

2018

**[OBE DESIGN- HISTORY
DEPARTMENT]**

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PREFACE

Outcome Based Education (OBE) is the educational approach which focuses on student centric education in the context of development of personal, social, professional and knowledge (KSA) requirements in one's career and life. It is the decade ago curriculum development methodology. The educational triangle of LEARNING-ASSESSMENT-TEACHING is the unique nature of the OBE approach. The curriculum practices such as Competency Based Curriculum, Taylor's Model of Curriculum Development, Spadys' Curriculum principles, Blooms taxonomy and further use of assessment methodologies like, Norm-reference testing and Criterion reference testing, etc is being practiced since decades. It is also interesting to know that, globally, different countries and universities adopts the curriculum development models/approaches such as, CDIO (Conceive-Design-Implement-Operate), Evidenced Based Education, Systems' Approach, etc as the scientific and systematic approaches in curriculum design.

The authorities of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) in-lieu of accreditation standards of National Assessment and Accreditation Council, decided to opt for Outcomes Based Education (OBE). As the part of the decision, different meetings, workshops and presentations were held at the campus of university.

This document is the outcome of different meetings and workshops held at university level and department level. The detailed document is designed and the existing curriculum of the department is transformed in to the framework of OBE. This is the first step towards the implementation of OBE in the department. The document will serve all stakeholders in the effective implementation of the curriculum. The OBE is continuous process for quality enhancement and it will go a long way in order to enhance the competencies and employability of the graduates/Post-graduates of the university department.

Head of Department

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OUTCOME BASED EDUCATION

Faculty of Humanities

Department of History

1. Mission:

Mission Statement

1. To offer post-graduate and Research program in the domain of history.
2. To promote participatory method of learning such as seminars, quiz competitions, group discussion, open discussions to develop the insight into historical developments and its reflection on development of society and country.
3. To enhance the numerical graph of higher education amongst the youth of the region;
4. To enrich the quality and standard of teaching and learning through modern technology & science;
5. To create research based human resource with versatile personality, stimulate and support pro-poor community activities and in doing so strengthen all round regional progress and development.

2. Vision:

Teaching

1. Department is keen to evolve new pedagogical tools. In that process departments of history is using Films and Documentaries and audio-video materials
2. Department is innovative in employing different participatory mode of examination student are asked to write book reviews, visit reports, report writing of the seminar conference and workshops.
3. In view to connect history syllabus with contemporary challenges and to make history learning applied with academic environment full of critical engagement department is thinking of launching different certificate and diploma courses in coming future.
4. Department will start Certificate course in 'The Studies of Social Movements in Maharashtra.'
5. Department is also planning to start certificate courses in 'Archaeological Studies' and 'Ajanta Ellora Studies'.

6. Department will gradually develop these Certificate courses into the Diploma courses
7. Department is keen in developing interdisciplinary inquiry in the field of history. It will enhance the sphere of history by including various fields of historical studies; like Archaeology, Social History, Cultural Studies, Anthropology, and Indology. Department will strive to emerge as the premier Institute of Historical Studies.

Research

All the faculty members Department are picking different research themes from Ancient and Medieval Deccan, Maratha History and Western India. They are innovatively engaged in the research which employs new research methods with different approaches like feminism, subaltern, environmentalist and anti-caste. Department is keen to develop the resources of research by collaborated efforts to bring different important sources to Departmental library, housed in the Department's History Museum. Departmental faculty will undertake research assignments in varied ways like; writing research articles, monographs, books, editing research projects. The department will continue to organize the seminars workshops, conferences of International, National and Regional level.

MoU's planned:

Department will go for MoU with Center for

1. Numismatics Studies-Anjenaeri.
2. Deccan College-Pune, for the certificate Courses of Numismatics Studies and Archaeological Studies respectively.
3. Department is planning to develop the certificate course in Ajanta Ellora Studies with association of **Michigan University, USA**. MOU with BhimraoAmbedkar University, Agra.

3. Title of the Program (s):

a. Master of History

4. Program Educational Objectives:

The program educational objectives (PEO) are the statement that describes the career and professional achievement after the program of studies (graduation/ post-graduation). The PEOs are driven from question no. (ii) of the Mission statement (What is the purpose of organization). The PEOs can be minimum three and maximum five.

PEO1: In-depth knowledge of history and related sectors/domains areas to build the strong culture and organization.

PE02: To provide the professional services to private and public organization through competitive examination.

PE03: To provide expertise and consultancy services in the private and public sector and to be an entrepreneur/professional consultant.

PE04: To opt for higher education, research and to be a life-long learner.

PE05: To provide value based and ethical leadership to the profession and social life.

5. Program Outcomes:

The program outcomes (PO) are the statement of competencies/ abilities. POs are the statement that describes the knowledge and the abilities the graduate/ post-graduate will have by the end of program studies.

- a. Use the historical method to solve historical and historiographical problems while applying the perspectives of class, race, gender, etc. to historical events and trends;
- b. Identify and criticize interpretive paradigms and methodologies relevant to historical scholarship and the historical profession;
- c. Perform historical research in archives and libraries and evaluate the provenance, context, validity, and biases of these sources from the past;
- d. Apply the necessary research skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity, context, and biases of secondary source literature produced by other scholars;
- e. Demonstrate the ability to deploy multiple forms of communication (written, oral, and new media) to discuss their own historical scholarship and graduate-level knowledge of their chosen fields.

6. Course- Program outcome Matrix:

The Program Outcomes are developed through the curriculum (curricular/co-curricular-extra-curricular activities). The program outcomes are attained through the course implementation. As an educator, one must know, **“to which POs his/her course in contributing?”**. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course-PO matrix is essential step in the OBE. The course-program outcomes matrix indicates the co-relation between the courses and program outcomes. The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

The CO-PO MATRIX is provided in the below table.

Course Title	a	b	c	d	e	PSO1	PSO2
401	*	*			*		
402	*	*			*		
422	*	*			*		
424	*	*			*		
403	*	*			*		
404	*	*			*		
432	*	*			*		
434	*	*			*		
502	*	*	*		*		
525	*	*	*		*		
501	*	*	*		*		
521	*	*	*		*		
534	*	*	*	*	*		
532	*	*	*	*	*		
504	*	*	*	*	*		
503	*	*	*	*	*		

7. Course Outcomes (for all courses):

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. There can be 5 to 7 course outcomes of any course. These are to be written in the specific terms and not in general. The list of Course Outcomes is the part of **Annexure-c** attached herewith.

8. Set Target levels for Attainment of Course Outcomes:

The course outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment are measured/calculated. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

9. Set Target level for Attainment of Program Outcomes:

The program outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment and program outcome attainment is measured/calculated. The program outcome attainment is governed by

curricular, co-curricular and extra-curricular activities including the stakeholders' participation. The direct method and indirect method is adopted to calculate the PO attainment. The direct method implies the attainment by course outcomes contributing to respective program outcomes. And indirect method is the satisfaction/feed-back survey of stakeholders. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

The set target level is the set benchmark to ensure the continuous improvements in the learners/ graduates' performance.

10. Course Attainment Levels:

- a. CO attainment is defined/set at three levels;
- b. The CO attainment is based on end term examination assessment and internal assessment;
- c. The Co attainment is defined at three levels in ascending order-
 - i. e.g. For end term and internal examination;
 - ii. Level-1: 40% students scored more than class average
 - iii. Level-2: 50% students score more than class average;
 - iv. Level-3: 60% students score more than class average.
- d. The target level is set (e.g. Level-2). It indicates that, the current target is level-2; 50% students score more than class average. The CO attainment is measured and the results are obtained. Based on the results of attainment, the corrective measures/remedial action are taken.
- e. CO Attainment= 80% (Attainment level in end term examination) + 20% (Attainment level in internal examination).

11. Program attainment Level:

- a. PO attainment is defined at five levels in ascending order;
- b. The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);
- c. The PO attainment levels are defined / set as stated below;
 - i. Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor
 - ii. Level-2: 1.0>1.5-Average
 - iii. Level-3: 1.5>2.0-Good
 - iv. Level-4: 2.0>2.5-Very Good
 - v. Level-5: 2.5>3.0 -Excellent
- d. The PO attainment target level is set/defined (say, Level-4). It implies that, the department is aiming at minimum level-4 (very good) in the performance of abilities by the graduates. Based upon the results of attainment, the remedial measures are taken;
- e. PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

12. The Results of CO Attainment:

The Results of CO attainment are provided in Annexure-B

FOR EXAMPLE:

COURSE CODE/TITLE: HIS-432

- e.g. For end term and internal examination;
- i. Level-1: 40% students scored more than class average
 - ii. Level-2: 50% students score more than class average;
 - iii. Level-3: 60% students score more than class average

Average Marks in External examination: 38.91 i.e. 40.00

% Students score more than 40 is 24/35, i.e. 68.57 % i.e. Level-3

Average Marks in Internal examination= 12.42 i.e. 12.00

% Students score more than 12 is 29/35, i.e. 82.85 % Level-3

A (CO) HIS-432= 80% (3) +20(3)

$$=2.4+0.6$$

$$=3.0$$

Hence, The attainment level is Level-3 and the set target level is Level-2 and therefore the CO is fully attained.

Table No. 1.0: CO Attainment Level

Course Code	CO Attainment Value	Target Attainment Level	Fully Attained/Not attained	Remedial measures
401	3	2	Fully Attained	
402	3	2	Fully Attained	
422	3	2	Fully Attained	
424	3	2	Fully Attained	
403	2.2	2	Fully Attained	
404	1.2	2	Not Attained	Assignments, Exercise, Tutorials and coaching.
432	3	2	Fully Attained	
434	2.2	2	Fully Attained	
502	2.2	2	Fully Attained	
525	2.2	2	Fully Attained	
501	2.2	2	Fully Attained	

521	2.2	2	Fully Attained
534	2.8	2	Fully Attained
532	3	2	Fully Attained
504	3	2	Fully Attained
503	3	2	Fully Attained

13.The Results of PO Attainment:

The Results of PO attainment are provided in Annexure-B

FOR EXAMPLE:

PO NO.: c

(Note: Refer point No. 11 above which describes the attainment level and set target attainment level)

PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

$$A (PO) c = 80\% (2.2+2.2+2.2+2.2+2.8+3+3+3)/8 + 20\% (2.58)$$

$$=80\% (2.58) + 20\% (2.58)$$

$$= 2.58$$

$$= 2.58 \text{ i.e. Level-5. The target level is Level-4.}$$

Hence, PO attained.

Table No. 2.0 PO Attainment Level

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
a	2.58	4	Fully attained	Not Applicable
b	2.58	4	Fully attained	
c	2.58	4	Fully attained	
d	2.58	4	Fully attained	
e	2.58	4	Fully attained	
f	2.95	4	Fully attained	
g	2.58	4	Fully attained	

14. Planned Actions for Course Attainment:

The course having attainment level less than Level-2 shall be addressed by designing the remedial measures such as assignments, exercise, tutorials and coaching.

15.Planned Actions for Program Outcome Attainment: N.A.

ANNEXURE-B
RESULTS OF CO-PO ATTAINMENT

M.A. HISTORY 40-50-60

Course Title	a	b	c	d	e
401	3	3			3
402	3	3			3
422	3	3			3
424	3	3			3
403	2.2	2.2			2.2
404	1.2	1.2			1.2
432	3	3			3
434	2.2	2.2			2.2
502	2.2	2.2	2.2		2.2
525	2.2	2.2	2.2		2.2
501	2.2	2.2	2.2		2.2
521	2.2	2.2	2.2		2.2
534	2.8	2.8	2.8	2.8	2.8
532	3	3	3	3	3
504	3	3	3	3	3
503	3	3	3	3	3
	2.575	2.575	2.575	2.95	2.575

ANNEXURE-C
COURSE OUTCOMES
HISTORY OUTCOMES

History of India up to 300 BC

- Describe knowledge of Pre-Mauryan India with emphasis on the important stages of Stone Age, Harappa, and Vedic Culture.
- **Explain the historic uniqueness in the respective era.**
- Analyze and explain the basic skills that historians use in writing.
- Use the basic tools of historical analysis.

Twentieth century world

- Critically analyze the nature and political discourses of the twentieth century world.
- Examine the trends in history during the first and second world war.
- Analyze and describe the historical perspectives of the developed, developing and underdeveloped nations are brought into light through the history of colonization and decolonization.

HISTORIOGRAPHY, METHODS AND PRACTICE MEANING AND SCOPE OF HISTORY

- Explain the meaning, nature and scope of history and its interdisciplinary existence as knowledge field. It will train students in
- Use the method of history external and internal criticism causality and historicity.
- Critically analyze and describe the approaches to Indian history.

SOCIO-RELIGIOUS MOVEMENTS IN MAHARASHTRA, 1200 TO 1700 A.D.

- Explain various approaches of Bhakti Movements by modern thinkers
- Analyze and explain rise of various religious cults related to Shaivism and Vaishnavism.
- Describe the ideology and protest of various religious sects towards social structure of medieval Indian society.
- Explain religious ideas, forms and nature of language and literature during this period.

ECONOMY IN MEDIEVAL INDIA (1200A.D. TO 1700 A.D.)

- Describe new economic system introduced by rulers of medieval India (1200A.D. to 1700 A.D.)
- Explain the new pattern of taxation, trade systems and monetary systems in Medieval India. Critically analyze and describe State, agrarian economy and agrarian relations and about various mercantile groups and industries developed during this period.
- Describe various theories about the Medieval Indian economy in this course.

HISTORY OF THE MARATHAS, 1600 TO 1707

- Describe the political history of Chhatrapati Shivaji particular.
- Analyze and explain Shivaji's administration and importance of his policies regarding agriculture, trade and religion.
- Compare the then policies and the current policies.

NINETEENTH CENTURY INDIA

- Describe the nature of Polity, society and culture in India prior and after the coming of the British Colonialism.
- Critically analyze and explain the British east India Company rule in India and its impacts on the Indian Polity and Society.
- Critically evaluate the political cultural circumstances during the nineteenth century India.

NINETEENTH CENTURY MAHARASHTRA

- Explain the sources in historiography in nineteenth century Maharashtra.
- Describe the colonial policies and its impact on society.
- Analyze and explain caste-class-gender linkages of social reform movements.
- Explain ideological, social dimensions of social reform and rise of various nationalistic conceptions in nineteenth century Maharashtra.

HISTORY OF INDUSTRIES IN COLONIAL INDIA (1853-1947)

- Analyze and describe the growth of Capitalism and Modern Industries in Colonial Times.
- Explain the nature of capitalism and its development in colonial India.
- Describe the impacts of this capitalist and industrial growth in Indian Society, economy and polity at large.

REPUBLICAN CHINA

- Explain the nature of colonial regime and national resistance against colonialism in China.
- Explain the rise of Republican China, the role of Sun-Yat-Sen, the failure of war lordism, the communist and republican politics in the era of first and second world war and communist revolution in China

HISTORY OF U.S.A.

- Describe the early settlements colonies and struggle leading towards independence of America.
- Explain slavery and political and social struggle leading towards civil war.
- Describe industrial revolution, foreign policies and imperial policies leading USA as world power.

STATE, SOCIETY AND CULTURE OF INDIA, 300 B.C. –500 A.D.

- Describe the polity, economy, society, and culture of period during which the great empires were existing.
- Describe the relation between polity, economy, society, and culture of period during which the great empires were existing.
- Critically analyze this relation w.r.t. the current era.

POLITY IN MEDIEVAL INDIA

- Describe the theoretical concepts of medieval Indian history.
- Describe various sources and historiography of Medieval Indian history;
- Explain recent approaches of Medieval Indian History by modern historians
- Explain the various perspectives in Medieval administration highlighting the characteristics of administration in Medieval Indian history.

HISTORIANS AT WORK

- Analyze and explain the craft of an historian.
- Analyze and describe the works of historians through research and through field work.
- Explain the historians at work under study/syllabus.

HISTORY OF IDEAS

- Analyze and describe the development of political and social ideas in history of India from ancient times to the colonial era.
- Explain the development of Ideas enables students to undertake the critically evaluation of political and social ideas through historical process.
- List the impact of the political and social ideas in national/community development.
- Explain the then ideas and in the context of the current era.

HISTORY OF THE MARATHAS, 1707 TO 1818

- Describe knowledge of 18th Century political development of India and particular of Deccan .
- Describe the social and economic institutions expanded in Maharashtra.
- Describe the political economy and architecture of the Maratha people.
- Explain the historic uniqueness in the respective era.

IDEOLOGY AND PRACTICE OF NATIONALISM IN INDIA

- Analyze and explain the philosophy and practice of nationalism. T
- Explain the various conceptions of Indian nationalism.
- Describe cultural nationalism, composite nationalism, economic nationalism and alternative visions of nationalism in India.
- Analyse class, caste, community, gender aspects linked with nationalism.

HYDERABAD FREEDOM STRUGGLE (MARATHWADA REGION)

- Explain the the historiography of Hyderabad Freedom struggle
- Explain the feudal nature, policies and politics under Nizam.
- Describe the stages of struggles and role of Arya Samaj, Congress, Communists in the Hyderabad Freedom Struggle.
- Explain the ideological and political contours of Hyderabad Freedom struggle.

WRITING HISTORY FROM BELOW

- Apply various approaches, theories and method of writing history from the syllabus.
- Describe the nuances of Neo-Marxist, Anti-Caste and Subaltern Schools of writing history.
- Explain the historic uniqueness in the respective era.

WORLD AFTER THE WORLD WAR II

- Critically analyze and describe the world political situation in the years after 1945 to 1998.
- Explain the feature and uniqueness of the modern world history.

- Write the positive and negative impact on the nation and world after the World war II.

CULTURES IN THE INDIAN SUBCONTINENT

- Describe the material and mental cultures of India.
- Explain the analytical and aesthetical understanding of cultural legacies of India.
- Compare the culture in Indian subcontinent and Europe.

DEVELOPMENT OF EARLY INDIAN RELIGIONS AND PHILOSOPHIES

(Up To *Circa* 500 Ce)

- Explain the religion and philosophies of early Indian (up to *Circa* 500Ce).
- Critically analyze the development of religion and philosophies and its reflections in the present context.
- Analyze the origin and development of religion and philosophies.
- Describe the features of the then religion and philosophies.

The study of Film History

- Explain the development of films, the powerful medium of the human civilization.
- Analyze and describe the film as a tool for the change in the society and the progress of the human advancement.
- Explain the historical growth of aesthetic sensibility of the periods.
- Analyze and explain the the nuances of the films from historical perspective.

INDIAN SOCIETY AND ECONOMY UNDER COLONIALISM

- Critically analyze and describe the teacher and learner about the various academic debates prevalent about the Society and economy during the colonial rule.
- Describe the contribution of the academic researchers in broadening the horizon of the study of the colonial era of Indian history through socio-economic perspectives.
- Analyze the contribution in research at national and international level.

HISTORY OF IDEAS

- Analyze and describe the development of political and social ideas in history of India from ancient times to the colonial era.
- Explain the development of Ideas enables students to undertake the critically evaluation of political and social ideas through historical process.
- List the impact of the political and social ideas in national/community development.
- Explain the then ideas and in the context of the current era.

PRACTICING HISTORY

- Demonstrate skills of note making, bibliography, interpretation analytical reasoning, theorization
- Write the statement of the problem in the domain of history. which will enable them building their own research statement.

STUDIES IN ARCHAEOLOGY

- Describe the development of archeology its methods, interpretation, dating and analysis of the artifacts.
- Explain the archeology methods.
- Describe the procedure for analysis of the findings.
- Explain the craft of archeology by special study of the important excavated sites of India.

EARLY DECCAN (CIRCA 1500B.C. TO 300A.D)

- Describe the geographical entity of Deccan as a historical identity.
- Explain the different features of various cultures and states, emerged and lasted in the area between two great rivers Narmada and Kavery.
- Explain the great legacy of state of Maharashtra

WOMEN IN INDIAN HISTORY

- Analyze and explain the women history in India.
- Describe women's history including various approaches in women's history writing. Explain sources and feminist historiography.
- Analyze and describe based on the historical facts the women's status in family, economy, law, religion and education of Indian society.

MARITIME HISTORY OF INDIA

This course will inform students about the conception of maritime history, emphasizing geography, coastlines of early and medieval India. This course will explain shipping practices, mercantile trade and political relations of India with other countries from Harappan to modern times.

MAHARASHTRA FROM 1901 TO 1960

- Explain the ideological and political trends of National movement in Maharashtra.
- Explain the impasse between non-Brahmin Dalit and Leftist movement with Nationalist movement.
- Describe the cause and process of emergence of region of Sanyukta Maharashtra.

NATIONALISM AND NATION BUILDING IN SOUTHEAST ASIA, 1901-1973

- Analyze and describe the changes that took place in the South East Asian Politics in during the colonial and post-colonial era.
- Describe the decolonization process and cold war troubles affected the nationalist ideologies in these nations.

PEASANT MOVEMENTS IN MODERN INDIA

- Describe number of different ways of thinking about that archetypal figure of “traditional” Indian society, the Peasant.
- Analyze and Explain the long-term historical processes that produced the subcontinent as an agrarian society, the impact of colonial rule on the structure of Indian agrarian society.
- Analyze and explain the significance of recurrent peasant movements in Indian agrarian society, both at the level of its causes and its effects.
- Examine the symbolic role of the peasantry in the nationalist social and political movements that emerged in the later nineteenth century – the romance of an authentic village India, the alleged ignorance of the peasantry, and the Gandhian vision of Ramrajya.

HISTORICIZING ANCIENT INDIAN TEXTS

- Analyze and explain the ancient Indian texts with an emphasis on their formal features, historical potential, and issues of interpretation
- Analyze selected translated excerpts from original sources.
- Categories content and historical context of texts and describe the relationship between different textual traditions; their growth, transmission and impact;
- Explain the issues that arise when correlating the testimony of texts with that of other kinds of sources.

PRE-AMBEDKAR DALIT MOVEMENT, 1818-1920

- Describe the sources and historiography of early Dalit movement.
- Analyze and explain the conditions of caste and untouchability under colonial era.
- Analyze and explain the ideological and social upheaval laid by Mahatma Phule and his Satyashodhak disciples.
- Describe nature, agenda of early Dalit movement by highlighting contributions of Dalit leaders before Ambedkar.

SOCIETY AND CULTURE IN MEDIEVAL INDIA

- Explain the social structure of medieval Indian society.
- Analyze and describe the philosophy, practices of various orders of Bhakti cult in Medieval India.
- Explain various styles and forms of Art, Architecture, Language and Literature in Medieval India.

INDIA FROM 1901 – 1947

- Analyze and Explain the growth of nationalist movement in the twentieth century colonial Indian history.
- Describe the development of the various revolutionary and nationalist streams in Indian political and social order are taken into consideration.
- Critically evaluate the changes in the Indian history of this era.

ARCHAEOLOGICAL CULTURES AND SEQUENCES IN PALAEOITHIC CULTURES IN INDIA

- Describe the cultural sequences of the history of India;
- Explain the change from Paleolithic period to the Iron Age cultures in India.
- Analyze and describe the archeological study from hunter-gathering society to food producing society i.e. agricultural and pastoral communities in India.

EARLY DECCAN, (CIRCA 300 A.D. TO 1299 A.D.)

- Explain the geographical entity known as Deccan as a study Unit which has own historical identity.
- Explain the different features of various cultures and states, emerged and lasted in the area between two great rivers Narmada and Kavery.
- Explain the great legacy of state of Maharashtra.

HISTORY OF INDIA, 500-1200

- Analyze and describe the history of the Post Gupta Era, there are recent researchers which bring into light several under explored era of Indian history.
- Explain the historic uniqueness in the respective era.
- Analyze and explain the basic skills that historians use in writing.
- Use the basic tools of historical analysis.

WOMEN IN MODERN INDIAN HISTORY

- Analyze and explain the women history in India.
- Describe women's history including various approaches in women's history writing. Explain sources and feminist historiography.
- Analyze and describe based on the historical facts the women's status in family, economy, law, religion and education of Indian society.
- Explain the woman's contribution in social change, political institutions' and other field of society
- Describe caste, class, gender aspects linked in social reform movement, national movement and other social movements of modern India.

INDIA AFTER INDEPENDENCE, 1947-1964

- Analyze and describe the history of INDIA AFTER INDEPENDENCE, 1947-1964 .
- Explain the historic uniqueness in the respective era.
- Analyze and explain the basic skills that historians use in writing.
- Critically analyze and explain the history of post-colonial theories and historical developments

COMMUNIST CHINA, 1949-1976

- Analyze and explain the economic political and social changes under communist China.
- Critically analyze and describe the communist state, cultural revolution and their foreign policies.

HISTORIOGRAPHY : THEMES AND DEBATES

- Describe the theories of History to understand major thematic of Indian history. This course will also explain the intricate aspects of major debates in Indian history , National Liberation Movements in 20th century World
- Explain the nature of colonialism and the nature of nationalist liberation struggles in Africa and Asia.

Labour movement in India

- Explain the major themes of labour history in modern India, straddling the issues of caste, class and gender in colonial period.
- Analyze and describe the Indian labour history with embedded ideological dimensions.
- Analyze the historical development and ideological shifts in labour history.

Urban History

- Explain the Urban History of India.
- Analyze and explain the trends in urban history
- Explain the strengths and weakness in the urbanization based on the historical development.

DALIT MOVEMENT UNDER DR. AMBEDKAR , 1920-1956

- Describe the historiography and sources of Dalit movement under Ambedkar.
- Explain the intricacies of politics in colonial Maharashtra towards Dalit emancipation.
- Analyze and describe various shifts of Dalit movement and agenda of achieving democratic revolution under the leadership of Dr. Ambedkar