



**Dnyanopasak Shikshan Mandal's**  
**College of Arts, Commerce and Science, Parbhani**

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

**Department: History**

**Program: BA F.Y.**

**Subject: History**

**Course Code: CCPOL-I**

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

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	Sources	Archaeological and literary sources.	Aware of Archaeological literary sources
II	Stone Age & Indus valley Civilization	Stone Age - Various stages. Indus valley Civilization - Discovery Sites of Excavation, Town planning	Familiarized with Stone Age and Town planning.
III	Vedic Age	Vedic and post Vedic Age-Political, Social Religious and Economic life..	Familiarized with the Vedic and post Vedic Age.
IV	Buddhist India	Sixteenth Mahajanpadas and Philosophy of Jain and Bouddha Religion.	Aware of the different religions.

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

**Specify Program Outcome:** Grew 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)*  
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Name of Teacher: Dr. Shinde A.D.

Department: History

**Program:** BA F.Y.

**Subject:** History

**Course Code:** CCHIS-II

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

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	<b>Sources</b>	Archaeological and literary sources	Aware of Archaeological literary sources.
II	<b>Political History</b>	Rashtrakut - Dantidurg, Krishna - I, Krishna -III) Chalukya of Kallyani - Tailap - II, Vikramaditya - VI Yadav of Devgiri - Bhillam - V, Ramchandradeo.	Familiarized with the great kings in Ancient India..
III	<b>Rajput Dynasty</b>	Gurjar Pratihar - Gahadwal, Chouhan, Solunki) Decline of Rajput States.	studied the process of decline of the great Dynasties.
IV	<b>Vijaynagar and Bahamani Empire</b>	Vijaynagar Empire - Harihar and Bukka. Bahamani Empire - Allauddin Hasan Bahamani, Mahanmadshaha - III, Decline of Bahamani empire..	Acquainted with Vijaynagar and Bahamani Empire

**Specify Course Outcome:** Familiarized with History of India (648 – 1526 A.D.)

**Specify Program Outcome:** Understand the various aspects of History of India



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Name of Teacher: Dr.Pise G. S.

Department: History

Program: BA F.Y.

Subject: History

Course Code: CCHIS-I

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

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	<b>Mourya Empire</b>	Chandragupta Mourya - career and Achievements. Ashoka - Chandragupta.	Acquainted with the Mourya Empire.
II	<b>Satvahan Dynasty 11</b>	Satvahan, Goutamiputra Satkarni- Administration.	Acquainted with Satvahan Administration
III	<b>Gupta and Vakatak Empire</b>	1) Gupta Eempire - Chandragupta - I , Samudragupta, Chandragupta- II, Golden age of India, Decline of Empire. 2) Vakatak - Rudrasen-II, Harisen	Aware of Gupta and Vakatak Empire.
IV	<b>Vardhan and Chalukya Dynasty</b>	1) Vardhan Dynasty-Prabhakarvardhan-Rajyavardhan – Harshavardhan - Career and achievements. 3) Chalukya of Badami - Pulkeshi - I, Kirtivarman, Pulkeshi-II.	Acquainted with the Career and achievements of Vardhan and Chalukya dyanasty.

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

Specify Program Outcome:

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**Name of Teacher: Dr.Shinde A. D.**

**Department: History**

**Program: BA F.Y.**

**Subject: History**

**Course Code: CCHIS-IV**

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

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	Sources	Archaeological and literary sources	-Acquainted with the basic concept of Archaeological and literary Sources.
II	Arab and Turki Invasion	Arab - Mahanmad bin Kasim. Turki - Mahanmad Gazni, Mahanmad Ghori.	-Familiarized with the Knowledge of Arab and Turki Invasion.
III	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	Acquainted with the Decline of Delhi Sultanut.
IV	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:**

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Name of Teacher: Dr.Pise G. S.

Department: History

Program: B.A. S.Y.

Subject: History

Course Code: CCHIS-I

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

Unit No.	Unit Name	Topics	Unit-wise Outcome
I	Source Material for the study.	Archeological & Literary sources	-Acquainted with the Archaeological and literary sources.
II	Rise of Maratha Power	Causes, shahajiraje Bhosle & Jijau, Chatrapati Shivaji Maharaj & his struggle with Adilshahi And Mughal.	Familiarized with the great personalities named Shahajiraje, jijau and Shivaji Maharaj and their struggle against Adilshai and Mughal
III	Chatrapati Shivaji Maharaj 10 20	Cattrapati shivaji Maharaj & Foreign Powers, Coronations, Karnatak Expedition, & his Religious Policy.	Acquainted with Shivaji Maharj and their Foreign policy, coronation and Karnatak Expedition
IV	Chatrapati Sambhaji Maharaj	Relation with Mughal, Adilshahi, Kutubshahi, Portuguese, British and Siddi.	Acquainted with Chatrapati Sambhaji Maharaj and their policies towards foreign powres.
V	Maratha War of independence	Contribution of chatrapati Rajaram, Maharani Tarabai, Santaji Ghorpade & Dhanaji Jadhav, Significance of war.	Acauainted with the historical personalities

Specify Course Outcome: Acquainted with the History of Maratha Empire.

Specify Program Outcome: Respect and Revere the great personalities of Martha Empire.

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Name of Teacher: **Dr.Shinde A. D.**

Department: **History**

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

Subject: **History**

Course Code: **CCHIS-II**

**Paper Title: History of British India (1757 to 1857 A.D.)Paper - VI**

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	<b>Establishment of British Rule.</b>	Adevent of the European powers, British-French Conflict, Battle of Plassey & Buxar.	Acquainted with the advent of European Powers
II	<b>Robert Clive.</b>	Internal reforms and dual Government system.	Introduced with the Internal reforms and dual Government system of Robert Clive
III	<b>Expansion of British Rule.</b>	Ideologies of expansion, Warren Hastings, Lord Cornwallis, Lord Wellesly, Lord Hastings & Lord Dalhousie.	Acquainted with the expansion of British Rule
IV	<b>Consolidation of British Rule.</b>	Internal Reforms of Lord Bentinck & Lord Dalhousie.	Acquainted with the internal reforms of Lord Bentinck & Lord Dalhousie

**Specify Course Outcome:** Familiarized with the history of British Rule and its Expansion in India

**Specify Program Outcome: Acquainted with the good and bad policies of British Empire.**

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**Name of Teacher: Dr.Pise G. S.**

**Department: History**

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

**Subject: History**

**Course Code: CCHIS-II**

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

<b>Unit No.</b>	<b>Unit Name</b>	<b>Topics</b>	<b>Unit-wise Outcome</b>
<b>I</b>	<b>Military System</b>	Soldier, fort, Nevi	Familiarized with the Military system of Shivaji Maharaj
<b>II</b>	<b>Administration</b>	Central, Provincial & Rura	Familiarized with the Administration of Shivaji Maharaj
<b>III</b>	<b>Economic &amp; Social Condition</b>	<b>1) Economic Condition -</b> Land, Water Management (Dam, Tank, Talaw, Well) Land revenue, Source of income, Chouthai and Sardeshmukhi. <b>2) Social Condition –</b> Vatandar, Balutedar, Alutedar, Wetbigari, Status of Women, Marriage System and Women's Education.	Familiarized with Economic and social condition
<b>IV</b>	<b>Industries &amp; Trade.</b>	<b>Industries -</b> Salt, cloth, ship, glass, paper & fishery. <b>Trade-</b> , Market Place (Trading Market) Trade Center, Commodities(Goods), Currency.	Introduced with the industry and trade policies.
<b>V</b>	<b>Religion &amp; culture.</b>	Maharashtra Dharma. Festival-fairs. Daivate- vithoba, Tulja Bhawani, Khandoba, Mahalaxmi, Superstitious, Rural goddess.	Acquainted with the religious and cultural background

**Specify Course Outcome:** Familiarized with the military, Administrative, economic, cultural, religious system.

**Specify Program Outcome:**

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**Name of Teacher:** Dr.Shinde A. D.                      **Department:** History

**Program:** B.A. S.Y.                      **Subject:** History                      **Course Code:** CCHIS-II

**Paper Title: History of British India (1757 to 1857 A.D.) - VIII**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Topics</b>	<b>Unit-wise Outcome</b>
<b>I</b>	<b>Economic Changes.</b>	Land revenue system-Permanent settlement, Rayatwari and Mahalwari system, commercialization of Agriculture, De-industrialization & its effects.	Acquainted with the Changes in Economic policies after the arrival of British in India
<b>II</b>	<b>Education &amp; Press.</b>	Educational activities of Christian Missionaries, Education Policy of British Government , press.	Acquainted with the education and presspolicies of British in India
<b>III</b>	<b>Indian Economy.</b>	Trade, Agriculture and Industry.	Acquainted with the Indian Economy
<b>IV</b>	<b>Popular Resistance to</b>	Early uprising, Outbreak of 1857- its causes, course and results.	Acquainted with the outbreak of 1857



company's rule.		
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**Specify Course Outcome:** Understand the changes taken place in the Economic and educational polices after the arrival of British in India; understand the contribution of our ancestors in the outbreak of 1857.

**Specify Program Outcome:**

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**Name of Teacher:** Dr.Pise G. S.

**Department:** History

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

**Subject:** History

**Course Code:** SEC

**Paper Title: Tourism SEC-I**

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	<b>Introduction of Tourism</b>	Definitions, Historical background, Types, Nature and scope of tourism, Motivation of Tourism.	Acquainted with the concept of Tourism
II	<b>Development of Tourism</b>	Purpose and importance, Sargent committee, Maharashtra Tourism Development Corporation, Role of History in Tourism.	Familiarized with the development of tourism in India
III	<b>Transport and Accommodation</b>	Transport – Nature, Travel agencies, Guide's Accommodation- nature and Types.	<b>Familiarized with the fields of transport and accommodation</b>
IV	<b>Planning and operation</b>	Planning, Market, Advertising	Are able to work in the field of tourism and understand the

			concepts of marketing , advertising etc
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**Specify Course Outcome:** Under the History of Tourism; Able to work in the field of Tourism

**Specify Program Outcome:** Are able to work in the field of tourism and understand the concepts of marketing, advertising etc.

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**Name of Teacher:** Dr.Pise G. S.

**Department:** History

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

**Subject:** History

**Course Code:** SEC

**Paper Title: Tourism SEC-II**

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	<b>Caves &amp; Temples</b>	Caves – Ajintha, Ellora, Shihur, Mahur. 2) Temples – Hottel, Aunda Nagnath, Parali Vaijanath.	Acquainted with the famous caves and temples
II	<b>Fort's</b>	Devgiri, Kandhar, Mahur, Udgir.	Acquainted with various forts
III	<b>Memorials</b>	Bibi ka Makbara, Gurudwara, Golghumat, Chaitybhumi	Acquainted with various Memorials

<b>IV</b>	<b>Museums</b>	Ter, Mhaur, Bhaddarpura, Aurangabad.	Acquainted with various Memorials
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**Specify Course Outcome:** Acquainted with World heritage in India.

**Specify Program Outcome:**

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**Name of Teacher:** Dr.Pise G. S.

**Department:** History

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

**Subject:** History

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

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

<b>Unit No.</b>	<b>Unit Name</b>	<b>Topics</b>	<b>Unit-wise Outcome</b>
<b>I</b>	<b>Uprising of 1857</b>	a) Causes b) Course c) Consequences	<b>Introduced with the Causes, courses and consequences of Uprising of 1857</b>
<b>II</b>	<b>Religious and Social Reform Movement</b>	a) Brahmosamaj b) Prarthanasamaj c) Satyashodhaksamaj d) Aaryasamaj	Familiarized with the popular Religious and Social Reform movements in India
<b>III</b>	<b>Indian National Congress</b>	a) Early Associations b) Rise of Nationalism c) Establishment of Indian National Congress d) Moderate Phase- i) Dadabhai Nauroji ii) Firojshaha Mehata iii) Mahadev Govind	Familiarized with the Establishment of Indian National Congress and its journey ahead

		Ranade iv) Gopal Krishna Gokhale	
<b>IV</b>	<b>Rise and Growth of Extremism</b>	a) Causes of rise of Extremism and its Ideology b) Surat Congress 1907 c) Achievement of i) Lala Lajpatrai ii) B. G. Tilak iii) Bipinchandra Pal d) Home Rule Movement.	Familiarized with the rise and growth of Extremism in Indian National Congress

**Specify Course Outcome:** Familiarized with the uprising of 1857 and Indian National Congress

**Specify Program Outcome:** Understand the course of Uprising of 1857 and contribution of Indian National Congress to the struggle for independence of India.

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**Name of Teacher:** Dr.Shinde A. D.

**Department:** History

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

**Subject:** History

**Course Code:** GE- HIS-I

**Paper; Social Reformers in Modern Maharashtra-X**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Topics</b>	<b>Unit-wise Outcome</b>
<b>I</b>	<b>Background of Social Reforms</b>	e) Religious Condition in the 19th Century f) Social Condition in the 19th Century g) Political Condition in the 19th Century	Familiarized with the Religious, Social and political condition in the 19 <sup>th</sup> Century
<b>II</b>	<b>Mahatma Jyotirao Phule</b>	d) Early Life e) Social Work	Familiarized with biographical background,

		f) Educational Work	Social and Educational work of Mahtma Phule
<b>III</b>	<b>Gopal Ganesh Agarkar</b>	a) Early Life b) Social Work	Familiarized with biographical background and Social work of Gopal Ganesh Agarkar
<b>IV</b>	<b>Vitthal Ramji Shinde</b>	a) Early Life b) Social Work	Familiarized with biographical background and Social work of V R Shinde

**Specify Course Outcome:** Introduced with the Biographical Background and their Social and Educational contribution in the reforms of Modern Maharashtra

**Specify Program Outcome:** understand the important contribution of various social reformers in modern maharashtra; Respect and revere the great social reformers of Modern Maharashtra.

**Signature of Teacher**



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**Name of Teacher:** Dr.Pise G. S.

**Department:** History

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

**Subject:** History

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

**Paper; History of Modern India (1857- 1947 A.D.)-XI**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Topics</b>	<b>Unit-wise Outcome</b>
<b>I I</b>	<b>Gandhian Mass Movements</b>	Rise of Mahatma Gandhiji in Indian Politics Movements i) Satyagraha Movement ii) Non Co-operation Movement iii) Civil Disobedience Movement iv) Quit India Movement Plan of Lord Mountbatten and Independence of India	Introduced with the Gandhian Mass Movements

<b>II</b>	<b>Revolutionary Movements</b>	Causes of the Revolutionary Movement Revolutionary Movements in Bengal, Punjab, Maharashtra and Madras Netaji Subhashchandra Bose and Azad Hind Sena	Familiarized with various revolutionary movements in regions of India
<b>III</b>	<b>Constitutional Development</b>	Act of 1858 Morley-Minto Reform Act of 1909 Montague-Chemsford Act of 1919 Act of 1935 Formation of Indian Constitution	Understand the development of Constitution of India
<b>IV</b>	<b>Education and Press</b>	Hunter Commission University Act of 1904 Vernacular Press Act of 1878 Ripons Policy Towards Press	Acquainted with the various Educational and Press related Acts, Commissions etc

**Specify Course Outcome:** Understand the contribution of Mahatma Gandhi and Revolutionary Movements in Independence of India

**Specify Program Outcome:**

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**Name of Teacher:** Dr.Shinde A. D.

**Department:** History

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

**Subject:** History

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

**Paper; Social Reformers in Modern MaharashtraXII**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Topics</b>	<b>Unit-wise Outcome</b>
<b>I</b> <b>I</b>	<b>Rajarshi Chh. Shahu Maharaj</b>	Early Life Social Work Educational Work Administrative Reforms	Familiarized with biographical background, Social, Educational and Administrative work of

			Rajarshi Chh Shahu Maharaj
<b>II</b>	<b>Dr. Babsaheb Ambedkar</b>	Early Life Social Work, Educational Work	Familiarized with biographical background, Social and Educational work of Dr. Babasaheb Ambedkar
<b>III</b>	<b>Karmaveer Bhaurao Patil</b>	Early Life, Social Work, Educational Work	Familiarized with biographical background, Social and Educational work of Karmaveer Bhaurao Patil
<b>IV</b>	<b>Karmayogi Baba Aamte</b>	Early Life, Social Work, Educational Work	Familiarized with biographical background, Social and Educational work of Karmayogi Baba Aamte

**Specify Course Outcome:** Introduced with the Social Reformers and Their contribution To the field of Education, Administration and Social reforms  
**Specify Program Outcome:**

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**Name of Teacher:** Dr.Pise G. S.

**Department:** History

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

**Subject:** History

**Course Code:** SEC

**Paper;** Appreciation of Indian Art-III

Unit No.	Unit Name	Topics	Unit-wise Outcome
I I	<b>Introduction to Indian Art</b>	Meaning of Art, Definition, Development and its Characteristics	<b>Introduced with the Indian Art</b>
II	<b>Pre Historic and Proto Historic Art</b>	Stone age – Rock Painging (U.P.), Bhimbetka (M.P.), Harappan Arts.	Introduced with Pre Historic and Proto Historic Arts
III	<b>Caves, Stupas, Temples, and Iconography</b>	Caves - Barbar, Karle, Pitalkhore. Stupas -Sanchi, Sarnath, Amravati. Temples – Nagnath (Aundha), Siddheshwar (Hottal), Nilangeshwar (Nilanga) and Gupteshwar (Dharasur). Iconography – Bauddha, Jaina and Hindu	<b>Acquainted with various Caves, Stupas, Temples and Iconograohy</b>

**Specify Course Outcome:** Introduced with Indian Heritage

**Specify Program Outcome:**

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**Name of Teacher:** Dr.Pise G. S.

**Department:** History

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

**Subject:** History

**Course Code:** SEC

**Paper; Appreciation of Indian Art-IV**

Unit No.	Unit Name	Topics	Unit-wise Outcome
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<b>I</b>	<b>World Heritage Sites</b>	Elephanta Caves, Khajuraho Temples, Hamppi, Ellora Caves.	Introduced with World Heritage sites
<b>II</b>	<b>Medieval Indian Art and Architecture</b>	Sultanat Period – Kuwat-ul-Islam Masjid, Qutub Minar, Dhai din ka Jhopra. Mughal Period – Fatehpur Sikri, Taj Mahal, Bibi ka Makbara. Maratha Period – Vadas, Temples, Forts.	Introduced with Medieval Indian Art and Architecture
<b>III</b>	<b>Conservation of Indian Art</b>	Role of Archaeology Department. Role of Researcher and Students. Role of Museums	Understands the importance of conservation of Indian Arts

**Specify Course Outcome:** Introduced with World heritage

**Specify Program Outcome:** Understand the importance of conservation of Indian Arts

**Signature of Teacher**