



**Dharmabad Shikshan Sanstha's**  
**Lal Bahadur Shastri Mahavidyalaya, Dharmabad. 431809**

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*Pro-forma for program and course outcomes (2.6.1)*  
*2021-22*  
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**Name of Teacher: Dr. S.S. Kshetry**

**Department: History**

**Program: B.A. F.Y. Sem. I**

**Subject: History**

**Course Code: CCHIS-I**

**Paper Title: History of Ancient India (Up to 647 A.D.) - I**

Unit	Unit Name	Topic	Unit Wise Outcome
1	Source	Archaeological and literary sources	This Paper will help students to know the archaeological and literary sources
2	Stone Age and Indus Valley Civilization	Stone Age, Indus Valley Civilization Discovery, Town Planning, Causes of Decline	Stone age and understand Indus Valley civilization
3	Vedic Age	Pre Vedic Age Political, Social Religious and Economic Post Vedic Age : Political Social, Religious and Economics	This Paper has wide scope to learn about the Vedic Age
4	Jain and Buddhist India	Sixteenth Majajan Padas Mahaveer Vardhaman early life and philosophy Gautam Buddha early life and philosophy	The students will know about the different religious

**Specify Course Outcome:** Aware of Ancient Indian Culture.

**Specify Program Outcome:** Give interest in the subject History, Mainly History of Ancient India

**Signature of Teacher**



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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B. A. First Year Sem. I**

**Subject: History**

**Course Code: CCHIS-II**

**Paper Title: History of India (648-1526 A.D.) - II**

Unit	Unit Name	Topic	Unit wise Outcome
1	Sources	Archaeological and literary Sources	The students realized that the tools are a mirror of the events of history.
2	Political History	Rashtrakuta-Dantidurg, Krishna-I Krishna-III, Chalukya of kalyani- Tailap-II, Vikramaditya-VI, Yadav of Deogiri-Bhillam-V, Ramchandradeo	It was learned that there were glorious Hindu kings in ancient times
3	Rajput Dynasty	Gurjar Pratihar, Gahadwal, Chouhan, solunki-Divine of Rajput States	The power of the Rajputs was realized
4	Vijay nagar and Bahamani Empire	Vijay nagar Empire -Harihar and Bukka Bahamani Empire -Allauddin Hasan Bahamani Mahammadshaha- III, Decline of Bahamani Empire	The power struggle between the Vijay Nagar Empire and the Bahamani Empire was noticed

**Specify Course Outcome:** Glorious Hindu kings knew (History of India 648 -1526)

**Specify Program Outcome:** Understand the Various king Empire of India.

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**Name of Teacher: Dr. S.S. Kshetry**

**Department: History**

**Program: B.A. F.Y. Sem. II**

**Subject: History**

**Course Code: CCHIS-III**

**Paper Title: History of Ancient India (Up to 647 A.D.) - III**

Unit	Unit Name	Topic	Unit Wise Outcome
1	Mourya Empire	Chandragupta Moarya career and Achievements Ashoka career and Achievements Causes of decline of Maurya Empire	The students will study the process of decline of the great Dynasties.
2	Satvan Dynasty	Satkarni-I, Raja Hala, Gutamiputra Satkarni	The Paper puts lights on the contribution of various kings.
3	Gupta and Wakatak Dynasty	Chandrapupta-I, Sumudragupta, Chandragupta-II, Golden age, Decline of Gupta Empire, Vakatak Dynasty Vindhyaashakti and Praversen-I	The students will know about the great kings in Ancient Indian.
4	Vardhan and Chalukya Dynasty	Harshvardhan carrery and Achievement Chalukya of Badami- Pulkeshi-II carrery and Achievement	The introduce to students about the contributions of various kings in Ancient India.

**Specify Course Outcome:** Acquainted with the various empires of Ancient India.

**Specify Program Outcome:** The student will know about the great kings in Ancient History.

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**Name of Teacher: Dr. S.S. Kshetry**

**Department: History**

**Program: B.A. S.Y. Sem. III**

**Subject: History**

**Course Code: CC-HIS-I**

**Paper Title: History of Maratha (1630-1707 A.D.)-V**

<b>Unit</b>	<b>Unit Name</b>	<b>Topic</b>	<b>Unit Wise Outcome</b>
1	Source Material for the Study	Archeological, Literary	Student know the Archeological and Literary Source
2	Rise of Maratha Power	Causes, Shahajiraje Bhosle and Jijau, Chh. Shivaji Majaraj and his struggle with Aadilshahi and Maugal	It will help the students of understand the most important and in spring history of Medieval Maharashtra
3	Chattrapati Shivaji Maharaj	Chh. Shivaji maharaj and Foreign Powers coronation, Karnatak Expedition andhis Religious Policy	It throws light on the building of swaraja and his kingdome
4	Chh. Sambhaji Maharaj	Relation with Mughal, Adilshahi, Kutubshahi, Portugues, Biritish and Siddhi	To understand the real history of Chh. Sambhaji Maharaj.
5	Maratha war of Independence	Contribution of Chh. Rajaram, Maharani Tarabai. Santaji Ghorpade and Dhanaji Jadhav, Significance of war.	It is essential to present contributions in various aspects for people.

**Specify Course Outcome:** Aware of History of Maratha.

**Specify Program Outcome:** To enlighten the spirit of fellow feeling.

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*Pro-forma for program and course outcomes (2.6.1)*  
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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B.A. Second Year**

**Subject: History**

**Course Code: CCHIS – II**

**Paper Title: Socio religious reform movement in India-VI**

Unit	Unit Name	Topic	Unit wise Outcome
1	Reform movement	Causes effects and its impact on society	Recognize the importance of the full background of the reform movement and its consequences
2	Socio religious reform movements	Brahmo samaj Arya samaj theosophical society Ramakrishna mission	The role of social organizational work was created.
3	Social reform movements	Manav Dharma sabha paramhansa sabha satyashodhak samaj prarthana samaj Indian national social conference Muslim Sikh and Parsi	The reform movement gained organizational strength
3	Non-Brahmin movements	Justice party dravida munnetra kazhagam Shri Narayan Dharm pari palam Periyar Ramaswamy	Brahmins and non-Brahmins formed a reform movement

**Specify Course Outcome:** The students noticed that the reform movement aimed momentum from the British Empire

**Specify Program Outcome:** This is a topic that connects humanitarian thin.

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**Name of Teacher: Dr. S.S. Kshetry**

**Department: History**

**Program: B.A. S.Y. Sem. IV**

**Subject: History**

**Course Code: CC-HIS-I**

**Paper Title: History of Maratha (1630-1707 A.D.)-VII**

Unit	Unit Name	Topic	Unit Wise Outcome
1	Military System	Soldier, Fort, Nevi	The student will study the medieval, soldier, fort and nevi
2	Administration	Central Provincial and Rural	It will help the student to understand the political and Administration of this period.
3	Economic and Social Condition	Land, Water Management, Land revenue, Source of income, Choutai and Sardeshmukhi Vatandar, Balutedar, Alutedar, Wetbegari, Women Education	It will aware the student about various policies regarding agriculture water management etc.
4	Industries and Trade	Salt, Cloth, Ship. Glass, Paper, Fishery Market place, Commodities Currency	The Student will study the Medieval Industries and trade
5	Religion and Culture	Maharashtra Drama, Festical Fairs, Deivate Vithoba, Tulja Bhawani, Kumdoda, Mahalaxmi. Rural goddess	The student will study the Medieval Religion and culture.

**Specify Course Outcome:** Aware of History of Maratha.

**Specify Program Outcome:** To understand the benevolent nature of Chh. Shivajis regine.

**Signature of Teacher**



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*Pro-forma for program and course outcomes (2.6.1)*

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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B A. Second Year Sem. IV**

**Subject: History**

**Course Code: CCHIS- II**

**Paper Title: History of India 1526 To 1707 AD - VIII**

Unit	Unit	Topic	Unit wise Outcome
1	Sources of Mughal history	Literary archaeological	Student will understand the historical advancement of Mughal period (1526To 1707) A.D.
2	Establishment of Mughal Empire	Barber -invasion, first Panipat war expansion Sher Shah Suri - expansion reform administration system	The student will know about the great kings in this period
3	Badshaha Akbar	Second battle of Panipat, expansion, Deccan policy, religious policy	The student will study the governor general's policy
4	Shah Jahan and Aurangzeb	Career and achievement Rajput policy, religious policy, Deccan policy decline of Mughal Empire	The student will study the process of Mughal king and British governors

**Specify Course Outcome:** This paper contents the culture history of Mughal India.

**Specify Program Outcome:** This paper has wide scope to learn about the political contribution of Mughal Badshah king.

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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B.A. Second Year Sem. III**

**Subject: History**

**Course Code: SEC I**

**Paper Title: Tourism-I**

Unit	Unit Name	Topic	Unit wise Outcome
1.	Introduction of tourism	Definition historical background types Nature and scope of tourism	Opportunities in the tourism sector were realized
2.	Development of tourism	Propose and importance stranget community Indian Tourism development corporation Maharashtra Tourism development corporation	It was realized that tourism would be employment.
3.	Transport and accommodation	Transport nature travels agencies accommodation nature and types importance of transport time accommodation	The development of tourism inspired the preservation of Indian art.
4.	Impact of tourism	Role of history in tourism social impact cultural impact environmental impact	It is a subject that guarantees the preservation of Indian art.

**Specify Course Outcome:** He got the opportunity to study the history step by step.

**Specify Program Outcome:** Understood the scope of tourism.

**Signature of Teacher**





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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B A. Second Year**

**Subject: History**

**Course Code: SEC- II**

**Paper Title: Tourism -II**

<b>Unit</b>	<b>Unit Name</b>	<b>Topic</b>	<b>Unit wise Outcome</b>
1	Kyon band temples	Caves- Ajantha Ellora Mahur shiur Temple- hottel Parli vaijnath Aundha Nagnath	To prove the importance of architectural art ..
2	Force in Marathwada	Fort- Devgiri kandhar mahur udgir	It was learned that the security of the monarchy was a shield in terms of protection.
3	Memorial	Memorials- Bibi ka maqbara, Gurudwara	Historical architecture became an inspiration.
4	Museums in Marathwada	Ter bahadurpura mahaveer Aurangabad	Inspired to preserve architectural art

**Specify Course Outcome:** The importance of historical architecture is known.

**Specify Program Outcome:** The students became acquainted with the subject.

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**Name of Teacher: Dr. S.S. Kshetry**

**Department: History**

**Program: B.A. T.Y. Sem. V**

**Subject: History**

**Course Code: DSE-HIS-I**

**Paper Title: History of Modern India (1857-1947 A.D.) - IX**

Unit	Unit Name	Topic	Unit Wise Outcome
1	Uprising of 1857	Cause Course Consequences	To enhance the national interest among the students
2	Religious and Social reform movement	Brahmo Samaj Prathana Samaj Satyashodhak Samaj Arya Samaj	To inculcate moral qualities like devotion unity in students.
3	Indian National Congress	Early Associations Rise of Nationalism Establishment of Indian National Congress Moderate Phase Dadabhai nauroji Firojshaha Mehata Mahadev Govind Ranade Gopal Krishna Gokhale	To instill the spirit of Nationalism among students.
4	Rise and Growth of Extremism	Causes of rise of extremism and ideology Surat Congress 1907 Achievement of Lala Lajpatray B.G. Tilak Bipinchandra Pal Home Rule Movement	To make the students aware of criticising

**Specify Course Outcome:** Aware of History of Modern Indian.

**Specify Program Outcome:** To enlighten the spirit of fellow feeling.

**Signature of Teacher**



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*Pro-forma for program and course outcomes (2.6.1)*  
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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B.A. Third Year Sem-V**

**Subject: History**

**Course Code: DGEHIS I**

**Paper Title: Social Reformers in Modern Maharashtra- X**

Unit	Unit Name	Topic	Unit wise Outcome
1	Background of social reformers	Religious condition in in the 19th century social condition in the 19th century political condition in the 19th century	Understood the importance of socio-religious and educational
2	Mahatma Jyoti Rao Phule	Early life social work educational work	qualifications between Westerners and Indians.
3.	Gopal Ganesh Agarkar	Early life social work	Inspired by early reformers. Awakening was realized through writing
4.	Vitthal Ramji Shinde	Early life social work	Understood the interests of the untouchables

**Specify Course Outcome:** Maharashtra is a mine of reformers.

**Specify Program Outcome:** It was realized that education, writing and speech are the repositories of reformist thought.

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**Name of Teacher: Dr. S.S. Kshetry**

**Department: History**

**Program: B.A. T.Y. Sem-Vi**

**Subject: History**

**Course Code: DSE-HIS-II**

**Paper Title: History of Modern India (1857-1947 - XI, Semester-VI)**

<b>Unit</b>	<b>Unit Name</b>	<b>Topic</b>	<b>Unit Wise Outcome</b>
1	Gandhian Mass Movement	Rise of Mahatma Gandhi in Indian Politics Movements Satyagraha Movement, Non Co-operation Movement, Civil Disobedience Movement, Quit Indian Movement	To introduce Indian freedom struggle movement in board manner.
2	Revolutionary Movement	Causes of Revolutionary Movement Revolutionary Movements in Bengal, Punjab. Maharashtra and Madras Netaji Subhashchandra Bose and Azad Hind Sena	To inculcate moral qualities like devotion, unity, fraternity, brotherhood in students.
3	Constitutional Development	Act of 1858, Morley Minto Act of 1909, Montague Chemsford Act of 1919, Act of 1935, Foration of Indian Constitution	Make the students responsible citizen of the nation
4	Education and Press	Hunter Commission, University Act of 1902, Vernacular Press Act of 1878, Ripons Policy Towards Press	The make the students aware of criticizing

**Specify Course Outcome:** Aware of History of Modern Indian.

**Specify Program Outcome:** To enhance the National interest among the students.

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*Pro-forma for program and course outcomes (2.6.1)  
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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B. A. Third Year Sem. VI**

**Subject: History**

**Course Code: DGEHIS II**

**Paper Title: Social reformers in modern Maharashtra -XII**

<b>Unit</b>	<b>Unit Name</b>	<b>Topic</b>	<b>Unit wise Outcome</b>
<b>1</b>	Rajarshi shahu Maharaj	Early life Social work educational work Administrative Reformers	Lokaraja became important.
<b>2</b>	Dr. Babasaheb Ambedkar	Early life social work educational work	Inspired by the work of Dr. Babasaheb Ambedkar
<b>3</b>	Karmaveer Bhaurao Patil	Early life social work educational work	Shikshan Maharshi was introduced
<b>4.</b>	Karma Yogi baba Amate	Early life social work educational	Man saw God in the form of Amte to the students.

**Specify Course Outcome:** Inspired to be a community-oriented citizen.

**Specify Program Outcome:** The students were inspired by humanitarian ideas

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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B A. Third Year Sem V**

**Subject: History**

**Course Code: SEC- III**

**Paper Title: appreciation of Art-III**

Unit	Unit Name	Topic	Unit wise Outcome
1	Introduction of Indian Art	Meaning of art definition of development and its Characteristics	To enhance the views regarding the Indian Earth
2	Pri Historic and Proto Historic Art	Stone age Rock painting (up) beam baithak (MP) Harappan art s	To reach the historical understanding of the student with reference to create creative arts
3	Caves- stupas temples and iconography	barabar karle pitalkhore Sanchi Sarnath Amravati siddheshwar hotel nilanga and gupteshwar dharasur iconography Buddha Jain and Hindu	To enable the students for their vocational careers

**Specify Course Outcome:** Introduce the students of the Indian art from past to present.

**Specify Program Outcome:** To appreciate the various context of Indian art.

**Signature of Teacher**



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**Name of Teacher: Dr. S. C. Sonkamble**

**Department: History**

**Program: B A. Third Year Sem. VI**

**Subject: History**

**Course Code: SEC- IV**

**Paper Title: Appreciation of Art-IV**

<b>Unit</b>	<b>Unit</b>	<b>Topic</b>	<b>Unit wise Outcome</b>
1	World heritage sites	Elephanta caves Khajuraho temple Hampi Ellora caves	To under introduce the students to the Indian art from past and present
2	Mediaeval Indian art and architecture	Sultanat Period- cuwat - ul -Islam masjid kutub minar Dhai din ka jhopada Mughal period-Fatehpur Sikri Taj Mahal Bibi ka makbara Maratha period-Vedas temples quotes	To enhance the views regarding the Indian heart
3	Conversion of Indian Art	Role of technology department role of researcher and students role of museums	Tu jobs in archaeology department and tourism industries

**Specify Course Outcome:** Introduce the students of the Indian art from past to present.

**Specify Program Outcome:** To appreciate the various context of Indian art.

**Signature of Teacher**