

# **A.S.D GDC(Women), (Autonomous), KAKINADA**

## **Department of History**

### **Course Outcomes 2021-22**

#### **Programme Outcomes**

#### **Bachelor of Arts (B. A.): 2021 -2022**

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives

PO2: Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3: Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4: Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

#### **SEM-I: HIS201101 Ancient Indian History & Culture (From Indus Valley**

#### **Civil. to 13 Century A.D**

#### **COURSE OUT COMES:**

- Compare and contrast various stages of progress from IVC to Vedic age and analyse the Jain, Buddhist and Vedic faiths (CO1)
- Increase the awareness and appreciation of Transition from Territorial States to Emergence of Empires (CO2)
- Analyse the emergence of the Mauryan and Gupta empires during the “classical age” in India (CO3)
- Evaluate the key facets of ancient society, polity and culture in South India—the feudalism, and the rise of technology and commerce. (CO4)
- Critically examine the nature of monarchic rule and develop a comprehensive understanding of cultural evolution during ancient period (CO5)

## **SEM-II HIS202101**

### **Medieval Indian History & Culture (1206 A.D To 1764 A.D)**

#### **Course outcomes:**

- Understand the socio, economic and cultural conditions of medieval India (co1)
- Describe the advent of Islam in India and study the traces of political and cultural expansion of Turks & Afghans(co2)
- Explain the Administration and art and architecture of Vijayanagar Rulers, Mughals and also analyze the rise of the Marathas and the contribution of Shivaji (co3)
- Evaluate the establishment of the British rule in India and understand the dangerous consequences disunity at all levels (co4)
- Analyze the emergence of composite culture in Indian (CO5)

### **Sem-III HIS203101 Modern Indian History & Culture (1764-1947 A. D)**

#### **Course outcomes:**

- Unearth the true nature of the British rule and its disastrous impact on Indian economy and society. (CO1)
- Gauge the disillusionment of people against the Company's rule even during the early 19th century (CO2)
- Assess the causes and effects of Reformation movements and also inspire the public to overthrow inequalities of the present-day society (CO3)
- Rise above petty parochial issues after understanding the sacrificial saga of freedom struggle (CO4)
- Evaluate the undercurrent of communal politics that led to India's partition and identify the enemies of India's integrity and sovereignty (CO5)

## **SEM-IV HIS204101 P- IV**

### **History & Culture of Andhra (from 1512 to 1956 AD)**

#### **Course Outcomes:**

- Relate key historical development during medieval period occurring in costal Andhra and Telangana regions and analyse socio-political and economic changes under Qutbshahi rules (CO1)
- Understand gradual change, or change in certain aspects of society in Andhra, rather than rapid or fundamental changes (CO2)
- Explain how the English East India company became the most dominant power and outline the impact of colonial on different aspects in Andhra. (CO3)
- Outline the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues. (CO4)
- Take pride in the non-violence struggle for Indian Independence and relate the important of peace in every life (CO5)

## **SEM -IV HIS204102 P- V History of Modern World (From 15th Cent. AD To1945 AD)**

### **Course Outcomes:**

- Assess and appraise the developments in art, literature, and society during the Renaissance and utilize content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and abroad. (CO1)
- Evaluate the causes for the Glorious Revolution and American Revolution and identify the background for the evolution of human rights movement. (CO2)
- Understand the main events of the French Revolution and its significance in the shift in Eur1: Slight open culture from Enlightenment to Romanticise. (CO3)
- Think how Russia's traditional monarchy was replaced with the world's first Communist state. (CO4)
- Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued engagement with European history, literature, culture, languages, and current affairs and acquire advanced international and intercultural competency through coursework in international studies. (CO5)

### **SEM- V HIS5101 P-V**

#### **Age of Rationalism and Humanism (the world between 15<sup>th</sup>& 18<sup>th</sup> centuries) (History of Modern World (1453 – 1821 A.D))**

### **Course Out comes:**

- 1.The student understands the Feudalism -Geographical Discoveries: Causes. How Portugal Leads and Western World Follows (CO1)
- 2.The student observe the relations between USSR and East European Countries. (CO2)
- 3.The student is analysing the Renaissance Movement: - Transformation from Medieval to Modern World; Reformation & Counter Reformation Movements. (CO3)
- 4.The student is Aware of the American Revolution (1776) – Opening of New World – Declaration of Independence, 1776. (CO4)
- 5.The student understand the French Revolution (1789) – Causes and Results (CO5)

### **SEM- V HIS5102 P-VI**

#### **History & Culture of Andhra Desa (from 12<sup>th</sup> to 19<sup>th</sup> Century A.D.) (History and Culture of Andhra from Satavahanas to 1857 A.D)**

### **Course Out comes:**

- The student is understanding the Andhra during 12<sup>th</sup>& 13<sup>th</sup> Centuries A.D.: Kakatiya's and their socio-economic conditions. Architecture & Sculpture. The Age of Reddy Kingdoms (CO1)
- The student Observe the Andhra between 14<sup>th</sup> & 16<sup>th</sup> Centuries A.D.: Vijayanagara Empire-Sri Krishna Deva Raya and his contribution to Andhra Culture – Development of Literature & Architecture. (CO2)
- student is Compare the Andhra through 16<sup>th</sup>& 17<sup>th</sup> Centuries A.D. Evolution of Composite culture –The QutbShahis of Golkonda. (CO3)
- Student is Aware on the 18<sup>th</sup> & 19<sup>th</sup>Centuries in Andhra: East India Company's Authority over Andhra – Carnatic Wars –(CO4)
- occupation of Northern Circars and Ceded Districts-To analysis the 18<sup>th</sup>& 19<sup>th</sup> Centuries in Andhra: Impact of Company Rule on Andhra. (CO5)

## **SEM- VI HIS6101 P-VII**

### **HISTORY OF MODERN EUROPE (Elective) (from 19th Century to 1945 A. D.)**

#### **Course Out comes:**

- 1.The student compare the conditions of Industrial Revolution before and after in Europe (CO1)
- 2.To understand the Unification Movements in Europe (CO2)
- 3.To analysis the Unification Movements in Europe (CO3)
- 4.The student is aware of causes and Results of World Wars. (CO4)
- 5.Acquire Knowledge of UNO and its Functions (CO5)

### **SEMESTER- I UG- LIFE SKILL COURSE HIS20101**

#### **HUMAN VALUES AND PROFESSIONAL ETHICS (HVPE) (w.e.f. 2020-2021 A.Y.)**

##### **Course outcomes:**

- Understand the significance of value inputs in a classroom and start applying them in their life and profession
- Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- Understand the value of harmonious relationship based on trust and respect in their life and profession
- Understand the role of a human being in ensuring harmony in society and nature
- Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

### **SEMESTER- I UG- SKILL DEVELOPMENT COURSE**

#### **TG20101 TOURISM GUIDANCE (w.e.f. 2020-2021 A.Y.)**

##### **Course Outcomes:**

- Understand the basic tourism aspects Comprehend the requirements, role and responsibilities of profession of a Tourist Guide
- Apply the knowledge acquired in managing different groups and guiding in a tour
- Explain basic values related to tourism and heritage

### **SEMESTER- II UG- LIFE SKILL COURSE**

#### **ICS 20202L INDIAN CULTURE AND SCIENCE(ICS) (w.e.f. 2020-2021 A.Y.)**

##### **Course Outcomes:**

- Understand the evolution of India's culture and analyze the process of modernization of Indian society and culture from past to future
- Comprehend objective education and evaluate scientific development of India in various spheres
- Inculcate nationalist and moral fervor and scientific temper