



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

Pro-forma for program and course outcomes (2.6.1)
2018-19

Name of Teacher: Dr. S.S. Kshetry

Department: History

Program: B.A. F.Y. Sem. I (CBCS)

Subject: History

Course Code: CCPOL-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 Various Stages	Stone age and understand Indus Valley civilization
3	Vedic Age	Vedic and Post Vedic Age Political, Social Religious and Economic Life	This Paper has wide scope to learn about the Vedic Age
4	Buddhist India	Sixteenth Majajan Padas and philosophy of Jain and Buddha Religion	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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Pro-forma for program and course outcomes (2.6.1)
2018-19

Name of Teacher: Dr. S. C. Sonkamble

Department: History

Program: B. A. First Year Sem I (CBCS)

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-Dcline 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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Pro-forma for program and course outcomes (2.6.1)
2018-19

Name of Teacher: Dr. S.S. Kshetry

Department: History

Program: B.A. F.Y. Sem II (CBCS)

Subject: History

Course Code: CCPOL-I

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	The students will study the process of decline of the great Dynasties.
2	Satvan Dynasty	Satvan, Goutamputra Satkarni, Administration	The Paper puts lights on the contribution of various kings.
3	Gupta and Wakatak Empire	Chandrapupta-I, Sumudragupta, Chandragupta-II Golden age of India Decline of Empire, Vakatak-Rudresen-II, Harisen	The students will know about the great kings in Ancient Indian.
4	Vardhan and Chalukya of Badami	Vardhan Dynasty- Prabhakarvardhan- Rajyavardhan- Harshvardhan carrery Achivement Pulkeshi-I, Kritivarman, Pulkeshi-II	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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Pro-forma for program and course outcomes (2.6.1)

Name of Teacher: Dr. S. C. Sonkamble

Department: History

Program: B A. First Year Sem-II

Subject: History

Course Code: CCHIS -IV

Paper Title: - History of India -648-1526- IV

Unit	Unit Name	Topic	Unit wise Outcome
1	Sources	Archaeological and literary sources	-Acquainted with the basic concept of Archaeological and literary Sources
2	Arab and Turki Invasion	Arab - Mahanmad bin Kasim. Turki - Mahanmad Gazni, Mahanmad Ghori.	-Familiarized with the Knowledge of Arab and Turki Invitation
3	Delhi Sultanut	Salve Dynasty - Kutubuddin Aibak - Razhia Sultan Khiliji Dynasty - Allauddin Khilji Tughalk Dynasty - Mahanmad Tughlak. Sayyad Dynasty - Khijrakhan. Lodi Dynasty - Ibrahim Lodi. Decline of Delhi Sultanut	Introduced with the various dynasties in the History of India
4	Art and Architecture	Delhi Sultanut- Delhi, Ajmer.	Aware of the Art and Architecture of Delhi Sultanat.

Specify Course Outcome: Introduced with the various dynasties in the History of India

Aware of Art and Architecture of Indian History

Specify Program Outcome: The reasons for India's slavery are explained in this paper

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Name of Teacher: Dr. S.S. Kshetry

Department: History

Program: B.A. S.Y. Sem. III (CBCS)

Subject: History

Course Code: CC-HIS-I

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

Unit	Unit Name	Topic	Unit Wise Outcome
1	Source Material for the Study	Archeological, Literary	Student know the Archaeological and Literary Source
2	Rise of Maratha Power	Causes, Shahajiraje Bhosle and Jijau, Chh. Shivaji Majoraj and his strugglewith Aadilshahi and Maugal	It will help the students of understand the most important and in spring history of Medieval Maharashtra
3	Chatrapati 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	Contrubution 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, Paper No 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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Pro-forma for program and course outcomes (2.6.1)
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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. Shivaji's Regine.

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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: socio religious reform movement in India - VIII

Unit	Unit Name	Topic	Unit wise Outcome
1	Movement for upliftment of women	Mahatma Phule, Pandita Ramabai D. K. Karve Hindu code bill and Dr. B.R. Ambedkar	The real salvation of all the female castes was known.
2	Removal of untouchability	Mahatma Phule Shahu Maharaj MK Gandhi a and B. R Ambedkar	Inspired by the untouchables
3	Dr B.R. Ambedkar	Social religious and labor Movement	Dr. Babasaheb Ambedkar did the real trick of all-round salvation of all mankind.
4	Educational movement	Mahatma Phule Shahu Maharaj Dr. B.R. Ambedkar karmaveer bhaurao Patil Sir Syed Ahmed Khan	It was noticed that education has brought social upliftment.

Specify Course Outcome: Looking at the untouchables and women Attitude change.

Specify Program Outcome: The arrival of the British was the beginning of a new era.

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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. 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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*Pro-forma for program and course outcomes (2.6.1)
2018-19*

Name of Teacher: Dr. S. C. Sonkamble

Department: History

Program: B A. Second Year

Subject: History

Course Code: SEC- II

Paper Title: Tourism -II

Unit	Unit Name	Topic	Unit wise Outcome
1	Kyon band temples	Caves- Ajantha Ellora Mahur shiur Temple- hottel Parli vajinath 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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Pro-forma for program and course outcomes (2.6.1)
2018-19

Name of Teacher: Dr. S.S. Kshetry

Department: History

Program: B.A. T.Y. Semester-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	Course Consequences	To enhance the national interest among the students
2	Religious and Social reform movement	Brahmo Samaj, Prathama 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 Firoj shaha Mehata Mahadev Govind Ranade, Gopal Krishna Gokhale	To instill the spirant of Nationalism among students.
4	Rise and Growth of Extremism	Causes of rise of extremism and ideology Surat Congress 1907, Achievement of Lala Lajpat ray, B.G. Tilak Bipin Chandra Pal Home Rule Movement.	To make the students aware of criticizing

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)
2018-19*

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 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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Pro-forma for program and course outcomes (2.6.1)
2018-19

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 A.D.) - XI

Unit	Unit Name	Topic	Unit Wise Outcome
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 in culcate moral qualities like divotion unity, fraternity, brotherhood in students.
3	Constitutional Development	Act of 1858, Morley Mento 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)
2018-19

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 Paper No. XII

Unit	Unit Name	Topic	Unit wise Outcome
1	Rajarshi shahu Maharaj	Early life Social work educational work Administrative Reformers	Lokaraja became important.
2	Dr. Babasaheb Ambedkar	Early life social work educational work	Inspired by the work of Dr. Babasaheb Ambedkar
3	Karmaveer Bhaurao Patil	Early life social work educational work	Shikshan Maharshi was introduced
4.	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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Pro-forma for program and course outcomes (2.6.1)

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 Samath 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.

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Pro-forma for program and course outcomes (2.6.1)

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

Unit	Unit	Topic	Unit wise Outcome
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