

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Four Year M.A. Degree Program in History
(Faculty of Social Sciences)

CBCS Syllabus

M.A. I (History) Semester -I

For Department of History

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2019 Pattern)

To be implemented from Academic Year 2019-2020

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
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Course Structure For M.A.I HISTORY 2019

Semester	Paper Code	Title of Paper	No. of Credits
I	HIS 4101	History and its Theory	04
	HIS 4102	Evolution of Ideas and Institutions in Ancient India	04
	HIS 4103	Maratha Polity	04
	HIS 4104	Social Background of Dalit Movement in Maharashtra	04

Tuljaram Chaturchand College
of Arts, Science and Commerce, Baramati

Affiliated to Savitribai Phule University, Pune

Department of History (M.A. Part I)

Semester I

Lectures 60

Core Paper HIS 4101

Paper No.1

Credits:4

Course Title: History and its Theory

Objectives

- 1) The paper is designed to provide adequate conceptual base, bring better understanding of history
- 2) Students help interrogate existing paradigms and challenge the outdated, help in developing critique
- 3) Students help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain certain level of interdisciplinary approach.
- 4) The paper deals with the meaning, scope and importance of historical methods and the traditional history writings i.e., Greco Roman Traditions, Medieval understanding, scientific history, total history.
- 5) It also analyses the historicity of source materials and its use.
- 6) The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to History writing.
- 7) Students will know the science of history writing.

Course Outcome -

CO 1.Students will get acquainted with early theories of Historiography.

CO 2.Students will acquire knowledge about modern and most recent theories of History writing.

CO 3.Students will understand the definition and nature of History.

CO 4.With respect to other social sciences students will have an interdisciplinary approach towards History.

CO 5.Students will Develop interest in research.

CO 6 .The paper examines the methodological understanding of history in a specific manner.

CO 7.It acquits the students on different traditional historical writings and scientific history writings

Course Content

Unit 1 : History: **08**

1.1 Definition, nature, functions, concepts

1.2 Modes of interaction with Humanities and Social Sciences

Unit 2 : History and its theories **16**

2.2 Greco-Roman

2.3 Church

Unit 3 : Emergence of Modern theories of history **16**

3.1 Rationalist, Romanticist, Idealist

3.2 School of Scientific History

3.3 Materialist Theory of history and Introduction

3.4 Positivism

Unit 4 : Structuralism, Post-structuralism, Post modernism **14**

Unit 5 : Subaltern Studies **06**

Select Readings

English

Barry, Peter, *Beginning Theory: An introduction to literary and cultural theory*, Manchester University Press, New York, 1995.

Carr, E.H., *What is History*, Penguin Books, Harmondsworth, 1971. Childs, Peter, *Modernism*, Routledge, London, 2000.

Collingwood, R.G., *The Idea Of History*, Oxford University Press, New York, 1976. Eagleton, Terry, *Ideology*, Verso, 1991.

Encyclopaedia of Social Sciences

Foucault, Michel, *The Archeology of Knowledge*, translated by Sheridan Smith, Tavistock Publications, London 1982.
Hamilton, Paul, *Historicism*, London, Routledge, First Indian Edition, 2007.
Langlois Ch, V. and Ch. Seignobos, *Introduction to the study of History*, Barnes and Noble Inc. and Frank Cass and co., New York, 1966.
Russell, Bertrand, *History of Western Philosophy*, Routledge, London, rpt. 1996.

Marathi

Carr, E.H., *What is History?* Marathi translation by V.G. Lele, *Itihas Mhanaje Kay?*, Continental Prakashan, Pune, 1998
Dahake, Vasant Abaji, et.al (ed.) *Marathi Vangmayeen Sandhya- Sankalpana Kosh*, G.R Bhatkal Foundation, Mumbai, 2001.
Deo, Prabhakar, *Itihas: Eka Shastra*, Brain Tonic Prakashan, Nashik, 2007. Kothekar, Shanta, *Itihas: Tantra ani Tatvadnyana*, Shri sainath Prakashan, Nagpur, 2005.
Sardesai, B.N., *Itihas Lekhan Shastra*, Phadke

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: History and its Theory

Course Code: HIS 4101

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Early Theories of Historiography	3	2	2	2	2	3	2
CO 2: Modern and Recent Theories of History Writing	3	3	2	2	2	3	2
CO 3: Definition and Nature of History	2	2	2	2	2	2	2
CO 4: Interdisciplinary Approach towards History	2	2	2	2	2	2	2
CO 5: Develop Interest in Research	3	3	2	2	3	3	3
CO 6: Methodological Understanding of History	2	2	2	3	3	2	2
CO 7: Traditional vs. Scientific History Writings	2	2	2	2	2	2	2

Justifications:

CO 1: Early Theories of Historiography

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

CO 2: Modern and Recent Theories of History Writing

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

CO 3: Definition and Nature of History

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 3: Evaluation of historical ideas, arguments, and points of view.

CO 4: Interdisciplinary Approach towards History

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

Aligns with PO 6: Selecting and applying appropriate methods, techniques, resources, and modern IT tools.

CO 5: Develop Interest in Research

Aligns with PO 1: Learning the basic narrative of historical events and personalities.

Aligns with PO 5: Acquiring basic historical research skills.

CO 6: Methodological Understanding of History

Aligns with PO 4: Constructing original historical arguments based on primary or secondary sources. Aligns with PO 6: Selecting and applying appropriate methods, techniques, resources, and modern IT tools.

CO 7: Traditional vs. Scientific History Writings

Aligns with PO 2: Building critical ability through competing interpretations and narratives of the past.

Aligns with PO 7: Understanding the significance of the subject for various competitive examinations.

Department of History (M.A. Part I)

Semester I

No.of Lectures- 60

Core Paper HIS 4102

Paper No. 2

Credits:4

Course Title: Evolution of Ideas and Institutions in Ancient India

Objectives -

- 1) The course intends to provide an understanding of the social, economic and institutional bases of Early India.
- 2) It is based on the premise that an understanding of Early Indian history is crucial to understand Indian history as a whole.
- 3) This paper will be able to students for Identify the administration of Guptas and other ancient dynasties, their contribution to Indian history.
- 4) Students can get the ideas about ancient India.
- 5) The objective of this course is to educate students with the political philosophy and processes prevalent during this period.
- 6) This is helping them to construct original historical arguments based on primary source material research.
- 7) The aim of the course is to educate students about the major changes in political, social, religious, economic and cultural fields occurred during this time

Course Outcome –

CO1.Students will be able to analyze perceptions, limitations and range of sources of Early India

CO 2.Students will be able to explain Political and Social Ideas and Institutions of Early India.

CO 3 .Students will be able to illustrate emergence of caste-based societies in Early India.

CO 4.Students will be able to explain emergence of States in Early India

CO 5.Students will learn to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

CO 6.They will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing

CO 7.Students will be able to explain our heritage through cultural aspects of Early India.

Course content

Unit 1 : Defining Ancient India	04
1.1 Historiography (colonial, nationalist)	
1.2 Terminology ('Hindu', 'Ancient', 'Early')	
Unit 2 : Sources: Perceptions, Limitations, Range	08
2.1 Archaeological	
2.2 Literary sources (Sanskrit, Prakrit, Pali; Religious, non-religious)	
2.3 Inscriptions	
2.4 Foreign accounts	
Unit 3 : Political Ideas and Institutions	14
3.1 Lineage Polities (Rig Vedic)	
3.2 Pre-State formations (Janapadas, Mahajanapadas)	
3.3 Early State Formations (From Mahajanapadas to Maurya)	
3.4 Administrative Institutions (Kingship: Rajanya-Samrat, Sabha and Samiti to Council of ministers)	
3.5 Saptanga Theory	
Unit 4 : Social ideas and institutions	12
4.1 Kin and Lineage society	
4.2 The emergence of caste based societies, marginalization and subordination	
4.3 Social protest and the emergence of new social and religious forms	
4.4 post-Mauryan social formations	
4.5 Education System in Ancient India	
Unit 5 : Economy	10
5.1 Development of Agriculture and Trade (Iron Age, Magadha, Gupta)	
5.2 Expanding Trade Economy	
5.3 The Mauryan State	

Unit 6 : Deccan and South India

12

6.1 Sangam Age

6.2 The emergence of states in the Deccan – the Satavahanas

6.3 Urban economy

6.4 Trade Networks

3

Select Readings

English

Claessen, H.J.M and Skalnik, P, (ed.), *The Early State*, The Hague, 1978

Jha, D.N., *Early India A Concise History*, Manohar

Parasher-Sen, Aloka (ed.), *Subordinate and Marginal Groups in Early India*, Oxford India Paperbacks, Second Edition, 2007

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999.

Sharma, R.S., *Sudras in Ancient India*, New Delhi, 1998.

Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint, 1996.

Thapar, R., *From Lineage to State*, Oxford India Paperbacks, 1990

Thapar, R., *Interpreting Early India*, Delhi, 1995.

Thapar, R., *Narratives and the Writing of History*, Delhi, 2000.

Sastri, K.A.N., *History of South India*, Oxford University Press, 1975. Veluthat, K.,

Marathi

Jha, D.N., *Prachin Bharat* (in Hindi and Marathi)

Jha, D.N., tr. G.B. Deglurkar, *Mauryottar wa Guptakalin Rajasvapadhati*, Diamond Publications, Pune, 2006.

Kosambi, D.D. *Myth and Reality*, tr. Vasant Tulpule, *Puranakatha ani Vastavata*, Prakash

Vishwasrao Lokavangmaya Gruha, Mumbai, 1977.

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, tr. Pandharinath

Ranade, *Prachin Bharatatil Rajakiya Vichar ani Sanstha*, Diamond Publications, Pune, 2006.

Sharma, R.S., *Prachin Bharat mein Rajnitik Vichar evam Sanstha*, (Hindi), Rajkamal Prakashan, New Delhi, 1992.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: Evolution of Ideas and Institutions in Ancient India

Course Code: HIS 4102

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Analyze perceptions, limitations, and range of sources of Early India	3	2	2	2	2	3	2
CO 2: Explain Political and Social Ideas and Institutions of Early India	3	3	2	2	2	3	2
CO 3: Illustrate the emergence of caste-based societies in Early India	2	2	2	2	2	2	2
CO 4: Explain the emergence of States in Early India	2	2	2	2	2	2	2
CO 5: Demonstrate understanding of different peoples and cultures in past environments	3	3	2	2	3	3	3
CO 6: Produce historical analysis of documents and think critically and historically	2	2	2	3	3	2	2
CO 7: Explain our heritage through cultural aspects of Early India	2	2	2	2	2	2	2

Justifications:

CO 1: Analyze perceptions, limitations, and range of sources of Early India:

Aligns with PO 1 as it involves understanding the basic narrative of historical events and the range of sources.

Corresponds with PO 6, as it involves analyzing sources using appropriate methods and techniques, including modern IT tools.

CO 2: Explain Political and Social Ideas and Institutions of Early India:

Corresponds with PO 2, as it involves building critical ability through competing interpretations of political and social ideas.

Relates to PO 7, as it contributes to understanding the significance of the subject for competitive examinations.

CO 3: Illustrate the emergence of caste-based societies in Early India:

Aligns with PO 2 by offering multi-causal explanations of major historical developments, including the emergence of caste-based societies.

Corresponds with PO 5, as it involves students acquiring basic historical research skills in understanding social structures.

CO 4: Explain the emergence of States in Early India:

Aligns with PO 2, as it involves offering multi-causal explanations of major historical developments, including the emergence of states.

Relates to PO 4, as constructing original historical arguments based on source material is fundamental in explaining historical developments.

CO 5: Demonstrate understanding of different peoples and cultures in past environments:

Aligns with PO 1, as it involves learning about the basic narrative of historical events, including different peoples and cultures.

Corresponds with PO 5, as understanding different cultures is crucial in developing basic historical research skills.

CO 6: Produce historical analysis of documents and think critically and historically:

Aligns with PO 4, as producing historical analysis based on primary or secondary sources is a key component.

Corresponds with PO 6, as it involves critical thinking and the application of appropriate methods and techniques.

CO 7: Explain our heritage through cultural aspects of Early India:

Corresponds with PO 7, as it contributes to understanding the significance of the subject, specifically in exploring cultural aspects.

Department of History (M.A. Part I)

Semester I

Lectures 60

Core paper HIS 4103

Paper No.3

Credits:4

Course Title: Maratha Polity

Objectives -

- 1) The purpose of the course is to study the administrative system of the Marathas
- 2) Students can get the knowledge of maratha Empire.
- 3) Students can get the knowledge of political, economic social and religious.
- 4) Students can able to do the expedition of relation of Maratha empire with other state.
- 5) To introduce the students to the regional history of medieval Maharashtra and India.
- 6) To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
- 7) To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of successors and later development of the Maratha kingdom

Course Outcome –

CO 1.Students will be able to analyze administrative system of Marathas

CO 2.Students will be able to explain nature of Maratha Polity.

CO 3.Students will be able to identify strength and weakness of Maratha administrative system.

CO 4.Students will be able to reviews- political power structure of Maratha period.

CO 5.student can able to know about Mughal policy of Maratha empire.

CO 6.Student will learn significance of regional history and political foundation of the region.

CO 7.It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.

Course content

Unit 1 : Defining the term ‘Maratha Polity’	02
Unit 2 : Nature of Sources: Perceptions, Limitations, Range	06
2.1 Literary	
2.2 Foreign	
2.3 Archival	
2.4 Miscellaneous	
Unit 3 : Maratha State	06
3.1 Formation of the Maratha State	
3.2 Nature	
Unit 4 : Administrative Structure	14
4.1 Administrative Structure of the Deccani Kingdoms: a brief survey	
4.2 Principles underlying Maratha Administration	
4.3 Central: the institution of kingship, theory, problem of legitimacy, Ashta Pradhan Mandal	
4.4 Provincial and Village: administrative units	
4.5 Fiscal administration: Public income and expenditure	
Unit 5 : Socio-Political Power Structure	08
5.1 Religion	
5.2 Caste Sabha	
5.3 Gota	
5.4 Watan	
Unit 6 : Judicial Administrative System	12
6.1 Sources of law	
6.2 Judicial structure – central, provincial	
6.3 Judicial institutions – political, traditional	
6.4 Crime and punishment – police	
Unit 7 : Military system	12
7.1 Infantry	
7.2 Cavalry	
7.3 Navy	
7.4 Forts	
Select Readings	

English

Apte B.K., *A History of the Maratha Navy And Merchantships*, State Board for Literature and Culture, Bombay, 1973.

Chandra, Satish, *Medieval India (Society, the jagirdari crisis and the village)*, Macmillan

India Ltd., Madras, 1992.

Gune, V.T., *Judicial System of the Marathas*, Deccan College, Pune 1953. Kulkarni, A.R., *Maharashtra in the Age of Shivaji*, Pune, 2002. Kulke, Hermann (ed.), *the State in India, 1000-1700*, Oxford University Press, Mumbai, 1997. Mahajan, T.T., *Maratha Administration in the 18th century* Ranade, M.G., *Rise of the Maratha Power*, Bombay, 1900. Sen, S.N., *Administrative System of the Marathas*, Calcutta, 1976. Sen, S.N., *Military System of the Marathas*

Marathi

Atre Trimbak Narayan, *Gaongada*, Varada, Pune, 1995.

Joshi, S.N., *Arvachin Maharashtraitihaskalatil Rajyakarbharacha Abhyas*, (1600- 1680), Pune Vidyapeeth, Pune 1960.

Joshi, S.N. and Bhingare, L.M. (ed.), *Adnyapatra ani Rajnitee*, Pune, 1960 Kulkarni A.R., *Shivkaleen Maharashtra*, Rajahamsa, Pune, 1993. Kulkarni A.R., Khare G.H. (ed.), *Marathyancha Itihas*, Vol. I to III, Continental, Pune, 1984 (Vol. I), 1985 (Vol. II), 1986 (Vol. III).

Joshi S.N. (Ed.), *Chhatrapati Shivaji Raje Yanchi Bakhar*, Chitrashala, Pune, 1960. Mehendale Gajanan B., *Shree Raja Shiv Chhatrapati*, Vol. I, part I, II, Mehendale, Pune, 1996.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: Maratha Polity

Course Code: HIS 4103

PO / CO	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 7
PO 1	3	3	2	2	3	2	2
PO 2	2	3	2	2	3	2	2
PO 3	2	2	2	2	2	2	2
PO 4	2	2	2	3	2	3	2
PO 5	2	2	2	3	3	3	2
PO 6	3	3	2	2	3	2	2
PO 7	2	2	2	2	3	2	2

Justifications:

CO 1: Analyze administrative system of Marathas

Aligns with PO 1, as it involves learning the basic narrative of historical events, including the administrative system of the Marathas.

CO 2: Explain nature of Maratha Polity

Aligns with PO 2, as it requires building critical ability through interpretations and multi-causal explanations of historical developments, including Maratha polity.

CO 3: Identify strength and weakness of Maratha administrative system

Aligns with PO 3, as it involves evaluating historical ideas, arguments, and points of view related to the Maratha administrative system.

CO 4: Reviews political power structure of Maratha period

Aligns with PO 4, as it requires constructing original historical arguments based on source material and understanding historiographer fields.

CO 5: Know about Mughal policy of Maratha empire

Aligns with PO 5, as it involves acquiring basic historical research skills and effective use of libraries, archives, and databases.

CO 6: Learn significance of regional history and political foundation

Aligns with PO 6, as it involves selecting and applying appropriate methods, techniques, resources, and modern IT tools for the generation and dissemination of historical knowledge.

CO 7: Enhance perception of 17th century Maharashtra and India

Aligns with PO 7, as it aims to enable students to understand the significance of the subject for various competitive examinations, indicating a broader understanding of historical context.

Department of History (M.A. Part I)

Semester I

No.of Lecture-60

Core Paper HIS 4104

Paper No. 4

Credits ; 4

Course Title: Social Background of Dalit Movement in Maharashtra

Objectives:

- 1) This paper is designed to emphasize the background of the Dalit movement which flourished in the twentieth century.
- 2) It highlights the earlier forms of protest from the ancient till the medieval period, which laid the foundations for social protest and dissent in the pre- Ambedkar period.
- 3) The design of this course is to make students aware of the social and economic life of dalit class.
- 4) The purpose is to tell about the work done by dalit social reformers in modern times to improve the social condition of dalits.
- 5) The purpose is to tell about the work done by upper caste social reformers in modern times to improve the social condition of dalits.
- 6) The objective of this course is to understand the changed conditions of dalit class from ancient times to modern times.
- 7) Students analyses the importance of moral value of dalits.

Course Outcomes –

CO1. Students acquire knowledge of various term, concept related to Indian society and cast system.

CO2. Student able to understand the change and continuity of Indian Society.

CO3.They discuss the contemporary social issues in classroom and its related to be social history.

CO5.Students will understand the changing conditions of dalit class from ancient times to modern times.

CO6.They take interest to reads various book related to dalit movement in Maharashtra.

CO5.They understand the importance of moral and social value.

CO6.They write and present their own view on social history.

Course content

Unit 1 : Emergence of caste system: a Brief survey **04**

Unit 2 : Defining the term ‘Dalit’ and ‘Dalit consciousness’ **08**

2.1 Who were the untouchable ?

Unit 3 : Historical Background of Protest **16**

3.1 Buddhism

3.2 Jainism

Unit 4 : Bhakti Movement **16**

4.1 Efforts of Medieval Saints

4.2 Chokhamela, Soyarabai, Karmamela and Banka

Unit 5 : Pre-Ambedkar socio-religious reform movements **16**

5.1 Mahatma Phule and Satyashodhak Samaj

5.2 Vitthal Ramji Shinde

5.3 Rajarshi Shahu Maharaj

5.4 Gopal Baba Walangkar

5.5 Shivaram Janba Kamble

5.6 Kisan Faguji Bansode

Select Readings

English

Keer, Dhananjaya, *Mahatma Jyotiba Phule* , Popular Prakashan,

Desai, Sudha, *Social Life under the Peshwas*

Chentha- rasseoy, T.H. P, *Ambedkar in Indian History.*

Political thoughts of Dr. B.R. Ambedkar

Marathi

Atre, Truimbak Narayan, *Gav-Gada*, Mumbai, 1959

Bhagat, R.T. (ed.), *Sant Sahitya Ani Andhashraddha Nirmulan*, Chaitanya Prakashan, Kolhapur, 2002

Bhagat, R.T. (ed.), *Sant Sahitya Ani Dalit samvedan*, Chaitanya Prakashan, Kolhapur, 2003

Dandge, Manorama, *Prachin wa Madhyayugin Bharatacha Itihas*, Amaravati, 2004

Gawali, P.A., *Peshwekalin Samaj wa Jaticha Sangharsh*, Kolhapur, 1982

Gawali, P.A., *Peshwekalin Gulamgiri wa Asprishyata*, Kolhapur, 1990

Kausalyayan, Bhadant Anand, *Manusmriti Ka Jalani Geli?*, Nagpur Keer, Dhananjay, *Mahatma Jyotiba Phule: amchya Samaj Krantiche Janak*, Mumbai, 1975

Khairmode, Changdev Bhagvanrao, *Dr. Bhimrao Ramji Ambedakar Charitra*, Vols. 1- 9, Mumbai

Keer, Dhananjay and Malse, S.G. (ed.), *Mahatma Phule Samagra Vangmaya*, Mumbai, 1988

Kosare, H.L., *Vidarbhatil Dalit Chalvalisha Itihas*, Nagpur, 1984

Moon, Vasant, *Madhyaprant Varhadatil Ambedkarpurva Dalit Chalwal* Nawalkar, H.N., *Shivaram Janba Kamble*, Pune, 1930

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem I)

Subject: History

Course: Social Background of Dalit Movement in Maharashtra

Course Code: HIS 4104

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Acquire knowledge of various terms and concepts related to Indian society and caste system.	3	2	2	2	2	3	2
CO 2: Understand the change and continuity of Indian Society.	3	3	2	2	2	3	2
CO 3: Discuss contemporary social issues in the classroom and relate them to social history.	2	2	2	2	2	2	2
CO 4: Understand the changing conditions of the dalit class from ancient times to modern times.	2	2	2	2	2	2	2
CO 5: Take interest in reading various books related to the dalit movement in Maharashtra.	3	3	2	2	3	3	3
CO 6: Understand the importance of moral and social values.	2	2	2	3	3	2	2
CO 7: Write and present their own views on social history.	2	2	2	2	2	2	2

Justifications:

CO 1 - Acquiring knowledge of various terms and concepts:

PO 1: Learning the basic narrative of historical events includes understanding terms and concepts related to Indian society and the caste system.

CO 2 - Understanding change and continuity in Indian Society:

PO 1: Understanding the change and continuity of Indian society aligns with the program outcome of learning the basic narrative of historical events.

PO 2: Building critical ability through multiple narratives and interpretations contributes to understanding change and continuity.

CO 3 - Discussing contemporary social issues:

PO 3: Evaluation of historical ideas, arguments, and points of view involves discussing contemporary social issues and relating them to social history.

CO 4 - Understanding changing conditions of the dalit class:

PO 4: Constructing original historical arguments based on primary or secondary source material includes understanding and analyzing the changing conditions of the dalit class.

CO 5 - Taking interest in reading about the dalit movement:

PO 5: Acquiring basic historical research skills, including effective use of libraries, aligns with taking an interest in reading various books related to the dalit movement.

CO 6- Understanding the importance of moral and social values:

PO 6: Selecting and applying appropriate methods, techniques, resources, and modern IT tools for the generation and dissemination of historical knowledge involves understanding the importance of moral and social values.

CO 7 - Writing and presenting views on social history:

PO 3: Evaluating historical ideas, arguments, and points of view, and presenting a summary of a topic in an organized fashion aligns with writing and presenting views on social history.