

**CO-PO attainment  
in  
Outcome Based Education**

**Department of History (Gen)  
Government General Degree College, Kalna-I**

## Program Outcome (PO)

- ❖ **PO1:** Disciplinary knowledge
- ❖ **PO2:** Communication Skills
- ❖ **PO3:** Critical thinking
- ❖ **PO4:** Analytical reasoning
- ❖ **PO5:** Research-related skills
- ❖ **PO6:** Information/digital literacy
- ❖ **PO7:** Multicultural competence
- ❖ **PO8:** Moral and ethical awareness/reasoning
- ❖ **PO9:** Lifelong learning

# Course Content

Semester: I

Course Name: History of India (From Earliest Times up to 300 CE)

Course Code: CC-IA

Course Credit: 6

Total Marks: 75 (60 + 15)

Total Lecture: 60

## **I. Sources; Prehistory and Proto-historic cultures**

Sources & Interpretation - A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures, Bronze age civilization - Harappan Civilization - Origin, Extent, dominant features & decline.

## **II. The Vedic Period**

Polity, Society, Economy and Religion, Iron age with reference to PGW & Megaliths.

## **III. Jainism and Buddhism**

Causes, Doctrines, Spread, Decline and Contributions

## **IV. Rise of Magadha**

Emergence and growth of the Magadhan Empire Conditions for the rise of Mahajanpadas and the Causes of Magadha's success; The Iranian and Macedonian Invasion

## **V. The Mauryan Empire**

State and Administration of the Mauryas, Economy, Ashoka's Dhamma, Art & Architecture.

## **VI. Post Mauryan Period**

The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language The age of Sakas and Kushanas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>examine</b> different dynasties and the buried historical undercurrent which led to their demise and emergence of many kingdoms and empires in this subcontinent.	<b>L4:</b> Analyzing	1, 2, 3, 4, 6, 7, 8
2	<b>Explain</b> origin and nature of Harappan civilization.	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7, 8
3	<b>relate</b> our present with the past civilization and settlements which ultimately evolved and materialized the current form of Indian civilization.	<b>L3:</b> Applying	1, 2, 3, 4, 5, 7, 9
4	<b>appraise</b> the mammoth achievements of our long forgotten ancestors.	<b>L5:</b> Evaluating	1, 2, 3, 4, 5, 7
5	<b>describe</b> the Ancient Period of our (Indian) history in a concise manner.	<b>L1:</b> Remembering	1, 2, 7
6	<b>identify</b> the historical sources to reconstruct the past.	<b>L2:</b> Understanding	1, 2, 3, 5, 7

# Course Content

Semester: II

Course Name: History of India (300 to 1206 CE)

Course Code: CC-IB  
Total Marks: 75 (60 + 15)

Course Credit: 6  
Total Lecture: 60

## **I. The Rise & Growth of the Guptas**

Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

## **II. Harsha & His Times**

Harsha's Kingdom, Sasanka, Administration, Buddhism & Nalanda

## **III. Towards Early Medieval: North India - Palas, Senas, Pratiharas and the rise of Rajputs**

## **IV. Towards Early Medieval: South India**

Chalukyas, Pallavas, Rashtrakutas, and the Cholas

## **V. Society, Economy and Culture in Early Medieval:**

The Feudalism debate Changes in Society, Economy and Culture.

## **VI. Arrival of Islam in India**

Arab conquest of Sindh Struggle for power in Northern India & establishment of Sultanate.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>Recognize</b> the importance of regional dynasties in our history building	<b>L2:</b> Understanding	1, 2, 3, 4, 7, 8
2	<b>Sketch</b> the link between historical events and trends with the sociocultural and economic developments	<b>L3:</b> Applying	1, 2, 3, 4, 7, 8
3	<b>Memorize</b> the historical timeline from Gupta to the advent of Islam in our History	<b>L1:</b> Remembering	1, 2, 3, 4, 7
4	<b>Judge</b> the impact of Arab conquest	<b>L5:</b> Evaluating	1, 2, 3, 4, 7, 8
5	<b>Examine</b> the cultural and social development of that age	<b>L4:</b> Analyzing	1, 2, 3, 4, 7, 8
6	<b>Identify</b> the prominent dynasties of that era	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7

# Course Content

Semester: III

Course Name: HISTORY OF INDIA FROM 1206-1707

Course Code: CC-IC

Course Credit: 6

Total Marks: 75 (60 + 15)

Total Lecture: 60

## **I. Political History of the Delhi Sultanate**

Foundation, Expansion and Consolidation of the Delhi Sultanate—Ilbari Turks, Khaljis and the Tughlaqs Nature of the State, nobility and the Ulema, Economic reforms.

## **II. Regional Political Formations**

Bengal Vijaynagar and the Bahamani Kingdoms.

## **III. Mughal ascendancy till the time of Akbar (1605 CE)**

Babar; Mughal- Afgan conflict, Akbar.

## **IV. Mughal Power in the post Akbar Era (1606-1707 CE)**

Mughal empire from Jahangir to Aurangzeb V.Economy and Society revenue administration from iqta, jagi and mansabdari. inland and oceanic trade.

## **VI. Religion, Art and Architecture**

Religion;-Sufism, and Bhakti movement Art---painting, sculpture and architecture literature—Persian and regional.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>illustrate</b> the Iqta, land revenue and other aspects of the sociopolitical life of that era.	<b>L4:</b> Analyzing	1, 2, 3, 4, 7
2	<b>explain</b> the Delhi Sultanate and its organ in a detail manner.	<b>L2:</b> Understanding	1, 2, 3, 4, 6, 7, 8
3	<b>relate</b> emergence of regional powers with the central power politics.	<b>L3:</b> Applying	1, 3, 4, 5, 7
4	<b>decide</b> the importance of this era for our History.	<b>L5:</b> Evaluating	1, 2, 3, 4, 7, 9
5	<b>define</b> the Sultani phase on Indian History.	<b>L1:</b> Remembering	1, 2, 3, 4
6	<b>Describe</b> the emergence of provincial dynasties.	<b>L2:</b> Understanding	1, 2, 3, 4, 6, 8



**Course Name : Archives and Museums in India**

**Semester: III**

**Course Code: SEC-I**

**Course Credit: 2**

**Total Marks: 50 (40 + 10)**

**Total Lecture: 40**

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

### **I. Definition and history of development (with special reference to India)**

**II. Types of archives and museums:** Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration.

### **III. Museum Presentation and Exhibition.**

**IV. Museums, Archives and Society:** (Education and communication Outreach activities)

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>identify</b> the importance of Museum Presentation and Exhibition.	<b>L4:</b> Analyzing	1, 2, 3, 4, 8
2	<b>relate</b> the establishment and development of museum and archives in India with the rest of the world.	<b>L3:</b> Applying	1, 2, 3, 4, 7
3	<b>illustrate</b> the importance of museum and archives for our society and state.	<b>L4:</b> Analyzing	1, 2, 3, 4, 8
4	<b>define</b> what museum and Archives are.	<b>L1:</b> Remembering	1, 2, 3, 4, 6, 7, 8, 9
5	<b>distinguish</b> the characteristics of museum and archive.	<b>L2:</b> Understanding	1, 2, 4, 5, 8

# Course Content

Semester: IV

Course Name: HISTORY OF INDIA FROM 1707 - 1950

Course Code: CC-ID

Course Credit: 6

Total Marks: 75 (60 + 15)

Total Lecture: 60

## **I. Regional States and rise of the Company's rule**

Bengal – Battle of Plassey, Buxar and Dewani Marathas and Anglo Maratha relation Mysore and Anglo Mysore relation Anglo Sikh relations.

## **II. Land Settlements, peasant and Tribal revolts upto 1857**

Permanent settlement and Rayatwari Tribal and Peasant revolts- Wahabi, Fairazi and Santal.

## **III. Socio- Religious Reform Movements in the 19<sup>th</sup> Century**

Rammohan Roy, Young Bengal, Vidyasagar, AryaSamaj, Growth of a new middle class.

## **IV. 1857 and its aftermath**

Causes and nature of the 1857 Age of associations and the birth of INC

## **V. Indian National Movement**

Moderates and Extremists Partition of Bengal and the Swadeshi movement Rise of Gandhi in Indian politics and Gandhian movements. Leftist movements Subhash Chandra Bose and the INA.

## **VI. Partition Of India and the establishment of Indian Republic**

Government Of India Act 1935 Cripps Mission, Wavell Plan, Cabinet Mission Communal Politics Partition of India Constituent Assembly and the birth of the Republic.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>summarize</b> first phase of colonization of India and the resistance against it	<b>L5:</b> Evaluating	1, 2, 3, 4,5, 7, 8
2	<b>interpret</b> the Indian socio-economic and cultural situation of that age.	<b>L3:</b> Applying	1, 2, 3, 4, 6, 7, 8
3	<b>explain</b> the prime movers behind the spectacular victories of European powers.	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7
4	<b>discuss</b> what is colonialism?	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7, 8, 9
5	<b>describe</b> the emergence of European powers in India.	<b>L1:</b> Remembering	1, 2, 3, 4, 7, 8
6	<b>evaluate</b> the impact and consequences colonial rule in our country.	<b>L4:</b> Analyzing	1, 3, 4, 5, 8

# Course Content

**Semester: IV**

**Course name: Understanding Heritage**

**Course Code: SEC-II**

**Course Credit: 2**

**Total Marks: 50 (40 + 10)**

**Total Lecture: 40**

## **Paper-I Understanding Heritage**

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

**I. Defining Heritage** Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

### **II. Evolution of Heritage Legislation and the Institutional Framework:**

Conventions and Acts— national and international\_Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives.

### **III. Challenges facing Tangible and Intangible Heritage**

Development, antiquity smuggling, conflict (to be examined through specific case studies).

### **IV. Evolution of Heritage Legislation and the Institutional Framework:**

Conventions and Acts— national and international\_Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives

### **V. Challenges facing Tangible and Intangible Heritage:**

Development, antiquity smuggling, conflict (to be examined through specific case studies)

### **VI. Heritage and Travel:**

Viewing Heritage Sites\_The relationship between cultural heritage, 55 landscape and travel recent trends.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	Argue about the strengths and weaknesses of our existing framework to preserve our heritage	<b>L5:</b> Evaluating	1, 2, 3, 4, 7, 8
2	Relate themselves with our national and civilizational heritage	<b>L4:</b> Analyzing	1, 2, 3, 4, 7, 8, 9
3	Memorize the basic characteristics of heritage	<b>L1:</b> Remembering	1, 2, 3, 4, 6, 7, 8
4	Classify the components of heritage	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 6, 7, 8
5	Construct the image of the journey of our heritage	<b>L6:</b> Create	1, 2, 3, 4, 6, 7, 8
6	Sketch a clear concept of Indian Heritage	<b>L3:</b> Applying	1, 2, 3, 4, 6, 7, 8

### **1. Political and Economic Structure of the Feudal Era**

- a. Origins of Feudalism
- b. Nature of Feudal Society; Regional Variation
- c. Crisis in Feudalism ; Transition debate

### **2. Renaissance& the Rise of Modern Europe**

- a. Origins; Reason
- b. Renaissance humanism; rediscovery of Classics
- c. Italian Renaissance and its Impact

### **3. European Reformation**

- a. Background, nature and impact
- b. Martin Luther & Protestant Reformation
- c. Reformation Movements and European States

### **4. European Economy in the 16th Century**

- a. Economic expansion of Europe in the 16th Century
- b. The rise of new marchants
- c. Price revolution & Agriculture Revolution

### **5. Science & Technology**

- a. Origins of the Modern science
- b. Scientific Revolution
- c. Origins of Enlightenmen

### **6. Transition from Feudalism to Capitalism**

- a. Transition to Capitalism and its debates.
- b. Nature of the Capitalism
- c. Industrial Revolution in England.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>show</b> origin and characteristics of Renaissance and also its immediate and prolong impact on society and countries.	<b>L3:</b> Applying	1, 2, 3, 4, 5
2	<b>describe</b> the core concepts of Feudalism and Capitalism.	<b>L1:</b> Remembering	1, 2, 3, 4, 5
3	<b>evaluate</b> the impact of Renaissance on economy and Science at large.	<b>L4:</b> Analyzing	1, 3, 4, 5, 7, 8
4	<b>explain</b> the prime movers behind the colonial expansion of the European powers.	<b>L2:</b> Understanding	1, 2, 3, 4, 6, 7, 8
5	<b>construct</b> their opinion on the issue of emergence of modern state system in Europe.	<b>L5:</b> Evaluating	1, 3, 4, 5, 7, 8, 9
6	<b>discuss</b> what is Renaissance.	<b>L2:</b> Understanding	1, 2, 3, 4, 6, 7



# Course Content

Semester: V

Course name: Women's Studies in India

Course Code: GE-I

Course Credit: 6

Total Marks: 75 (60 + 15)

Total Lecture: 60

## **I. Basic Concepts & Theories**

- a. Defining Gender
- b. Patriarchy: Ideology and Practice
- c. Relationship between Gender, Caste, Class Religion & Politics

## **II. Emergence of Women Studies in India**

- a. A Survey from the 1980s
- b. Women Studies: Regional Centres; the Core-Periphery discourse
- c. Academic connect with Activism

## **III. Gender & Social History**

- a. Family & Marriage
- b. Women's question in the 19th century
- c. Women's movement in Colonial & Post-Colonial India

## **IV. Gender, Law & Politics**

- a. Political Participation
- b. Violence against Women – Preventive laws

## **V. Gender & Development**

- a. Issues of Labour & Health
- b. Access to resourcesc. Gender Audit

## **VI. Gender & Culture**

- a. Cultural Practices and Gender
- b. Interrogating Gender through the lens of culture
- c. Regional Cultures and Gender in India

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>Examine</b> the sociocultural and economic causes behind the gender disparity	<b>L4:</b> Analyzing	1, 2, 3, 4, 5, 7, 8
2	<b>Describe</b> the emergence and development of this discipline	<b>L2:</b> Understanding	1, 2, 3, 4, 7, 8, 9
3	<b>Interpret</b> the need of Gender Studies	<b>L3:</b> Applying	1, 2, 3, 4
4	<b>Value</b> the gender conciseness	<b>L5:</b> Evaluating	1, 2, 3, 4, 5, 8
5	<b>Define</b> what Women study is	<b>L1:</b> Remembering	1, 1, 3, 4, 7, 8, 9
6	<b>Sketch</b> the history of gender consciousness in our country	<b>L3:</b> Applying	1, 2, 3, 4, 7, 8

# Course Content

Semester: V

Course Name: Understanding Popular Culture

Course Code: SEC-III  
Total Marks: 50 (40 + 10)

Course Credit: 2  
Total Lecture: 40

## I. Introduction

- a. Defining elite and popular culture
- b. Differences in their forms, contents and patterns of presentations
- c. Changing traditions of Folk songs, music, literature and dances

## II. Visual Expressions

- a. Folk Art, Calendar Art, Photography
- b. Audio-visual mode of presentation cinema & television
- c. Expressions of popular culture in dance , drama, films and painting.

## III. Performance and Participations

- a. Theatre, music, folk songs and jatra:
- b. Identifying themes, functionality, anxieties.
- c. Fairs, Festivals and Rituals, Disentangling mythological stories, patronage, regional variations.

## IV. Popular Culture in a globalized world

The impact of the internet and audio-visual media on popular culture

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>Discuss</b> the changing traditions of folk songs, music, literature, and dances	<b>L2:</b> Understanding	1, 2, 3, 4
2	<b>Assess</b> the significance of performance and participation in various cultural forms including theatre, music, and rituals	<b>L5:</b> Evaluate	1, 2, 3, 4, 7, 8
3	<b>Define</b> and differentiate elite and popular culture	<b>L1:</b> Remembering	1, 2, 3, 4, 7, 8
4	<b>Analyze</b> the forms, contents, and patterns of presentations of elite and popular culture	<b>L4:</b> Analyzing	1, 2, 3, 4, 7, 8, 9
5	<b>Interrogate</b> the influence of globalization and digital media on the evolution of popular culture	<b>L6:</b> Create	1, 2, 3, 4, 7
6	<b>Demonstrate</b> the impact of visual expressions such as folk art, calendar art, photography, cinema, and television on popular culture	<b>L3:</b> Applying	1, 2, 3, 4, 6, 7, 8

# Course Content

Semester: VI

Course Name: SOME ASPECTS OF EUROPEAN HISTORY (1789-1945)

Course Code: DSE-IB  
Total Marks: 75 (60 + 15)

Course Credit: 6  
Total Lecture: 60

## 1. The French Revolution

- a) France before 1789; Socio- Economic and Political background; Birth of new ideas Philosophers and Physiocrats.
- b) Progress of the Revolution; The Constituent Assembly; The reign of Terror
- c) Impact of French Revolution on Europe.

## 2. Napoleon Bonaparte and aftermath

- a) Rise of Napoleon
- b) Napoleonic reforms; Napoleon and Europe; Fall of Napoleon,
- c) Vienna Congress; The concert of Europe; Metternich system

## 3. The revolutions of 1830 and 1848

- a) The Democratic and Nationalist Aspirations of Europe
- b) Causes, and Impact of July Revolution of 1830
- c) The February revolution of 1848-50.

## 4. Age of Nationalism

- a) The Crimean War; The Eastern Question; Turkey; Russia's ambition in the Balkans
- b) The second Empire in France and Louis Napoleon
- c. Unification of Italy & Germany.

## 5. Europe between 1914-1939

- a) Origin of the First World War; Role of different European Powers; Peace of Settlement of 1919; The League of Nations.
- b) Political and Economic Disorder & Depression, Policy of Appeasement, Spanish Civil War; Munich Pact' Russo-German Non-Aggression Pact.
- c) Rise of Fascism in Italy and Nazism in Germany.

## 6. Second world war

- a) Origins
- b) Failure of disarmament and the League of Nations
- c) Responsibility of Hitler

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>interpret</b> impact of WWII	<b>L3:</b> Applying	1, 2, 3, 4, 5, 7
2	<b>explain</b> origin of WWI	<b>L2:</b> Understanding	1, 2, 3, 4, 7, 8
3	<b>illustrate</b> the emergence of ultra Nationalism	<b>L4:</b> Analyzing	1, 2, 3, 4, 6, 7, 8
4	<b>describe</b> the one of the most important event of modern human history and that is the French Revolution.	<b>L1:</b> Remembering	1, 2, 3, 4, 5, 7, 8, 9
5	<b>discuss</b> the origin of WWII	<b>L2:</b> Understanding	1, 2, 3, 4, 8
6	<b>argue</b> about the reasons behind the emergence of new super Powers	<b>L5:</b> Evaluating	1, 2, 3, 4, 7, 8

**Course Name : Gender & Education in India**

**Semester: VI**

**Course Code: GE-II**  
**Total Marks: 75 (60 + 15)**

**Course Credit: 6**  
**Total Lecture: 60**

**I. Historiographical Trends**

- a. Pre-colonial historiographical trends in women's education
- b. colonial historiographical trends in women's education
- c. Post-colonial historiographical trends in women's education

**II. Education in Early and Medieval Times**

- a. Women's Education in Medieval times
- b. Regional trends of Women's education in pre-colonial India
- c. Instances of women's education, obstacles

**III. Colonial Period**

- a. Socio-religious reforms
- b. Role of Christian missionaries in spreading female education, recent debates
- c. Indigenous initiatives at women's education

**IV. Role of Schools and Colleges in colonial and post-colonial period**

- a. Girls School and Colleges, development towards co-education
- b. Expansion of infrastructural facilities in education
- c. Technical and vocational education for women

**V. Contours of female literacy since 1950**

- a. Interrogating literacy for women
- b. Government policies and Schemes
- c. Disparities in Literacy: Region, Community, Social and Eco-factors

**VI. Present Scenario**

- a. Education as a tool of Empowerment

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	Classify the faults in existing system	<b>L2:</b> Understanding	1, 2, 3, 4, 7, 8
2	Argue about the development in this area	<b>L5:</b> Evaluating	1, 2, 3, 4, 7
3	Interpret the difference between colonial and post-colonial era in female education.	<b>L3:</b> Applying	1, 2, 3, 4, 5, 7, 8
4	State the trends of gender education	<b>L1:</b> Remembering	1, 2, 3, 4
5	Examine the role different governments play to promote women's education in our country	<b>L4:</b> Analyzing	1, 2, 3, 4, 7, 8, 9
6	Describe the need for women's education in our society	<b>L2:</b> Understanding	1, 2, 3, 4, 7



# Course Content

Course name: Art Appreciation: An Understanding to Indian Art

Semester: VI

Course Code: SEC-IV

Course Credit: 2

Total Marks: 50 (40 + 10)

Total Lecture: 40

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

I. Prehistoric and protohistoric art: \_Rock art; Harappan arts and crafts

## **II. Indian art (c. 600 BCE – 600 CE):**

World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at [www.unesco.org](http://www.unesco.org)] Notions of art and craft\_Canons of Indian paintings\_Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography\_Numismatic art

**III. Indian Art (c. 600 CE – 1200 CE) :**\_Temple forms and their architectural features\_Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography\_Indian bronzes or metal icons.

## **IV. Indian art and architecture (c. 1200 CE – 1800 CE) :**

\_Sultanate and Mughal architecture\_Miniature painting traditions: Mughal, Rajasthani,Pahari Introduction to fort, palace and haveli Architecture.

## **V. Modern and Contemporary Indian art and Architecture:**

The Colonial Period\_Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks\_Popular art forms (folk art traditions).

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs
1	<b>Summarize</b> the journey of Indian art from the Harappan times to our contemporary period.	<b>L5:</b> Evaluating	1, 2, 3, 4, 7
2	<b>Relate</b> with the art forms they see in different parts of our country.	<b>L3:</b> Applying	1, 2, 6, 7, 8
3	<b>Identify</b> the major Art Schools in India.	<b>L1:</b> Remembering	1, 2, 3, 4, 5
4	<b>Distinguish</b> between different Art styles that existed in our country. (such as gandhara, Amarabati, Rajput etc.)	<b>L4:</b> Analyzing	1, 2, 3, 4, 7
5	<b>evaluate</b> the premodern Indian art and architecture.	<b>L5:</b> Evaluating	1, 2, 3, 4, 5, 7
6	<b>Explain</b> the characteristics of each Art forms.	<b>L4:</b> Analyzing	1, 2, 4, 9