

Shri Shivaji Science and Arts College, Chikhli

. Department of History

Program Outcome, Program Specific Outcome and Course Outcome

Programme outcomes

At the end of the B.A Programme, graduates will be able to

1. To develop the ability to think critically and historically when and historically when discussing the past.
2. Develop the ability to convey verbally their historical knowledge.
3. Understand the importance of communal unity for country.
4. Work as a teacher in college school and high schools.
5. Prepare for post graduate studies and to achieve success in their Professional careers.
6. To develop and sharpen critical, creative, analytical and problem solving abilities and skills of the students.
7. To prepare students for the responsibilities and opportunities of career.

Programme Specific Outcome (PSOs)

After completion the programme of B. A. in History students will be able to.....

- To develop the interest in the study of history and relating activity.
- Understand the history of India and modern World.
- Develop the ability to think critically and historically when discussing the past
- Develop the ability to distinguish between fact and fiction.
- Explain what influence the past has on the present.
- Understand the importance of communal unity for country.
- Understand the background of our religion, custom and diversity of country.

- Critically recognize the Social, Political, Economic, religious and cultural aspects of History.
- Understand the difference between democracy and dictatorship.
- After B. A. in History students can get the opportunities for.

B. A. First Year (History) Semester – I & II PROGRAMME OUTCOMES (POs)

PO1.Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2.Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

PSOs: of B.A. History

PSO1: Analyze the Socio-Political and Cultural background of the Indian History. PSO2: Examine various perspectives of history and historiography.

PSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc. PSO4: Compare various concepts in Social Studies through the Indian History.

PSO5: Describe the developments of mankind.

Course Outcomes (CO's) of History

B.A. I Sem I

History of Ancient India (From Beginning To 600 B.C.)

Course Outcomes :

After completing the course, students will be able to:

1. Define history, explain its importance and describe its multi-disciplinary nature and scope.
2. Identify, differentiate and analyze various archaeological and literary sources to reconstruct the past objectively.
3. Explain the socio-economic, religious and civic advancements of the Harappan people and analyze the factors behind the civilization's decline.
4. Track and contrast the evolutionary shift in political, social and economic structures from the Early Vedic to the Later Vedic era.
5. Explain the core tenets of Jainism and Buddhism and assess their role as socio-religious reform movements in ancient India.
6. Appraise and evaluate India's diverse cultural roots and how these ancient systems contributed to building modern Indian culture and values.

Syllabus: B.A. First Year (History) Semester –I :

Skill Enhancement Course (SEC)

SEC-I- History of Modern Media

Course Outcomes:

At the end of this course, students will be able to:

- 1.Students will gain an understanding of different forms of media and their relevance in contemporary society.
- 2.The ability to evaluate the contribution of newspapers, films, documentaries, and social media in shaping historical awareness will be developed.
- 3.Learners will acquire competence in writing news reports and history-based articles using appropriate formats and sources.
- 4.Skills related to collecting, verifying, and organizing historical information for media purposes will be enhanced.
- 5.Students will be able to create and present history-related media content such as blogs, podcasts, documentaries, and project reports.

B.A. First Year (History) Semester –II

History of India (601 BC to 711 AD)

Course Outcomes:

After completing the course, students will be able to:

- 1.Differentiate between tribal oligarchies and centralized empires, such as the Mauryas and the Guptas.
- 2.Classify and interpret ancient art styles, including Gandhara, Mathura and regional architectural forms.
- 3.Critically examine socio-religious transformations and trade networks across different historical epochs.
- 4.Evaluate the policies and achievements of key rulers, such as Chandragupta Maurya, Ashoka, Kanishka, Gautamiputra Satakarni, Samudragupta, Pulakeshin II, and Harshavardhana.
- 5.Corroborate secondary historical narratives with primary foreign accounts and institutional evidence.
- 6.Synthesize the continuity of India's political and administrative evolution from the rise of Magadha to the early medieval transition.

B. A. Second Year (History) Semester – III & IV

PROGRAMME OUTCOMES (POs)

PO1.Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2.Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Sample POs of PG Programmes

PSO1: Analyze the Socio-Political and Cultural background of the Indian History. PSO2: Examine various perspectives of history and historiography.

PSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc. PSO4: Compare various concepts in Social Studies through the Indian History.

PSO5: Describe the developments of mankind.

B.A. Second Year (History) Semester – III

History of India (712 AD-1525 AD)

Course Outcomes

After successful completion of this course, students will be able to:

- 1.Reconstruct the historical timeline of the Delhi Sultanate and comprehend how external invasions led to deep political and structural changes in Northern India.
- 2.Evaluate and compare medieval administrative policies, such as Alauddin Khilji's market control mechanisms and Mohammad Tughlaq's innovative economic experiments.
- 3.Analyze the local and regional history of Maharashtra by explaining the political achievements, architectural marvels (Hemadpanti), and literary developments under the Yadavas of Deogiri.
- 4.Assess the socio-economic transformations of the medieval period, including agrarian relations, trade dynamics, and the critical shifts in the social status of women.
- 5.Demonstrate an understanding of religious harmony and cultural synthesis by highlighting the role of the Bhakti movement, local sects and the architectural evolution of the Sultanate era.

B.A. Second Year (History) Semester–III

History of the Vijayanagara and Bahamani Empires

Course Outcomes

After successful completion of this course, the students:

1. Will be able to analyse the power struggle and geographical importance in the medieval political history of South India.
2. Can explain the political glory of Krishnadevaraya's time and the nature of the 'Naikkar' system in South Indian administration.
3. Mahmud will be able to evaluate the reform of Gawan and the disruptive history of the five Shahs that emerged from the Bahamani Empire.

4. Can highlight the historical importance of Hampi and Indo-Islamic architecture by depicting socio-economic prosperity through the eyes of the then foreign travellers.

B.A. Second Year (History) Semester–III

IKS-Major Specific -

Ancient and Mediaeval Indian Numismatics

Course Outcomes:

1. Understand the meaning, nature, scope, and importance of Indian Numismatics.
2. Explain the origin and development of Indian coinage from Punch-Marked Coins to the Medieval period
3. Identify and classify the major coins of Ancient and Medieval Indian dynasties.
4. Analyze coins as historical sources for studying political, economic, social, and religious aspects of Indian history.
5. Recognize foreign influences on Indian coinage and understand basic methods of coin preservation and conservation.

B.A. Second Year (History) Semester –III

History of Medieval India and Culture (1206 AD-1756 AD)

Course Outcomes:

After completing the course, students will be able to:

1. Explain the political development, achievements and reforms of the Delhi Sultanate rulers.
2. Analyse the rise, important policies and decline of the Mughal Empire.
3. Appreciate the socio-religious inclusivity and welfare nature of Swarajya
4. Evaluate the distinct administrative framework of the Maratha State
5. Students will gain knowledge of the social structure and religious practices of medieval Indian society.

6.Students will be able to explain the significance of Bhakti and Sufi movements in socio-cultural transformation.

7.Students will develop critical thinking skills to analyze the socio-cultural history of medieval India.

B.A. Second Year (History) Semester –III
Vocational and Skill Enhancement Course(VSEC)
History of Tourism and Management Studies

Course Outcomes:

After completing the course, students will be able to:

1.Historical and Conceptual Understanding: Define tourism, classify its modern forms and gain knowledge of its evolution from ancient pilgrimages to modern commercial tourism.

2.Heritage Literacy and Evaluation: Analyze and evaluate the architectural, cultural, and historical significance of India's UNESCO sites, monuments, and festivals in attracting domestic and international tourists.

3.Core Operational Skills in Tourism: Understand the structural workflows, functions, and marketing strategies utilized by travel agencies, tour operators, and various segments of the hospitality sector.

4.Professional Competency as a Tour Guide: Develop the competencies required for professional tour guiding, including communication skills, crowd management, safety protocols, and the interpretation of historical data.

5.Career Opportunities: Identify and explore potential employment sectors such as aviation, hospitality, heritage management, and entrepreneurship in regional tourism.

Semester –III (NEP) : Subject : History (Vertical-f) Field Project (FP/Community Engagement Service) (CES)-Phase-I

Course Outcomes:

Upon successful completion of this field project, students will be able to:

1. Classify, map and document local monuments, forts, stepwells, archaeological heritage and potential regional tourism sites using systematic field notes.
2. Reconstruct the socio-cultural fabric and daily life history of the region by conducting structured interviews with local personalities, elder citizens and folk artists.
3. Analyze the shifting dynamics of traditional handicrafts, rural industries, weekly bazaars and agrarian tools in relation to the broader socio-economic history of the province.
4. Utilize old land records, Modi script documents, official gazetteers and institutional files as primary source materials for drafting local history narratives.
5. Demonstrate independent analytical thinking, historical objectivity and the academic writing skills necessary to compile a comprehensive field study report compliant with NAAC and university criteria, thereby enhancing employability in heritage management, tourism, and archival sectors."

B.A. Second Year (History) Semester–IV

History of India (1526 AD–1756 AD)

Course Outcomes (COs)

By the end of this course, students will be able to:

1. Describe the foundation of the Mughal Empire and its early challenges.
2. Analyze the administrative, military, and revenue systems introduced by the Mughals.
3. Evaluate the cultural and architectural contributions of the Mughal period.
4. Assess the role of major emperors (Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb) in shaping Indian history.
5. Interpret the causes of conflicts between the Mughal state and regional powers such as the Marathas, Rajputs, and Deccan Sultanates.
6. Critically examine the decline of the Mughal Empire up to 1707 and its historical significance.
7. Apply historical reasoning to connect Mughal policies with long-term socio-political changes in India.

Syllabus :B.A. Second Year (History) Semester–IV

History of Maratha (1600 AD–1707 AD)

Programme Outcomes (POs)

This course contributes to the broader undergraduate programme outcomes:

1. Knowledge Base: Gain foundational knowledge of Indian history with emphasis on regional powers and their impact on national politics.
2. Critical Thinking: Apply analytical skills to evaluate historical events, causes, and consequences in the Maratha period.
3. Research Skills: Use historical methods, source criticism, and historiography to conduct independent research.
4. Communication Skills: Present historical arguments effectively in written, oral, and digital formats.
5. Ethical Awareness: Appreciate the values of justice, leadership, and cultural integration demonstrated by Maratha rulers.

6.Lifelong Learning: Cultivate curiosity about history and its relevance to contemporary society, encouraging continuous learning.

7.Regional & National Identity: Understand the Maratha contribution to the development of Indian polity and identity.

B.A. Second Year (History) Semester–IV

History of Social Movement of Maharashtra (1848 AD-1960 AD)

Course Objectives

- 1.Understand the social, religious, economic, and cultural background of Maharashtra and the emergence of social movements.
- 2.Explain the causes, objectives, and development of farmers', non-Brahmin, tribal, women's, and labor movements.
- 3.Analyze the role of major leaders and reformers in promoting social justice and equality.
- 4.Evaluate the impact of various social movements on the transformation of Maharashtra society.
- 5.Develop an understanding of the contribution of social movements to democratic and social change in Maharashtra.

B.A. Second Year (History) Semester –IV

Vocational and Skill Enhancement Course(VSEC)

History of Indian Iconography

Course Objectives

- 1.Understand the concept, forms, and functions of Murti and Pratima in Indian iconography.

2. Identify the iconographic features, attributes, and symbols of major Hindu, Buddhist, and Jain deities.
3. Analyze the development of religious images and artistic traditions across different dynasties and regions of India.
4. Interpret the symbolism of sacred motifs, gestures (Mudras), weapons (Ayudhas), vehicles (Vahanas), and other iconographic elements.
5. Evaluate the role of iconography in understanding India's religious, cultural, and artistic heritage.

B. A. Second Year Semester –IV (NEP): Subject : History (Vertical-f) Field Project (FP/Community Engagement Service) (CES)-Phase-II

Course Outcomes:

Upon successful completion of this field project, students will be able to:

1. Classify, map and document local monuments, forts, stepwells, archaeological heritage and potential regional tourism sites using systematic field notes.
2. Reconstruct the socio-cultural fabric and daily life history of the region by conducting structured interviews with local personalities, elder citizens and folk artists.
3. Analyze the shifting dynamics of traditional handicrafts, rural industries, weekly bazaars and agrarian tools in relation to the broader socio-economic history of the province.
4. Utilize old land records, Modi script documents, official gazetteers and institutional files as primary source materials for drafting local history narratives.
5. Demonstrate independent analytical thinking, historical objectivity and the academic writing skills necessary to compile a comprehensive field study report compliant with NAAC and university criteria, thereby enhancing employability in heritage management, tourism, and archival sectors."

Syllabus : B. A. Third Year (History) Semester : V & VI

PROGRAMME OUTCOMES (POs)

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PSO5: Describe the developments of mankind.

B.A. Third Year (History) Semester–V

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History of Modern India (1757 AD -1856 AD)

Course Outcomes

After successful completion of this course, students:

- 1)The political significance of the battles of Plassey and Buxar and their far-reaching effects on India can be explained.
- 2)Analyze the nature of british expansionist policies (deployment force and khalsa policy) and their impact on the regional states.
- 3)The Company will be able to explain the decline of Indian agriculture and industry due to the various economic and revenue methods of the government.
- 4)The inspiration behind the socio-religious reform movements of the 19th century and their importance in the formation of modern India can be explained.

B.A. Third Year (History) Semester–V

History of Modern World (1780 AD–1920 AD)

Course Outcomes

At the end of this course, students will be able to:

- 1.Explain the socio-political crisis of the Ancient Régime and how intellectual currents triggered the French Revolution and the subsequent rise of Napoleon.
- 2.Critically evaluate the role of leadership and diplomacy (e.g., Bismarck's "Blood and Iron") in the formation of modern European nation-states.
- 3.Identify the complex causes of World War I and discuss the significance of the Russian Revolution of 1917 in global history.
- 4.Analyze the Treaty of Versailles and explain why the League of Nations failed to prevent subsequent international aggression.

5.Demonstrate an understanding of how 19th-century imperialism and shifting alliances led to the geopolitical structure of the early 20th century.

B.A. Third Year (History) Semester–V

History of America (1776 AD–1965 AD)

Course Outcomes:

- 1.To understand the major political, social, economic, and cultural developments in American history from the Revolution to the Civil Rights Movement.
- 2.To analyze key events, movements, and figures shaping modern America.
- 3.To develop critical thinking and historical analysis skills.

B.A. Third Year (History) Semester–V

Elective –EL-(B) (Major History)

History of Russia (1900 AD–2000 AD)

Course Outcomes:

- 1.Students will understand how the Russian monarchy and empire collapsed.
- 2.Students will learn about the rise and fall of Russia, the world's first major socialist nation.
- 3.Students will analyze how Russia emerged as a world superpower.
- 4.Students will get knowledge about the political and economic situation in Russia after 1991.
- 5.Students will understand the secrets of Russia's economic and scientific progress.
- 6.Students will get knowledge regarding the foundation of Putin's power in Russia was laid.

B.A.Third Year (History) Semester–V

Minor V

History of Indian Freedom Struggle (1885 AD – 1947 AD)

Course Outcomes

After completing this course, students will be able to:

- 1.Critically analyze important historical events in the Indian freedom struggle (e.g., Partition, Round Table Conferences).
- 2.Explain the differences between Moderate and Extremist ideologies and their limitations/contributions.
- 3.Explain the significance of important concepts such as the 'Drain Theory,' 'Swaraj,' 'Satyagraha,' and 'PurnaSwaraj.'
- 4.Explain the impact of global events, such as the Second World War on India's freedom struggle.
- 5.Develop an awareness of the formation of modern Indian politics through various phases of the freedom struggle and understand the importance of democratic values.
- 6.Present historical topics effectively based on primary and secondary sources.
- 7.Develop a more profound sense of nationalism toward the country.

B.A. Third Year (History) Semester –V

Vocational and Skill Enhancement Course(VSEC)

Administrative and Management Skills of Chhatrapati Shivaji Maharaj

Course Outcomes :

After completing the course, students will be able to:

- 1.Analyze the historical administrative structure of Chhatrapati Shivaji Maharaj to evaluate the core governance values that will be applicable to modern administration.
- 2.Implement the principles of 'Adnyapatra' and 'Ashtapradhan' to enhance efficiency and ethics in their future contemporary team management roles.

3. Propose innovative, eco-friendly solutions for sustainable resource management by integrating traditional water and environmental conservation techniques for future projects.
4. Formulate strategic logistics and maritime trade models by bridging the gap between historical 'Peth' management and modern global trade networks for future business expansion.
5. Exhibit strategic leadership and crisis management competencies by adapting historical decision-making frameworks to future volatile business environments.
6. Design sustainable and ethical entrepreneurial strategies by applying the principles of historical resource optimization and financial prudence to their future professional ventures.

B.A. Third Year (History) Semester : V

Skill Enhancement Course (SEC)

Tourism and Tourist Guide Skills

Course Outcomes

At the end of this course, students will be able to:

1. A comprehensive understanding of the concept, nature, and types of tourism will be acquired.
2. A clear understanding of the roles and responsibilities of a tourist guide will be developed.
3. The historical and cultural significance of tourist destinations will be analyzed.
4. The ability to communicate effectively and interact with tourists in a professional and courteous manner will be developed.
5. Skills in tourism planning and the preparation of guide notes will be acquired.
6. Practical experience in field visits, observation, and report writing will be gained.

B. A. Third Year Semester –V (NEP) : Subject : History (Vertical-f) Field Project (FP/Community Engagement Service) (CES)-Phase-III

Course Outcomes:

Upon successful completion of this field project, students will be able to:

1. Classify, map and document local monuments, forts, stepwells, archaeological heritage and potential regional tourism sites using systematic field notes.
2. Reconstruct the socio-cultural fabric and daily life history of the region by conducting structured interviews with local personalities, elder citizens and folk artists.
3. Analyze the shifting dynamics of traditional handicrafts, rural industries, weekly bazaars and agrarian tools in relation to the broader socio-economic history of the province.
4. Utilize old land records, Modi script documents, official gazetteers and institutional files as primary source materials for drafting local history narratives.
5. Demonstrate independent analytical thinking, historical objectivity and the academic writing skills necessary to compile a comprehensive field study report compliant with NAAC and university criteria, thereby enhancing employability in heritage management, tourism, and archival sectors."

B.A. Third Year (History) Semester–VI

History of Modern India(1857 AD–1947 AD)

Course Outcomes

After successful completion of this course, students will be able to:

1. Analyze the inspirational role of the Revolt of 1857 in the Indian independence movement and the subsequent changes in British administration.
2. Evaluate the background of the establishment of the Indian National Congress and the ideology of the early nationalists.
3. Explain the significance of public participation in the Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement.

4. Articulate the causes behind the tragedy of partition during independence and the process of the end of colonial rule.

B.A. Third Year (History) Semester–VI

History of Modern World (1921 AD–1965AD)

Course Outcomes

At the end of this course, students will be able to:

1. Explain the socio-political crisis of the Ancient Régime and how intellectual currents triggered the French Revolution and the subsequent rise of Napoleon.
2. Critically evaluate the role of leadership and diplomacy (e.g., Bismarck's "Blood and Iron") in the formation of modern European nation-states.
3. Identify the complex causes of World War I and discuss the significance of the Russian Revolution of 1917 in global history.
4. Analyze the Treaty of Versailles and explain why the League of Nations failed to prevent subsequent international aggression.
5. Demonstrate an understanding of how 19th-century imperialism and shifting alliances led to the geopolitical structure of the early 20th century.

B.A. Third Year (History) Semester–VI

Elective -EL –(C) –DSC History-

History of the Making of the Indian Constitution (1935 AD -1950 AD)

Course Outcomes

- 1) After successful completion of this course, students:
- 2) Can explain the historical conflict and philosophical basis behind the making of the Indian Constitution.

- 3) Understand the debates and democratic processes in the Constituent Assembly.
- 4) You can analyse the socio-political and constitutional vision of Dr. Babasaheb Ambedkar.
- 5) As a national citizen, they will be able to assert the fundamental rights of the Constitution, the Directive Principles and the importance of democratic values.

B.A. Third Year (History) Semester–VI

Elective - EL–(D) –DSC History-

History of Vidharbha (1920 AD–2000 AD)

Course Outcomes

- 1) After completing this course, students will be able to:
- 2) Describe in detail the glorious history of Vidarbha's struggle for independence.
- 3) Explain the significance of the Nagpur Pact and the role of Vidarbha in the creation of Maharashtra.
- 4) Evaluate the process of social and educational transformation in Vidarbha.
- 5) Present critical thoughts on contemporary issues such as irrigation and developmental backlogs.

B.A. Third Year (History) Semester–VI

Minor VI : Contemporary History of India (1947 AD –2000 AD)

Course Outcomes (COs)

After completing this course, students will be able to:

1. Critically analyze important historical events in the Indian freedom struggle (e.g., Partition, Round Table Conferences).
2. Explain the differences between Moderate and Extremist ideologies and their limitations/contributions.
3. Explain the significance of important concepts such as the 'Drain Theory,' 'Swaraj,' 'Satyagraha,' and 'PurnaSwaraj.'
4. Explain the impact of global events, such as the Second World War on India's freedom struggle.

5. Develop an awareness of the formation of modern Indian politics through various phases of the freedom struggle and understand the importance of democratic values.
6. Present historical topics effectively based on primary and secondary sources.
7. Develop a more profound sense of nationalism toward the country.

B.A. Third Year (History) Semester –VI

Vocational and Skill Enhancement Course(VSEC)

Forts of Vidarbha and Heritage Management

Course Outcomes

By the end of this course, students will be able to:

- 1) Explain the contribution of forts in shaping the history and culture of Vidarbha.
- 2) Analyze the architectural design and defensive strategies behind hill, land, and forest forts.
- 3) Describe the importance of advanced water management and supply systems used in medieval times.
- 4) Apply professional skills in heritage conservation and sustainable fort tourism.

B. A. Third Year Semester –VI (NEP) :

Subject: History (Vertical-f)

Internship / Apprenticeship

Course : On Job training (OJT) Major –DSC-History

Outcomes:

After completion of this course, students will be able to:

1. Professional Interaction: Communicate effectively with government officials, heritage experts, and administrative personnel in a professional environment.
2. Institutional Understanding: Observe and critically analyze the functioning of various democratic and historical institutions.

3. Local Governance: Understand the role of local self-government institutions (Gram Panchayat/Municipality) in heritage conservation and social welfare.

4. Socio-Economic Insight: Comprehend diverse socio-economic contexts through direct field engagement and community interaction.

5. Technical Skills: Acquire hands-on experience in historical research, documentation, monument preservation, or linguistic translation (scripts).

6. Research and Analytical Aptitude: Develop the ability to collect, organize, and interpret primary historical data through systematic field-based methodologies.

7. Ethical Responsibility: Cultivate a sense of professional ethics and responsibility toward the protection, promotion, and sustainable management of regional cultural heritage.

Two Years- Four Semesters Master's Degree Programme- NEPv23 with Exit and Entry Option

M.A. History Part – A

Programme Outcomes (PO)

1. Student will learn basic narrative of historical events, chronology, personalities and turning points of the history of the India and World.
2. Build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.
3. Evaluation of historical ideas, arguments and points of view, presentation of a summary of a topic in an organized, coherent, and compelling fashion orally or written.
4. Construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.
5. Students will acquire basic historical research skills, including, effective use of libraries, archives, and databases.

Programme Specific Outcomes (PSO)

1. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India and World.
2. Understand background of the religions, customs, institutions and administration and so on. 3. By analysing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.

4. Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visits places of historical interests, archaeological sites, museums and archives, read historical maps, charts and write articles on historical topics.

5. Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

Project field work: (DSE-I /MOOC (Select any One) Discipline Specific Elective)

Case study of historical sites in the area. OR Students to understand and project the historical writing style from the historian. OR Travel management of historical sites (tour) – for example, practicing online ticketing and booking of railways, hotel management, Road map etc. and presenting projects.

Learning outcomes:

The history field project provides students with an opportunity to apply their historical Knowledge and historiographical skills to conduct an advanced field project in modern International and transnational history. It is meant to prepare them for future work in an international research environment. After you have taken this course you are expected to:

- a) Be able to design and conduct an archive-based field project
- b) Identify, assess and interpret relevant archival sources
- c) Write an independent field project based on primary sources, adhering to the discipline's conventions in the use of sources, citations and referencing
- d) Have a general understanding of academic publishing.

Programme: M.A. (History) First Year Semester- I

Research Methodology and Intellectual Property Rights

Course outcomes:

- a) To enable students to understand the meaning, scope and objectives of history
- b) To provide knowledge of the tools and techniques of research methodology
- c) To provide insights into research methodology

- d) To introduce fundamental aspects of Intellectual Property Rights to students
- e) To impart knowledge on copyrights and its related rights and registration aspects
- f) To aware about current trends in IPR

M.A. (History) First Year Semester- I

History of Ancient India (Beginning to 600 CE)

Course outcomes:

- a) To study the various sources of ancient History of India
- b) To enable students to understand the concepts of ancient Indian History
- C) To provide knowledge of ancient Indian culture

M.A. (History) First Year Semester- I

Tourism: Management and Operations

Course outcome:

- 1.To enable the students to evaluate the needs of regulations and amendments of various Acts pertaining to Tourism
- 2. They will understand the modalities of Tour Guiding, Management and the Legal aspects of Tourism.

M.A. (History) First Year Semester- I

Philosophical schools of History

Course outcome:

- 1) To teach students concept of Philosophy of History
- 2) To furnish students with information of different schools of history
- 3) To understand relation between Philosophy and history

M.A. (History) First Year Semester- I

Course Outcome

1. To study the various social movements of USA and to understand the impact of these movements on US society.

M.A. (History) First Year Semester- I

Course Outcome:

1. Students should gain an understanding of the political dynamics and movements that shaped Vidarbha during the specified period.
2. Students should be able to critically analyze the socio-economic changes that occurred in Vidarbha during the given timeframe.
3. Students should explore the cultural and intellectual developments in Vidarbha during the specified period.
4. Evaluation of the impact of colonial rule and post-independence policies.
5. Students should acquire proficiency in historical research methodologies and analytical frameworks specific to the study of modern Vidarbha.

M.A. (History) First Year Semester- I

Dr. Panjabrao Deshmukh Life & Works

Course Outcome:

- 1) Student get information regarding Dr. Panjabrao Deshmukhs Biography
- 2) Students grasp about Social Development of Vidarbha

- 3) Students understand the educational works of Dr. Panjabrao Deshmukh
- 4) Students know about Works as Parliamentarian & Politician of Dr. Panjabrao Deshmukh
- 5) Students get information of establishment, development and Extension of Shri Shivaji Education Society, Amravati.

M.A. (History) First Year Semester- II
History of Contemporary India (1947 CE- 2000 CE)

Course Outcome:

1. To understand the process of making the Constitution and the Integration and Reorganization of Indian States.
2. To acquaint the students with the political developments in India after Independence.
3. To comprehend the socio-economic changes and progress in science and technology in India.

M.A. (History) First Year Semester- II
Emancipatory Movements of Depressed Classes in India

Course Outcome:

- 1) The course will introduce the fundamental rights and duties given by the Constitution of India.
- 2) Along with social political and economic movement, leadership qualities will be developed. 3) The said course will be useful in creating awareness of educational development.
- 4) This course will help in reducing social inequality.
- 5) This course will be important in the formation of modern India

M.A. (History) First Year Semester- II
Heritage Conservation and Management

Course outcome:

- 1.To acquaint students with the history of Heritage Conservation and the Significance of Heritage Management.
- 2.To understand Heritage Legislation and Mechanisms to conserve Tangible and Intangible Heritage.

M.A. (History) First Year Semester- II
Political History of the Marathas (1707 CE – 1818 CE)

Course Outcome:

- 1) To teach students causes of transformation of Maratha power to Peshwas
- 2) To understand the process of political expansion of Maratha power
- 3) To develop an understanding of causes of decline of Maratha power

M.A. (History) First Year Semester- II
History of South East Asia (1945 CE-2000 CE)

Course outcome:

- 1) To give information about neighbouring Asian Countries.
- 2) To acquaint students with internal as well as foreign policy of some Asian countries.

M.A. (History) First Year Semester- II
History of the Rajput (700 CA - 1600 CA)

Course outcome:

1. Demonstrate a comprehensive understanding of the historical context in which the Rajput clans emerged and their interactions with other dynasties and communities during the medieval period.

2. Analyze and critically evaluate primary and secondary sources related to the history of Rajput, assessing their reliability and bias.
3. Identify and discuss the significant political, social, and cultural factors that contributed to the rise and decline of Rajput power from the 7th to the 16th century.
4. Examine the major Rajput clans, their genealogies, territorial expansions and their unique contributions to Indian history and culture.
5. Analyze the impact of major historical events, such as the Delhi Sultanate, Mughal invasions and the emergence of regional kingdoms on the Rajput polity and identity.
6. Assess the artistic and architectural contributions of the Rajput rulers, particularly the development of Rajput painting, literature, and forts.
7. Compare and contrast different historiographical approaches to the study of Rajput history and recognize how interpretations have evolved over time.
8. Students will help to create a approach of Patriotism and respect for all religions.

M.A. (History) First Year Semester- II

History of Modern Maharashtra (1818 CE-1960 CE)

Course outcome:

1. To acquaint students with regional history.
2. To understand political and socio-economic developments during the 19th and 20th centuries.
3. To create understanding of the movement that led to the formation of Maharashtra.

M.A. (History) First Year Semester- II

Historical Study of Sant Gadge Baba Reformation Movement

Course outcomes:

- 1) To impart important aspects of health and hygiene among students as propounded by Sant Gadge Baba.

- 2) To develop ability of rationalism among student.
- 3) Students will understand the importance of social reformers in society.
- 4) The develop the feeling of egalitarian society.

**Two Years-Four Semesters Master's Degree
Programme-NEPv23 With Exit and Entry Option
Programme :**

M. A. History (Second Year Semester- III & IV)

Part-A Programme Outcomes (PO)

1. Student will learn basic narrative of historical events, chronology, personalities and turning points of the history of the India and World.
2. Build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.
3. Evaluation of historical ideas, arguments and points of view, presentation of a summary of a topic in an organized, coherent, and compelling fashion orally or written.
4. Construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.
5. Students will acquire basic historical research skills, including, effective use of libraries, archives, and databases.

Programme Specific Outcomes (PSO)

1. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India and World.
2. Understand background of there legions, customs, Institutions and administration and soon.
3. By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.

4. Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visit places of historical interests, archaeological sites, museums and archives, read historical maps, charts and write articles on historical topics.

5. Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

Second Year Semester-III

Historiography

Course outcomes:

1. Students will know about the method of writing history.
2. Understand the excellent works of many scholars, philosophers, theorists and critics.
3. Get to know that thoughtful authentic and systematic study of history
4. Students will learn a drastic change in approach, treatment and technique of historical literature
5. Students will be able to understand the meaning, nature, scope and purpose
6. Students by understanding the relationship of history with other disciplines
7. It will develop analytical skills among students.

Second Year Semester-III

India Under Sultanate (1206 to 1525 CE)

Course Outcome

1. Understand how Delhi Sultanate established according to Islamic political system
2. Know the Socio-economic and religious life in Delhi Sultanate
3. Understand about Administration under the Sultanate - civil, judicial, revenue, fiscal and military
4. To understand about Sufi Movement, Bhakti Movement

5. Understand how new technological change occurred in India under the Delhi Sultanate which was used in Agricultural, Trade and commerce

6. To know about Vijayanagar & Bahamani Empire

Programme: M.A. (History)

Second Year Semester-III

Social Reformers in Modern Maharashtra (1848- 1980)

Course Outcome

1. Students should develop a comprehensive understanding of the social reform movements that took place in Maharashtra during the period from 1848 to 1980.

2. Students should be able to critically analyze the ideas, beliefs, and contributions of prominent social reformers of Maharashtra.

3. Students should explore the social, cultural, and religious issues that were central to the reformers' agendas.

4. Students should gain an understanding of the socio-political context of Maharashtra during the period under study.

5. Analysis of the impact of social reforms on Maharashtra society.

6. Students should be able to articulate complex historical concepts and ideas in a clear, coherent, and structured manner.

Programme: M.A. (History)

Second Year Semester-III

History of Art in Maharashtra

Course outcome:

1) This course will give the students historical information about the origin and development of various arts in Maharashtra.

2) This course will create interest among the students about various arts in Maharashtra.

3)This course will help the students to understand the position and importance of art in the cultural development of Maharashtra.

4)This course will help the students develop the ability to understand chronologically the development of various arts and art styles in Maharashtra.

5)This course will develop the ability and skill in the students to do comparative and analytical study of various arts.

6)This course will give scope to the artistic latent qualities of the students.

7)This course will help in preservation and dissemination of the glorious art heritage of Maharashtra.

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

WOMEN IN INDIAN HISTORY (Beginning to 1947 CE)

Course outcomes:

A) Knowledge and understanding Student will

1.To be able to explain the Socioeconomic, culture and Political background of women.

2.Analysis the education situation of women.

3.To be aware of the sources women study.

B)Intellectual skills –

1.Student will learn about gender discrimination and feminist movement.

2.Student will know about the status of women in Indian History,

3.To create the social awareness regarding women among the students.

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE-III. B - History of Buddhism

Course outcomes:

- a)To enable students to understand the meaning, scope and objectives of Buddhism
- b)To provide insights of Buddhist Philosophy
- c)To introduce fundamental aspects of Buddhism
- d)To impart knowledge of History of Buddhism

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE III.C : Heritage Tourism In Maharashtra

Course Outcome

- 1.A solid foundation of knowledge and understanding of heritage tourism and able to define heritage tourism, identify its key
- 2.To develop the ability to critically analyse and evaluate heritage tourism practices.
- 3.Acquire research skills specific to heritage tourism. They should be able to conduct literature reviews, gather and analyse data, and employ appropriate research methodologies to investigate issues related to heritage tourism.
- 4.Able to effectively interpret and communicate heritage values to various stakeholders, including tourists, local communities, and policymakers.
- 5.Able to develop destination branding strategies, design marketing campaigns, utilize digital marketing tools, and manage tourism flows to heritage destinations effectively.
- 6.To develop a deep appreciation for cultural sensitivity and responsible tourism practices in heritage tourism.
- 7.To be equipped with the necessary skills and knowledge to pursue careers in tourism planning and development, cultural heritage management, destination marketing, heritage interpretation, research, and consultancy.

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE-III. D -History of Modern China 20th century

Course outcomes:

- a)To provide insights of History of Modern China 20th century
- b)To impart knowledge of History of Modern China 20th century

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- III: E- Gandhian Thought

Course Outcome

- 1.To understand the concept of peace from the perspective of various religions. It makes the students well aware of the economic and social equality and relationship with peace.
- 2.The students would familiarize themselves with political structures such as village panchayath which are a product of Gandhian political thinking.
- 3.To understand the views and policy of Gandhiji on education
- 4.Understanding Gandhian Social Thought and it's present importance

Program: M.A. (History) Semester –IV

Paper-I – DSC I.4 India Under the Mughals (1526-1707 CE)

Course Outcome

- 1.Understand how Mughal empire established
- 2.Understand how Akbar Consolidated and Expanded the Mughal State to their liberal and secular policies
- 2.Know the Socio-economic and religious life in Mughal period

3. Understand about Administration under the Mughal- civil, judicial, revenue, fiscal and military
4. Understand how Aurangzeb's, the Mughal emperor, policy resulted in the decline of Mughal state
5. This course provides an overview of the main trends and developments in India during the Mughal period
6. Understanding in the field of art, literature and cultural during the Mughal era.

**Program: M.A.
(History)**

Semester –IV

.-History of Freedom Movement in India (1857 to 1947 CE)

Course Outcome

01. Students should develop a comprehensive understanding of the major political, social, and economic transformations that occurred in India from 1857 to 1947.
02. Students should be able to critically analyze and interpret primary and secondary sources related to the history of India during the specified period.
03. Students should assess the impact of British colonial rule on various aspects of Indian society, including the economy, governance, culture, and social structure.
04. Students should study the key leaders, movements, and events that shaped the history of India during the specified period.
05. Students should acquire proficiency in historical research methodologies and analytical frameworks related to the study of the history of India.
06. Students should examine the role of India in the wars, the consequences of war on the Indian economy and society, and the influence of global events on the Indian nationalist movement.

**Program: M.A.
(History)**

Semester –IV

-Contemporary World (1945-2000 CE)

Course Outcome

- 1.Developing an understanding of modern international relations and major events which have shaped the world since the 1945 such as the Cold War, the end of the U.S.S.R and decolonization
- 2.conceptualise the difference between conflicting ideologies of socialism and capitalism and how they played an important role in world politic
- 3.Get a concept of how the Third World developed and played a major role in world politics
- 4.Understanding disintegration of USSR: its impact on society and politics.

Program: M.A. (History) Semester –IV Tutorials

: Tutorials: Constitutional Provisions for the Marginal Sections in India

Course outcomes:

- e)To enable students to understand Constitutional Provisions for the Marginal Sections in India
- f)To provide insights of Constitutional Provisions for the Marginal Sections in India
- g)To introduce fundamental aspects of Constitutional Provisions
- h)To impart knowledge of Status of Marginal Sections

Programme: M.A. (History) Second Year Semester-IV

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE IV -A : Indian Women since Independence (1947-2010 CE)

Course Outcome:

- 1.Students should develop a comprehensive understanding of the changing status, roles, and experiences of Indian women from 1947 to the present.
- 2.Students should be able to critically analyze the policies, laws, and initiatives implemented by the Indian government and other organizations to promote gender equality and women's empowerment.
- 3.Exploration of women's economic participation and entrepreneurship.

- 4.Students should explore the advancements and challenges in women's education since independence.
- 5.Analysis of gender-based violence and discrimination.
- 6.Understanding of inter- sectionalist and diversity among Indian women.

B-History of Science and Technology

Course Outcome

- 1.Understanding the development of science and technology in ancient India
- 2.Understanding the development of Ayurved and it's present importance
- 3.Students should acquire knowledge of atomic energy , space science
- 4.Understanding the development of science and technology in independence India

C- Heritage Tourism in India

Course Outcome

- 1.Comprehensive understanding of heritage tourism concepts and theories.
- 2.Students should acquire knowledge of global and regional trends in heritage tourism.
- 3.Students should be able to critically analyze the principles, methods, and challenges associated with heritage preservation and management in the context of tourism.
- 4.Students should analyze the positive and negative consequences of tourism development, including issues related to economic benefits, socio-cultural change, community engagement, and resident perceptions and attitudes.
- 5.Understanding of sustainable heritage tourism practices.
- 6.Students should acquire skills in heritage tourism planning and development.

D- History of USSR

Course outcomes:

- 1)To introduce History of USSR
- 2)To impart knowledge of History of USSR

E- Dr. Babasaheb Ambedkar : Life & Work

Course outcomes:

- 1)To enable students to understand the Dr Babasaheb Ambedkar Life and Work
- 2)To provide insights of History of Dr Babasaheb Ambedkar struggle for Human Rights
- 3)To impart knowledge of Social History of India