

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 -II
For Department of **History**

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2022 Pattern)

To be implemented from Academic Year 2022-2023

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

Course Structure For M.A.II HISTORY

Semester	Paper Code	Title of Paper	No. of Credits
I	PAHS 121	Approaches To History	04
	PAHS 122	Socio-Economic and Cultural History of Medieval India (1206 – 1857)	04
	PAHS 123	Socio-Economic Cultural History of the Maratha Period	04
	PAHS 124	History of the Dalit Movement in Maharashtra	04

Anekant Education Society'
Tuljaram Chaturchand College
of Arts, Science and Commerce, Baramati
Autonomous
Affiliated to Savitribai Phule Pune University, Pune
Department of History (M. A. Part I)

Semester II

No of Lectures - 60

Paper Code PAHS 121

Paper No : 5

Credits: 4

Course Title: Approaches to History

Objective :

1. To provide students with a comprehensive understanding of historical research methodology and its significance in historical studies.
2. To equip students with the skills necessary for choosing a research subject and preparing a research outline.
3. To introduce students to the key analytical operations in historical research, including heuristics and hermeneutics.
4. To develop students' abilities in conducting synthetic operations such as determining and grouping facts and constructive reasoning.
5. To guide students in the concluding operations of historical research, focusing on valid generalizations and proper citation practices.
6. To familiarize students with different schools of history writing, both Indian and non-Indian, and their methodologies.
7. To explore recent developments in historical research methodology, including the study of myth, legend, folklore, oral history, and the linguistic turn in history.

Outcomes:

CO 1.Students will gain a solid understanding of historical research methodology, enabling them to conduct effective research in the field of history.

CO 2.They will be able to select appropriate research subjects and prepare well-structured research outlines.

CO 3.The course will enhance students' analytical skills by introducing them to heuristics and hermeneutics as valuable tools in historical research.

CO 4.Students will develop the ability to synthesize historical data, determine patterns, and engage in constructive reasoning.

CO 5.They will demonstrate proficiency in the concluding operations of historical research, including the formulation of valid generalizations and the use of proper citation

and bibliography formats.

CO 6.Students will become familiar with various schools of history writing, gaining insights into colonial, nationalist, Marxist, subaltern, Annals, and Dakar approaches.

CO 7.The course will expose students to recent developments in historical methodology, including the study of myth, folklore, oral history, and the methodologies associated with Deconstruction, Post structuralism, and Post-modernism.

Course content

Unit 1 : Defining Historical Research Methodology	04
Unit 2 : Operations in Research Methodology	20
2.1 Preliminary Operations: Choice of subject, preparation of outline	
2.2 Analytical Operations: Heuristics and Hermeneutics	
2.3 Synthetic Operations: Determining and grouping of facts, constructive reasoning	
2.4 Concluding Operations: Valid generalizations, footnotes and bibliography	
Unit 3 : Schools of History Writing	20
3.1 Indian:	
a. Colonial	
b. Nationalist	
c. Marxist	
d. Subaltern	
3.2 Non-Indian:	
a. Annals	
b. Dakar	
Unit 4 : Recent developments in Methodology	16
4.1. Myth, legend, folklore, oral history: their methodologies	
4.2 The linguistic turn in history: methodologies of Deconstruction, Poststructuralist, Post-modernism	

Select Readings

English

Carr, E.H., *What is History*, Penguin Books, Harmondsworth, 1971. Collingwood, R.G., *The Idea Of History*, Oxford University Press, New York, 1976. Lingoes Ch, V. And Ch. Seignobos, *Introduction to the study of History*, Barnes and Noble Inc. and Frank Cass and co., New York, 1966.

Foucault, Michel, *The Archaeology of Knowledge*, translated by Sheridan Smith, Tavistock Publications, London 1982.

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

History and Theory: Studies in the Philosophy of History (Journal), Wesleyan University, USA.

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*

Kothekar, Shanta, *Itihas: Tattva ani Vyavahar*

Sardesai, B.N., *Itihas Lekhan Shastra*, Phadke Prakashan, Kolhapur, 2002

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course : Approaches to History

Course Code : PAHS 121

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	3	2	2	3	3
CO 2	3	3	2	2	2	2	2
CO 3	3	3	3	2	2	3	3
CO 4	2	2	2	3	3	3	2
CO 5	2	2	2	3	3	3	2
CO 6	3	2	3	3	3	3	2
CO 7	2	2	2	2	2	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO3, CO6, and CO7, as it directly relates to providing students with a comprehensive understanding of historical research methodology, its significance, and recent developments.
- PO2 has a strong alignment with CO1 and CO2 since equipping students with the skills to choose a research subject and prepare an outline is a key component of research methodology.
- PO3 has a strong alignment with CO1, CO2, and CO3 because introducing students to key analytical operations is fundamental to understanding research methodology.
- PO4 has a strong alignment with CO4 and CO5, as it focuses on developing students' abilities in conducting synthetic operations and concluding operations in historical research.
- PO5 has a strong alignment with CO4 and CO5 as it emphasizes guiding students in concluding operations, including making valid generalizations and proper citation practices

Department of History (M. A. Part I)

Semester II:

No of Lectures - 60

Paper Code : PAHS 122

Paper No : 06

Credits: 4

Course Title: Socio-Economic and Cultural History of Medieval India (1206 – 1857)

Objectives

1. To provide students with a comprehensive understanding of medieval India, focusing on its transition from ancient times.
- 2 To introduce students to the diverse sources of historical information on medieval India, including Persian, regional language sources, and foreign accounts
- 3 To explore the administrative systems of medieval India, both at the central and provincial levels, with a specific focus on the Mansabdari system and the Maratha Confederacy.
- 4 To analyze the agrarian system in medieval India and its significance in the socio-economic landscape.
- 5 To examine the evolving society and economy of medieval India, including social mobility, stratification, religious and social change, and the emergence of new classes.
- 6 To investigate the development of a composite culture in medieval India, emphasizing the impact of Bhakti and Sufi movements, education, and trade.
- 7 To explore the growth of medieval Indian arts, including architecture, painting, and music, and their cultural significance.

Outcomes:

- CO1.** Students will gain a deep understanding of the transition from ancient to medieval India, recognizing key historical turning points.
- CO2** They will become proficient in analyzing various sources of historical information, including Persian texts, regional language sources, and foreign travelers' accounts.
- CO3** The course will equip students with knowledge of medieval administrative systems, including central, provincial, Mansabdari, and Maratha structures.
- CO4** Students will understand the agrarian system of medieval India and its role in shaping the socio-economic landscape.
- CO5** They will analyze the societal and economic changes during the medieval period, including the emergence of new classes and the influence of Bhakti and Sufi movements.
- CO6** Students will appreciate the development of a composite culture in medieval India, influenced by religious and social changes, education, and trade.

CO7 The course will foster an understanding of medieval Indian arts, including architecture, painting, and music, and their contributions to the cultural heritage of India

Course content

Unit 1 : Defining medieval India **12**

- 1.1 The Transition to the Medieval
- 1.2 Sources (Persian, Regional language sources)
- 1.3 Foreign sources: Travelers' accounts, European records

Unit 2 : Administrative Systems **16**

- 2.1 Central and Provincial
- 2.2 Mansabdari
- 2.3 Maratha Confederacy
- 2.4 Agrarian System

Unit 3 : Society and Economy in medieval India **20**

- 3.1 Social Mobility and Stratification: The emergence of new classes: Administrative, agrarian and mercantile
- 3.2 Religious and Social Change : Bhakti and Sufi
- 3.3 Towards a composite culture
- 3.4 Education
- 3.5 Trade – Internal and External
- 3.6 Impact of the arrival of the European

Unit 4 : Development of medieval Arts **12**

- 4.1 Architecture
- 4.2 Painting
- 4.3 Music

Select Readings

English

Alam, Muzaffar and Subrahmanyam, Sanjay, *The Mughal State*, Oxford India Paperbacks, 2000

Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002.
Anderson, P., *Passages from Antiquity to Feudalism*, London, 1981. Chandra, Satish, *Medieval India* (2 vols.), Har-Anand Publications Pvt. Ltd., Third Edition, 2006 (also available in Hindi)

Chitnis, K.N., *Aspects of Society and Economy in Medieval India*, Pune, 1979.
Habib, I., *Essays in Indian History – Towards a Marxist Perspective*, Tulika, 1995.

Hasan, S. Nurul, *Religion, State and society in Medieval India*, Oxford University Press, 2005

Jha, D.N. (ed.), *The Feudal Order*, Manohar Publications, 2002

Kulke, H. (ed.), *The State in India, 1000-1700*, OUP, 1997.

Marshall, P.J. (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?*, OUP, New Delhi, 2003

Mukhia, H., *Perspectives on Medieval India*, Delhi, 1994.

Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalisation*, Sangam Books Ltd., 2001

Marathi

Chitnis, K.N., *Madhyayugin Bharatiya Sankalpana wa Sanstha*, Bhalchandra Printing Press Pvt. Ltd., Bombay, 3rd Reprint, 2003.30

Moreland, W.H., *From Akbar to Aurangzeb*, tr. Rajendra Banahatti, *Akbar te Aurangzeb*,

Diamond Publications, Pune, 2006.

Moreland, W.H., *India at the Death of Akbar*, tr. Sunanda Kogekar, *Akbarkalin Hindustan*, Diamond Publications, Pune, 2006.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: Socio-Economic and Cultural History of Medieval India (1206 –1857)

Course Code: PAHS 122

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	2	3	2
CO 2	3	3	2	2	2	3	2
CO 3	2	2	2	2	2	2	2
CO 4	2	2	2	2	2	2	2
CO 5	3	3	2	2	3	3	3
CO 6	2	2	2	3	3	2	2
CO 7	2	2	2	2	2	2	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO3, CO6, and CO5 as it directly addresses the comprehensive understanding of medieval India and the diverse sources of historical information.
- PO2 has a strong alignment with CO1, CO2, CO3, and CO6 as it introduces students to diverse historical sources and administrative systems.
- PO3 has a moderate alignment with CO4 and CO6 as it focuses on analyzing the agrarian system and investigating the development of a composite culture.
- PO4 has a moderate alignment with CO4 as it specifically relates to the agrarian system.
- PO5 has a strong alignment with CO5, CO6, and CO7 as it pertains to examining the evolving society and economy, the development of a composite culture, and the growth of medieval Indian arts.
- PO6 has a moderate alignment with CO4 and CO6 as it partly relates to the agrarian system and emphasizes the development of a composite culture.
- PO7 has a moderate alignment with CO1, CO2, and CO3 as it generally relates to understanding medieval India but is not directly tied to specific course outcomes.

Department of History (M.A. Part I)

Semester II

No of Lectures - 60

Paper Code : PAHS 123

Paper No : 07

Credits: 4

Course Title: Socio-Economic and Cultural History of the Maratha Period

Objectives

1. To introduce students to the field of socio-economic and cultural history and its significance in understanding India's past.
2. To define and explore the key concepts related to socio-economic and cultural history.
3. To provide an in-depth study of social institutions in historical India, including residents of villages, the Balutedari system, caste and communities, marriage and family, social stratification, mobility, fairs, festivals, and education.
4. To analyze the agrarian system of historical India, including land types, assessment, methods of land revenue collection, and fiscal systems.
5. To examine trade, industries, and handicrafts in historical India, focusing on trade centers, trade routes, major and minor industries, types of coins, and banking.
6. To explore the development of Maratha arts, particularly in the areas of architecture.
7. To encourage critical thinking and independent research in socio-economic and cultural history.

Outcomes

CO 1 Students will develop a foundational understanding of socio-economic and cultural history as a subfield of historical studies.

CO 2 They will be proficient in defining and applying key concepts relevant to socio-economic and cultural history.

CO 3 The course will enable students to analyze and discuss various aspects of social institutions in historical India, including village life, caste, marriage, and education.

CO 4 Students will gain an understanding of the agrarian system, land types, revenue collection methods, and fiscal systems in historical India.

CO 5 They will be able to explore trade, industries, and handicrafts in historical India, including trade routes, coinage, and banking.

CO 6 Students will appreciate the development of Maratha arts, particularly in the domain of architecture.

CO 7 The course will foster independent research skills and critical thinking in the context of socio-economic and cultural history.

Course Content

Unit 1 : Defining socio-economic and Cultural history **02**

Unit 2 : Social Institutions **20**

- 2.1 Residents of the village
- 2.2 Balutedari system
- 2.3 caste and Communities
- 2.4 Marriage and Family
- 2.5 Social Stratification and mobility
- 2.6 Fairs and Festivals
- 2.7 Education

Unit 3 : Agrarian System **20**

- 3.1 Types of land
- 3.2 Assessment of land
- 3.3 Methods of land revenue collection
- 3.4 Fiscal System: Public income and expenditure

Unit 4 : Trade, Industries and handicraft **14**

- 4.1 Centers of trade
- 4.2 Trade routes
- 4.3 Major and minor industries
- 4.4 Type of Coins
- 4.5 Banking house

Unit 5 : Development of Maratha Arts - Architecture **04**

Select Readings

English

Chitnis K.N., *Socio-Economic History of Medieval India*, Atlantic Publishers, Delhi, 2002.

Desai, Sudha, *Social life in Maharashtra under the Peshwas*, Bombay, 1980 Kulkarni, A.R., *Medieval Maratha Country*, Books and Books, New Delhi, 1996. Kulkarni, A.R., *Medieval Maharashtra*, Books and Books, New Delhi, 1996 Kulkarni A.R., *Maharashtra: Society and Culture*, Books & Books, Delhi, 2000. Kulkarni A.R., *Explorations in the Deccan History*, Pragati Publications in association with ICHR, Delhi, 2006.

Kumar, Dharma (ed.), *The Cambridge Economic History of India*, Vol. II, Orient Longman, in association with OUP, Delhi, 2005.

Mahajan T.T., *Trade, Commerce and Industries under the Peshwas*, Pointer Publishers, Jaipur, 1989.

Raychaudhuri, Tapan and Habib, Irfan (ed.), *Cambridge Economic History of India*, Vol. I, Orient Longman, in association with OUP, Delhi, 2005.

Marathi

Atre, Trimbak Narayan, *Gav-Gada*, Varada, Pune, 1995

Bhave, V.K., *Peshwekalin Maharashtra*, Varada, Pune, 1998.

Chapekar, N.G., *Peshwaichya Savlit*, Pune, 1936.

Joshi, S.N., *Marathekalin Samaj Darshan*, Anath Vidyarthi Gruha, Pune, 1960.

Oturkar, R.V., *Peshwekalin Samajik Va aarthik Patravayavahar*, BISM, Pune, 1950.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: Socio-Economic Cultural History of the Maratha Period

Course Code: PAHS 123

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	3	2	2
CO 2	3	3	2	2	2	2	2
CO 3	2	2	3	3	2	2	3
CO 4	2	2	2	3	2	1	2
CO 5	2	2	2	3	3	2	2
CO 6	2	1	1	1	1	3	2
CO 7	2	2	2	2	2	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO5, and CO6 as it introduces students to socio-economic and cultural history and defines key concepts in these areas.
- PO2 has a strong alignment with CO1, CO2, and CO6 as it directly relates to the introduction and exploration of key concepts.
- PO3 has a strong alignment with CO3 and CO4 as it provides an in-depth study of social institutions and the agrarian system in historical India.
- PO4 has a strong alignment with CO4 and CO5 as it pertains to the analysis of the agrarian system and the examination of trade, industries, and handicrafts.
- PO5 has a strong alignment with CO4 and CO5 as it directly relates to examining the agrarian system and trade-related topics.
- PO6 has a strong alignment with CO6 as it focuses on the development of Maratha arts, particularly in architecture.
- PO7 has a strong alignment with CO7 as it encourages critical thinking and independent research in socio-economic and cultural history.

Department of History (M.A. Part I)

Semester II

No of Lectures - 60

Paper Code : PAHS 124

Paper No : 08

Credits: 4

Course Title: History of the Dalit Movement in Maharashtra

Objectives :

1. To introduce students to the ideology of Dr.BabasahebAmbedkar and its multifaceted dimensions, including socio-religious, economic, political, religious, and educational aspects.
2. To provide an in-depth study of the Dalit movement under the leadership of Dr.BabasahebAmbedkar, including key events and organizations such as newspapers, BahishkritHitakarniSabha, Mahad Satyagraha, and more.
3. To examine the political development of the Dalit movement, including the Independent Labour Party, Scheduled Caste Federation, and Republican Party of India.
4. To explore Dr.Ambedkar's pivotal role in the making of the Indian Constitution, the safeguards for lower castes, and the Hindu Code Bill issue.
5. To study the movement of conversion to Buddhism under the influence of Dr.Ambedkar from 1935 to 1956.
6. To analyze the nature of post-Ambedkarian movements, including the conversion to Buddhism and socio-economic development initiatives for Dalits.
7. To review Dalit consciousness and other modes of expression, including Dalit literature and AmbedkariJalase.

Outcomes:

CO1. Students will gain a comprehensive understanding of Dr.BabasahebAmbedkar's ideology, encompassing socio-religious, economic, political, religious, and educational aspects

CO2. They will be able to analyze and discuss key events and organizations in the Dalit movement under Dr.Ambedkar's leadership, including Mooknayak, Bahishkrut Bharat, Janta, Prabuddha Bharat, BahishkritHitakarniSabha, Mahad Satyagraha, and more.

CO 3. The course will provide students with insights into the political development of the Dalit movement, including the Independent Labour Party, Scheduled Caste Federation, and Republican Party of India.

CO 4. Students will appreciate Dr.Ambedkar's pivotal role in shaping the Indian Constitution and advocating for safeguards and reforms.

CO 5 They will gain an understanding of the movement of conversion to Buddhism initiated by Dr.Ambedkar and its historical context.

CO 6 Students will analyze the post-Ambedkarian movements, including the conversion to Buddhism and efforts for the socio-economic development of Dalits.

CO 7 The course will foster an appreciation for Dalit consciousness and modes of expression, including Dalit literature and AmbedkariJalase.

Course content

Unit 1 : Dr. Babasaheb Ambedkar's Ideology 08

1.1 Socio-Religious

1.2 Economic

1.3 Political

1.4 Religious

1.5 Educational

Unit 2: Dalit Movement Under the leadership of Dr. Babasaheb Ambedkar 16

2.1 News Papers:Mooknayak,Bahishkrut Bharat,Janta,Prabuddha Bharat

2.2 Bahishkrit Hitakarni Sabha

2.3 Mahad Satyagraha

2.4 Kalaram Mandir Satyagraha

2.5 Southborough Committee on Franchise

2.6 Simon Commission

2.7 Round Table Conference and Poona Pact

Unit 3 : Political Development of Dalit Movement 04

3.1 Independent Labour Party

3.2 Scheduled Caste Fedration

3.3Republican Party of India

Unit 4: Dr. Babasaheb Ambedkar and Constitution of India 12

4.1 Role of Dr. Ambedkar in the making of the Indian Constitution

4.2 Safeguards for Lower Castes

4.3 Issue of the Hindu Code Bill

Unit 5 : Movement of Conversion to Buddhism (1935-1956) 06

Unit 6: Nature of Post-Ambedkarite Movement :A Brief Survey 08

6.1 Conversion to Buddhist movement

6.2 Socio-economic Development of Dalits

Unit 7 : Dalit Consciousness and other Modes of Expression: a brief review 06

7.1 Dalit Literature

7.2 Ambedkari Jalase

Select Readings

English

1. *Dr. B.R. Ambedkar writing and speeches*, 18 Vols. Government of Maharashtra, Bombay.
2. Gaikwad, D.S. and others (ed.), *Dr. Babasaheb Ambedkar and Fifty Years of Conversion*, Suyog Prakashan, Pune, 2007.
3. Kadam, K.N. (ed.), *Dr. B.R. Ambedkar: The Emancipator of the Oppressed*, Popular Prakashan, Bombay, 1993.
4. Robb, Peter (ed.), *Dalit Movement and the meaning of Labour in India*, Oxford University Press.
5. Sunthakar, B.R. *Maharashtra in 18th and 19th Century*. Two vols. Manmohan Bhatkal Popular Book Depot.
6. Keer, Dhananjay, *Dr. B.R. Ambedkar Life and Mission*. Popular Prakashan Pvt. Ltd.
7. Vakil, A.K., *Reservation Policy and Scheduled Castes in India*, Ashis Publishing House, New Delhi

Marathi

1. Ganavir, Ratnakar, *Dr. Ambedkar Vicharadhan*, Bhusaval, 1982
Keer, Dhananjay, *Dr. Babasaheb Ambedkar*, Mumbai, 1984
2. Keer, Dhananjay, *Rajarshi Shahu Chhatrapati*, Mumbai, 1992
3. Khairmode, Changdev Bhagwanrao, *Dr. Bhimrao Ramji Ambedkar Charitra*, Vols. 1- 9, Mumbai
4. Kharat, P. O., *Dalit Katha, Ugam ani Vikas*, 1992
5. Kharat, Shankarrao, *Dr. Babasaheb Ambedkaranche Dharmantar*, 1966
6. Kshirsagar, Ramachandra, *Bharatiya Republican Paksha*, Aurangabad, 1979
7. Narke, Hari, *Dr. Babasaheb Ambedkar Gaurav Grantha*, Mumbai, 1992.
Phadke, Bhalchandra, *Dr. Babasaheb Ambedkar*, Pune, 1985
8. Vaidya, Prabhakar, *Dr. Babasaheb Ambedkar ani Tyancha Dhamma*, Mumbai, 1989.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: History of the Dalit Movement in Maharashtra

Course Code: PAHS 124

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	3	3	2
CO 2	3	3	2	2	3	2	2
CO 3	2	2	3	2	2	2	2
CO 4	2	2	2	3	2	3	2
CO 5	2	2	2	2	3	2	2
CO 6	2	1	1	1	3	3	2
CO 7	2	2	2	2	3	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO5, and CO6 as it introduces students to the ideology of Dr. Babasaheb Ambedkar and its multifaceted dimensions.
- PO2 has a strong alignment with CO1, CO2, and CO5 as it involves an in-depth study of the Dalit movement under Dr. Ambedkar's leadership.
- PO3 has a strong alignment with CO3 and CO4 as it pertains to the examination of the political development of the Dalit movement and Dr. Ambedkar's role in the making of the Indian Constitution.
- PO4 has a strong alignment with CO4 as it specifically explores Dr. Ambedkar's pivotal role in the making of the Indian Constitution.
- PO5 has a strong alignment with CO5 as it focuses on the study of the movement of conversion to Buddhism.
- PO6 has a strong alignment with CO6 as it involves analyzing the nature of post-Ambedkarian movements, including conversion to Buddhism and socio-economic development initiatives.
- PO7 has a strong alignment with CO7 as it pertains to the review of Dalit consciousness and other modes of expression in Dalit literature and Ambedkari Jalase.