Program Outcome, Course Outcome, Program Specific Outcome and Mapping Matrix of Papers

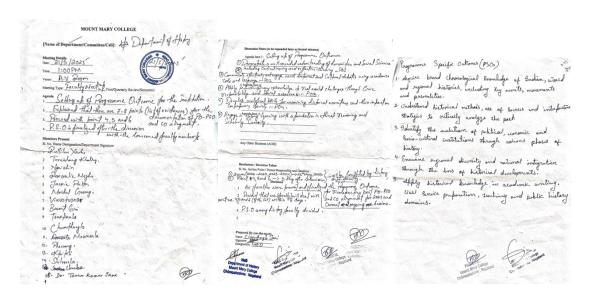
(Academic Session June 2022 to May 2025)

Mount Mary College

Department of History

Chumthunglo T Jami, HOD

Meeting Minute



Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course

Outcomes (COs) From June 2022 - Nov 2022

Course Code: HIS-HC 101 (Major)

Course Name: History of India-I

Semester: BA 1st Semester (CBCS)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including

critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic

tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and

social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

2

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

Unit I: Reconstructing Ancient Indian History: Early Indian notions of History, Sources and tools of historical reconstruction, Historical interpretations (with special reference to gender, environment, technology, and regions).

CO1: Understand early Indian notions of history and the sources used for historical reconstruction, demonstrating an ability to critically analyze historical interpretations.

Unit II: Pre-historic Hunter-Gatherers: Paleolithic cultures: sequence and distribution, Stone industries and other technological developments, Mesolithic cultures: regional and chronological distribution, New developments in technology and economy, Rock art.

CO2: Analyze the sequence, distribution, and technological developments of Paleolithic and Mesolithic cultures, appreciating their significance in the broader context of human history.

Unit III: The Advent of Food Production: Understanding the regional and chronological distribution of Neolithic and Chalcolithic cultures, Subsistence patterns, Patterns of exchange.

CO3: Evaluate the regional and chronological distribution of Neolithic and Chalcolithic cultures, understanding their subsistence patterns and exchange networks.

Unit IV: The Harappan Civilization: Origins of the Harappan civilization, Settlement patterns and town planning, Agrarian base, Craft productions and trade, Social and political organization Religious beliefs and practices, Art and cultural achievements, The problem of urban decline and the late/post-Harappan traditions.

CO4: Examine the origins, cultural practices, and decline of the Harappan civilization, demonstrating an understanding of its significance in ancient Indian history.

Unit V: Cultures in Transition: Settlement patterns and technological developments, Economic developments and social stratification, Political relations and the Aryan Problem, North India (circa 1500 BCE-300 BCE), Central India and the Deccan (circa 1000 BCE - circa 300 BCE), Tamilakam (circa 300 BCE to circa CE 300).

CO5: Analyze the settlement patterns, technological and economic developments, and cultural practices of ancient Indian societies during the period of transition, contextualizing the Aryan Problem and regional variations.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops historical knowledge (PSO1) and applies theoretical understanding (PO4) to reconstruct ancient Indian history.
CO2	PSO2	PO2, PO3	Enhances analytical skills (PSO2) and fosters appreciation for diversity (PO3) through understanding prehistoric cultures.
CO3	PSO3	PO1, PO5	Develops cultural awareness (PSO3) and encourages lifelong learning (PO5) through studying the advent of food production.
CO4	PSO4	PO2, PO4	Develops research skills (PSO4) and applies theoretical understanding (PO4) to evaluate the Harappan civilization.
CO5	PSO5	PO3, PO5	Analyzes cultures in transition, fostering appreciation for diversity (PO3) and encouraging lifelong learning (PO5).

Lesson Plan (CBCS-Revised)

Unit	Contents/Topics		No of Classe Required	
-	Early Indian notions of Hist Historical interpretations (technology, and regions).	one, Sources and tools of historical reconstruction, with special reference to gender, environment,	14	
	Stone industries and other	inter-Gatherers: Paleolithic cultures: sequence and distribution, es and other technological developments, Mesolithic cultures: hronological distribution, New developments in technology and art.		
ш	The Advent of Food Produ distribution of Neolithic and exchange.	ction: Understanding the regional and chronological Chalcolithic cultures, Subsistence patterns, Patterns of	16	
IV	and town planning, Agrarian organization Religious belief	exchange. The Harappan Civilization: Origins of the Harappan civilization, Settlement patterns and town planning, Agrarian base, Craft productions and trade, Social and political originization Religious beliefs and practices, Art and cultural achievements, The problem of urban decline and the help/cont-Harappan tradition.		
٧	Economic developments and Problem, North India (circa :	tlement patterns and technological developments, is social stratification, Political relations and the Aryan 1500 BCE-500 BCE), Central India and the Deccan (circa millakam (circa 300 BCE to circa CE 300).	16	
Fe	ormat: 2	the soo see to circa ce sooj.		
Desi		fents will understand the major developments in ancie in pre-historic hunter-gatherers to the early historic perio		
Teac	- Gr	cture & Discussion sup Activities iltimedia	746	
Mate	-Vis	ntbooks ual aids line resources	1	
Assignment/ Follow Up		- Feedback - Worksheets - Class test - Class test		
Lesso		e Semester (Divided into weekly sessions covering each al Review & Assessment in the last two weeks.	unit).	

Course Code: HIS-HGE 101 (Generic Elective)

Course Name: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Semester: BA 1st Semester (CBCS)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes

Unit: I Sources: literary and archaeological; Indus Civilization: origin, extent, urban planning and urban decline; Society, polity, economy and religion in the Rig Vedic Period; Society, polity, economy and religion in the Later Vedic Period.

CO1: Analyze the early Indian civilizations, including the Indus Civilization and Vedic Periods, and understand their societal, political, and economic structures.

Unit: II Rise of territorial states – Janapadas and Mahajanapadas; Rise of new religious movements in north India-Jainism and Buddhism: social dimension of early Jainism and Buddhism; The Mauryas - Background of Mauryan state formation; Asoka: Dhamma - its propagation; Administration and Economy under the Mauryas; Decline of the Mauryas

CO2: Examine the rise of territorial states, new religious movements such as Jainism and Buddhism, and their social dimensions.

Unit :III Post – Mauryan period: The Sungas, Chedis; Kharavelas and Satavahanas; Sangam Age: literature, society and culture in South India.

CO3: Evaluate the political developments under various dynasties such as the Mauryas, Guptas, and regional powers, and their administrative and economic policies.

Unit: IV Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas; The Gupta Empire- state and administration; Post Gupta period: Vardhanas and Palas.

CO4: Understand the cultural and political exchanges between India and Central Asia, and the impact of foreign invasions.

Unit: V Political development in the South — the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas; The Arabs and the Turks in Indian politics — Ghaznivides and the Ghorid invasions; Indian Society during 650 — 1200 A.D.- literature & language, temple architecture and Sculpture.

CO5: Assess the political developments in South India and the influence of Indian society on literature, language, and art during the period up to 1206 CE.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of early Indian civilizations and their impact on contemporary society.
CO2	PSO1, PSO4	PO2, PO3	Explores the rise of new religious and political movements and their social implications.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of political developments and administrative structures under various dynasties.
CO4	PSO2, PSO4	PO2, PO3	Explains the cultural and political exchanges and their impact on Indian society
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects historical events with post- colonial challenges and nation-building efforts.

Lesson Plan (CBCS-Revised)

Linit	Plan (CBCS- Revised) Contents/ Topics		No of Classe
			Required
1	urban planning and urban declin	gical; Indus Civilization: origin, extent, e; Society, polity, economy and religion in silty, economy and religion in the Later	14
-	religious movements in north dimension of earlytainism and t Mauryan state formation;	edas and Mahajanapadas; Rise of new India- Jainism and Buddhism :social Suddhism; The Mauryas - Background of Asoka: Dhamma - Its propagation; der the Mauryas; Decline of the Mauryas	16
ш		gas, Chedis; Kharavelas and Satavahanas;	16
IV		Impact: The Indo-Greeks, Sakas and te and administration; Post Gupta period:	16
٧	the Rashtrakutas and the Chak politics -Ghaznivides and the G -1200 A.Dliterature & language	oth - the Pallavas, the Imperial Cholas, plyas; The Arabs and the Turks in Indian horid Invasions; Indian Society during 650 s, temple architecture and Sculpture.	16
Form	at: 2		
Desired	Outcome	Developments in Indian history from the covering ancient civilizations, emp developments.	
Teaching	/ Learning	- Lecture & Discussion - Group Activities	
Material	Needed	- Textbooks - Online resources	
Assignment/ Follow Up		- Written Assignments - Class test - Presentations	
Lesson Duration		One Semester (Divided into weekly s unit). Final Review & Assessment in the last tv	
		Constitution and the last to	o meed.

Paper Title: Social Formations and Cultural Patterns of the Ancient World HIS-HC 102 - Core Course | 1st Semester (CBCS Syllabus, Honours)

Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Describe the evolutionary stages of human societies from Paleolithic to early agricultural settlements.
- 12. CO2: Analyze the economic, political, and religious structures of Bronze Age civilizations in Egypt, Mesopotamia, and China.
- 13. CO3: Understand the impact of nomadic groups and the transition from Bronze to Iron Age in Anatolia and Greece.
- 14. CO4: Evaluate the structure of slave societies in ancient Greece and their economic and political frameworks.
- 15. CO5: Discuss the functioning of the polis, the democratic structure of Athens and Sparta, and the contributions of Greek culture.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
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CO1	PSO1, PSO2	PO1, PO4	Introduces early social formations and transition from foraging to food production with critical and analytical skills.
CO2	PSO1, PSO3	PO1, PO2	Examines Bronze Age civilizations to understand administrative, religious, and socio-economic systems using disciplinary tools.
CO3	PSO2, PSO4	PO3, PO4	Connects mobility and intercultural exchange with technological evolution and social change.
CO4	PSO3, PSO4	PO2, PO4	Explores political economy and governance in slave societies with implications for modern historical understanding.
CO5	PSO4, PSO5	PO2, PO5	Links ancient democratic and cultural values to modern civic ideals and academic inquiry.

Evaluation Structure and Assessment Pattern

Under the CBCS system introduced in June 2022, this 6-credit Core Course included 5 lectures and 1 tutorial per week. Assessment was divided into 30 marks for internal evaluation and 70 marks for the end-semester examination. Internal assessment components included assignments, class tests, and presentations. The final university examination consisted of descriptive and analytical questions covering all five units. This pattern applied uniformly to Honours students enrolled in the course.

Lesson Plan (CBCS-Revised)

Unit	Topics	No. of Classes]	
I. Evolution of Humankind	a) Paleolithic and Mesolithic cultures b) Beginnings of agriculture and domestication	12	Lesson Plan: HIS Formations and the Ancient Wor	Cultural Patterns of
II. Bronze Age Civilizations	Economy, society, state, and religion in:	14	Lesson Plan Components	ga Nashiri Magari N
	a) Egypt (Old Kingdom) b) Mesopotamia (till Akkadian Empire)		Component Desired Outcomes	Details - Understand evolution of human societie from prehistory to early states Distinguish cultural formations: slave societies, nomads, civilizations Critically analyze socio-political institutions in Mesopotamia, Egypt, China, and Greece.
II. Nomadic Groups and the on Age c) China (Shang Dynasty) a) Nomads in Central and West Asia	12	Teaching / Learning Methods	Lectures with timeline visuals and maps Group discussion: agriculture & nomadism Documentaries on Bronze Age and ancient Greece Debates with archaeological/textual evidence	
	b) Transition: Bronze to Iron Age c) Minoan civilization and Iron Debate		Materials Needed	Readings: Amar Farooqui, "Early Social Formations" M. J. Finley, "The Ancient Economy" G. Roux, "Ancient Iraq" V. Gordon Childe, "What Happened in History" Projector (many/sisuals)
IV. Slave Society in Ancient Greece	a) Origin of Slavery b) Slavery in Sparta and Athens	12	Assignments / Follow-Up Assessment Strategy	- Timeline charts of civilizations - Assignment: Compare Egypt and Mesopotamian states - Quiz: Greek politics & slavery - Presentation: Shang China or Minoan achievements
	c) Agrarian economy, urbanization, trade		Assessment Strategy Lesson Duration	- Internal Assessment (30 Marks): * 10 Marks - Assignments * 10 Marks - Presentation/Quiz * 10 Marks - Unit Test
V. Polis in Ancient Greece	a) Democracy in Athens and Sparta	14		One Semester (Approx. 16 Weeks) 2.5 to 3 weeks per unit + time for assessment/review
and William	b) Greek religion, science, philosophy, art, architecture		PRINCIPAL Mount for College Chimpal Chimpal	

Paper Title: History of India c.A.D. 1550–1750 (Honours Paper IX - Old System)

Semester: 3rd | Offered by: History Department

Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Analyze the perspectives and biases of key contemporary historians of the Mughal period.
- 12. CO2: Understand the administrative structure and political institutions of the Mughal Empire including Mansabdari and Jagirdari systems.
- 13. CO3: Examine the composition and functions of the Mughal ruling elite, including relations with religious groups.
- 14. CO4: Discuss the structure of the rural economy, revenue systems, agrarian relations, and the impact of agrarian crisis.
- 15. CO5: Evaluate the nature of trade, commerce, and the urban economy under the Mughals.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO2	Introduces historiographical
			interpretations using Persian
			and European sources.
CO2	PSO1, PSO3	PO1, PO4	Builds foundational
			understanding of Mughal
			political structures.
CO3	PSO3, PSO4	PO2, PO4	Examines state-society-
			religion interactions through
			elite politics.
CO4	PSO2, PSO3	PO1, PO3	Develops critical knowledge
			of agrarian society and peasant
			conditions.
CO5	PSO3, PSO5	PO3, PO5	Highlights India's economic
			networks and their role in
			global history.

Evaluation Structure and Assessment Pattern

In the academic year 2022–23, History Honours students were assessed through a combination of internal and external evaluations. Internal assessments were worth 30 marks. The final semester examination consisted of five descriptive questions, each carrying 14 marks, amounting to a total of 70 marks. The questions were designed to assess conceptual clarity, historical reasoning, source analysis, and thematic depth.

Lesson Plan (Old Course-Revised)

	Topics	No. of Classes	C.A.D. 1550–175	O (Old Syllabus)
Unit I. Akbar and Jahangir	a) Political expansion b) Religious and Rajput policies	12	Lesson Plan Components	o (ola oynabas)
II. Shah Jahan and Aurangzeb	a) Imperial consolidation b) Deccan policy and religious orthodoxy	12	Component Desired Outcomes	Details - Understand political developments, administration, and socio-economic
III. Regional Kingdoms	a) Rajputana, Bengal, Deccan Sultanates	12		foundations of Mughal India. - Analyze policies of key emperors and rise of regional powers.
IV. Administrative Institutions	a) Mansabdari system b) Jagirdari and revenue reforms	14	Teaching / Learning Methods	Critically evaluate factors behind Mughal consolidation and decline.
V. Decline of the Mughal Empire	a) Internal weaknesses b) Emergence of regional	14	reaching / Learning Methods	Lecture-based narrative and discussion Mughal miniature art and maps for visual Comparative charts: emperor reigns and
	powers c) British entry	Section V	Materials Needed	reforms - Debates on Akbar's religious policies and Aurangzeb's military expansions - Readings: - Satish Chandra, "Medleval India, Volume II" - J.F. Richards, "The Mughal Empire" - Visual maps of Mughal expansion and
			Materials Needed Assignments / Follow-Up	reforms - Debates on Akbar's religious policies and Aurangael's military expansions - Statis Chandra, "Medieval India, Volume 18 - Statis Chandra, "Medieval India, Volume 18 - I.F. Richards, "The Mughal Empire" - Marchard of Mughal copanion and provinces - Ani-r-Advance excepts - Projector (Istellanes, Grt plans) - "Quit emporers and administrative
				reforms - Debates on Akbar's religious policies and - Postates on Akbar's religious policies and - Readings: - Satish Chandra, "Medieval India, Volume - You are the satish Chandra, "Medieval India, Volume - You are now of Neglad sepansion and provinces - Projector (rimellines, for plans) - Quitz emperors and administrative - Chart Akbar va Aurangea policies - Source analysis: Alir-Akbari or noble - Source profess Decards and a company - Short profess Decards and and a company - Short profess Decards and a company - Short profess Decards and and a company - Short profess Decards and and a company - Short profess Decards and a company - Short profess Decards and and a company - Short
				reforms - Debates on Akbar's religious policies and Aurangach's military expansions - Statis Chandra, "Medieval India Volume - Statis Chandra, "Medieval India Volume - Statis Chandra, "Medieval India Volume - F. Richards, "The Mighal Engire" - Yould map of Mighal cognition and provinces - Projector (tendines, for plans) - Projector (tendines, for plans) - Opera manages policies - Chart Akbar vs Aurangach policies - Source analysis, Afari-Akbar or noble

Course Code: HIS-301 (General)

Course Name: History of India (1526 to the 19th Century)

Semester: 3rd Semester (Old Course)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Structure & Course Outcomes (COs)

Unit I: Advent of the Mughals: Growth of Mughal Empire (1526 - 1556); Expansion and Consolidation (1556 - 1707); Decline of the Mughal Empire

CO1: Explain the establishment, rise, and fall of the Mughal Empire

Unit II: Mughal Polity, Economy, and Society: Mansabdari and Jagirdari System; Sher Shah's Administration; Economy, Religion, and Architecture

CO2: Analyze the administrative and economic policies of the Mughal rulers

Unit III: Advent of European Powers: Portuguese, Dutch, French, and English; British Expansion and Consolidation under Clive, Warren Hastings, Cornwallis, Wellesley, and Dalhousie

CO3: Evaluate the impact of European expansion and British colonial policies

Unit IV: Colonial Economy: Commercial Policies; Land Revenue Systems and Its Impact; Deindustrialization; Drain of Wealth; Growth of Modern Industries; Foreign Trade

CO4: Assess the economic changes brought by colonial policies and their long-term effects

Unit V: Social and Cultural Changes: Spread of Western Education; Growth of Intelligentsia and Press; Socio-Religious Movements (Rammohan Roy, Ramakrishna, Vivekananda, Swamy Dayanand, Sayyid Ahmad Khan)

CO5: Examine the rise of socio-religious movements and their role in shaping modern India.

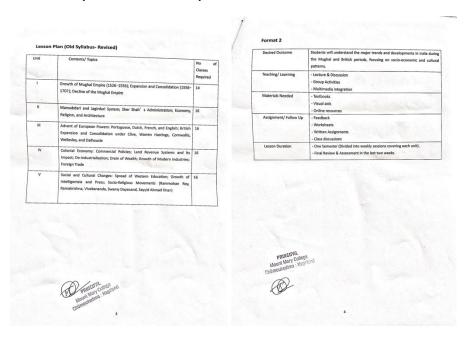
Course Outcomes (COs)

Mapping Matrix

COURSE	Mapped PSO	Mapped POs	Justification
OUTCOME			
CO1	PSO1	PO1, PO4	Develops critical thinking (PO1) and
			applies theoretical understanding (PO4)
			to analyze the Mughal Empire's growth

			and decline.
CO2	PSO2	PO2, PO3	Enhances communication skills (PO2) and fosters appreciation for diversity (PO3) through understanding Mughal polity and economy.
CO3	PSO3	PO1, PO5	Develops critical thinking (PO1) and encourages lifelong learning (PO5) through analysis of European powers and British expansion.
CO4	PSO4	PO2, PO4	Applies theoretical understanding (PO4) and enhances communication skills (PO2) to evaluate the impact of colonial economy.
CO5	PSO3, PSO	PO3, PO5	Fosters appreciation for diversity (PO3) and encourages lifelong learning (PO5) through analysis of socio-cultural changes.

Lesson Plan (Old Course-Revised)



Paper Title: History of Europe (13th Century to 1789)

HIS/MJ-302 | 3rd Semester | Academic Year: June 2023 - Nov 2023 Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Analyze the intellectual and cultural revival of Europe through the Renaissance, Reformation, and Counter-Reformation.
- 12. CO2: Understand the formation of absolute monarchies and the economic underpinnings of mercantilism and colonial expansion.
- 13. CO3: Explain the decline of feudalism, rise of capitalism, and debates on transition towards early modern states.
- 14. CO4: Assess the revolutionary changes in science, politics, and economy through the Scientific, Glorious, and Industrial Revolutions.
- 15. CO5: Evaluate the causes, course, and consequences of the French Revolution and its global historical significance.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores intellectual
			transformation in Europe and
			the religious reformations of
			early modern Europe.
CO2	PSO3, PSO4	PO2, PO3	Highlights absolutism,

			mercantilist policies,
			and European colonial
			expansion.
CO3	PSO1, PSO3	PO1, PO4	Explains structural transitions
			in European socio-economic
			systems and political thought.
CO4	PSO2, PSO5	PO3, PO5	Interprets modern European
			revolutions and their impact
			on historical consciousness.
CO5	PSO1, PSO4	PO4, PO5	Analyzes French
			revolutionary processes and
			their legacy in global
			democratic movements.

Evaluation Structure and Assessment Pattern

As per the FYUGP framework effective from 2023, HIS/MJ-302 is a 4-credit core paper offered in the 3rd semester. Internal assessment comprises 30 marks and includes components such as assignments, presentations, and class tests. The university examination is of 70 marks and consists of five descriptive questions equally distributed across the five units. The evaluation is designed to measure conceptual understanding, analytical clarity, and historical argumentation.

Lesson Plan (Old Course-Revised)

nit-wise Content Brea	kdown		Europe (Old Sylla	bus - Restructured)
Unit Topics No. of Classes		Lesson Plan Components		
I. Renaissance and Reformation	a) Causes and spread of Renaissance b) Martin Luther and	12	Component Desired Outcomes	Details - Understand major transitions in European history from the Renaissance to the Industrial Revolution. - Analyze intellectual, political, and economic transformations. - Identify key events and assess their historical global impact.
II. Age of Absolutism	a) France under Louis XIV b) England under Tudor	12	Teaching / Learning Methods	- Lecture & Explanation (PPTs, visual timelines) - Interactive discussions and group work - Videos/documentaries (e.g., Enlightenment, French Revolution, Industrial Europe)
14 1 V. 731	and Stuart monarchs		Materials Needed	Readings: C.J.H. Hayes, Modern Europe to 1870 David Thompson, Europe Since
III. Scientific Revolution and Enlightenment	a) Galileo, Newton b) Voltaire, Rousseau, Locke	12		Napoleon - Maps of Europe (15th-19th centuries) - Projector, PPTs, YouTube (CrashCourse, BBC History)
IV. French Revolution a) Social and economic causes	a) Social and economic	14	Assignments / Follow-Up	Unit tests (MCQ/Short answers) Timeline: French Revolution events Group Project: Enlightenment's impact on revolutions Unit-end quizzes and revision worksheet
	b) Course and aftermath of		Assessment Strategy	30 Marks Internal: 10 Marks - Unit Tests 10 Marks - Assignments / Projects 10 Marks - Class Participation & Attendance
V. Industrial Revolution	a) Technological innovations	14	Lesson Duration	One Semester (Approx. 16 Weeks) 3-4 weeks per unit, with final 2 weeks for review and internal assessment
	b) Impact on society, economy and politics		The state of the s	

Paper Title: Social and Economic History of Modern India (18th–20th Century)

Honours Paper XII – 5th Semester | Offered by: History Department | Academic Year: June 2022 - Nov 2022

Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Understand the structure of pre-colonial Indian society and the early phases of social reform and modernization.
- 12. CO2: Analyze the impact of British trade policies, deindustrialization, and emergence of new social classes.
- 13. CO3: Evaluate economic changes under Crown rule, including industrialization, transport, and rural finance.
- 14. CO4: Examine the influence of World Wars on Indian economy, growth of economic nationalism, and Swadeshi movement.
- 15. CO5: Assess Gandhi's economic ideas, role in social reform, and socio-economic effects of the Partition of India.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
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CO1	PSO1, PSO2	PO1, PO4	Introduces transitions in Indian society from precolonial to colonial phase.
CO2	PSO1, PSO3	PO2, PO4	Highlights early colonial economic transformation and class emergence.
CO3	PSO3, PSO4	PO1, PO3	Analyzes state-led industrial growth and rural economic challenges.
CO4	PSO3, PSO5	PO3, PO5	Explains economic nationalism, Swadeshi, and WW-led financial impacts.
CO5	PSO2, PSO4	PO2, PO5	Explores reform movements, Gandhian vision, and partition-related change.

Evaluation Structure and Assessment Pattern

In the academic year 2022–23, History Honours students were assessed through a combination of internal and external evaluations. Internal assessments were worth 30 marks. The final semester examination consisted of five descriptive questions, each carrying 14 marks, amounting to a total of 70 marks. The question paper was designed to assess historical understanding, analysis of social and economic processes, and clarity of argument.

Lesson Plan (Old Course-Revised)

Unit	Topics	No. of Classes		ury)- Old Syllabus
I. Colonial Economy	a) Drain of Woolth	12	Lesson Plan Components	
i. Colonial Economy	a) Drain of Wealth	14	Component	Details
	b) Deindustrialization c) Commercialization of agriculture		Desired Outcomes	- Critically evaluate impact of colonial economic policies on Indian society Understand revenue systems, labor conditions, infrastructure, and reform movements Connect socio-economic patterns with political consequences.
II. Land Revenue Systems	a) Zamindari b) Ryotwari c) Mahalwari	12	Teaching / Learning Methods	- Lectures and whiteboard explanation (agrarian systems, colonial economy) - Economic graphs, railway maps - Group discussions (Drain of Wealth, labour) - Chart-making and working-class case studies
III. Infrastructure Development	a) Railways b) Roads and Ports c) Telegraphs and irrigation	12	Materials Needed	Readings: Bipan Chandra, "India's Struggle for Independence" R.C. Dutt, "The Economic History of India" Visual timeline (railways, trade) Projector for maps, flowcharts, videos
IV. Social Reform and Change	a) Caste b) Education c) Women's condition	14	Assignments / Follow-Up	- Assignment: Railway development & British motives - Chart: Zamindari vs Ryotwari vs Mahalwari - Weekly quiz - Mini project: Life of tea garden coolie or artisan
V. Labour and Working Class	a) Plantation workers	14	Assessment Strategy	- Class tests and response sheets - Final internal assessment (30 Marks): * 10 Marks - Unit Tests * 10 Marks - Project/Chart * 10 Marks - Interaction and Punctuality
Ciass	b) Industrial labor c) Labor movements		Lesson Duration	One Semester (Approx. 16 Weeks) 3 weeks per unit; 1 week for assessment and wrap-up

Program Outcomes (POs), Program Specific Outcomes (PSOs) and

Course Outcomes (COs) From Dec 2022 - May 2023

Paper Title: History of India (c. 1206-1757)

HIS-HGE 201 - Generic Elective | 2nd Semester (CBCS System) |

Academic Year: Dec 2022 - May 2023

Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Explain the foundation and expansion of the Delhi Sultanate, including major rulers and administrative structures.
- 12. CO2: Analyze the decline of the Sultanate and emergence of provincial kingdoms, focusing on socio-economic systems.
- 13. CO3: Examine the consolidation and governance strategies of the Mughal Empire and its political culture.
- 14. CO4: Understand the rise of Maratha power, the decline of Mughal centralization, and associated institutional changes.
- 15. CO5: Explore religious movements and cultural expressions from the Sultanate to the Mughal period.

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Introduces major political
			and administrative transitions
			under the Delhi Sultanate.
CO2	PSO3, PSO4	PO2, PO4	Explores socio-economic
			shifts and decentralization
			post-Sultanate.
CO3	PSO1, PSO2	PO1, PO4	Analyzes Mughal imperial
			formation, consolidation, and
			policy frameworks.
CO4	PSO3, PSO5	PO3, PO5	Focuses on regional
			assertion, fiscal structure,
			and socio-political
			transformations.
CO5	PSO2, PSO4	PO2, PO5	Examines Bhakti-Sufi
			traditions and their impact on
			Indian pluralism and art
			forms.

Evaluation Structure and Assessment Pattern

Under the CBCS system, HIS-HGE 201 is a 6-credit Generic Elective paper offered to non-History majors in their 2nd semester. The course includes 5 lectures and 1 tutorial weekly. Internal assessments carry 30 marks, based on assignments, presentations, or tests. The remaining 70 marks are evaluated through the end-semester university examination, based on descriptive questions from all units.

Lesson Plan (CBCS-Revised)

Unit I. Foundation and	Topics	No. of Classes	Lesson Plan: HIS-	HGE 201 – History of
Expansion of the Delhi Sultanate	a) Iltutmish, Raziya, Balban b) Alauddin Khalji and administration	14	India (c.1206–17 Lesson Plan Components Component	57) (CBCS)
To the second	c) Muhammad bin Tughlaq and Firoz Shah		Desired Outcomes	Understand formation, consolidation, and decline of the Delhi Sultanate and Mughal Empire.
II. Decline of Sultanate and Rise of Regional Powers	a) Vijaynagar and Bahmani b) Iqtadari system	12		Evaluate administrative systems, socio- economic life, and cultural syncretism. Analyze regional powers, religious movements like Bhakti and Sufism.
10 mar.	c) Economy and trade under the Sultanate		Teaching / Learning Methods	Lectures with maps and dynastic timelines Administration & court culture discussions
III. Establishment and	a) Babur, Humayun, Sher	14	Materials Needed	Visuals of monuments and art styles Readings from Baburnama and Sufi poetry
Expansion of Mughal Rule	Shah b) Akbar to Aurangzeb c) Rajput policy and religion			Readings: Satish Chandra, "Medieval India, Volume I & II" Catherine Asher & Cynthia Talbot, "India Before Europe"
IV. Decline of Mughal Power	a) Shivaji and Marathas b) Disintegration of	12		- Map charts (Sultanate & Mughal expansions) - Visuals of medieval monuments - Projector for documentaries/excerpts
	Mughals c) Mansabdari, Jagirdari, trade and agriculture		Assignments / Follow-Up	Quiz: Sultanate and Mughal rulers Assignment: Sher Shah vs Akbar administration Poster presentation: Bhakti and Sufi saints Discussion: Causes of Mughal decline
V. Cultural Developments	a) Art, literature, and architecture	14	Assessment Strategy	- Internal Assessment (30 Marks): * 10 Marks - Short test * 10 Marks - Assignment/Poster * 10 Marks - Class engagement & attendance
	b) Bhakti movement: Nanak, Kabir, Mirabai	Manager & Committee of the Committee of	Lesson Duration	- One Semester (Approx. 16 Weeks) - 3 weeks per unit + 1 week revision/assessment
	c) Sufism and its orders			

Paper Title: History of India - II

HIS-HC 201 - Core Course | 2nd Semester (CBCS System, Honours)

- 31. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 32. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 33. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 34. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 35. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 36. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 37. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 38. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 39. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 40. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 41. CO1: Examine the socio-economic structures and cultural developments from circa 300 BCE to CE 300, including caste, class, and gender.
- 42. CO2: Analyze political formations like the Mauryan Empire, Kushanas, Satavahanas, and gana-sanghas.
- 43. CO3: Understand the transition to early medieval India through agrarian expansion, urban decline, and political restructuring.
- 44. CO4: Evaluate religious and philosophical traditions including Brahmanism, Mahayana Buddhism, and early Tantricism.
- 45. CO5: Interpret early Indian literary, scientific, and artistic traditions from Mauryan to post-Gupta period.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores caste, varna, and
			gender through ancient
			Indian society and socio-
			economic structures.
CO2	PSO1, PSO2	PO1, PO2	Introduces major empires
			and republican traditions of
			early India with scholarly
			methodology.
CO3	PSO3, PSO4	PO3, PO4	Analyzes early medieval
			transitions including agrarian
			systems and political
			restructuring.
CO4	PSO2, PSO5	PO2, PO5	Connects religious diversity
			with emerging philosophies
			and cultural transformations.
CO5	PSO3, PSO4	PO2, PO5	Interprets early Indian
			cultural forms and
			contributions in a historical
			and ethical framework.

Evaluation Structure and Assessment Pattern

Under the CBCS system implemented from 2022, HIS-HC 201 is a 6-credit Honours Core Course. It includes 5 lectures and 1 tutorial per week. The assessment structure includes 30 marks for internal assessments (such as assignments, tests, presentations) and 70 marks for the end-semester university examination. The final exam contains descriptive and analytical questions based on the five units of the syllabus.

Lesson Plan (CBCS- Revised)

Unit	Topics	No. of Classes
I. Economy and Society (300 BCE - 300 CE)	a) Agrarian expansion and production relations b) Urban growth and trade c) Social stratification and gender roles	14
II. Political Formations (300 BCE - 300 CE)	a) Mauryan Empire b) Kushanas and Satavahanas c) Gana-Sanghas	12
III. Towards Early Medieval India (4th–8th century CE)	a) Agrarian expansion and land grants b) Urban decline and currency trends c) Gupta, Pallava, Chalukya, Vardhana polities	14
IV. Religion and Philosophy (300 BCE - 750 CE)	a) Brahmanical consolidation and dharma traditions b) Mahayana and Puranic cults c) Tantric practices	12
V. Cultural Developments (300 BCE - 750 CE)	a) Literature - Sanskrit, Tamil, Pali, Prakrit b) Scientific writings c) Art and architecture across dynasties	14

Lesson Plan Components	
Component	Details
Desired Outcomes	Analyze transitions in Indian society and economy from Mauryan to early medieval periods. Evaluate political, religious, and cultural changes over centuries. Develop critical understanding of caste, gender, land relations, and philosophy through historical lens.
Feaching / Learning Methods	- Chronological lectures with maps and charts - Discussions on caste, economy, political shifts - Documentaries (Mauryan & Gupta arriyadmin) - Group analysis: Inscriptions, coins, literatures
Materials Needed	Readings: Romlia Thapar, "The Mauryas Revisited" D.D. Kosambi, "An introduction to the Study of Indian History" Upinder Singh, "A History of Ancient and Early Medieval India" - Political formation charts - Images (architecture, trade artifacts) - Projector (maps, inscriptions)
Assignments / Follow-Up	Quiz: Mauryan admin & Ashokan edicts Assignment: Gupta vs Satavahana land systems Presentation: Early medieval economy Debate: Evolution of caste and Varna-lati
Assessment Strategy	- Internal Assessment (30 Marks): * 10 Marks - Quiz/Test * 10 Marks - Presentation/Assignment * 10 Marks - Attendance and Participation * 10 Marks - Attendance and Participation
Lesson Duration	- One Semester (Approx. 16 Weeks) - 3 weeks per unit; 1 week for revision/assessment

Course Report

Course Code: HIS-HC 202 (Major)

Course Name: Social Formations and Cultural Patterns of the Medieval World

Semester: BA 2nd Semester (CBCS)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

Unit: I Roman Republic: I: Roman Empire; Slave society and Agrarian economy; Trade and Urbanization in Roman Empire.

CO1: Analyze the political and social structures of the Roman Republic and Empire, including the role of slavery and agrarian economy.

Unit: II Roman Republic: II: Religion and Culture in Ancient Rome; Crisis of the Roman Empire; External Factors of decline of Roman Empire

CO2: Evaluate the cultural and religious developments in Ancient Rome and their impact on subsequent European history.

Unit: III Economic developments in Europe from the 7th to the 14th

centuries: Organization of production, towns and trade; Technological developments;

Crisis of feudalism.

CO3: Examine the economic developments in Europe from the 7th to the 14th centuries, including changes in production, trade, and technology.

Unit: IV Religion and culture in medieval Europe: Expansion of Christianity; Development of the Catholic Church; Religion, Culture and Society in Medieval Europe.

CO4: Understand the expansion of Christianity and the development of the Catholic Church in medieval Europe.

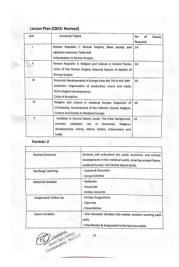
Unit: V Societies in Central Islamic Lands: The tribal background, Ummah, Caliphate; rise of Sultanates; Religious developments: Sharia, Mihna, Sufism; Urbanization and trade.

CO5: Analyze the societal structures and cultural developments in Central Islamic Lands, including the rise of Sultanates and the role of Sufism.

Mapping Matrix

COURSE	Mapped PSO	Mapped POs	Justification
OUTCOME			
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of early human societies and their development, crucial for understanding historical narratives and their impact.
CO2	PSO1, PSO4	PO2, PO3	Explores the complexities of Bronze Age civilizations, enhancing understanding of social and economic structures.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of nomadic groups and their influence on historical developments, relevant to the formation of modern societies.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the institution of slavery and its impact on ancient Greek society, promoting critical thinking on historical and contemporary issues.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the development of the polis and Greek culture with broader historical and cultural themes, encouraging lifelong learning and scholarly curiosity.

Lesson Plan (CBCS- Revised)



Paper Title: History of the United States of America (Honours Paper X - Old Syllabus)

Semester: 4th | Offered by: History Department | Academic Year: Dec 2022 - May 2023

Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Understand the factors behind European colonization and the American War of Independence.
- 12. CO2: Analyze the making of the U.S. Constitution and early national policies including the Monroe Doctrine and expansion.
- 13. CO3: Examine Jacksonian democracy, the Civil War, and post-war Reconstruction.
- 14. CO4: Evaluate economic growth, industrialization, agrarian movements, and social changes during the industrial era.
- 15. CO5: Assess the rise of U.S. imperialism and its role in the Spanish-American War, the Philippines, and the two World Wars.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO4	Introduces foundations of
			U.S. history and
			revolutionary political
			change.
CO2	PSO1, PSO3	PO1, PO2	Explores constitutional
			development and political
			theory in early America.
CO3	PSO2, PSO4	PO2, PO4	Analyzes transformation of
			governance and rights during
			and after the Civil War.
CO4	PSO3, PSO5	PO3, PO5	Investigates socio-economic
			shifts under capitalism and
			industrial growth.
CO5	PSO4, PSO5	PO3, PO5	Explains U.S. emergence as
			a global power through wars
			and foreign policy.

Evaluation Structure and Assessment Pattern

In the academic year 2022–23, History Honours students were assessed through a combination of internal and external evaluations. Internal assessments were worth 30 marks. The final semester examination consisted of five descriptive questions, each carrying 14 marks, amounting to a total of 70 marks. The questions aimed to assess analytical thinking, historical interpretation, and clarity in argumentation.

Lesson Plan (Old Course- Revised)

nit-wise Content Break				Officed States of	America (Old Syllabus)
Unit	Topics	No. of Classes		Lesson Plan Components	
l. American Revolution	a) Causes and colonial discontent b) War of Independence and its outcomes	12	940	Component Desired Outcomes	Details - Understand political, social, and economic transformations in U.S. history from the control of the c
II. U.S. Constitution	a) Federal system b) Bill of Rights and balance of powers	12		Teaching / Learning Methods	- Lecture & Timeline explanations - Classroom debates (American Revolution, Civil War) - Videos/documentaries (PBS, History Channel) - Reading extracts: Declaration of Independence, Gettysburg Address, U.S. Constitution
III. Civil War and Reconstruction	a) Slavery and sectional conflict b) Lincoln, Emancipation, and post-war	12		Materials Needed Assignments / Follow-Up	Readings: "H.W. Frands, "American Stories" "Tindall and Sh. "America: A Narrative History" - U.S. historical maps, presidential timelines - Projector - Internet for archives and media dips - MCQ and timeline-based qui
IV. Industrial Growth	reconstruction	14			Presentation: Civil War's impact on racial policy Group project: Expansionism and foreign policy
IV. Industrial Growth	a) Economic expansion b) Rise of cities and immigration	14		Assessment Strategy	Role-play: Founding Fathers debate - Unit-wise MCQ and written assessments - Final internal assessment (30 Marks): * 10 Marks - Presentation/Role-play * 10 Marks - Unit Tests * 10 Marks - Participation and Attendance
V. U.S. Foreign Policy (19th- 20th century)	a) Isolationism vs Expansion b) Entry into World Wars	14		Lesson Duration	One Semester (Approx. 16 Weeks) 3 weeks per unit; 1 week for review and internal assessment

Paper Title: Indian Nationalism (General Paper - Old Syllabus)

Semester: 4th | Offered by: History Department | Academic Year: June 2022 - Nov 2022

Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.

10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Describe major tribal and peasant uprisings in colonial India including the Revolt of 1857.
- 12. CO2: Analyze the emergence of Indian nationalism and the early phases of the Indian National Congress.
- 13. CO3: Evaluate key constitutional developments from 1909 to 1935 and their political implications.
- 14. CO4: Understand Gandhian movements and their role in the mass mobilization of Indian society.
- 15. CO5: Examine the complexities of communalism, partition, and the integration of princely states post-independence.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational
			knowledge of resistance
			movements crucial to
			political and social
			development.
CO2	PSO1, PSO4	PO2, PO3	Explores emergence of
			Indian nationalism through
			mass movements and party
			politics.
CO3	PSO2, PSO3	PO1, PO4	Fosters constitutional
			understanding relevant to the
			formation of the modern
			Indian state.
CO4	PSO2, PSO4	PO2, PO3	Explains Gandhi's strategies
			and grassroots engagement
			with democratic thought.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects late nationalist
			events with post-colonial
			challenges and nation-
			building efforts.

Evaluation Structure and Assessment Pattern

In the academic year 2022–23, students were assessed both internally and externally. Internal assessments carried 30 marks while the end-semester external exam carried 70 marks. The question pattern varied based on the student's stream:

1. For History Honours students: The 70 marks were distributed across five long-descriptive questions, each carrying 14 marks.

- 2. For students from other disciplines (who opted this paper as an elective):
 - 50 marks: Long-descriptive questions
 - 10 marks: Short-answer questions
 - 5 marks: Multiple choice questions (MCQs)
 - 5 marks: True or False statements

Separate question papers were administered for Honours and non-Honours students, ensuring parity with the students' disciplinary depth while maintaining standard academic outcomes.

Lesson Plan (Old Course- Revised)

Unit	Topics	No. of Classes	ALCO TO THE REAL PROPERTY OF THE PERSON OF T	N. O. Commission	
1. Popular resistance to	a) Peasant and tribal	14	Lesson Plan Components		
colonial rule	movements - Indigo, Santhal, Moplahs b) Revolt of 1857	Congress of the state of	Component Desired Outcomes	Details - Understand key political, constitutional, and mass mobilization phases of the Indian freedom struggle. - Assess roles of peasants, tribals, moderates, extremists, and Gandhi in	
II. Rise of Nationalism	a) National consciousness b) INC - Moderates &	14		nationalism. - Critically analyze constitutional developments and communal politics leading to independence.	
	Extremists c) Partition of Bengal, Swadeshi, Home Rule		Teaching / Learning Methods	- Timeline-based lectures and discussions - Documentary videos (e.g., on Gandhi and Partition) - Primary source excerpts (e.g., GOI Acts, Gandhi's writings) - Newspaper analysis and group work (e.g., Swadeshi, Oult India)	
III. Constitutional Development	a) Government of India Acts: 1909, 1919, 1935	13	Materials Needed	- Readings: * Bipan Chandra, *India's Struggle for Independence*	
IV. National Movement	a) Gandhi's rise b) Non-Cooperation, Civil	13		* Sekhar Bandyopadhyay, *From Plassey to Partition* - Archival visuals (Dandi March, INA Trials) - Projector and charts for movement timelines	
Mary Arthur	Disobedience, Quit India c) INA		Assignments / Follow-Up	Debate: Gandhi vs Revolutionaries Assignment: Compare 1909, 1919, and 1935 Acts Short quiz on major movements	
V. Towards Independence	a) Communalism and Partition b) Transfer of Power, Princely States	14	Assessment Strategy	- Group project Constitutional timeline - Unit tests and class presentations - Internal assessment (30 Marks): - 10 Marks - Assignments/Projects - 10 Marks - Unit Tests - 10 Marks - Unit Tests - 10 Marks - Class Participation and Punctuality	
c)	c) Making of the Constitution	A STATE OF THE STA	Lesson Duration	One Semester (Approx. 16 Weeks) 3 weeks per unit; final weeks for review and assessment	

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course
Outcomes (COs) From June 2023 - Nov 2023

Paper Title: History of Europe (13th Century to 1789)

HIS/MJ-302 | 3rd Semester | Academic Year: June 2023 - Nov 2023 Programme Outcomes (POs)

- 61. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 62. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 63. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 64. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 65. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 66. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 67. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 68. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 69. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 70. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 71. CO1: Analyze the intellectual and cultural revival of Europe through the Renaissance, Reformation, and Counter-Reformation.
- 72. CO2: Understand the formation of absolute monarchies and the economic underpinnings of mercantilism and colonial expansion.
- 73. CO3: Explain the decline of feudalism, rise of capitalism, and debates on transition towards early modern states.
- 74. CO4: Assess the revolutionary changes in science, politics, and economy through the Scientific, Glorious, and Industrial Revolutions.
- 75. CO5: Evaluate the causes, course, and consequences of the French Revolution and its global historical significance.

Corrected PO - PSO - CO Mapping Matrix

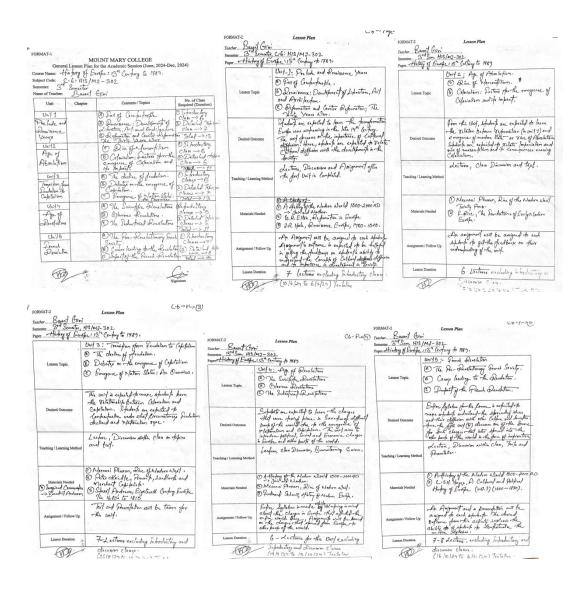
Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores intellectual
			transformation in Europe and
			the religious reformations of
			early modern Europe.

CO2	PSO3, PSO4	PO2, PO3	Highlights absolutism,
			mercantilist policies,
			and European colonial
			expansion.
CO3	PSO1, PSO3	PO1, PO4	Explains structural
			transitions in European
			socio-economic systems and
			political thought.
CO4	PSO2, PSO5	PO3, PO5	Interprets modern European
			revolutions and their impact
			on historical consciousness.
CO5	PSO1, PSO4	PO4, PO5	Analyzes French
			revolutionary processes and
			their legacy in global
			democratic movements.

Evaluation Structure and Assessment Pattern

As per the FYUGP framework effective from 2023, HIS/MJ-302 is a 4-credit core paper offered in the 3rd semester. Internal assessment comprises 30 marks and includes components such as assignments, presentations, and class tests. The university examination is of 70 marks and consists of five descriptive questions equally distributed across the five units. The evaluation is designed to measure conceptual understanding, analytical clarity, and historical argumentation.

Lesson Plan (FYUGP)



Course Code: HIS-502 (Honours)

Course Name: History of Christianity in Nagaland (1813-1972)

Semester: BA 6th Semester (Old Course)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Structure & Course Outcomes (COs)

Unit I: Naga societies and religion before the advent of Christianity; the Shan mission in Upper Assam; Namsang Naga mission.

CO1: Analyze the religious and cultural landscape of Nagaland before the arrival of Christianity.

Unit II: American Baptist Mission to the Nagas: Ao, Angami, Lotha, Chakhesang, Sema.

CO2: Assess the contributions of different Christian missions, including the Shan, American Baptist, and Catholic missions.

Unit III: Advent of Catholic Mission: Among the Angamis and the Lothas; Tuensang and Zeliangrong area.

CO3: Examine how Christianity expanded among different Naga tribes and its impact on their social structures.

Unit IV: Nagas mission to the other Naga tribes: Konyak, Sangtam, Chang, Phom, and Rengma.

CO4: 4. Formulate a historical understanding of Christianity's role in shaping modern Nagaland and its integration into Naga identity.

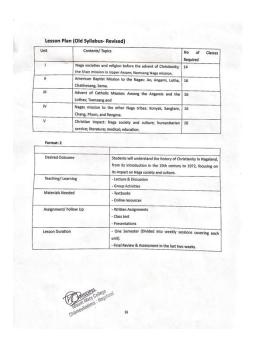
Unit V: Christian Impact: Naga society and culture; humanitarian service; literature; medical; education.

CO5: Discuss the changes in Naga society, including humanitarian services, literature, medical aid, and education brought by Christian influences.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops historical knowledge (PSO1) and applies theoretical understanding (PO4) to understand Naga societies and religion.
CO2	PSO2	PO2, PO3	Enhances analytical skills (PSO2) and fosters appreciation for diversity (PO3) through understanding the American Baptist Mission's role.
CO3	PSO3	PO1, PO5	Develops cultural awareness (PSO3) and encourages lifelong learning (PO5) through studying the Catholic mission's impact.
CO4	PSO4	PO2, PO4	Develops research skills (PSO4) and applies theoretical understanding (PO4) to evaluate Naga missions' role.
CO5	PSO5	PO3, PO5	Analyzes the impact of Christianity on Naga society and culture, fostering appreciation for diversity (PO3) and encouraging lifelong learning (PO5).

Lesson Plan (Old Syllabus- Revised)



Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) From Dec 2023 - May 2024

Course Code: C-2: HIS/MJ-102 (Major)

Course Name: Social Formations and Cultural Patterns of the Ancient World

Semester: BA 1st Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

Unit: I Evolution of Humankind

- a) Paleolithic and Mesolithic cultures
- b) Food production: Beginnings of agriculture
- c) Animal husbandry

CO1: Analyze the evolution of humankind, focusing on Paleolithic and Mesolithic cultures, the beginnings of agriculture, and animal husbandry.

Unit: II Bronze Age Civilizations: economy, social stratification, state structure,

Religion.

- a) Egypt (Old Kingdom)
- b) China (Shang Dynasty)

CO2: Examine the Bronze Age civilizations, including their economies, social stratification, state structures, and religious practices, with a specific focus on Egypt (Old Kingdom) and China (Shang Dynasty).

Unit: III Nomadic groups in Central and West Asia (From Bronze to Iron Age)

- a) Anatolia and Greece
- b) Minoan Civilization
- c) Debate on Iron

CO3: Discuss the role and impact of nomadic groups in Central and West Asia from the Bronze to Iron Age, including regions such as Anatolia, Greece, and the Minoan Civilization.

Unit: IV Slave society in Ancient Greece

- a) Origin of Slavery and Slavery in Greece
- b) Debate on Slavery
- c) Agrarian economy, urbanization and trade

CO4: Evaluate the institution of slavery in Ancient Greece, including its origins, debates surrounding it, and its influence on the agrarian economy, urbanization, and trade.

Unit: V Polis in ancient Greece

- a) Development of democracy in Athens and Sparta
- b) Greek Culture-Science, Philosophy, and religion
- c) Greek art and architecture

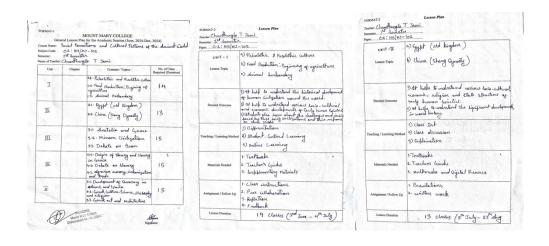
CO5: Investigate the development of the polis in ancient Greece, including the evolution of democracy in Athens and Sparta, Greek culture (science, philosophy, and religion), and Greek art and architecture.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of early human societies and their development, crucial for understanding historical narratives and their impact.
CO2	PSO1, PSO4	PO2, PO3	Explores the complexities of Bronze Age civilizations, enhancing understanding of social and economic structures.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of nomadic groups and their influence on historical developments, relevant to the formation of modern societies.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the institution of slavery and its impact on ancient Greek society, promoting critical thinking

			on historical and contemporary issues.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the development of the polis and Greek culture with broader historical and cultural themes, encouraging lifelong learning and scholarly curiosity.

Lesson Plan (FYUGP)



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Lesson Topic	102	Lesson Topic	102	Lesson Topic	S) Deulapment of amovacy in cither and shorte 5) Greek culture - Science, philosophy & subject Deputh out and architecture
Desired Outcome	atudout aim understand the Namadic grants in Contral and West Asia from Browne age to Promage.	Delatores	Students will be acquainted with the same Society and also to undertand the economy, unswinzation and trade		Set helps to undusted the solid stratifi of ancient Genek Set gives The students basic brombebye of abouint Greek art perchitecture
	a) utilizing digital platfarms and susceed far instruction and (Malporation b) Lecture - Based Toething	Teaching / Learning Method	in electure - Basid Tracking 2) oral discussions 5) Orbatts	Teaching / Learning Method	1) Hullimudia Pruntations e) Dunanetrations 3) Lecturus
	1. Tent books		DTenthorals 2) work boats 3) Teachors Gives	Materials Needed	Stent books 3) Supplementary Materials
	1. Presidations 2. written work	Assignment / Follow Up	Tests, workshilts and Promobilions	Assignment / Follow Up	1) Presentations e) Tests e) written work
Lesson Duration	13 class (27 day -20 8pt)	Lesson Duration	15 classes (23 sept - 18 oct)	Lesson Duration	15 classy (1Foct-5th Nov)

Course Code: C-2: HIS/MJ-201 (Major & Minor)

Course Name: History of India (Post Gupta to 1200 C.E

Semester: BA 2nd Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including

critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic

tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and

social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

4

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unit I: Beginnings of Early Medieval India

a) Sources: Texts, epigraphic and numismatic data

b)Huna Invasion and its impact

c)Feudal formation in India

CO1: Analyze the transition from ancient to early medieval India, focusing on the Huna invasion

and feudal formation.

Unit II: Political Structures

a) Harsha

b) Tripartite Struggle and the Rise of the Rajputs

c) Chola administration

CO2: Examine the political structures of the time, including Harsha's reign, the Tripartite Struggle,

and the Chola administration.

Unit III: Society and Economy

a) Proliferation of castes

b) Inter-regional trade; Maritime trade

c) Merchant guilds of South India

CO3: Discuss the social and economic developments, including caste proliferation, inter-regional

trade, and merchant guilds in South India.

Unit IV: Emergence of New Powers

a) Arab conquest of Sindh

b) Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

CO4: Evaluate the emergence of new powers, such as the Arab conquest of Sindh and Turkish

invasions.

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Unit V: Religious and Cultural Developments

a) Puranic traditions, Tantrism

b) Islamic intellectual traditions: Al-Biruni

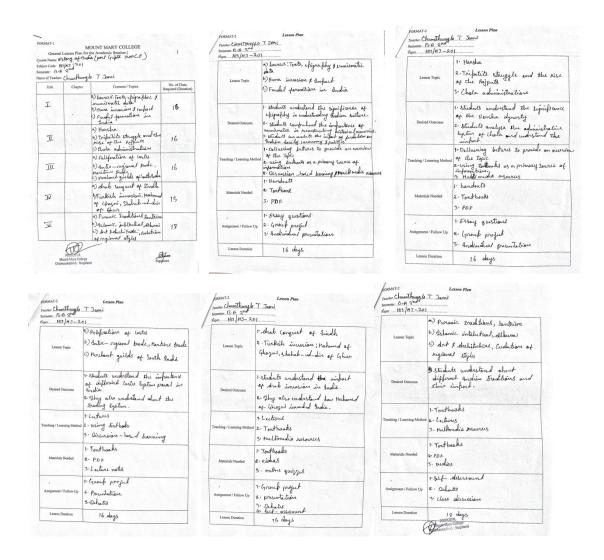
c) Art and architecture: Evolution of regional styles

CO5: Investigate the religious and cultural developments, including Puranic traditions, Tantrism, Islamic intellectual traditions, and regional art and architecture.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Develops understanding of early medieval India's transition and feudal formation, crucial for historical analysis.
CO2	PSO1, PSO4	PO2, PO3	Explores complex political structures, enhancing understanding of governance and power dynamics.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of social and economic changes, relevant to contemporary societal issues.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the emergence of new powers and their impact on Indian history, promoting critical thinking.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects religious and cultural developments with broader historical themes, encouraging lifelong learning.

Lesson Plan (FYUGP)



Paper Title: Social Formations and Cultural Patterns of the Medieval World $HIS/MJ-202 \mid 2nd \ Semester \mid Academic \ Year: Dec 2023 - May 2024$ Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Understand the socio-economic structure and urban life in the Roman Empire during its republican and imperial phases.
- 12. CO2: Analyze the cultural and religious foundations of the Roman world and identify causes of its political and economic crises.
- 13. CO3: Evaluate medieval European feudal systems, trade patterns, and technological innovations between the 7th and 14th centuries.
- 14. CO4: Examine the rise of Christianity and the Catholic Church's institutional development in medieval Europe.
- 15. CO5: Investigate the social, political, and religious structures of Islamic societies in Central Islamic lands during the medieval period.

Corrected PO - PSO - CO Mapping Matrix

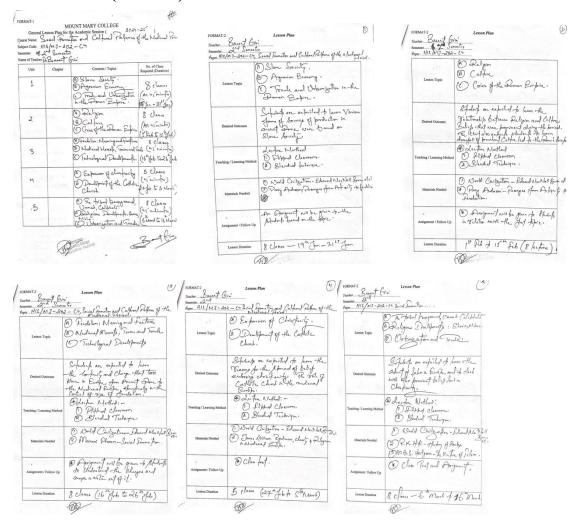
Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Examines urbanization,
			economy, and slave society
			in the Roman world.
CO2	PSO1, PSO2	PO1, PO4	Explores cultural transitions
			and religious developments
			in the Roman Empire.
CO3	PSO1, PSO3	PO2, PO3	Analyzes feudal socio-
			economic formations and
			market structures in
			medieval Europe.
CO4	PSO2, PSO4	PO3, PO4	Interprets ecclesiastical
			institutions and spiritual
			movements in medieval
			Christianity.

political systems.

Evaluation Structure and Assessment Pattern

As per the FYUGP structure introduced in 2023, HIS/MJ-202 is a 4-credit core paper offered in the 2nd semester. Internal assessment carries 30 marks and includes components like assignments, presentations, and class tests. The university examination is of 70 marks, comprising five descriptive questions aligned to the five syllabus units. The evaluation emphasizes source-based inquiry, comparative analysis, and clarity of historical interpretation.

Lesson Plan (FYUGP)



Paper Title: History of India (C. 1526-1605)

HIS/MJ-401 | 4th Semester | Academic Year: Dec 2023 - May 2024 Programme Outcomes (POs)

- 1. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 2. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 3. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 4. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- 5. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 6. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 7. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 8. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 9. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 10. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 11. CO1: Identify and evaluate primary Persian and vernacular literary sources along with modern historical interpretations of early Mughal India.
- 12. CO2: Understand the political challenges during the establishment of Mughal rule, including Babur, Humayun, and Sher Shah's contributions.
- 13. CO3: Examine Akbar's administrative systems, military campaigns, and his policy of religious inclusivity and integration.
- 14. CO4: Analyze Mughal expansion strategies across the Indian subcontinent and their policies toward regional powers and integration.
- 15. CO5: Assess the rural economy, land revenue systems, agricultural patterns, and internal and overseas trade under early Mughal rule.

Corrected PO - PSO - CO Mapping Matrix

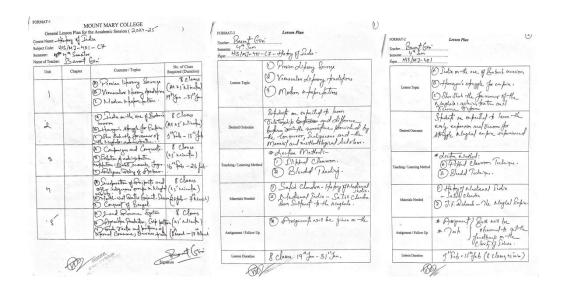
Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO4	Encourages source-based
			inquiry and historiographical
			analysis.

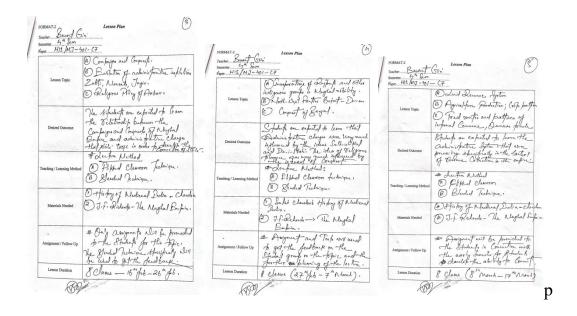
CO2	PSO1, PSO3	PO2, PO4	Introduces foundational
			developments of Mughal state
			formation.
CO3	PSO1, PSO4	PO1, PO3	Explains institutional and
			ideological frameworks under
			Akbar's rule.
CO4	PSO3, PSO4	PO3, PO5	Interprets expansionist
			campaigns and integration of
			diverse communities.
CO5	PSO3, PSO5	PO2, PO5	Evaluates socio-economic
			foundations of Mughal
			agrarian economy and trade.

Evaluation Structure and Assessment Pattern

Under the FYUGP system implemented from 2023, HIS/MJ-401 is a 4-credit core paper offered in the 4th semester. Internal assessment carries 30 marks, based on tests, assignments, and presentations. The university examination is of 70 marks, consisting of five descriptive questions based on each of the five units. Evaluation emphasizes understanding of primary sources, analysis of imperial policies, and comprehension of early Mughal socio economic systems.

Lesson Plan (FYUGP)





Course Code: C-8 HIS/MJ- 402 (Major)

Course Name: History of Europe: 1789-1919

Semester: BA 4th Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unitl: Rise of new nationalism in Europe

a) Age of Napoleon and the spread of French influence

b) Downfall of Napoleon

c) Congress of Vienna

CO1: Analyze the impact of the French Revolution and Napoleonic Wars on European politics and

society.

Unitll: Rise of new nations

a) Unification of Germany

b) Unification of Italy

CO2: Understand the processes of national unification in Germany and Italy during the 19th

century.

UnitIII: Capitalist Industrialization and Socio Economic Transformation

a) Process of Capitalist development in Britain, France, and Germany

b) New Social Classes: Bourgeoisie, Proletariat and Peasantry

CO3: Examine the socio-economic transformations brought about by capitalist industrialization

in Europe.

Unit IV: Unit V: International Relations: New Era and the Concept of Balance of Power

a) Germany: Congress of Berlin and the Creation of Alliance

4

- b) Rise of Nationalism in Turkey
- c) The Bolshevik Revolution

CO4: Evaluate the role of ideological shifts, including socialism and nationalism, in shaping modern Europe.

Unit: V Road to First World War and New World Order

- a) Circumstances leading to First World War
- b) Break-up of European monopoly (intervention of USA & Japan)
- c) Peace Conference of Paris & New World Order.

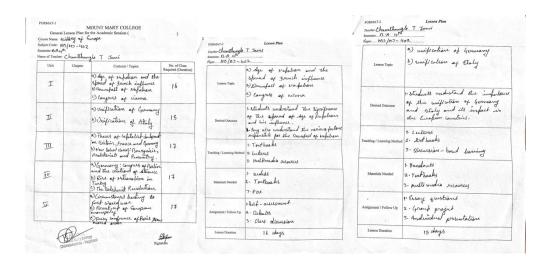
CO5: Assess the causes and consequences of the First World War and the subsequent reorganization of the international order.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of revolutionary movements and their impact on European politics and society, crucial for understanding contemporary political structures.
CO2	PSO1, PSO4	PO2, PO3	Explores the unification processes in Germany and Italy, highlighting the role of nationalism and political integration in historical developments.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the socio- economic transformations due to industrialization, relevant to the formation of modern European society.
CO4	PSO2, PSO4	PO2, PO3	Explains the ideological shifts, including the rise of socialism and nationalism, and their impact on

		European history.
PSO1, PSO4, PSO5	PO3, PO5	Connects the historical events
		leading to the First World War with
		post-war challenges and the
		reorganization of the international
		order, relevant to contemporary
		global politics.
	PSO1, PSO4, PSO5	PSO1, PSO4, PSO5 PO3, PO5

Lesson Plan (FYUGP)



FORMAT-2 Teacher Chum Thungle Semester B.D. 470 Faper HIS JH 3 - 4.0		Teacher Church through Semester B. A. 4 Faper H15/N.3-40	1	Semester Chumphungle Semester Br H M Se Faper H15/MJ - 4	et
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Desired Outcome	t) Students underland The grows of of capitalist duclapment in the European tourdied and bree it applied the common propole.	Desired Outcome	returnets understand how Germany made an allemic with other two-food passers and what was their burght. a students and what was their burght. a students and freather as		Destrobuted get to brow the water laws of the first world har. Destrobute also understand the bear made between the European powers.
Feaching / Learning Method	1. Ludious 2. Toutbooks 3. Oil words - board barning	Teaching / Learning Method	1. Tonthack e. Lectures 3. Multimedia suscures	Teaching / Learning Method	1. Lectures 2. ppT
	r Handours 2. Pont haaks 3. Multi ordia surguees	Materials Needed	1. PDF 2. Took books 3. Walies	Materials Needed	1 Tout book 2. Lecture notes 3. Hulti media juraneces
Assignment / Follow Up	1. Evang questions 2. Group project or 3. Andrichard presentation	, Assignment / Follow Up	1- self-argusment 2. Group discussion 3. Orbatis	A CONTRACTOR OF THE PARTY OF TH	r Individual presentation 2 Project work 3. Self-arresment
Lesson Duration	17 days	Lesson Duration	17 days	Lesson Duration	17 days

Course Code: HIS-601(General)

Course Name: Modern World

Semester: BA 6th Semester (Old Syllabus)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Structure & Course Outcomes (COs)

Unit I: Rise of New Imperialism: Partition of Africa; Opium wars; Taiping rebellion; Boxer uprising; Meiji Restoration; Militarism in Japan.

CO1: Explain the rise of new imperialism and its manifestations in various parts of the world, including Africa, China, and Japan.

Unit II: Rise of Liberalism and Nationalism: Liberalism in England; German unification; Italian Unification. The Russian Revolution of 1917.

CO2: Analyze the development of liberalism and nationalism in Europe, highlighting key events and figures.

Unit III: World War I: Causes and Results; the Treaty of Versailles; League of Nation.

CO3: Discuss the causes and consequences of World War I, including the Treaty of Versailles and the League of Nations.

Unit IV: Economic and Social Crisis in the Inter-war years: The Great Depression. Emergence of new Ideologies- Nazism and Fascism.

CO4: Evaluate the economic and social crises of the inter-war period, including the Great Depression and the emergence of new ideologies like Nazism and Fascism.

Unit V: World War II: causes and Consequences; UNO, Decline of Imperialism and the concept of Decolonization. Emergence of Cold War.

CO5: Assess the causes and consequences of World War II, including the decline of imperialism, decolonization, and the emergence of the Cold War.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces key events and movements (PSO1) and analyzes their impact on contemporary society (PO4), fostering a well-rounded understanding (PO1).
CO2	PSO2, PSO4	PO2, PO3	Enhances understanding of historical methods (PSO2) and examines regional diversity (PSO4), improving communication skills (PO2) and applying interdisciplinary knowledge (PO3).
CO3	PSO2, PSO3	PO1, PO4	Develops critical analysis of historical events (PSO2) and identifies institutional evolution (PSO3), demonstrating a comprehensive understanding (PO1) and analytical skills (PO4).

CO4	PSO2, PSO4	PO2, PO3	Utilizes historical methods to analyze crises (PSO2) and examines national integration (PSO4), enhancing communication (PO2) and applying interdisciplinary knowledge (PO3).
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects historical knowledge (PSO1) with contemporary issues (PSO4) and applies it in various domains (PSO5), promoting civic responsibility (PO3) and lifelong learning (PO5).

Lesson Plan (Old Syllabus- Revised)

	Contents/	Topics	No of Classe Required	
1		Rise of New Imperialism: Partition of Africa; Opium wars; 1 Talping rebellion; Boxer uprising; Melji Restoration; Militarism in Japan.		
"		ism and Nationalism: Liberalism in England; tion; Italian Unification. The Russian Revolution	16	
Ш	World War I: League of Natio	Causes and Results; the Treaty of Versailles;	16	
IV	Economic and	Social Crisis in the Inter-war years: The Great ergence of new Ideologies- Nazism and Fascism.	16	
٧	World War II:	causes and Consequences; UNO, Decline of d the concept of Decolonization. Emergence of	16	
Format 2				
Desired Out	toome	Students will understand the major develor World, including the rise of new imper- nationalism, and the impact of the two World and society.	ialism, liberalism, an	
Teaching/Li	earning	- Lecture & Discussion - Group Activities		
Materials Needed		- Textbooks - Online resources		
		- Written Assignments - Class test & Quizzes - Presentations		
Assignment	/ Follow Up	- Class test & Quizzes		
Assignment Lesson Dura		- Class test & Quizzes		

Course Code: HIS-602 (Honours)

Course Name: Political History of the Nagas

Semester: BA 6th Semester (Old Course)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Structure & Course Outcomes (COs)

Unit I: Pre-Colonial Naga Polity-The Chief of Village-Village Council-Function of the Council-The Executive Power-Administrative Power-Judicial Power-Law of inheritance.

CO1: Explain the pre-colonial Naga and its administrative structures.

Unit II: Treaty of Yandabo 1826;-British contact with Naga; First Stage of Annexation; Second Stage of Annexation.

CO2: Discuss the impact of the Treaty of Yandabo and British annexation on Naga society.

Unit III: Consolidation of British Rule-The colonial administrative policy-Transformation of Naga Political System

CO3: Analyze the transformation of Naga political systems under British rule.

Unit IV: First World War; Formation of Club 1918 and Simon Commission, Formation of Tribal Council and Naga National Council-Role of NNC.

CO4: Evaluate the role of Naga resistance movements in the formation of Nagaland State.

Unit V: Naga Resistance Movement-1951 to 1953-Formation of Federal Government; and Naga People Convention- Emergence of Nagaland State.

CO5: Assess the significance of key historical events in the emergence of Nagaland.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO3	Understanding pre-colonial Naga polity enhances critical thinking and appreciation of cultural heritage.
CO2	PSO1, PSO2	PO1, PO4	Analyzing the Treaty of Yandabo and British annexation develops historical context and theoretical understanding.
CO3	PSO2, PSO4	PO2, PO4	Evaluating the transformation under British rule enhances communication skills and applies theoretical knowledge.
CO4	PSO3, PSO5	PO3, PO5	Assessing Naga resistance movements fosters appreciation of cultural heritage and encourages lifelong learning.
CO5	PSO3, PSO4, PSO5	PO1,PO3, PO5	Linking key historical events to the emergence of Nagaland State promotes critical thinking and cultural awareness.

Lesson Plan (Old Syllabus- Revised)

Unit	Content	s/ Topics	No of Classes Required
1	Council-Func	Pre-Colonial Naga Polity-The Chief of Village-Village Council-Function of the Council-The Executive Power-Administrative Power-Judicial Power-Law of	
11		dabo 1826;-British contact with Naga; First Stage n; Second Stage of Annexation.	16
ш	Consolidatio	n of British Rule-The colonial administrative formation of Naga Political System	16
IV	First World	War; Formation of Club 1918 and Simon Formation of Tribal Council and Naga National	16
٧	Federal	tance Movement-1951 to 1953-Formation of Government; and Naga People Emergence of Nagaland State.	16
Format 2			
Desired O		Students will understand the political hist pre-colonial to state formation, covering key movements.	
Teaching/	Learning	- Lecture & Discussion - Group Activities	
Materials I	Needed	- Textbooks - Online resources	
Assignmen	nt/ Follow Up	- Written Assignments - Class test & Quizzes - Presentations	
Lesson Du	ration	One Semester (Divided into weekly sessions of Final Review & Assessment in the last two weekly sessions of the control of	covering each unit).
B.	Noun Mary C	Tolongs National	

Course Code: HIS-603B

Course Name: INTRODUCTION TO ARCHAEOLOGY

Semester: BA 6th Semester (Old Course)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Structure & Course Outcomes (COs)

Unit I: Definition of Archaeology, Aims and Scopes; Methods and Sources; Relationship of Archaeology and History. History of Archaeology from Antiquarian Stage to 20th Century Developments; the Three Age System; Cultural- Historical Approach, Processual and Post-processual Schools.

CO1: Explain the definition, aims, and scopes of archaeology.

Unit II: Basic concepts in Archaeology: Concept of Culture; Definition of an Archaeological Site; Role of Stratigraphy in Archaeology; Typology and Classification; Classes of Archaeological Record; Temporal framework and context in Archaeology; Different branches of Archaeology.

CO2: Identify and analyze the historical development of archaeology.

Unit III: Field methods: Types of exploration and location of Archaeological Sites; Excavation-vertical and horizontal method of excavation; Three-dimensional method of recording Archaeological finds.

CO3: Understand and apply field methods in archaeology.

Unit IV: Reconstruction and Interpretation of evidence: The use of Environmental and Ethnographic Data; Experimental Techniques; Role of Ethnoarchaeology in the Reconstruction of Prehistoric Societies.

CO4: Reconstruct and interpret archaeological evidence using various techniques.

Unit V: Archaeology in India: Establishment of the Asiatic Society; Alexander Cunningham and the establishment of the Archaeological Survey; Contributions of Lord Curzon and John Marshall; Mortimer Wheeler and the Introduction of Scientific Techniques in Indian

Archaeology Difference between Relative and Absolute Dating Method; Typology, Stratigraphy and

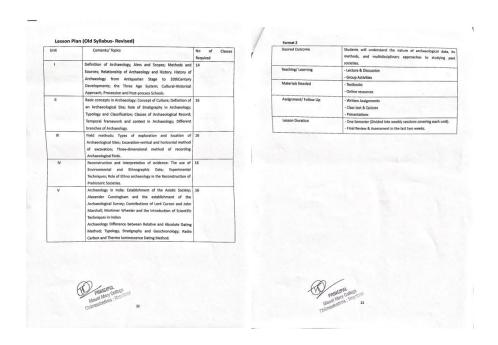
Geochronology; Radio Carbon and Thermoluminescence Dating Method.

CO5: Analyze the significance of archaeology in the Indian context.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1	PO1, PO4	Develops critical thinking (PO1) and applies theoretical understanding (PO4) to define archaeology and its scope.
CO2	PSO2	PO2, PO3	Enhances communication skills (PO2) and fosters appreciation for diversity (PO3) through understanding basic archaeological concepts.
CO3	PSO3	PO1, PO5	Develops critical thinking (PO1) and encourages lifelong learning (PO5) through learning field methods in archaeology.
CO4	PSO4	PO2, PO4	Applies theoretical understanding (PO4) and enhances communication skills (PO2) to reconstruct and interpret archaeological evidence.
CO5	PSO5	PO3, PO5	Fosters appreciation for diversity (PO3) and encourages lifelong learning (PO5) through studying the history of archaeology in India.

Lesson Plan (Old Syllabus- Revised)



Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course

Outcomes (COs) From June 2024 - Nov 2024

Paper Title: History of Modern World (1919–1945)

HIS/MJ-501 | 5th Semester | Academic Year: June 2024 - Nov 2024 Programme Outcomes (POs)

- 91. PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.
- 92. PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- 93. PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- 94. PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

95. PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- 96. PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.
- 97. PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.
- 98. PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.
- 99. PSO4: Examine regional diversity and national integration through the lens of historical developments.
- 100. PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

- 101. CO1: Analyze the creation and challenges of the League of Nations and the imperial mandate system post-WWI.
- 102. CO2: Understand the rise and characteristics of totalitarian regimes in Germany, Italy, and Japan.
- 103. CO3: Evaluate major anti-imperialist movements in Asia and the Middle East and their global implications.
- 104. CO4: Examine the economic crisis of capitalism through the Great Depression, the New Deal, and the Bretton Woods system.
- 105. CO5: Assess the causes, consequences, and aftermath of the Second World War including the formation of the UNO and the Cold War.

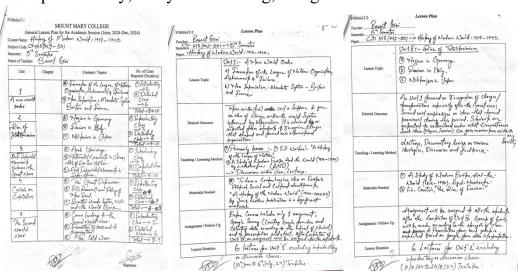
Corrected PO - PSO - CO Mapping Matrix

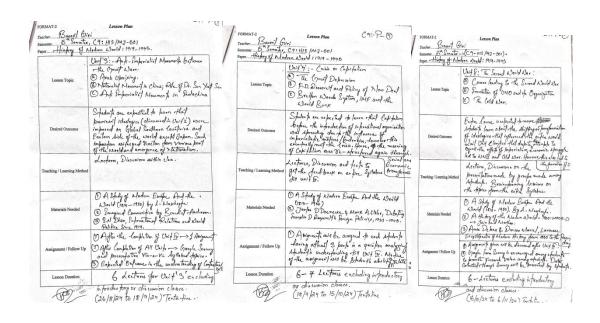
Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO3	Examines early 20th century international relations and institutions like the League of Nations
CO2	PSO1, PSO4	PO1, PO4	and mandate system. Explores authoritarian ideologies and their social-political impact in interwar Europe and Asia.
CO3	PSO2, PSO4	PO2, PO3	Highlights global anti- colonial struggles and ideological responses in non-Western regions.
CO4	PSO3, PSO5	PO3, PO5	Investigates economic collapse, recovery models, and the establishment of

			global	financial
			institutions.	
CO5	PSO1, PSO5	PO4, PO5	Interprets	WWII
			developments,	post-war
			diplomacy, and	origins of
			the Cold War.	

Evaluation Structure and Assessment Pattern

In accordance with the FYUGP system introduced in 2023, HIS/MJ-501 is a 4-credit core paper offered in the 5th semester. Internal assessment is worth 30 marks and includes class tests, assignments, and presentations. The university examination carries 70 marks and is structured around five descriptive questions based on each unit. The evaluation system emphasizes conceptual clarity, analytical thinking, and global-historical awareness.





Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course

Outcomes (COs) From June 2024 - May 2025

Paper Title: History of India (From Earliest Times to Gupta Period)

Paper Code: HIS/MJ-101 | FYUGP Core Course – 1st Semester | Academic

Year: June 2023 - Nov 2023

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the major historiographical trends and archaeological sources of ancient Indian history up to 300 CE.

CO2: Analyze the development, features, and debates surrounding the Harappan and Vedic civilizations.

CO3: Examine socio-political and religious transformations during the Mahajanapadas, Buddhism, Jainism, and Mauryan Empire.

CO4: Evaluate post-Mauryan polity and society including Indo-Greeks, Kushanas, and Satavahanas; assess Sangam culture.

CO5: Explore Gupta polity, economy, society, and cultural achievements as a culmination of ancient Indian civilization.

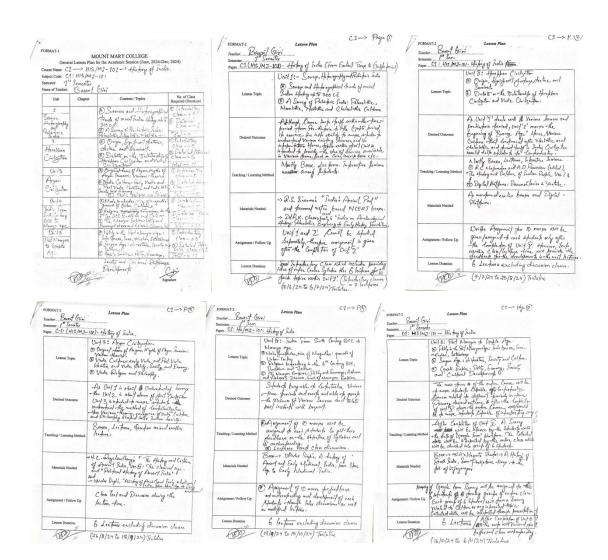
Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO2	PO1, PO4	Explains historical methods
			and prehistoric developments
			forming the foundation of
			Indian history.
CO2	PSO1, PSO3	PO1, PO2	Introduces key debates in
			early civilizations and
			comparative cultural
			developments.
CO3	PSO1, PSO3	PO2, PO3	Connects political shifts with
			religious movements and
			institutional transformations.
CO4	PSO3, PSO4	PO3, PO5	Highlights post-Mauryan
			regional diversity and
			contributions to art and
			society.
CO5	PSO1, PSO5	PO4, PO5	Identifies the Gupta period's
			legacy in classical Indian
			history and knowledge
			systems.

Evaluation Structure and Assessment Pattern

Under the FYUGP system implemented from 2023, HIS/MJ-101 is a 4-credit core paper. Internal assessment is worth 30 marks and consists of assignment(s), presentations, and class tests. The university examination carries 70 marks and includes five descriptive questions covering all five units equally. The evaluation emphasizes historical analysis, factual accuracy, and conceptual clarity.

Lesson Plan (FYUGP)



Course Code: HIS/MJ-301 (Major&Minor)

Course Name: History of India (1206-1526)

Semester: BA 3rd Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including

critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic

tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and

social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unit I: Interpreting the Delhi Sultanate

Sources

a) Persian tarikh tradition

b) Vernacular histories

c) Epigraphy

CO1: Identify and analyze the major political developments in the History of India from 1206-

6

1526, including the foundation, expansion, and consolidation of the Delhi Sultanate and the

emergence of provincial dynasties.

Unitll: Sultanate Political Structures

a) Foundation, expansion and consolidation: The Khaljis and the Tughlaqs

b) Mongol threat and Timur's invasion

c) The Lodis and their downfall

CO2: Outline the changes and continuities in the field of society and economy during the Delhi

Sultanate period, including the impact of iqta and revenue-free grants, agricultural production,

technology, and changes in rural society.

UnitIII: Emergence of Provincial Dynasties

a) Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal

b) Consolidation of regional identities

c) Rgional art, architecture and literature

CO3: Delineate the development of trade and urban complexes during this period, including the

role of monetization, market regulations, and the growth of urban centers.

UnitIV: Society and Economy

a) Iqta and the revenue-free grants

b) Agricultural production; technology; Changes in rural society; revenue systems

c) Monetization; market regulations; growth of urban centers; trade and commerce

CO4: Acquire knowledge on the Bhakti and Sufi movements, including their origins, teachings,

and impact on Indian society.

UnitV: Religion

a)Bhakti and Sufi Movements: Origins, Teachings, and Impact.

b) Women Bhaktas

c) Sikhism and the Sant tradition

CO5: Analyze the significance of regional art, architecture, and literature during the Delhi

Sultanate period and the emergence of provincial dynasties.

Mapping Matrix

6

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of political developments and regional identities crucial to understanding the Delhi Sultanate period.
CO2	PSO1, PSO4	PO2, PO3	Explores changes and continuities in society and economy during the Delhi Sultanate period, including the impact of iqta and revenue-free grants.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the development of trade and urban complexes during this period, including the role of monetization and market regulations.
CO4	PSO2, PSO4	PO2, PO3	Explains the origins, teachings, and impact of Bhakti and Sufi movements on Indian society.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects regional art, architecture, and literature with the broader cultural and historical context of the Delhi Sultanate period.

Lesson Plan (FYUGP)

Unit	ChuenThus	Contents/Topics	No. of Class
		a) Persian Tarikh Tradition	Required (Duratio
I		6) vervacular histories	13
		e) Epigraphy	13
100	2 1	Moundation, Superaion & Correctifulton the Khiliji & The Truckbays	
IL		6) Hargel thrat & Timus invesion	15
		The Lodis and Thier downfall	
		1) Bahawint, vijagamagar, Grijerat Patua, Jaumpur & Rengal	
Til.		b) constitution of regional inteller	16
		5) Ryinal art, orchitecture & letroture	
196		Wate and the runne que grant	1
In In		elmous march benefit some Cyclin	16
		o) signification, with orgitations and	
_		a) Bhake & Sufi Haunuti erigins	
V		teetings and Import	16
		Dikhim and the Bent Entition	

UPIT -1 .	a) Persian tarikh tradition
Lesson Topic	b) vermander histories c) Epignaphy
Desired Outcome	at hips the students to understand the period when more languages were include with a significant growth in the sphere of language and literature.
Teaching / Learning Method	1) webset lammunisation 2) Supplementing Readings 5) Lecture-based teachings
Materials Needed	Directionalis sweethbooks - " 3) Trochur Guides
Assignment / Follow Up	Prusintations
Lesson Duration	13 classy (3nd June - 6th July)

per C-5 : HIS MI	30.1
	a) Foundation, informian & Cansolidation: The Khilji & The Tughlegs b) Heogal trual & Tinur's invasion
Lesson Topic	6) the lodis and this downfall
Desired Outcome	at hilps students to understand to identify the visjer political development in the History of India from 1206-152
Teaching / Learning Method	1) entire-Based Tracking a) and discurians 3) question and answer herions
Materials Needed	1) Touthousks 2) Hullimedia & Digital surveyees 3) Trouber's Gindre
Assignment / Follow Up)Tuis 2) Prurentations
Lesson Duration	15 classes (8th July - 3rd stug)

Paper (-5: HIS/HJ.:	-3ol
Lessen Topic	 Bahamins, uijagarager, Gujaval, nahaa Saurfur and Rungal Cansakadian of regional identities Regional art, arthibeture & Telenature.
Desired Outcome	Attudunt will been the utalkihment of the Bahmouri Kingdom, on understanding into the political stantim is Ocean. I stantim is Ocean. I stantim is ober the political shout the painting and kingtine of that print.
Teaching / Learning Method	Meetwe based tracking a) fregularly assessing student progress during instruction. 5) base discussion
Materials Needed	D. Supplementary fluidings
Assignment / Follow Up	D Burgus 2) written work
Lesson Duration	16 classes (45th day - 31 th day



рег. С-5: НІБ М.З			
wit-v -	Distrakt 8 Suft Manuments; origins, Twelvery and Amfort		
Lesson Topic	D warmen Blantas		
	Dikheim and the Sant Tradition		
	students will witnessed the origins and		
Desired Outcome	traditions of Bhukt and the Sufi		
2 4000000	Outilising disited of theres and seems		
Teaching / Learning Method	Dutilizing digital platforms and sease for instruction		
	2) hetere-based Teaching		
)Text books .		
Materials Needed	e) Hulfimalia and Digital Resources		
Assignment / Follow Up	2 with week		
	e) tuts		
Lesson Duration	16 classes (24 hept - 25 hept)		

PO - PSO - CO Mapping Matrix

Paper Title: Understanding Heritage (2024 June- Nov 2024)

Paper Code: HIS/MD-304 Semester: 3rd Semester

Type: Skill Enhancement Course Offered by: Department of History

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO Code Course Outcome Statement

CO1 Define key terms such as antiquity, archaeological site, and

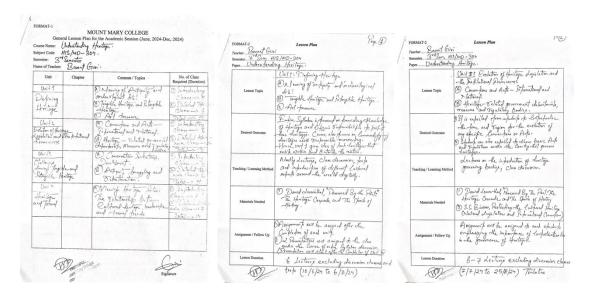
distinguish between tangible and intangible heritage.

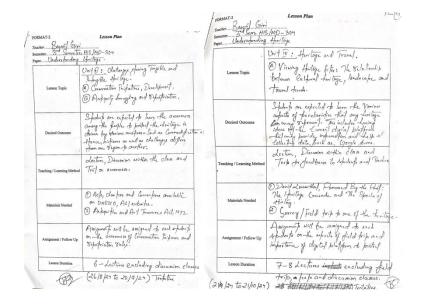
CO2 Understand the development of heritage legislation and the

role of government institutions and global conventions.

CO3		Evaluate challenges in heritage conservation including		
		smuggling, development pressures, and repatriation.		
CO4		Analyze how cultural heritage and landscape influence		
		travel, tourism, and identity	construction.	
PO - PSO - CO Mapping Matrix				
CO	Mapped PSOs	Mapped POs	Justification	
CO1	PSO1, PSO2	PO1, PO2	Introduces key heritage	
			concepts and classification	
			using foundational historical	
			and archaeological	
			knowledge.	
CO2	PSO2, PSO3	PO3, PO4	Connects legal and	
			institutional heritage	
			frameworks to contemporary	
			governance and civic	
			responsibility.	
CO3	PSO3, PSO5	PO1, PO4, PO5	Discusses real-world threats	
			to heritagewith ethical,	
			analytical, and preservation-	
			oriented perspectives.	
CO4	PSO4, PSO5	PO2, PO3	Encourages critical	
			engagement with how	
			heritage is represented and	
			consumed through tourism	
			and culture.	

Lesson Plan (FYUGP)





Course Code: C-10: HIS/MJ-502 (Major)

Course Name: History of India (C. 1605-1707)

Semester: BA 5th Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unit I: Mughal Empire after Akbar

a) Consolidation under Jahangir and Shah Jahan

b) Aurangzeb: Religious and Rajput Policies

c) The Deccan Campaigns

CO1: Analyze the consolidation of the Mughal Empire under Jahangir and Shah Jahan, and

evaluate Aurangzeb's religious and Rajput policies.

Unit II: Patterns of Regional Politics

a) Rajput political culture and state formation

b) Deccan kingdoms

c) Emergence of the Marathas under Shivaji

CO2: Examine the patterns of regional politics, including Rajput political culture, Deccan

kingdoms, and the emergence of the Marathas under Shivaji.

Unit III: Trade and Commerce

a) Crafts and technologies

b) Monetary system

c) Markets and urban trade centers

CO3: Understand the dynamics of trade and commerce during the Mughal period, including

crafts, monetary systems, and urban trade centers.

Unit IV: Society and Cultural Developments

7

- a) The nobility
- b) Village communities and Peasantry
- c) Art and Architecture under the Mughals

CO4: Investigate the societal and cultural developments under the Mughals, focusing on the nobility, village communities, peasantry, and art and architecture.

UnitV: Decline of the Mughal Empire

a) Agrarian and Jagirdari Crisis

b) Revolts: Jats and Satnamis

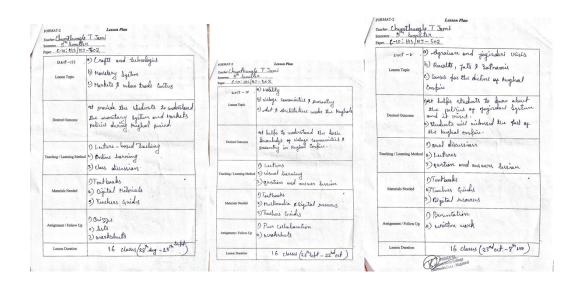
c) Causes for the decline of Mughal Empire

CO5: Discuss the decline of the Mughal Empire, including the agrarian and jagirdari crisis, revolts by Jats and Satnamis, and the overall causes for the decline.

Mapping Matrix

COURSE	Mapped PSO	Mapped POs	Justification
OUTCOME			
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of Mughal political structures and policies crucial to understanding state formation.
CO2	PSO1, PSO4	PO2, PO3	Explores regional political dynamics and their impact on the Mughal state and society.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of economic systems and their role in shaping Mughal India.
CO4	PSO2, PSO4	PO2, PO3	Explains societal and cultural developments and their interrelations with political structures.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the decline of the Mughal Empire with broader historical trends and contemporary implications.

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Course Code: C-11: HIS/MJ-503 (Major)

Course Name: Historiography

Semester: BA 5th Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including

critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic

tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and

social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unitl: What is History?

a) Definitions, Nature and Scope

b) History as Science

7

c) History as Literature

CO1: Define the basic concepts of history, including its nature and scope.

UnitII: History, Analysis and Interpretation

- a) Causation and Objectivity
- b) Periodization in history

CO2: Analyze the role of history as a science and literature.

Unit: III History and the other Social Sciences

- a) Archaeology, Anthropology
- b) Sociology, Economics
- c) Political Science, Geography

CO3: Understand the principles of historical analysis and interpretation, including causation and objectivity.

Unit: IV Major trends in Historiography

- a. Herodotus, Empiricism
- b. L.V. Ranke, Historical Materialism
- c. A.J. Toynbee, March Bloch

CO4: Examine the relationship between history and other social sciences, such as archaeology, anthropology, sociology, economics, political science, and geography.

Unit: V Trends in Modern Indian Historiography

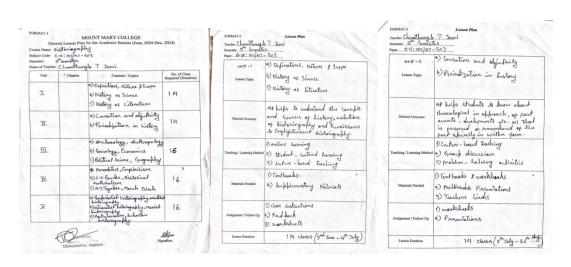
- a) Imperialist Historiography, Orientalist Historiography
- b) Nationalist Historiography, Marxist Historiography
- c) Postcolonialism, Subaltern Historiography

CO5: Identify major trends in historiography, including the contributions of key historians and schools of thought.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge

			of historical concepts and their significance.
CO2	PSO1, PSO4	PO2, PO3	Explores the role of history as a science and literature, and its relationship with other disciplines.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of historical analysis and interpretation, including causation and objectivity.
CO4	PSO2, PSO4	PO2, PO3	Examines the relationship between history and other social sciences.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects major trends in historiography with contemporary historical debates and issues.



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Program Outcomes (POs), Program Specific Outcomes (PSOs) & Course

Outcomes (COS) Dec 2024 - May 2025

Course Code: C-2: HIS/MJ-201 (Major & Minor)

Course Name: History of India (Post Gupta to 1200 C.E

Semester: BA 2nd Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including

critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic

tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and

social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

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Course Outcomes (COs)

Unit I: Beginnings of Early Medieval India

a) Sources: Texts, epigraphic and numismatic data

b)Huna Invasion and its impact

c)Feudal formation in India

CO1: Analyze the transition from ancient to early medieval India, focusing on the Huna invasion and feudal formation.

Unit II: Political Structures

- a) Harsha
- b) Tripartite Struggle and the Rise of the Rajputs
- c) Chola administration

CO2: Examine the political structures of the time, including Harsha's reign, the Tripartite Struggle, and the Chola administration.

Unit III: Society and Economy

- a) Proliferation of castes
- b) Inter-regional trade; Maritime trade
- c) Merchant guilds of South India

CO3: Discuss the social and economic developments, including caste proliferation, inter-regional trade, and merchant guilds in South India.

Unit IV: Emergence of New Powers

- a) Arab conquest of Sindh
- b) Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

CO4: Evaluate the emergence of new powers, such as the Arab conquest of Sindh and Turkish invasions.

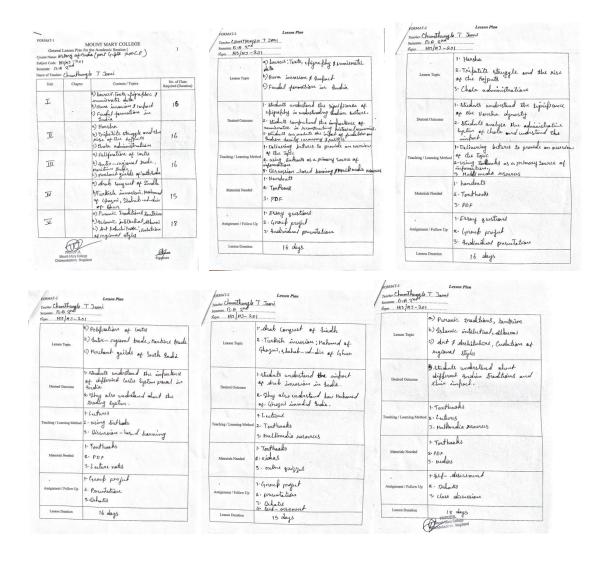
Unit V: Religious and Cultural Developments

- a) Puranic traditions, Tantrism
- b) Islamic intellectual traditions: Al-Biruni
- c) Art and architecture: Evolution of regional styles

CO5: Investigate the religious and cultural developments, including Puranic traditions, Tantrism, Islamic intellectual traditions, and regional art and architecture.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Develops understanding of early medieval India's transition and feudal formation, crucial for historical analysis.
CO2	PSO1, PSO4	PO2, PO3	Explores complex political structures, enhancing understanding of governance and power dynamics.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of social and economic changes, relevant to contemporary societal issues.
CO4	PSO2, PSO4	PO2, PO3	Analyzes the emergence of new powers and their impact on Indian history, promoting critical thinking.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects religious and cultural developments with broader historical themes, encouraging lifelong learning.



Paper Title: Social Formations and Cultural Patterns of the Medieval World

HIS/MJ-202 | 2nd Semester | Academic Year: Dec 2023 - May 2024 Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the socio-economic structure and urban life in the Roman Empire during its republican and imperial phases.

CO2: Analyze the cultural and religious foundations of the Roman world and identify causes of its political and economic crises.

CO3: Evaluate medieval European feudal systems, trade patterns, and technological innovations between the 7th and 14th centuries.

CO4: Examine the rise of Christianity and the Catholic Church's institutional development in medieval Europe.

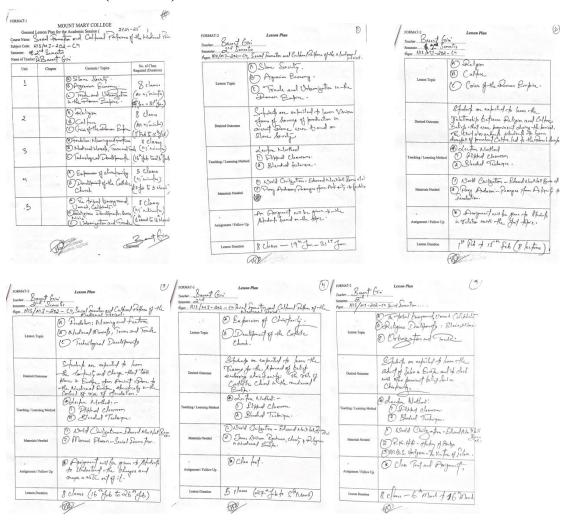
CO5: Investigate the social, political, and religious structures of Islamic societies in Central Islamic lands during the medieval period.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Examines urbanization,
			economy, and slave society
			in the Roman world.
CO2	PSO1, PSO2	PO1, PO4	Explores cultural transitions
			and religious developments
			in the Roman Empire.
CO3	PSO1, PSO3	PO2, PO3	Analyzes feudal socio-
			economic formations and
			market structures in
			medieval Europe.
CO4	PSO2, PSO4	PO3, PO4	Interprets ecclesiastical
			institutions and spiritual
			movements in medieval
			Christianity.

Evaluation Structure and Assessment Pattern

As per the FYUGP structure introduced in 2023, HIS/MJ-202 is a 4-credit core paper offered in the 2nd semester. Internal assessment carries 30 marks and includes components like assignments, presentations, and class tests. The university examination is of 70 marks, comprising five descriptive questions aligned to the five syllabus units. The evaluation emphasizes source-based inquiry, comparative analysis, and clarity of historical interpretation.



Paper Title: History of India (C. 1526-1605)

HIS/MJ-401 | 4th Semester | Academic Year: Dec 2023 - May 2024 Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Identify and evaluate primary Persian and vernacular literary sources along with modern historical interpretations of early Mughal India.

CO2: Understand the political challenges during the establishment of

Mughal rule, including Babur, Humayun, and Sher Shah's contributions.

CO3: Examine Akbar's administrative systems, military campaigns, and his policy of religious inclusivity and integration.

CO4: Analyze Mughal expansion strategies across the Indian subcontinent and their policies toward regional powers and integration.

CO5: Assess the rural economy, land revenue systems, agricultural patterns, and internal and overseas trade under early Mughal rule.

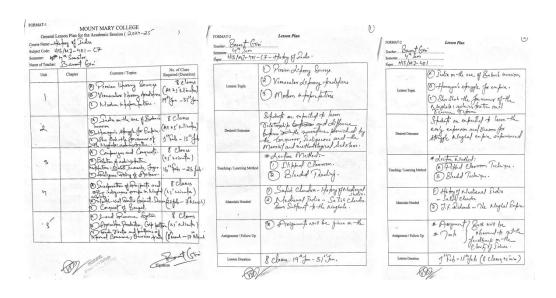
Corrected PO - PSO - CO Mapping Matrix

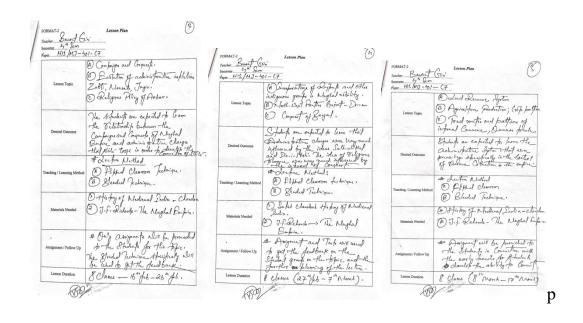
Course Outcome (CO) Mapped PSOs Mapped POs Justification

CO1	PSO1, PSO2	PO1, PO4	Encourages source-based
			inquiry and historiographical
			analysis.
CO2	PSO1, PSO3	PO2, PO4	Introduces foundational
			developments of Mughal state
			formation.
CO3	PSO1, PSO4	PO1, PO3	Explains institutional and
			ideological frameworks under
			Akbar's rule.
CO4	PSO3, PSO4	PO3, PO5	Interprets expansionist
			campaigns and integration of
			diverse communities.
CO5	PSO3, PSO5	PO2, PO5	Evaluates socio-economic
			foundations of Mughal
			agrarian economy and trade.

Evaluation Structure and Assessment Pattern

Under the FYUGP system implemented from 2023, HIS/MJ-401 is a 4-credit core paper offered in the 4th semester. Internal assessment carries 30 marks, based on tests, assignments, and presentations. The university examination is of 70 marks, consisting of five descriptive questions based on each of the five units. Evaluation emphasizes understanding of primary sources, analysis of imperial policies, and comprehension of early Mughal socio economic systems.





Course Code: C-8 HIS/MJ- 402 (Major)

Course Name: History of Europe: 1789-1919

Semester: BA 4th Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including

critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic

tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and

social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unitl: Rise of new nationalism in Europe

a) Age of Napoleon and the spread of French influence

b) Downfall of Napoleon

c) Congress of Vienna

CO1: Analyze the impact of the French Revolution and Napoleonic Wars on European politics and

society.

UnitII: Rise of new nations

a) Unification of Germany

8

b) Unification of Italy

CO2: Understand the processes of national unification in Germany and Italy during the 19th century.

UnitIII: Capitalist Industrialization and Socio Economic Transformation

- a) Process of Capitalist development in Britain, France, and Germany
- b) New Social Classes: Bourgeoisie, Proletariat and Peasantry

CO3: Examine the socio-economic transformations brought about by capitalist industrialization in Europe.

Unit IV: Unit V: International Relations: New Era and the Concept of Balance of Power

- a) Germany: Congress of Berlin and the Creation of Alliance
- b) Rise of Nationalism in Turkey
- c) The Bolshevik Revolution

CO4: Evaluate the role of ideological shifts, including socialism and nationalism, in shaping modern Europe.

Unit: V Road to First World War and New World Order

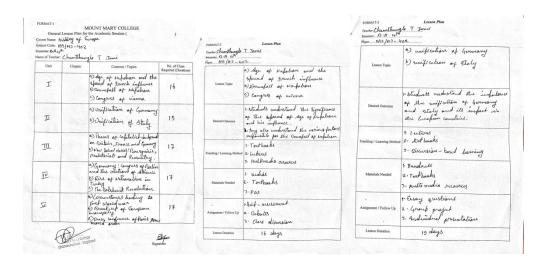
- a) Circumstances leading to First World War
- b) Break-up of European monopoly (intervention of USA & Japan)
- c) Peace Conference of Paris & New World Order.

CO5: Assess the causes and consequences of the First World War and the subsequent reorganization of the international order.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of revolutionary movements and their impact on European politics and society, crucial for understanding contemporary political structures.
CO2	PSO1, PSO4	PO2, PO3	Explores the unification processes in

			Germany and Italy, highlighting the role of nationalism and political integration in historical developments.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the socio- economic transformations due to industrialization, relevant to the formation of modern European society.
CO4	PSO2, PSO4	PO2, PO3	Explains the ideological shifts, including the rise of socialism and nationalism, and their impact on European history.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects the historical events leading to the First World War with post-war challenges and the reorganization of the international order, relevant to contemporary global politics.



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Lesson Duration	17 days	Lesson Duration	17 days	Lesson Duration	17 days

Course Code: C-12: HIS/MJ-601(Major & Minor)

Course Name: History of India (1707-1857)

Semester: BA 6th Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

Unit I: Indian States

- a) Interpreting eighteenth century India
- b) Downfall of Maratha Power
- c) Rise of Bengal, Hyderabad and Mysore in the 18th Century

CO1: Analyze the political landscape of Indian states in the 18th century, including the downfall of Maratha power and the rise of regional powers like Bengal, Hyderabad, and Mysore.

Unit II: Expansion of East India Company's Rule

- a) Advent of Europeans, Anglo-French Rivalries
- b) Battle of Buxar and Plassey; Their impact

CO2: Understand the expansion of the East India Company's rule, including the impact of key battles such as Plassey and Buxar, and the administrative consolidation under key figures like Robert Clive, Warren Hastings, Wellesley, and Dalhousie.

Unit III: Territorial Expansion of East India Company

- a) Consolidation under Robert Clive, Warren Hastings, Wellesley, Dalhousie
- b) Administration of East India Company

CO3: Examine the economic impact of colonial rule, including land revenue systems, the drain of wealth, deindustrialization, and changes in trade patterns.

Unit IV: Colonial Economy

- a) Land revenue systems under the British; Drain of Wealth
- b) Deindustrialization
- c) Trade

CO4: Evaluate the various forms of resistance to colonial power, including peasant revolts (e.g., Deccan, Indigo), tribal revolts (e.g., Bhil, Kol, Santhal, Gond), and the Revolt of 1857.

Unit V: Resistance to Colonial Power

a) Peasant Revolts in the 19th Century: Deccan, Indigo

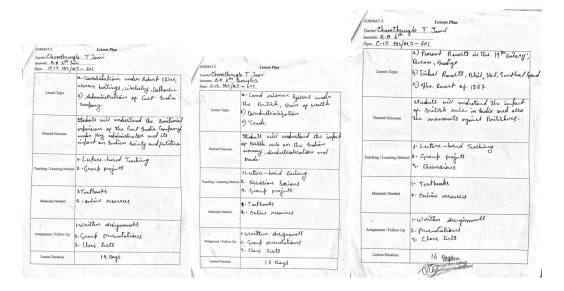
b) Tribal Revolts: Bhil, Kol, Santhal, Gond

c) The Revolt of 1857

CO5: Synthesize the historical developments of the period to understand the early manifestations of anti-colonial and nationalist feelings among Indians. Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of historical concepts and their significance.
CO2	PSO1, PSO4	PO2, PO3	Explores the role of history as a science and literature, and its relationship with other disciplines.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of historical analysis and interpretation, including causation and objectivity.
CO4	PSO2, PSO4	PO2, PO3	Examines the relationship between history and other social sciences.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects major trends in historiography with contemporary historical debates and issues.

MOUNT MARY COLLEGE General Lesson Plan for the Academic Session (June, 2024-Dec, 2024) Towns Name: History of Sension (June, 2024-Dec, 2024)					Summer B.A 6 Page	Naper C-12 HIS HS -601	
ster: gyn	2 HISTHS -	agla T Jami Contents/Topics	No. of Class Required (Duration)	FORMAT-2 Tender Charathung Seneste B.A 6 No Super C-12 H15/M	Lesson Plan 5 I James Servicitive James History of Andria (1707-1257) 3 Onthe parting 15th Continue Andria	Lesson Topic	a) Advent of Europeans, Auglo-Trime Rivalvies b) Ruttle of Burner and plansing;
I		4) Interpreting 12th Century India 10) Downfall of Hasatha pour Shire of Burgal, hydrabad and Hytere in the 13th Willey	14	Lesson Topia	b) Downfall of Haratha Former Shire of Bright, Hydrahad and Hysore in the 15th Century	Desired Outcome	Students will understand the enfancion of East India Confirm
I		a) Adult of Europeans, Anglo-french Rivolaties Bisoale of Buras & placey their impact.	15	Desired Outcome	Students will understand the Transformation of Indian Elets in the 18th antivy.		mule, and The impact of colonial an endian Emily.
I		4) Cancelolation under Robert Clim, manure hartingdenabely Dathouise b) Administration of 59 C	14	Teaching / Learning Method	1-Lecture -based teachings a Oiscursian Essions	Teaching / Learning Method	2. class Discursian 5. Group projects
U		e) land received Systems under the British Draw of watth Drindythicks ation	16	Materials Needed	5 Group projects 1 Tenthooks 8 Online surveyees	Materials Needed	+ Tent books 2. Online resources.
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	0	/	plane .	Lesson Duration	5 Class ticks 14 Days	Lesson Duration	15 Days



Course Code: C-13: HIS/MJ-601(Major)

Course Name: Political History of the Nagas

Semester: BA 6th Semester (FYUGP)

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary

society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including

key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically

analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various

phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical

developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and

public history domains.

Course Outcomes (COs)

Unit: I Colonial Naga Polity

a) Chieftainship, Function and Powers

b) Village Administration, Function and Powers

c) Law of inheritance; institution of Morung.

CO1: Analyze the pre-colonial Naga polity, including chieftainship, village administration, and the

institution of Morung.

Unit: II British Contact with the Nagas

a) Early British Policy toward Naga (1832-1850)

b) British Annexation of Naga Territories (1851-1880)

c) Consolidation of British Rule (1881-1890

CO2: Examine the impact of British contact and annexation on Naga territories and their political

system.

Unit: III The Colonial Administrative Policies

a) Transformation of Naga Political System under Colonial Rule

9

b) Impact of the British Rule-Social, Political and Economic

CO3: Evaluate the transformation of the Naga political system under colonial rule and the social, political, and economic impacts of British rule.

Unit: IV First World War

a)Formation of Naga Club 1918 and Simon Commission

b)Formation of Naga Tribal Council and Naga National Council

c) Role of NNC - Nine Point Agreement and Naga National Voluntary

Plebiscite 1951

CO4: Discuss the role of the Naga National Council and the Naga resistance movement in the formation of Nagaland state.

Unit: V Naga Resistance Movement

- a) Formation of Federal Government
- b) Naga People Convention
- c) Emergence of Nagaland State and 16 Point Agreement 1960

CO5: Assess the significance of key events and agreements, such as the Nine Point Agreement, Naga National Voluntary Plebiscite 1951, and the 16 Point Agreement 1960, in the political history of the Nagas.

Mapping Matrix

COURSE OUTCOME	Mapped PSO	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Introduces foundational knowledge of pre-colonial Naga polity, crucial for understanding the historical context.
CO2	PSO1, PSO4	PO2, PO3	Explores the impact of British contact and annexation on Naga territories, linking historical events to broader themes.
CO3	PSO2, PSO3	PO1, PO4	Fosters understanding of the transformation of Naga political system under colonial rule and its

			impacts.
CO4	PSO2, PSO4	PO2, PO3	Explains the role of Naga National Council and resistance movement in the formation of Nagaland state, connecting historical narratives to contemporary political developments.
CO5	PSO1, PSO4, PSO5	PO3, PO5	Connects key events and agreements in Naga political history to post-colonial challenges and nation-building efforts.

Lesson Plan (FYUGP)

Unit	Contents/ Topics		No of Class Required
1	b) Village Administration, Func	a) Chieftainship, Function and Powers b) Village Administration, Function and Powers c) Law of inheritance; institution of Morung.	
"	a) Early British Policy toward Nage (1832-1850) b) British Annexation of Naga Territories (1851-1880) c) Consolidation of British Rule (1881-1890		16
111		tical System under Colonial Rule ocial, Political and Economic	16
IV	b)Formation of Naga Tribal Cou		
V	a)Formation of Nam Chib 1911		
	b)Formation of Naga Tribal Cor c) Role of NNC - Nine Point	uncil and Naga National Council	16
Forma	b)Formation of Naga Tribal Co c) Role of NNC - Nine Point Voluntary	uncil and Naga National Council	
	b)Formation of Naga Tribal Coc c) Role of NNC - Nine Point Voluntary	uncil and Naga National Council	the political history on
Forma	b)Formation of Naga Tribal Co: c) Role of NNC - Nine Point Voluntary tt: 2	uncil and Naga National Council t Agreement and Naga National Students will understand the Nagas, from pre-color	the political history on
Forma Desired Ou	b)Formation of Naga Tribal Cor c) Role of NNC - Nine Point Voluntary t: 2 tcome	uncil and Naga National Council t Agreement and Naga National Students will understand the Nagas, from pre-ecolo- covering key events, institu - Lecture & Discussion	the political history on
Forma Desired Ou Teaching/ I	b)Formation of Naga Tribal Cor c) Role of NNC - Nine Point Voluntary t: 2 tcome	uncil and Naga National Council Agreement and Naga National Students will understand the Nagas, from pre-color covering key events, institu - Lecture & Discussion - Group Activities - Texthooks	the political history on

Paper Title: History of India (1857–1947)

HIS/MJ-603 | 6th Semester | Academic Year: Dec 2024 - May 2025 Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Understand the socio-cultural foundations of Indian nationalism, including the impact of print culture and reform movements.

CO2: Analyze the formation of early nationalist political organizations and ideological differences up to the Surat Split.

CO3: Evaluate Gandhi's political philosophy and mass movements such as Non-Cooperation, Civil Disobedience, and Quit India.

CO4: Examine regional and communal responses to colonialism including Swadeshi, the Muslim League, and Home Rule Movement.

CO5: Interpret constitutional developments, political negotiations, and the process leading to Indian independence and Partition.

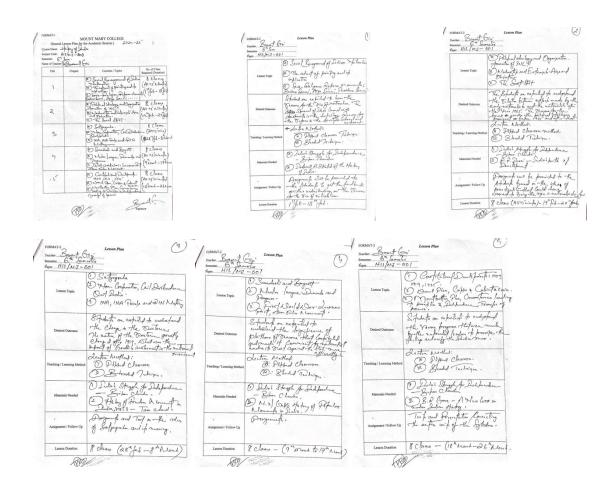
Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO4	Explores socio-cultural
			changes and reformist
			responses in 19th century
			India.
CO2	PSO1, PSO2	PO2, PO3	Engages students in early
			nationalist organization and
			ideological debates.
CO3	PSO2, PSO4	PO3, PO4	Analyzes mass mobilization
			and Gandhian political
			methods.

CO4	PSO3, PSO4	PO2, PO5	Explains diverse nationalist
			strategies and communal
			articulations.
CO5	PSO1, PSO5	PO4, PO5	Evaluates late colonial
			political frameworks and
			India's constitutional
			journey.

Evaluation Structure and Assessment Pattern

Under the FYUGP system introduced in 2023, HIS/MJ-603 is a 4-credit core paper offered in the 6th semester. Internal assessment accounts for 30 marks and includes class tests, assignments, and presentations. The university examination is worth 70 marks and consists of five descriptive questions corresponding to the five units. Assessment emphasizes historical reasoning, narrative clarity, and interpretive depth regarding the Indian national movement.



Paper Title: History of Northeast India (1822–1947)

Paper Code: HIS/MJ-604 | FYUGP Core Course – 6th Semester | Academic

Year: Dec 2024 - May 2025

Programme Outcomes (POs)

PO2: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Acquire broad chronological knowledge of Indian, World, and regional histories, including key events, movements, and personalities.

PSO2: Understand historical methods, use of sources, and interpretive strategies to critically analyze the past.

PSO3: Identify the evolution of political, economic, and socio-cultural institutions through various phases of history.

PSO4: Examine regional diversity and national integration through the lens of historical developments.

PSO5: Apply historical knowledge in academic writing, civil service preparation, teaching, and public history domains.

Course Outcomes (COs)

CO1: Examine the early phase of British policy in Northeast India including the First Anglo-Burmese War and the Treaty of Yandaboo.

CO2: Understand British annexation strategies in Assam, Cachar, Jaintia, and responses like the Anglo-Khasi War.

CO3: Analyze British expansion and consolidation in the hill regions of the Northeast including Garo, Lushai Hills, and princely states.

CO4: Evaluate socio-economic changes through colonial land revenue policies, the tea industry, and introduction of Western education.

CO5: Interpret Assam's role in the Indian national movement and assess local responses to national political developments.

Corrected PO - PSO - CO Mapping Matrix

Course Outcome (CO) Mapped PSOs Mapped POs Justification

CO1 PSO1, PSO3 PO1, PO4 Explores British military and diplomatic engagements in Northeast India post-1822.

CO2	PSO1, PSO2	PO2, PO4	Analyzes patterns of
			annexation and indigenous
			resistance.
CO3	PSO3, PSO4	PO3, PO5	Studies hill politics and
			socio-political integration of
			frontier regions.
CO4	PSO3, PSO5	PO3, PO4	Examines economic and
			educational transformations
			under colonial governance.
CO5	PSO1, PSO4	PO2, PO5	Highlights regional
			contributions to India's
			national movement and
			constitutional developments.

Evaluation Structure and Assessment Pattern

As per the FYUGP structure implemented from 2023, HIS/MJ-604 is a 4-credit core course in the 6th semester. Internal assessment carries 30 marks based on class tests, assignments, and presentations. The university examination is of 70 marks and comprises five descriptive questions aligned to each unit. The evaluation focuses on students' analytical skills, regional awareness, and ability to link local histories with national contexts.

