

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE COLLEGE (M)**  
**BOATH @ ADILABAD**



Department of History

| <b>Program outcomes of BA</b>  |   |
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| After completion of three-year graduation student acquire the following attributions |   |
| PO1  | The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.                            |
| PO2  | The B.A. graduates will be acquainted with the social, economic, historical, geographical, political, ideological and philosophical tradition and thinking.         |
| PO3  | The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.                       |
| PO4  | The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity. |
| PO5  | The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.       |
| PO6  | Programme provides the base to be the responsible citizen.  |
| PO7  | Students will develop a comprehensive understanding of the theories and practice of language use.   |
| PO8  | Students will demonstrate advanced critical thinking skills, inclusive of information literacy.   |
| PO9  | Students will be able to communicate to diverse audiences in a variety of contexts and genres.  |

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| PO10 | Students will be prepared for a wide range of writing-related careers or graduate |
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| <b>Course Out Come BA History</b> |  |
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| <b>SEM-I</b>                      |  |
| CO1                               | After studying this unit, students should be able to<br>Definitions - Nature and Scope of History - History and Its Relationship with other Social Sciences - Geographical Features of India - Sources of Indian History: Pre-History - Palaeolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures. |
| CO2                               | After studying this unit, students will be able to<br>Indus Valley Civilization - Its Features & Decline; Early Vedic and Later Vedic Civilizations - Vedic Literature - Society - Economy - Polity - Religion.  |
| CO3                               | Students will be able to learn Rise of New Religious Movements in 6 <sup>th</sup> century B.C - Charvakas, Lokayathas, Jainism and Buddhism; Mahajanapadas - Rise of Magadha; Alexander's Invasion and Its Impact.   |
| CO4                               | Foundation of the Mauryan Dynasty; Ashoka and His Dharma - Polity - Administration - Society - Economy - Religion - Literature - Art and Architecture; Disintegration of the Mauryan Empire; Post-Mauryan Kingdoms - Indo-Greeks - Kushanas and Kanishka - Society - Economy - Literature - Art                    |

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|                 | and Architecture; The Satavahanas; Sangam Age - Literary Development.   |
| CO5             | <p>After studying this unit, students should be able to:</p> <p>Know the sources for the history of Guptas</p> <p>Analyse Political history of Guptas from the early ruler to the last ruler and their Achievements.</p> <p>1) Describe the causes for the down fall of the Guptas dynasty.</p> <p>2) Examine Guptas administration and economic conditions</p> <p>3) Discuss Socio-Religious conditions</p> <p>4) Understand Cultural conditions of Gupta age.</p> |
| <b>SEM - II</b> |   |
| CO1             | Students will be able to learn, Age of Rajputs Society, Economy and Culture - Rise of Regional States: Pallavas, Chalukyas of Badami, Rashtrakutas, Cholas; Local Self Government under Cholas; Society, Economy, Literature, Art and Architecture; Bhakti Movement in South India: Shaiva Nayanars and Vaishnava Alwars.   |
|                 | Students should be able to learn, Arab Conquest of Sind, Ghaznavids and Ghoris; Foundation of Delhi   |

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| CO2            | Sultanate: Slave, Khiljis, Tughlaqs, Sayyids and Lodis - Polity, Administration, Society - Religion - Economy - Art and Architecture - Growth of Education and Literature - and the decline of Delhi Sultanate.   |
| CO3            | Students should be able to learn, Bhakti and Sufi Movements, Prominent Bhakti and Sufi Saints, their Preachings - Impact on Society and Culture - Emergence of Composite Culture.   |
| CO4            | Students should be able to learn, Kakatiyas - Polity - Administration - Society and Economy - Literature and Religion - Art and Architecture - Yadavas - Hoysalas and Pandyas - Their contribution to South Indian Culture.   |
| CO5            | Students should be able to learn, Vijayanagar's - A Brief survey of Political History - Polity - Administration - Society and Economy - Religion - Art and Architecture - Language and Literature - The Brief History of Bahamanis and their Contribution to the Deccan Culture.  |
| <b>SEM-III</b> |   |
| CO1            | Students should be able to learn, Establishment of Mughal Dynasty - Sources - Shershah Sur and His Students should be able to learn, Reforms - Brief Survey of Political History of Mughals - Akbar, Jahangir, Shah Jahan and Aurangzeb - Polity - Administration - Society - Economy - Technological Developments - Religion - Hindu-Muslim Relations - Emergence of Composite Culture - Education - |

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|               | Language and Literature - Art and Architecture - Disintegration of Mughal Empire.   |
| CO2           | Students should be able to learn, Rise of Regional Powers - Marathas - Shivaji his Military Achievements, and his Administration - The Rise of Peshwas - and their role in Maratha History - The Third Battle of Panipat - The Rise of Sikhs. - Ranjit Singh - Rise of Princeley States - Hyderabad - Avad - Junagarh - Mysore - Kashmir. |
| CO3           | Students will be able to learn, Advent of European Powers - Portuguese, Dutch, English and French, Anglo French Rivalry - Expansion and Consolidation of British Power - Wellesley's Subsidiary Alliance - Dalhousie's Doctrine of Lapse.   |
| CO4           | Students should be able to learn, The communist thinker will explain to the students about Marx's dialectical materialism as well as explain the theory of class struggle in which the rich are getting richer and the poor are getting poorer.   |
| CO5           | Students should be able to learn, Three Stages of Colonialism - Mercantilism - Free Trade Policies - Finance Capital - e Settlements - Cornwallis and Permanent Revenue Settlement; Thomas Munroe and Ryotwari; Mahalwari System - Changes in the Agrarian Economy and Condition of Peasantry - Famines.                                  |
| <b>SEM-IV</b> |   |
|               | Students should be able to learn, Queens Proclamation - Beginning of Colonial Rule - Introduction of Western Education - Role of  |

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| CO1          | Christian Missionaries - Press, Communication and Emergence of Middle Classes - Lytton and Rippon: Impact of their policies.   |
| CO2          | Students should be able to learn, Socio-Religions Reform Movements - Brahma Samaj - Arya Samaj – Theosophical Society - Ramakrishna Mission - Aligarh Movement; Anti-Caste Movements - Jyotibha Phule - Narayana Guru - Periyar Ramaswamy Naicker and Dr. B.R. Ambedkar.   |
| CO3          | Students should be able to learn, Factors for the Rise of Nationalism - Formation of Indian National Congress – Three Phases of Freedom Struggle: Moderate Phase, Extremist Phase and Gandhian Era - Non-Cooperation, Civil Disobedience and Quit India Movement; Indian National Army and Subhash Chandra Bose. |
| CO4          | Students should be able to learn, Revolutionary Movement: Gadhar Party - Bhagath Singh - Chandra Sekhar Azad and Others; Left-Wing Movement - Rise of Socialist and Communist Parties - Peasant and Workers Movements.   |
| CO5          | Students should be able to learn, Emergence of Communal Politics and Mohd. Ali Jinnah – Prelude to Partition of India - Sardar Vallabhai Patel and Integration of Princely States into Indian Union - Republic of India - Jawaharlal Nehru and His Policies.   |
| <b>SEM-V</b> |  |

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| CO1 | <p>Students should be able to learn, Decline of Medieval Socio-Political, Religious, Economic conditions - Characteristic features of Renaissance - Significance of Reformation and Counter Reformation movements in Europe - Geographical Discoveries and Rise of Colonialism - Colonization of America - Mercantilism and Commercial Revolution. Emergence of Nation States in Europe - Spain - France - England - Russia - Austria - Italy and Prussia - Nature of Absolute Monarchies and Feudalism in Europe and Asia.</p> |
| CO2 | <p>Students should be able to learn :</p> <p>Age of Revolutions - Glorious Revolution (1688) - American Revolution (1776) - French Revolution (1789) - Napoleon - Wars - Reforms- Revolutions of 1830 and 1848 - Industrial Revolution - Unification Movements in Germany and Italy.</p>  |
| CO3 | <p>Students should be able to learn :</p> <p>Rise of Capitalism - Impact on Asia and Africa - Colonization of Africa - Asia and Latin America - Entry of European Powers in China - Opium Wars - Revolution in China - Boxer Revolt - Sun-Yat-Sen - Mao's Communist Revolution - Meizi Restoration and Modernization of Japan.</p>  |
| CO4 | <p>Students should be able to learn :</p> <p>World between 1914-1945 Rivalry among colonial powers Imperialist Hegemony - Causes and consequences of first World War - World between the Wars - League of Nations - Russian Revolution - Causes and consequences. Fascism in Italy, Nazism in Germany, Militarism in Japan.</p>   |
| CO5 | <p>Students should be able to learn :</p> <p>Causes and consequences of Second World War - UNO, Its Contribution to World Peace - Decolonization and National Liberation Movements</p>  |

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|               | in Asia, Latin America and Africa – Non-Alignment Movement - its Origin - Aims, Importance.  |
| <b>SEM-VI</b> |  |
| CO1           | <p>Students should be able to learn :</p> <p>Sources - Pre-History of Telangana – Asmaka Janapada and the Culture of Ancient Telangana – Jainism and Buddhism - Brief Political Survey of Satavahanas – Ikshvakus, Vishnukundins – Medieval Telangana from Kakatiyas to Qutb Shahis – Popular Revolts – Sammakka-Sarakka, Sarvai Papanna – Society, Economy and Culture; Fairs, Festivals, Folk, Batukamma, Bonalu, Urs, Moharram, etc. Telangana Food, Festivals, Arts, Folksongs, Symbols, Musical Instruments, Composite Culture.</p>   |
| CO2           | <p>Students should be able to learn :</p> <p>Foundation of Asaf Jahi Dynasty – A Brief Survey of The Political History of Asaf Jahis from 1724-1857 – Salarjungs Reforms and their Importance Mir Mahboob Ali Khan and Mir Osman Ali Khan - Modernization of Hyderabad under them – Growth of TRanspotation and Communication, Public Health, Industries and Osmania University - Public Health - Hospitals - Social, Cultural and Political Awakening in Telangana - Press, Journalism and Library Movements – Nizam Andhra Jana Sangham - Arya Samaj and Its Activities – Ittehadul Muslimin Party - Bhagya Reddy Varma and Dalit Movements.</p> |
| CO3           | <p>Students should be able to learn :</p> <p>Political Developments in Hyderabad State 1900 to 1942 - The Andhra Maha Sabha – Hyderabad State Congress – Mulki-Non-Mulki Issue (1930) - Vandemataram Movement - Comrades Association, Student and Workers Organisations and Movements</p>  |



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|     | - Communist Party and Its Activities – The Role of Women in Hyderabad Freedom Movement.   |
| CO4 | <p>Students should be able to learn :</p> <p>Anti-Nizam and Anti-Feudal Movements -<br/> Telangana Peasants Armed Struggle – Adivasis<br/> Revolt – Kumaram Bheem – Razakars and their<br/> Activities – Police Action - Formation of Popular<br/> Ministry under Burgula Rama Krishna Rao -<br/> Assertion of Mulki Identity and the City College<br/> Incident (1952) - Merger of Telangana and the<br/> Formation of Andhra Pradesh, (1956)</p>  |
| CO5 | <p>Students should be able to learn :</p> <p>Discrimination, Dissent and Protest - Violation of<br/> Gentlemen's Agreement - Agitation for Separate<br/> Telangana State: Formation of TPS – Role of<br/> Intellectuals, Students, Employees in 1969<br/> Movement - Second Phase Movement for Separate<br/> Telangana - Formation of Various Associations –<br/> Telangana Aikya Vedika – Telangana Jana Sabha –<br/> Telangana Rashtra Samiti (2001) – Mass<br/> Mobilization - Sakala Janula Samme – Millennium<br/> March – Sagara Haram, Chalo Assembly –<br/> December 2009 Declaration and the Formation of<br/> Telangana State, June 2014.</p> |

