

## History (MAJOR) – Programme and Course Outcomes

### Programme Outcomes (POs)

On completion of the programme, students will be able to:

- **PO1. Knowledge & Research** – Acquire understanding of historiography and design research projects.
  - **PO2. Evaluation Skills** – Apply historical knowledge to interpret present socio-political contexts.
  - **PO3. Critical Thinking** – Develop analytical ability to assess historical events and debates.
  - **PO4. Heritage & Culture** – Gain awareness of heritage, art, and architecture with emphasis on conservation.
  - **PO5. History & Society** – Correlate past and present, recognizing how interpretations reshape historical narratives.
  - **PO6. Environmental Consciousness** – Understand the environmental impact of wars, migrations, and human activities.
  - **PO7. Career Orientation** – Prepare for higher studies, research, and competitive examinations.
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### Semester I

#### HIS-H/CC 1: History of India (Earliest Times to c.300 BCE)

- Explain the transition from hunting-gathering to agriculture.
- Identify features of Harappan, Vedic, and Mahajanapada societies.
- Interpret archaeological and literary sources of ancient India.
- Analyze socio-economic and religious changes, including Buddhism and Jainism.
- Appreciate cultural diversity in early Indian history.

#### SEC 1: Museum and Archives

- Differentiate archives and museums from libraries and related institutions.
  - Trace the evolution of museums and archives in India and abroad.
  - Apply principles of collection, documentation, and preservation.
  - Plan exhibitions and recognize the role of curators.
  - Evaluate the role of digital archives and community engagement.
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### Semester II

#### HIS-H/CC 2: Social Formations & Cultural Patterns of the Ancient World (excluding India)

- Describe prehistoric societies and the rise of early farming.
- Examine Mesopotamian, Egyptian, Greek, Roman, and Chinese civilizations.
- Analyze social hierarchies, economies, and religions of ancient societies.
- Interpret cultural achievements in literature, art, and philosophy.
- Assess the legacies of ancient civilizations for the modern world.

## **SEC 2: Cultural Heritage and Tourism**

- Identify different forms of cultural heritage (tangible and intangible).
- Apply conservation and preservation methods to heritage sites.
- Evaluate challenges of balancing tourism and heritage protection.
- Assess socio-economic impacts of cultural heritage tourism.
- Promote sustainable and community-based tourism practices.

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## **Semester III**

### **HIS-H/CC 3: History of India (c.300 BCE–750 CE)**

- Explain the political developments of Maurya, Kushana, Satavahana, Gupta, and post-Gupta polities.
- Analyze agrarian expansion, urbanization, and trade.
- Evaluate cultural and religious transformations including Bhakti and Tantrism.
- Discuss debates on early medieval transition and Brahmanical consolidation.
- Trace the early impact of Islam on Indian society and culture.

### **HIS-H/CC 4: Social Formations & Cultural Patterns of the Medieval World (excluding India)**

- Examine the decline of Rome and the rise of feudalism.
- Assess the role of the Church, monasteries, and universities.
- Analyze cultural renaissances and town growth in medieval Europe.
- Discuss the rise of Islam and its interactions with Judaism and Christianity.

## **SEC 3: Popular Culture of Bengal**

- Identify forms of popular culture such as theatre, music, cinema, and literature.
  - Trace the historical development of Bengal's popular culture.
  - Analyze its impact on social values and political movements.
  - Apply interdisciplinary approaches to study culture and society.
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## **Semester IV**

### **CC 5: History of India (c.750–1206)**

- Describe political and administrative structures of early medieval India.
- Examine agrarian economy, trade, and urban life.
- Assess the religious developments including popular cults and Islam.
- Debate issues such as Indian feudalism and early medieval transition.
- Use textual and material sources for historical analysis.

### **CC 6: History of Europe (c.1453–1650)**

- Explain the rise of capitalism and geographical discoveries.
- Analyze Renaissance and Reformation movements.
- Evaluate the shift of economic power from Mediterranean to Atlantic.
- Interpret cultural and social changes of early modern Europe.
- Develop critical and research skills in European history.

### **CC 7: History of India (c.1206–1526)**

- Analyze political structures of the Delhi Sultanate.
- Identify regional dynasties such as Bahamani and Vijayanagar.
- Examine Sultanate economy and trade networks.
- Discuss religious and cultural changes including Sufism and Bhakti.
- Use Persian chronicles and inscriptions as sources.

### **CC 8: History of Europe (c.1650–1780)**

- Trace the evolution of European states and absolutism.
- Analyze scientific, intellectual, and cultural transformations.
- Evaluate economic changes, trade, and empire-building.
- Assess social structures and the origins of the Enlightenment.

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## **Semester V**

### **CC 9: History of India (c.1526–1605)**

- Identify major political developments under the Mughals.
- Analyze Bhakti and Sufi ideologies in this period.
- Examine trade networks and growth of urban centers.
- Discuss cultural and religious policies of the Mughals.

**CC 10: History of India (1605–1750)**

- Describe Mughal political structures and their decline.
- Analyze the rise of regional powers such as the Marathas.
- Examine socio-cultural transformations in art, literature, and religion.
- Evaluate economic systems and European presence in India.

**CC 11: History of Modern Europe (c.1780–1939)**

- Analyze the French Revolution and Napoleonic era.
- Examine nationalism and unification movements in Germany and Italy.
- Assess industrialization and social transformations.
- Discuss the rise of ideologies like liberalism, socialism, and communism.
- Evaluate causes and consequences of World War I and the Russian Revolution.

**CC 12: History of India (c.1750–1857)**

- Trace the decline of the Mughal Empire and rise of regional powers.
  - Explain British expansion and Company rule in India.
  - Analyze colonial institutions and economic policies.
  - Assess social changes and resistance movements.
  - Evaluate causes and consequences of the Revolt of 1857.
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**Semester VI****CC 13: History of India (c.1857–1964)**

- Explain nationalist movements from 1857 to Independence.
- Analyze socio-religious reform movements.
- Evaluate economic and political changes under colonial rule.
- Discuss the framing of the Constitution and Nehruvian policies.
- Assess India's early years as an independent nation.

**CC 14: History of World Politics (1945–1994)**

- Explain origins and dynamics of the Cold War.
- Analyze conflicts such as Korea, Vietnam, and Cuba.
- Assess processes of decolonization and their impact.
- Evaluate the rise of China and Middle East conflicts.
- Discuss causes of the disintegration of the USSR.

**CC 15: History of Modern East Asia I – China (c.1840–1949)**

- Describe China's pre-modern society and Western impact.
- Analyze agrarian and popular uprisings such as Taiping and Boxer rebellions.
- Trace the rise of Chinese nationalism and communism.
- Evaluate key events like the 1911 Revolution, May Fourth Movement, and Civil War.
- Interpret diverse historical perspectives on modern China.

**CC 16: History of Modern East Asia II – Japan (c.1868–1945)**

- Explain the Meiji Restoration and modernization of Japan.
- Analyze Japan's imperial expansion and colonial policies.
- Assess social and economic changes in the late 19th–20th centuries.
- Discuss the rise of militarism and fascism.
- Evaluate Japan's role in World War I and II.

## PO–CO Mapping Matrix – History (Honours)

**Programme Outcomes (POs)**

- **PO1:** Knowledge & Research
- **PO2:** Evaluation Skills
- **PO3:** Critical Thinking
- **PO4:** Heritage & Culture
- **PO5:** History & Society
- **PO6:** Environmental Consciousness
- **PO7:** Career Orientation

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## Course-wise PO Mapping

Course Code & Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CC1: India (Earliest Times–300 BCE)</b>	3	2	2	2	3	2	2
<b>CC2: Ancient World (excl. India)</b>	3	3	3	2	2	2	2
<b>CC3: India (300 BCE–750 CE)</b>	3	3	3	2	3	2	2
<b>CC4: Medieval World (excl. India)</b>	3	3	3	2	2	1	2
<b>CC5: India (750–1206)</b>	3	3	3	2	3	2	2
<b>CC6: Europe (1453–1650)</b>	3	3	3	2	2	1	2

<b>Course Code &amp; Title</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CC7: India (1206–1526)</b>	3	3	3	2	3	2	2
<b>CC8: Europe (1650–1780)</b>	3	3	3	2	2	1	2
<b>CC9: India (1526–1605)</b>	3	3	3	2	3	1	2
<b>CC10: India (1605–1750)</b>	3	3	3	2	3	1	2
<b>CC11: Modern Europe (1780–1939)</b>	3	3	3	2	2	1	3
<b>CC12: India (1750–1857)</b>	3	3	3	2	3	2	3
<b>CC13: India (1857–1964)</b>	3	3	3	2	3	2	3
<b>CC14: World Politics (1945–1994)</b>	3	3	3	2	3	2	3
<b>CC15: Modern East Asia I – China</b>	3	3	3	2	2	1	3
<b>CC16: Modern East Asia II – Japan</b>	3	3	3	2	2	1	3
<b>SEC 1: Museum &amp; Archives</b>	2	2	2	3	2	2	3
<b>SEC 2: Heritage &amp; Tourism</b>	2	2	2	3	2	3	3
<b>SEC 3: Popular Culture of Bengal</b>	2	2	3	3	3	2	2

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✓ This **matrix table** demonstrates that **all courses contribute** to **PO1–PO7**, but at varying strengths.

✓ Shows **balance of knowledge, skills, critical thinking, culture, society, environment, and career preparation**.