

**SGGDC-PILER  
DEPARTMENT OF HISTORY**

Course Objectives and outcomes

<b>Course Code</b>	<b>Course name</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>1-1-110</b>	<b>ancient indian history &amp; culture (from earliest times to 600 A.D)</b>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. To realize the past glory of mother land.</li> <li>2. To appreciate the values of the life of the earlier people</li> <li>3. To impart knowledge on the Indian Heritage.</li> <li>4. To understand recent trends in history.</li> <li>5. To train the students to face the competitive examinations</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify Approaches towards the sources and the study of ancient Indian history.</li> <li>2. Evolution of social and political institutions in the Vedic society ,Religious dissent and the rise of Jainism and Buddhism</li> <li>3. Understand Asoka's Dhamma and his inscriptions e. Mauryan administration, Art and Architecture</li> <li>4. To Know Art and Culture under Kanishka</li> <li>5. Explain Changes in political organisation of empire during the Gupta rule</li> </ol>
<b>1-2-110</b>	<b>early medieval indian history &amp; culture (from earliest times to 600 A.D to 1526 A.D)</b>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. To study the nature of the rule of Delhi Sultans in India.</li> <li>2. To know the administrative and social changes carried out in India.</li> <li>3. To recognize the developments made in agriculture, industry, trade and commerce.</li> <li>4. To understand the socio-religious movements.</li> <li>5. To develop the national spirit.</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain Sources of Medieval Indian History</li> <li>2. Understand Arab invasion of Sind, Campaigns of Mahmud of Ghazni and Ghori</li> <li>3. Describing Establishment and Territorial consolidation of the Delhi Sultanate</li> <li>4. Know the Socio-economic and religious life in Delhi Sultanate</li> <li>5. Discrimination Vijayanagar Empire and Bahmani Sultans Administration under the Sultanate - civil, judicial, revenue, fiscal and military.</li> <li>6. Generalising Sufi Movement , Bhakti Cult, Sikh Movement System of Education, Fine Arts and Literary Developments ,Indo- Persian and Indo-Turkish architecture</li> </ol>

<b>1-3-110</b>	<b>late medieval &amp; colonial history of india(1526 to 1857 A.D)</b>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. To study the nature of the rule of the Mughals in India.</li> <li>2. To know the administrative and social changes carried out in India.</li> <li>3. To recognize the developments made in agriculture, industry, trade and commerce.</li> <li>4. To study the developments made by the British in India.</li> <li>5. To appreciate the economic policies carried out in India</li> <li>6. To know the educational developments and introduction of Press in India.</li> <li>7. To understand the industrial and agricultural bases set by the British for further developments</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe Foundation of the Mughal empire by Babur Conquest and the Afghan despotism of Sher Shah</li> <li>2. Know Economic prosperity and cultural splendor under Mughals.</li> <li>3. Play Significance of role of the British and the French in the Carnatic Wars Establishment of the British control in Bengal after the battles of Plassey and Buxar</li> <li>4. Discrimination Anglo-Mysore Wars and Consolidation of the British power in the South</li> <li>5. Understand Anglo-Maratha Wars and the British control in the North and the West , Mutiny of 1857 and Queen Victoria's Proclamation of 1858</li> </ol>
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<p><b>1-4-110</b></p>	<p><b>social reform movement &amp; freedom struggle(1820 s to 1947 A.D)</b></p>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. To develop the social reform sense towards the</li> <li>2. historical process.</li> <li>3. To know the nature of Indian National Movement. To understand the process of national struggle for Indian Independence.</li> <li>4. To realize the process of mobilization of the people to fight for freedom.</li> <li>5. To appreciate the services rendered by martyrs for Indian freedom.</li> <li>6. To instigate the spirit of nationalism among the students.</li> <li>7. 6. To understand the need to preserve freedom in day-to-day affairs.</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. To understand about Brahma Samaj, Arya Samaj, Ramakrishna Mission ,Theosophical Society , Aligarh Movement</li> <li>2. Describing Constitutional Developments from 1858 to 1909. Government of India Act of 1919 , Act of 1935</li> <li>3. Explain Constitutional Developments and Ministries from 1937 to 1947</li> <li>4. Know Establishment of the Indian National Congress Prominent leaders of early stage.</li> <li>5. Discriminating Partition of Bengal , Swadeshi Movement, Surat Split of 1907, Home Rule Movement, Non-cooperation Movement , Khilafat Movement</li> </ol>
<p><b>1-5-121</b></p>	<p><b>history of modern europe (from 14<sup>th</sup> Century to 18<sup>th</sup> centure)</b></p>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. To understand many revolutionary changes that took place in Europe</li> <li>2. To realize the importance of the three principles like 'Liberty, Equality and Fraternity' of French Revolution paved the way for independence of many nations</li> <li>3. To know how the leaders of European nations struggle hard to achieve their goals</li> <li>4. To understand the values and importance of people and their democracy and democratic Institutions</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand Learn political and economical structure of Feudal society in 15th century and its crisis in 18th century.</li> <li>2. Gather knowledge about the nature Feudal Society, regional variation, crisis in Feudalism and transition debate.</li> <li>3. They will acquire knowledge how to rise renaissance in Europe after downfall of feudal Society in Europe and also be learn how the European Society transformed from Feudalism to Capitalism.</li> <li>4. Describe French Revolution , Era of Napoleon</li> </ol>

<p><b>1-5-122</b></p>	<p><b>history &amp; culture of Andhra es a(from 12th to 19th century A.D)</b></p>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. Providing comprehensive understanding of the Andhra history.</li> <li>2. the geographical area, history, geology, antiquity and socio economical and political conditions of region.</li> <li>3. land and administrative policies under the British rule in Andhra.</li> <li>4. freedom movement in India as well as Andhra.</li> <li>5. enlighten the students on the role of Andhra people in National Movement</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. Discriminate Kakatiyas, Vijayanagara Empire – Origin &amp; its Antecedents – Administration – Social &amp; Economic Life – Industries &amp; Trade - Promotion of Literature and Culture – Architecture &amp; Sculpture – Decline; The Age of Reddy Kingdoms: Patronage to Literature – Trade &amp; Commerce.</li> <li>2. Evolution of Composite Culture -The QutbShahis of Golkonda – Origin &amp; Decline – Administration, Society &amp; Economy – Literature &amp; Architecture.</li> <li>3. Understanding East India Company's Authority over Andhra – Three Carnatic Wars – Occupation of Northern Circars and Ceded Districts –Early Uprisings – Peasants and Tribal Revolts.</li> <li>4. Know the Impact of Company Rule on Andhra – Administration – Land Revenue Settlements – Society – Education - Religion – Impact of Industrial Revolution on Economy – Peasantry &amp; Famines – Contribution of Sir Thomas Munroe, C. P. Brown &amp; Sir Arthur Cotton – Impact of 1857 Revolt in Andhra.</li> </ol>
<p><b>1-6-121</b></p>	<p><b>history of modern europe (from 19th century to 1945 A.D)</b></p>	<p><b>Students will try to learn:</b></p> <ol style="list-style-type: none"> <li>1. To know about the world between the two World Wars</li> <li>2. To understand the international threats posed in the way of Nazism and Fascism</li> <li>3. To recognize world setting during the World War II and political developments made after</li> <li>4. To analyse the nature and achievements of the U.N.O</li> <li>5. To realize the way in which the U.S.A. and the U.S.S.R. engaged into the process of cold war in the world</li> </ol>	<p><b>Students will able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe Unification of Italy ,Unification of Germany</li> <li>2. Predict Industrial Revolution ,Stages of Industrial Revolution in Europe</li> <li>3. Understand First World War ,Treaty of Versailles, Russian Revolution League of Nations , Impact of League of Nations</li> <li>4. Classify Rise of Communism , Rise of Nazism , Rise of Fascism Second World War</li> <li>5. Understand the Establishment of UNO</li> </ol>