

DEPARTMENT OF HISTORY

SUBJECT OUTCOMES

HoD : Porf. A. R. Ramteke

Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
B.A. Sem I History	Semester I Subject History History of India from Earliest Times to 1525 Paper 1T1 Time : Three Hours Full Marks : 80 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. Chandragupta Maurya – Administration , Ashoka – His Conquests, Dhamma b. The Gupta Dynasty – Chandra Gupta I , Samudragupta, Chandragupta Vikramaditya c. Invasions of India – Mohammad -bin-Kasim, Mohammad Ghazni, Mohammad Ghori	Students study a. the Harappan Civilization, Details about its Extent ,Town Planning, Social, Religious Condition, b. Rig Vedic, Later Vedic Age - Polity, Society, Religious Condition , Jainism, Buddhism – Origin , Tenets  Students study a. Chandragupta Maurya – Administration , Ashoka – His Conquests, Dhamma, b. The Gupta Dynasty – Chandra Gupta I , Samudragupta, Chandragupta Vikramaditya, and c. Invasions of India – Mohammad -bin-Kasim, Mohammad Ghazni, Mohammad Ghori  Students Students come to know about	On completion of the course, students are able to:  1. to understand History of India from Earliest Times to 1525  2. Students understand the glorious past of India.  3. Students understand how India faced invasions.  4. Students better understand India, its rich culture and civilization.  5. Students comprehend their country in a better way.  6. Students understands various religions, cults , movements policies adopted for administration .  7. Students get the knowledge of arts and craft of the past.

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	Unit – 3 a. Iltutmish - Founder of Slave Dynasty, Balban - Blood and Iron Policy b. Alauddin Khilji – Market Control Policy, His conquests c. Mohammad - bin – Tuglaq - His Experiments , Firoz Tuglaq - Administration Unit - 4 a. Bhakti Movement- Ramanand, Kabir b. Sufi Cult- Tenets, Moinuddin Chisti c. Architecture	a. Iltutmish - Founder of Slave Dynasty, Balban - Blood and Iron Policy b. Alauddin Khilji – Market Control Policy, His conquests, and c. Mohammad - bin – Tuglaq - His Experiments , Firoz Tuglaq - Administration  Students study different religious movements, arts and craft of the past.	
. B.A. Sem II History	Semester II History of India from 1526 to 1761 Paper 2T1 Time : Three Hours Full Marks :80 Unit - 1 a. Establishment of Mughal Power – Babur b. Sher Shah Suri – His Administrative Reforms c. Akbar – Religious Policy,	Students study establishment of Mughal power, Mughal’s territorial expansion, religious policy and reforms,	On completion of the course, students are able to understand-  1. Establishment of Mughal power, Mughal’s territorial expansion, their religious policy and reforms,

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	<p>Territorial Expansion</p> <p>Unit – 2</p> <p>a. Shah Jahan – War of Succession</p> <p>b. Aurangzeb – Relations with Bijapur, Golconda, Marathas</p> <p>c. Art and Architecture</p> <p>Unit – 3</p> <p>a. Shivaji – Relations with Deccan Powers and the Mughals</p> <p>b. Shivaji's Coronation, Karnataka Expeditions, Administration</p> <p>c. Chhatrapati Sambhaji – His relations with Mughals</p> <p>Unit – 4</p> <p>a. Maratha War of Independence , Accession of Shahu</p> <p>b. Third battle of Panipat - Causes and Consequences</p> <p>c. Advent of European Trading Companies</p>	<p>Students study Mughak's rule, their art and architecture.</p> <p>Students study the rise of Shivaji, his life and achievements in detail.</p> <p>Students study the rise of Sambhaji and his relations with Mughals.</p> <p>Students study in detail the successors of Maratha kingdom, their attempt to expand the kingdom,</p> <p>Students study Advent of European Trading Companies</p>	<p>2. Students study Mughak's rule, its characteristics features their art and architecture.</p> <p>3. Students study the rise of Shivaji, his life and achievements in detail. The unit helps understand why Shivaji is regarded as an ideal hero.</p> <p>4. The unit throws light on the rise of Sambhaji and his relations with Mughals.</p> <p>5. Students understand the process of downfall Maratha power.</p> <p>6. Students take lessons from historical events.</p> <p>7. Students understand mistakes of the past.</p> <p>Students study in detail the successors of Maratha kingdom, their attempt to expand the kingdom, Students study Advent of European Trading Companies</p>

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B.A. Sem III History	<p>Semester III History of India : 1764 to 1885 Paper 3T1 Time : Three Hours Full Marks :80 Unit: 1 a. Battle of Buxar – Treaty of Allahabad b. Dual Government of Lord Clive c. Permanent Settlement of Lord Cornwallis</p> <p>Unit : 2 a. Subsidiary Alliance of Lord Wellesley b. Internal Reforms of Lord William Bentinck c. Doctrine of Lapse of Lord Dalhousie</p> <p>Unit: 3 a. Revolt of 1857 – Causes, Effects b. Brahmo Samaj, Prarthna Samaj, Arya Samaj c. Satya Shodhak Samaj ,Depressed Class Movement</p>	<p>Students understand the a. Battle of Buxar – Treaty of Allahabad b. Dual Government of Lord Clive, and c. Permanent Settlement of Lord Cornwallis</p> <p>Students get the knowledge of a. Subsidiary Alliance of Lord Wellesley b. Internal Reforms of Lord William Bentinck , and c. Doctrine of Lapse of Lord Dalhousie</p> <p>Students became aware of a. Revolt of 1857 – Causes, Effects b. Brahmo Samaj, Prarthna Samaj, Arya Samaj, and c. Satya Shodhak Samaj, Depressed Class Movement.</p>	<p>On completion of the course, students are able to:</p> <p>1. understand the <i>modus operandi</i> of the British rule in India.</p> <p>2. Students get the idea of the reforms undertaken by the British.</p> <p>3. Students come to know about different attempts Made by the Indian patriots to overthrow the yoke in the form of the British rule over India.</p>

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	Unit: 4 a. Lord Lytton's Administration b. Lord Ripon's Internal Reforms c. Rise of Indian Nationalism, Establishment of Indian National	Students come to know about a. Lord Lytton's Administration b. Lord Ripon's Internal Reforms c. Rise of Indian Nationalism, Establishment of Indian National	4. Students come to know about different movements of reforms to enlighten society and attempts made to liberate the masses from the shackles of out dated customs and traditions, caste and creeds.
	Semester IV History of India : 1886 – 1947 Paper 4T1 Time : Three Hours Full Marks :80  Unit : 1 a. Nature of Moderate Politics – 1885-1900 b. Rise and Growth of Extremism -1900-1907 c. Home Rule Movement  Unit: 2 a. Non Co-operation Movement b. Civil Disobedience Movement c. Quit India Movement	Students understand a. Nature of Moderate Politics – 1885-1900 b. Rise and Growth of Extremism -1900-1907, and c. Home Rule Movement  Students get the knowledge of a. Non Co-operation Movement b. Civil Disobedience Movement c. Quit India Movement	On completion of the course, students  1. Will understand modern politics from 1885 to 1900. 2. will understand different – ism, the mode of thinking 3. Will come to know independence struggle, and sacrifices made by freedom fighters. 4. Will study different movements that contributed in making the country liberate. 5. Will understand the rise of communalism. 6. Will understand how finally we won independence of India, but at what cost.

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	<p>Unit : 3</p> <p>a. Rise and Growth of Communalism</p> <p>b. Cripps Mission</p> <p>c. Cabinet Mission Plan</p> <p>Unit : 4</p> <p>a. Subhash Chandra Bose , I.N.A.</p> <p>b. Mountbatten Plan</p> <p>c. Indian Independence Act</p>	<p>Students understand</p> <p>a. Rise and Growth of Communalism</p> <p>b. Cripps Mission</p> <p>c. Cabinet Mission Plan</p> <p>Students come to know about</p> <p>a. Subhash Chandra Bose, I.N.A.</p> <p>b. Mountbatten Plan</p> <p>c. Indian Independence Act</p>	
B.A. III Year Semester V History	<p>Semester V</p> <p>Modern World- 1789-1920</p> <p>Paper 5T1</p> <p>Time : Three Hours Full Marks : 80</p> <p>Unit : 1</p> <p>a. French Revolution</p> <p>b. European Colonialism of Asia</p> <p>c. European Colonialism of Africa</p> <p>Unit : 2</p> <p>a. Sino- Japanese War of 1894-1895</p> <p>b. Russo – Japanese War of 1904-1905</p> <p>c. Chinese Revolution of 1911</p>	<p>Students get the information about the different movements in the world viz,</p> <p>a. French Revolution</p> <p>b. European Colonialism of Asia, and c. European Colonialism of Africa</p> <p>Students come to know the modern world in general. They get the knowledge of</p> <p>a. Sino- Japanese War of 1894-1895</p> <p>b. Russo – Japanese War of 1904-1905, and c. Chinese Revolution of 1911</p>	<p>On completion of the course, students</p> <ol style="list-style-type: none"> <li>1. will understand the modern world</li> <li>2. Students get the sight to look at the world beyond The myopic view of ‘ me and my country’.</li> <li>3. Students get the perception to look at the world With broader vision.</li> <li>4. Students develop cosmopolitan view and learn to Look at the world as one.</li> <li>5. Students understand causes of strife and struggle.</li> </ol>

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Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
	<p>Unit : 3</p> <p>a. Eastern Question 1878-1913</p> <p>b. Causes of the First world War</p> <p>c. Treaty of Versailles</p> <p>Unit: 4</p> <p>a. League of Nations – Structure</p> <p>b. League of nations - Achievements and failures</p> <p>c. Russian Revolution of 1917</p>	<p>Students get a profound understanding of</p> <p>a. Eastern Question 1878-1913</p> <p>b. Causes of the First world War , and</p> <p>c. Treaty of Versailles</p> <p>Students get highlight of the making of the modern world. They come to know about</p> <p>a. League of Nations – Structure</p> <p>b. League of nations - Achievements and failures, and</p> <p>c. Russian Revolution of 1917</p>	
B.A.III year Semester VI	<p>Semester VI</p> <p>Modern World : 1920 – 1960</p> <p>Paper 6T1</p> <p>Time : Three Hours Full Marks :80</p> <p>Unit : 1</p> <p>a. Soviet Russia – Five Year Plans</p> <p>b. Hitler- Foreign Policy</p> <p>c. Mussolini- Foreign Policy</p> <p>Unit : 2</p> <p>a. Sino- Japanese War of 1937-39</p> <p>b. Causes of the Second World</p>	<p>Students understand</p> <p>a. Soviet Russia – Five Year Plans</p> <p>b. Hitler- Foreign Policy</p> <p>c. Mussolini- Foreign Policy</p> <p>Students understand</p> <p>a. Sino- Japanese War of 1937-39</p> <p>b. Causes of the Second World War</p> <p>c. U.N.O.—Structure, Achievements</p>	<p>On completion of the course, students</p> <p>1. get deep insight into the world as a whole</p> <p>2. Will be free from the narrow thinking of nation's borders.</p> <p>3. Will understand different causes of strife and tussle among countries.</p> <p>4. will start thinking about oneself as a member of the world.</p>

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	<p>War</p> <p>c. U.N.O.—Structure, Achievements</p> <p>Unit : 3</p> <p>a. Cold War</p> <p>b. NATO, SEATO, Warsaw Pact</p> <p>c. Decolonization of Asia</p> <p>Unit : 4</p> <p>a. Establishment of Israel</p> <p>b. Non Alignment</p> <p>c. Suez Crisis</p>	<p>Students understand</p> <p>a. Cold War</p> <p>b. NATO, SEATO, Warsaw Pact, and</p> <p>c. Decolonisation of Asia</p> <p>Students get the knowledge of</p> <p>a. Establishment of Israel</p> <p>b. Non Alignment, and</p> <p>c. Suez Crisis</p>	<p>5. will become a responsible citizen with a vision of looking at the world as one, at the same time maintaining dignity and integrity of the own Nation.</p> <p>6. Ultimately, will become a human being who respect different thinking and traits, .</p> <p>7. Will change his outlook to look at the world and own country.</p>