

**CO-PO attainment  
in  
Outcome Based Education  
(CCFUP)**

**Department of History  
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

## Programme Specific Outcome (PSO): UG History

- ❖ **PSO 1: Learning about the Narratives:** Knowledge and familiarity about the (Important)historical events are the very crucial for this discipline.
- ❖ **PSO 2: Develop rational and investigative reasoning:** Topics we cover in our (Indian) history (or European History) can be interpreted to have very different conclusions. Through this programme students will develop analytical and critical thinking to understand such dichotomies.
- ❖ **PSO 3: Familiarity with the recent trends in History:** Only old research and their findings are not enough to have complete understanding of the subject. That is why this programme will also introduce the students with the contemporary trends in academia.

## History (Major)

Course Name : *History of India (From Earliest times up to 6th Century BCE)*

Course Code : HIST 1011

Total Marks: 75 (60 + 15)

Course Credit: 4

Total Lecture: 60

**Learning Outcome:** Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Unit	Topic	LH
Unit 1	<ul style="list-style-type: none"> <li>•Meaning of History</li> <li>•Origin of the name Bharat</li> <li>•Concept of India or Bharat Fundamental unity of India</li> <li>•Indian concept of time, space, scope and sources</li> </ul>	12
Unit 2	<ul style="list-style-type: none"> <li>•A broad survey of Paleolithic, Mesolithic and Neolithic cultures</li> </ul>	12
Unit 3	<ul style="list-style-type: none"> <li>•Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline</li> </ul>	12
Unit 4	<ul style="list-style-type: none"> <li>•Vedic and Later Vedic Age: Coming of the Aryans and Aryan debate</li> <li>Vedic economy, polity, society and religion, Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics</li> <li>•Evolution of language</li> <li>•Indian economic thoughts</li> <li>•Concept of land, forest and agriculture</li> <li>•Industry, Trade &amp; Commerce</li> </ul>	12
Unit 5	<ul style="list-style-type: none"> <li>•Religious protest movement- Jainisim and Buddhism</li> </ul>	12

Sl. No	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs	PSOs
1	<b>Explain</b> origin and nature of Harappan civilization.	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7, 8	<b>1, 2, 3</b>
2	<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	<b>1, 2, 3</b>
3	<b>appraise</b> the mammoth achievements of our long forgotten ancestors.	<b>L5:</b> Evaluating	1, 2, 3, 4, 5, 7	<b>1, 2, 3</b>
4	<b>identify</b> the historical sources to reconstruct the past.	<b>L2:</b> Understanding	1, 2, 3, 5, 7	<b>1, 2, 3</b>
5	<b>describe</b> the Ancient Period of our (Indian) history in a concise manner.	<b>L1:</b> Remembering	1, 2, 7	<b>1, 2, 3</b>
6	<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	<b>1, 2, 3</b>

### Programme Articulation Matrix (CO-PO Matrix)

#### Programme Outcome (PO)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO1	PSO2	PSO3
1	2	2	2	2	1	-	1	1	-	3	2	1
2	3	1	3	3	-	1	2	2	-	3	2	2
3	1	3	3	3	3	-	1	-	-	3	3	3
4	3	2	2	-	2	-	2	-	-	2	3	2
5	3	2	-	-	-	-	2	-	-	3	2	3
6	2	1	3	3	1	-	1	-	1	2	3	2
Average	2.3	1.8	2.6	2.8	1.8	1	1.5	1.5	1	2.7	2.5	2.2

**History (Minor)****Course Name : *Ancient Indian History up to 550 CE*****Course Code : HIST 1021****Course Credit: 4****Total Marks: 75 (60 + 15)****Total Lecture: 60**

***Learning Outcome:*** *The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.*

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<i>Sources and approaches of Ancient Indian History</i>	12
<b>Unit 2</b>	<i>Harappan Civilization: origin, extent, features and decline</i>	12
<b>Unit 3</b>	<i>Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism</i>	12
<b>Unit 4</b>	<i>Rise of an Empire centered on Magadha: Sixteen Mahajanpadas Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas</i>	12
<b>Unit 5</b>	<i>Post Mauryan period: Satvahana, Kushanas, Indo-Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration</i>	12

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs	PSOs
1	<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, 7,8	1, 2, 3
2	<b>identify</b> the historical sources to reconstruct the past.	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7	1, 2, 3
3	<b>describe</b> the Ancient Period of our (Indian) history in a concise manner.	<b>L1:</b> Remembering	1, 2, 3, 7	1, 2, 3
4	<b>appraise</b> the mammoth achievements of our long forgotten ancestors.	<b>L5:</b> Evaluating	1, 2, 3, 4, 5, 7	1, 2, 3
5	<b>Explain</b> origin and nature of Harappan civilization.	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7	1, 2, 3
6	<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, 5, 7	1, 2, 3

### Programme Articulation Matrix (CO-PO Matrix)

#### Programme Outcome (PO)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO1	PSO2	PSO3
1	2	1	3	3	1	-	1	1	-	2	3	2
2	2	1	3	3	1	-	1	-	-	2	2	1
3	3	2	2	-	-	-	2	-	-	3	2	1
4	2	1	3	3	1	-	1	-	-	2	1	2
5	2	3	2	1	1	-	2	1	1	2	3	1
6	1	2	3	2	1	-	1	-	-	2	2	1
Average	2	1.7	2.7	2.4	1	0	1.3	1	1	2.2	2.2	1.3

**History (SEC)****Course Name :** Understanding Indian Heritage**Course Code :** HIST 1051**Course Credit:** 3**Total Marks:** 50 (40 + 10)**Total Lecture:** 45

**Learning Outcome:** Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

**UNIT- I: Defining Heritage (Lecture Hours: 10)**

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

**UNIT- II: Constitution of Heritage in Colonial India and Evolution of Heritage Legislation (Lecture Hours: 10)**

Institutionalization and commodification of Indian Heritage: Collections, exhibitions, museums and monumentalization—Case study of the Great Exhibition, London; Indian Museum, Kolkata; Conventions and Acts—national Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives in India to protect the endangered heritage sites, Laws for Antiquities in India

**UNIT- III: Tourism: Promoting Indian Heritage (Lecture Hours: 12)**

Viewing Heritage Sites, The relationship between tourism and heritage, Guide Books and Travel literature as a tool for heritage marketing, Eco-Tourism in India-Commercializing nature, Exhibiting culture- Heritage Walks and Tours, palaces, heritage festivals

**UNIT- IV: UNESCO World Heritage Sites in India: Selected Case Studies (Lecture Hours: 13)**

Ajanta, Ellora & Elephanta Caves, Agra Fort, Taj Mahal, Fatehpur Sikri, Red Fort Complex, Qutb Minar and its Monuments, Khajuraho Group of Monuments, Group of Monuments at Hampi, Group of Monuments at Mahabalipuram, Sun Temple, Konârak, Great Living Chola Temples, The Jantar Mantar, Jaipur, Sundarbans National Park, Mountain Railways of India, Visva-Bharati, Santiniketan, Archaeological Site of Nalanda Mahavihara at Nalanda, Bihar

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

### Programme Articulation Matrix (CO-PO Matrix)

#### Programme Outcome (PO)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO1	PSO2	PSO3
1	2	3	1	2	1	-	2	-	-	2	3	1
2	2	2	3	3	-	-	1	-	-	2	2	2
3	3	1	2	2	-	-	1	-	-	3	2	2
4	3	2	1	1	-	-	1	-	1	3	2	1
5	1	1	3	3	-	-	1	-	-	2	2	3
6	2	3	1	1	1	-	2	1	-	2	1	1
Average	<b>2.2</b>	<b>2</b>	<b>1.8</b>	<b>2</b>	<b>1</b>		<b>1.3</b>	<b>1</b>	<b>1</b>	<b>2.3</b>	<b>2</b>	<b>1.7</b>



## History (Major)

Course name : History of Ancient World Civilization

Course Code : HIST 2011

Course Credit: 4

Total Marks: 75 (60 + 15)

Total Lecture: 60

*Paper II – History of Ancient World Civilization*

*Learning Outcome: Through this course students will acquire knowledge about the evolution of human society and transformation of ancient civilizations like Mesopotamia, Egypt, China, Greece, Roman and early Medieval Europe. They are acquiring knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.*

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	History of Early World Civilization: Egypt Egyptian Civilization: Political development, Economy, Art, Architecture, Religion and Society	12
<b>Unit 2</b>	History of Early World Civilization: Mesopotamia Mesopotamia Civilization: Sumerian, Babylonian, Assyrian and Akkadian: Polity, Society, Economy, Religion, Architecture, Administration and Education	12
<b>Unit 3</b>	History of Early World civilization: China Chinese civilization : Polity, Economy, Society, Science and Technology and Culture	12
<b>Unit 4</b>	History of Early World civilization: Persian Persian Civilization : Political, Social and Economic condition	12
<b>Unit 5</b>	Classical Greece: Age of Homer: Evolution of Classical Greece Athens, Sparta Greece : Persian War and the Peloponnesian War The Periclean Age in Greece, Growth of State and Society, Economy, Art, Culture, Literature, Drama, Sports and Philosophy	12

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs	PSOs
1	<b>explain</b> Political development of Egyptian Civilization.	<b>L1:</b> Remembering	1, 2, 3, 4	<b>1, 2, 3</b>
2	<b>illustrate</b> the Persian War and the Peloponnesian War.	<b>L4:</b> Analyzing	1, 2, 3, 4, 7	<b>1, 2, 3</b>
3	<b>relate</b> the modern human civilization with their ancient ancestors (Mesopotamian and Greek Civilization etc.) in a concise manner.	<b>L3:</b> Applying	1, 2, 3, 4, 9	<b>1, 2, 3</b>
4	<b>classify</b> the Mesopotamian and <i>Chinese civilization</i> .	<b>L2:</b> Understanding	1, 2, 3, 4, 5, 7	<b>1, 2, 3</b>
5	<b>explain</b> the advent, development and formation of cultural patterns in the ancient world Civilization.	<b>L5:</b> Evaluating	1, 2, 3, 4, 6, 8	<b>1, 2, 3</b>
6	<b>explain</b> their own perspective about the socio-economic and scientific trends of ancient world Civilization.	<b>L5:</b> Creating	1, 3, 4, 5, 7	<b>1, 2, 3</b>

**Programme Articulation Matrix (CO-PO Matrix)**

**Program Outcome (PO)**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO1	PSO2	PSO3
1	3	2	-	-	-	-	2	-	-	3	2	3
2	2	1	3	3	1	-	1	-	1	2	3	2
3	2	2	2	2	1	-	1	1	-	3	2	1
4	3	2	2	-	2	-	2	-	-	2	3	2
5	3	1	3	3	-	1	2	2	-	3	2	2
6	1	3	3	3	3	-	1	-	-	3	3	3
Average	2.3	1.8	2.6	2.8	1.8	1	1.5	1.5	1	2.7	2.5	2.2

**History (Minor)**

**Course name: History of India (From 550 C.E to 1206 C.E)**

**Course Code : HIST 2021**

**Course Credit: 4**

**Total Marks: 75 (60 + 15)**

**Total Lecture: 60**

***Paper - II: History of India (From 550 C.E to 1206 C.E)***

**Learning Outcome:** From this course students will learn and analyse about the transition from historic centuries up to the Early Medieval India. They will be able to delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.

<b>UNIT</b>	<b>TOPIC</b>	<b>LH</b>
<b>Unit 1</b>	<b><u>Emergence of New Powers and the Age of Decentralisation :</u></b> Decline of the Gupta Power and the emergence of new powers in the 2 <sup>nd</sup> half of the 6 <sup>th</sup> Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.	12
<b>Unit 2</b>	<b><u>Decentralisation and emergence Regional Powers:</u></b> North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements	12
<b>Unit 3</b>	<b><u>Emergence of Regional Powers in Central and Northern India :</u></b> Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamana – Chandella – Kalachuri – Paramara – their political and cultural achievements	12
<b>Unit 4</b>	<b><u>Regional Powers of the Deccan and South India :</u></b> Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture	12
<b>Unit 5</b>	<b><u>Decline of Rajputs and north India until 1206 CE:</u></b> Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks <b><u>Culture of Pre-Medieval India</u></b> Society and Religion till 12 <sup>th</sup> century Architecture, Sculpture and paintings till 1206 CE	12

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs	PSOs
1	<b>memorize</b> the historical timeline from Gupta to the advent of Islam in our History	<b>L1:</b> Remembering	1, 2, 3, 4	<b>1</b>
2	<b>identify</b> Art and Architecture of the Pallavas of Kanchi .	<b>L2:</b> Understanding	1, 2, 3, 4, 6, 7, 8	<b>2</b>
3	<b>examine</b> the conflict between Harshavardhana and Shashanka.	<b>L4:</b> Analyzing	1, 2, 3, 4, 7	<b>5</b>
4	<b>sketch</b> the link between historical events and trends with the socio-cultural and economic developments	<b>L3:</b> Applying	1, 2, 4, 5, 7	<b>4</b>
5	<b>discuss</b> the local self-government system of the Cholas	<b>L2:</b> Understanding	1, 2, 3, 4, 6, 8	<b>3</b>
6	<b>judge</b> cause of <i>Tripartite Struggle</i> .	<b>L5:</b> Evaluating	1, 2, 3, 4, 7, 9	<b>6</b>

### Programme Articulation Matrix (CO-PO Matrix)

#### Program Outcome (PO)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO1	PSO2	PSO3
1	3	2	3	3	-	-	-	-	-	3	2	1
2	3	3	2	2	-	1	1	1	-	2	2	3
3	2	2	2	2	-	-	1	-	-	2	3	3
4	1	-	3	3	1	-	1	-	-	1	3	3
5	2	2	2	2	-	1	-	2	-	2	2	3
6	2	1	3	3	-	-	2	-	1	2	3	1
Average	2.2	2	2.5	2.5	1	1	1.3	1.5	1	2	2.5	2.3

**History (SEC)****Course name: Archives and Museums****Course Code : HIST 2051****Course Credit: 3****Total Marks: 50 (40 + 10)****Total Lecture: 45*****Paper II: Archives and Museums***

**Learning outcome:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

**UNIT I (Lecture Hours: 10)**

- I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library.
- II. Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

**UNIT II (Lecture Hours: 10)**

- I. Types of Archives.
- II. History of Archives.
- III. History of Setting up of Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

**UNIT III (Lecture Hours:12)**

- I. Definition of Museum.
- II. Aims, Functions, History of Museum.
- III. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

**UNIT IV (Lecture Hours: 13)**

- I. Types of Museum and Emergence of New Museums and allied institutions.
- II. Material Collection, Conservation, Preservation and their policies, ethics and procedure.
- III. Museum and Society: Exhibitions, Public Relation.

Sl. No.	Course Outcome (CO) Upon completing the Paper, students will be able to:	Knowledge Level	POs	PSOs
1	<b>define</b> what museum and Archives are.	<b>L1:</b> Remembering	1, 2, 3, 4, 6, 7, 8, 9	<b>1, 2, 3</b>
2	<b>illustrate</b> the importance of museum and archives for our society and state.	<b>L4:</b> Analyzing	1, 2, 3, 4, 8	<b>1, 2, 3</b>
3	<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	<b>1, 2, 3</b>
4	<b>distinguish</b> the characteristics of museum and archive.	<b>L2:</b> Understanding	1, 2, 4, 5, 8	<b>1, 2, 3</b>
5	<b>identify</b> the importance of Museum Presentation and Exhibition.	<b>L4:</b> Analyzing	1, 2, 3, 4, 8	<b>1, 2, 3</b>
6	<b>evaluate</b> the different roles they (museum and archives) can play for our society.	<b>L5:</b> Evaluating	1, 2, 3, 4, 5	<b>1, 2, 3</b>

### Programme Articulation Matrix (CO-PO Matrix)

#### Program Outcome (PO)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO1	PSO2	PSO3
1	2	1	3	3	-	1	3	2	1	2	3	3
2	2	2	3	3	-	-	-	2	-	2	2	3
3	3	1	3	1	-	-	3	-	-	3	2	2
4	3	3	-	1	1	-	-	2	-	3	2	3
5	2	1	3	3	-	-	-	3	-	2	2	2
6	1	1	3	3	1	-	-	-	-	1	3	3
Average	2.2	1.5	3	2.3	1	1	3	2.3	1	2.2	2.3	2.7