

SMT. GOPIKABAI BHURE MAHILA MAHAVIDYALAYA, TUMSAR

DEPARTMENT OF HISTORY

SUBJECT OUTCOMES

PROF. DR. MUBARAK QURAIISHI

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 I T1 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 Gho ri	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 Ghor i 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 understand 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- FounderofSlaveDynasty, Balban - Blood andIron Policy b. AlauddinKhilji – MarketControlPolicy,Hiscon quests c. Mohammad - bin – Tuglaq - HisExperiments,FirozTuglaq - Administration Unit-4 a. BhaktiMovement- Ramanand,Kabir b. Sufi Cult-Tenets, MoinuddinChisti c. Architecture	a. Iltutmish-Founder of SlaveDynasty,Balban- BloodandIron Policy b. AlauddinKhilji – Market Control Policy, Hisconquests, and c. Mohammad - bin – Tuglaq - HisExperiments, FirozTuglaq- Administration Students study different religious movements, arts andcraft ofthe past.	
.B.A. Sem IIHisto ry	SemesterII History of India from 1526 to1761 Paper2T1 Time: ThreeHoursFull Marks :80 Unit-1 a. EstablishmentofMughal Power – Babur b. Sher Shah Suri – HisAdministrativeRefor ms c. Akbar–ReligiousPolicy,	Students study establishment of Mughal power,Mughal’s territorial expansion, religious policy andreforms,	On completion of the course,studentsareabletounders tand- 1. Establishment of Mughal power, Mughal’s territorial expansion, their religious policy andreforms,

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	<p>TerritorialExpansion</p> <p>Unit–2 a. Shah Jahan – War ofSuccession b. Aurangzeb – Relations withBijapur,Golconda,Marathas c. ArtandArchitecture</p> <p>Unit–3 a. Shivaji – Relations withDeccan Powers and theMughals b. Shivaji’s Coronation,KarnatakaExpeditions, Administration c. ChhatrapatiSambhaji – HisrelationswithMughals</p> <p>Unit–4 a. Maratha War ofIndependence , Accession ofShahu b. Thirdbattleof Panipat-CausesandConsequences c. Advent of European TradingCompanies</p>	<p>Students study Mughak’s rule, their art andarchitecture.</p> <p>Students study the rise of Shivaji, his life andachievementsin detail.</p> <p>Students study the rise of Sambhaji and his relationswithMughals.</p> <p>Students study in detail the successors of Marathakingdom, their attempt to expand the kingdom,Students study Advent of European TradingCompanies</p>	<p>2. Students study Mughak’s rule, its characteristicsfeaturestheirartand architecture.</p> <p>3. Students study the rise of Shivaji, his life andachievements in detail. The unit helps understandwhyShivajiisregarded asan idealhero.</p> <p>4. The unit throws light on the rise of Sambhaji andhisrelationswith Mughals.</p> <p>5. Students understand the process of downfallMarathapower.</p> <p>6. Studentstakelessonsfromhistorical events.</p> <p>7. Studentsunderstandmistakesofthepast.</p> <p>Students study in detail the successors of Marathakingdom, their attempt to expand the kingdom,Students study Advent of European TradingCompanies</p>

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<p>B.A. SemIII History</p>	<p>SemesterIII History of India : 1764 to 1885 Paper3T1 Time: ThreeHoursFull Marks :80 Unit: 1 a. Battle of Buxar – Treaty ofAllahabad b. Dual Government of LordClive c. Permanent Settlement ofLordCornwallis Unit:2 a. Subsidiary Alliance of LordWellesley b. Internal Reforms of LordWilliamBentinck c. DoctrineofLapseofLordDalhousie Unit: 3 a. Revolt of1857–Causes, Effects b. BrahmoSamaj, PrarthnaSamaj,AryaSamaj c. SatyaShodhakSamaj ,DepressedClassMovement</p>	<p>Studentsunderstandthe a. BattleofBuxar–TreatyofAllahabad b. DualGovernmentofLordClive, andc.PermanentSettlementofLordCornwallis Studentsgettheknowledgeof a. SubsidiaryAllianceof LordWellesley b. Internal ReformsofLordWilliamBentinck, and c. DoctrineofLapseof LordDalhousie Studentsbecameawareof a. Revolt of 1857– Causes,Effects b. BrahmoSamaj, PrarthnaSamaj, AryaSamaj, and c.SatyaShodhakSamaj,DepressedClassMovement.</p>	<p>On completion of the course,studentsare ableto: 1. understand the <i>modus operand</i>of the British rulein India. 2. Students get the idea of the reforms undertaken bytheBritish. 3. Students come to know about different attemptsMade by the Indian patriots to overthrow the yoke intheformofthe BritishruleoverIndia.</p>

Programme	Paper/Topic	LearningOutcome	CourseOutcomes(ENGLISH)
	Unit:3 a. Rise and Growth of Communalism b. Cripps Mission c. Cabinet Mission Plan Unit:4 a. Subhash Chandra Bose, I.N.A. b. Mountbatten Plan c. Indian Independence Act	Students understand a. Rise and Growth of Communalism b. Cripps Mission c. Cabinet Mission Plan Students come to know about a. Subhash Chandra Bose, I.N.A. b. Mountbatten Plan c. Indian Independence Act	
B.A. III Year Seester V History	Semester V Modern World- 1789-1920 Paper 5T1 Time: Three Hours Full Marks :80 Unit:1 a. French Revolution b. European Colonialism of Asia c. European Colonialism of Africa Unit:2 a. Sino- Japanese War of 1894-1895 b. Russo – Japanese War of 1904-1905 c. Chinese Revolution of 1911	Students get the information about the different movements in the world viz, a. French Revolution b. European Colonialism of Asia, and c. European Colonialism of Africa Students come to know the modern world in general. They get the knowledge of a. Sino-Japanese War of 1894-1895 b. Russo – Japanese War of 1904-1905, and c. Chinese Revolution of 1911	On completion of the course, students 1. will understand the modern world 2. Students get the sight to look at the world beyond their myopic view of 'me and my country'. 3. Students get the perception to look at the world with broad vision. 4. Students develop cosmopolitan view and learn to look at the world as one. 5. Students understand causes of strife and struggle.

Programme	Paper/Topic	LearningOutcome	CourseOutcomes(ENGLISH)
	<p>Unit:3 a. EasternQuestion1878-1913 b. Causes of the First worldWar c. TreatyofVersailles</p> <p>Unit: 4 a. LeagueofNations–Structure b. Leagueofnations - Achievementsandfailures c. RussianRevolutionof 1917</p>	<p>Studentsgeta profoundunderstandingof a. EasternQuestion1878-1913 b. CausesoftheFirstworldWar, and c. TreatyofVersailles</p> <p>Students get highlight of the making of the modernworld.Theycome to knowabout a. LeagueofNations–Structure b. Leagueofnations-Achievementsandfailures,and c. RussianRevolutionof 1917</p>	
B.A.III yearSemest erVI	<p>SemesterVI Modern World : 1920 – 1960Paper6T1 Time: ThreeHoursFull Marks :80</p> <p>Unit:1 a. SovietRussia– FiveYearPlans b. Hitler-Foreign Policy c. Mussolini-ForeignPolicy</p> <p>Unit:2 a. Sino- Japanese War of 1937- 39 b. Causes oftheSecond World</p>	<p>Studentsunderstand a. SovietRussia–FiveYearPlans b. Hitler-Foreign Policy c. Mussolini-ForeignPolicy</p> <p>Studentsunderstand a. Sino-JapaneseWarof1937-39 b. Causes oftheSecond WorldWar c. U.N.O.—Structure,Achievements</p>	<p>On completion of the course,students</p> <ol style="list-style-type: none"> 1. getdeepinsightintotheworldas a whole 2. Will be free from the narrow thinking of nation’sborders. 3. Will understand different causes of strife andtussleamongcountries. 4. will start thinking about oneself as a member ofthe world.