by exposing possible opportunities.</li> <li>3. Students are aware about marketing information system and procedure of Marketing Research.</li> <li>4. Students are acquainted with, the various factors affecting behavior of consumers.</li> </ol>
		<p><b>Micro Economics Paper No I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. To differentiate between the economic development and growth</li> <li>2. To know economic policies of developing and developed countries</li> <li>3. To understand the theories of economic development and growth</li> <li>4. To show the resources of economic development</li> <li>5. To understand the demand and consumer behavior</li> <li>6. To learn and know demand forecasting</li> <li>7. To assess the production function</li> <li>8. To examine the cost of product and revenue</li> </ol>
	Second Year	<p><b>Compulsory English - Paper III:</b> After the completion of course:</p>

			<ol style="list-style-type: none"> <li>1. The study of prose and poems create an awareness of human values</li> <li>2. The language competence of the students is improved</li> <li>3. The students get a fair understanding of the skills required in business communication like Sales and Services, Banking, Report Writing, etc.</li> </ol> <p><b>Compulsory English - Paper IV:</b> After the completion of course:</p> <ol style="list-style-type: none"> <li>1. The study of prose and poems create an awareness of human values</li> <li>2. The language competence is improved</li> <li>3. The students get a fair understanding of the skills required in business communication like letter writing, circular writing, summarizing and paragraph writing.</li> </ol> <p><b>Corporate Accounting I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1) Study the meaning of corporate Accounting</li> <li>2) Enable students to develop awareness &amp; train them in Corporate Accounting In conformity with the provision of Indian Co. Act 1956 &amp; Indian Accounting Standards</li> <li>3) It aims at training the students in the practical aspects &amp; Computerized Accounting.</li> <li>4) To awareness about Issue of shares, Issue of Debentures &amp; procedure of Liquidation.</li> </ol> <p><b>Money and Financial System I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. Students are made aware about recent trends in banking and financial system.</li> <li>2. Students are familiar with functioning of commercial banks and practical banking operations by visiting banks.</li> <li>3. Students are aware about the organizational structure and functioning of RBI.</li> <li>4. Students are acquainted with the role, scope and significance of development banks in Indian Banking System.</li> </ol> <p><b>Fundamentals of Entrepreneurship I &amp; II:</b> Students imparted theoretical knowledge of entrepreneurship, development of entrepreneurship qualities &amp; skills. They are acquainted with the state policy on entrepreneurship development, concept of rural &amp; women entrepreneurship; conceptual knowledge of project management &amp; they are also encouraged through successful stories of entrepreneurs.</p> <p><b>Business Economics I &amp; II:</b></p> <ol style="list-style-type: none"> <li>1. To study the meaning and functions of macro economics</li> <li>2. To understand the concepts of national income</li> <li>3. To assess the value of money in global market</li> <li>4. To examine the output and employment</li> <li>5. To study the basic concepts and theories in macroeconomics.</li> </ol>
--	--	--	---

			<p>6. To create awareness about changing macroeconomic policies and theories.</p> <p><b>Business Statistics – I</b></p> <ol style="list-style-type: none"> <li>1. To introduce Statistics to commerce Students.</li> <li>2. To introduce sampling techniques.</li> <li>3. To make students able to compute measures of central tendency.</li> <li>4. To make students to compute measures of dispersions.</li> <li>5. To make students able to analyze bivariate data using Karl Pearson.</li> </ol> <p><b>Business Statistics – II</b></p> <ol style="list-style-type: none"> <li>1. To introduce basic probability theory.</li> <li>2. To study standard probability distributions like binomial and normal.</li> <li>3. To introduce trend analysis using time series analysis.</li> <li>4. To introduce index numbers.</li> <li>5. To make students able to construct control chart to decide condition of production process.</li> </ol>
		Third Year- Accountancy	<p><b>Advanced Accountancy &amp; Auditing I</b></p> <ol style="list-style-type: none"> <li>1) Training the students in the practical aspects of Bank &amp; co-operation Institution</li> <li>2) To impart knowledge of Banking Accounts, Farm Accounts, Cost Accounts, Management &amp; Financial Accounts as applicable to Business.</li> <li>3) Expose students to advanced accounting issues &amp; practices.</li> <li>4) To impart knowledge of Ratio Analysis &amp; marginal costing</li> </ol> <p><b>Advanced Accountancy &amp; Auditing II</b></p> <ol style="list-style-type: none"> <li>1) Auditing &amp; Taxation provides information to the Government to exercise control on the entity as well as collection of tax revenue.</li> <li>2) To increase the skill of Audit &amp; Taxation.</li> <li>3) To gain working knowledge of Auditing procedure techniques &amp; skills.</li> <li>4) To study Audit system, role &amp; Function of Auditor of a Co.</li> <li>5) To obtain knowledge of various provisions of Income Tax Act. &amp; their applications in computation of income of individual &amp; firms under heads of Income.</li> </ol> <p><b>Co-operative Development (Paper I &amp; II)</b></p> <ol style="list-style-type: none"> <li>1. To introduce Co-operative movement in India</li> <li>2. To understand co-operative credit movement in India</li> <li>3. To assess role of co-operation in agriculture sector</li> <li>4. To focus on the non-agriculture co-operative movements in India</li> </ol>

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

		5. Career Oriented Course in Insurance	<ol style="list-style-type: none"><li>1. Students are acquainted with basic concepts in insurance business</li><li>2. They are familiarized with basic principles and policy conditions of insurance</li><li>3. They are introduced with essential skills and competencies required from an insurance entrepreneur</li><li>4. They are familiarized practical knowledge in insurance business</li><li>5. They are placed in insurance business</li></ol>
--	--	--	--