



VASANTA COLLEGE FOR WOMEN
वसंत महिला महाविद्यालय
Admitted to the Privileges of Banaras Hindu University
Krishnamurti Foundation India, Rajghat Fort, Varanasi - 221 001

Estd: 1913

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Department of AIHC & Archaeology

U.G. Programme Outcomes (PO)

The teacher enables the students to:

- PO₁ - get in depth knowledge of their individual discipline
- PO₂ - think creatively & critically
- PO₃ - have a cognitive clarity of the content
- PO₄ - think logically and show reflective reasoning
- PO₅ - develop social skill and environmental sensitivity.
- PO₆ - apply the disciplinary knowledge in real life situations
- PO₇ - appreciate and practice the universal values to be an efficient global citizen
- PO₈ - demonstrate digital competencies.

Programme Specific Outcome (PSO)

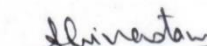
The Program will enable the students to:

- PSO 1: Have knowledge on political, social, economic, religious, cultural and art history of ancient India, ancient foreign relation, archaeology, ancient law and legal institutions, history of science, ancient coins and epigraphs, ancient polity and administration etc
- PSO 2: develop understanding on political, social, economic, religious, cultural and art history of ancient India, ancient foreign relation, archaeology, ancient law and legal institutions, history of science, ancient coins and epigraphs, ancient polity and administration etc
- PSO 3: Apply and confirm the knowledge and understanding through field visits, museum visits, excursions to historical places and monuments etc.
- PSO 4: Develop critical thinking, analytical reasoning and ethical values to become a good citizen.


Principal

VASANTA COLLEGE FOR WOMEN
RAJGHAT FORT, VARANASI

Department Incharge


Co-Ordinator IQAC


Convener Learning Outcome Committee

Programme Name	Sem	Name of the paper	Course Outcome	Programme specific outcome	Programme outcome
BAA 111	I	Political History of India (Circa 600 B.C. - 300 A.D.)	Students will be able to: <ul style="list-style-type: none"> Identify Different Theory about Ancient Indian Political System. Draw their Attention on foreign Invasion to India. Outline Different theories about the origin and the decline of Mauryan dynasty Discuss political decentralization of Indian sub-continent. Identify Different foreign dynasty ruling over Indian land 	PSO 1 PSO 2 PSO2 PSO1 PSO2	PO1, PO3 PO3 PO2 , 3 PO1, 3 PO2,4
BAA 112	I	Political History of India (c. 300 AD to 750 AD)	Students will be able to: <ul style="list-style-type: none"> Draw their attention on political history of India under the Gupta dynasty. Outline the history of Vakataka dynasty. Define decentralization of Indians subcontinent post Gupta period. Recognize the importance of Kannauj in ancient India. Identify regional political power of north India. 	PSO 2 PSO 2 PSO 2 PSO 1 PSO2	PO1, PO3 PO3 PO3 PO6 PO2 , 3
BAA 121	II	Political History of North India (c. 750 AD to 1200 AD)	Students will be able to: <ul style="list-style-type: none"> Outline the origin and fall of Pratihara and Pala dynasty. Explain the political condition of ancient Kashmir of North West India. Describe the political importance of chandella and Kalchuri and the reason behind their fall. 	PSO 1 PSO 2 PSO 2	PO1, PO3 PO3 PO3

			<ul style="list-style-type: none"> Discuss the political importance of Parmar and Chalukyas. Draw the political importance of Gaharwal and Chahaman. 	PSO 1 PSO2	PO3 PO1 , 3
BAA 122	II	Political History of South India	Students will be able to: <ul style="list-style-type: none"> Differentiate Chalukya dynasties of the Deccan. Describe the origin and rise of the Rashtrakuta dynasty. Explain the origin and fall of chola empire. Define different theories of the origin of Pallavas and their cultural contribution Draw political conditions of Pandaya of Madurai and Yadav of Devagiri. 	PSO 1 PSO 2 PSO 2 PSO1 PSO2	PO1, 3 PO3 PO3 ,6 PO1 ,6 PO1,4
BAA 211	III	Ancient Indian Religions : Vedic and Puranic Religion	Students will be able to : <ul style="list-style-type: none"> Describe the Meaning and Nature of Dharma and antiquity of religion. Differentiate the early and later Vedic pantheon and sacrifice. Explain the teaching of Bhagavad Gita. Outline the Puranic religious concept and the importance of Tirth. Vrat, Dana. Classify cult worship in ancient India. 	PSO 1 PSO2 PS01 PSO2 PS01	P01, 6 P03, 5 P02, 7 P02,6,7 P01, 6
BAA 212	III	Ancient Indian Religions: Śramaic-Jainism and Buddhism	Students will be able to: <ul style="list-style-type: none"> Explain the antiquity of Sramana tradition and religions condition of 6 BCE Outline the life and teaching of Jain Tirthankara Describe the basic Philosophical ideas of Jainism. Outline the life and teaching of Gautama Buddha. 	PS01 PS02 PS02 PS02	P01 P03,6 ,7 P02,6,7 P03, 6,7

			<ul style="list-style-type: none"> Explain the early history of Buddhism and causes of decline. 	PSO1	PO4 ,6
BAA 221	IV	Ancient Indian Social Life and Institutions	<p>Students will be able to:</p> <ul style="list-style-type: none"> Differentiate the Varna-ashram system and the Jati in ancient India. Explain the importance of marriage and family in ancient India. Estimate the position and role of women in ancient india. Classify the significance of Rna, Purushartha and Sanskara. Outline the aims of objective of education and important centre of education. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO1</p>	<p>PO1 ,6 ,7</p> <p>PO3,6,7</p> <p>PO2, 6 ,7</p> <p>PO3,6</p> <p>PO3, 6,7</p>
BAA 222	IV	Ancient Indian Economic Life and Institutions	<p>Students will be able to :</p> <ul style="list-style-type: none"> Differentiate the stages of ancient Indian Economy from primitive to 6th BCE Outline the ancient India Economy from Mauryan to Early Medieval period. Define the Economic system and institutions in ancient India. Explain the money Economy and the trade routes in ancient India. Describe revenue and taxation system in ancient India. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO1</p> <p>PSO2</p>	<p>PO1,3</p> <p>PO3,4</p> <p>PO2,6</p> <p>PO1,3</p> <p>PO2,3,6</p>
BAA 311	V	Early Indian Art and Architecture (From Beginning to Gupta Period)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Define the nature of Indian art and its beginning Classify the art and architecture in the Indus civilization Outline the royal Mauryan art and architecture and the folk art. Describe the art and architecture of stupa and 	<p>PSO1</p> <p>PSO2</p> <p>PSO2</p> <p>PSO1</p>	<p>PO3</p> <p>PO2, 3</p> <p>PO1,3</p> <p>PO1,2</p>

			<p>chaitya during Sunga-Satavahana dynasty</p> <ul style="list-style-type: none"> • Compare the Kushana and Gupta School of art. 	PSO2	PO2,3
BAA 312	V	Art and Architecture of Early Medieval India	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Classify the early forms of temples and salient feature of post Gupta temples • Outline the art and architecture chandelle • Differentiate the temples and sculptures of southern India. • Explain the temples and sculptures of eastern India. • Discuss the temples of western India. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO1</p>	<p>PO1, 3</p> <p>PO2, 3</p> <p>PO1, 3</p> <p>PO2,3</p> <p>PO1</p>
BAA 313	V	Concept and Methods of History Writing in Ancient India	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain interrelation between myth and history in ancient India. • Differentiate Vedic tradition of history writing. • Describe the epic and Puranic tradition and Itihas-Puran tradition. • Discuss the Buddhist and Jaina tradition of history writing. • Define historical biographies and chronicles. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO1</p> <p>PSO2</p>	<p>PO1</p> <p>PO2, 3</p> <p>PO1,2,3</p> <p>PO3,4</p> <p>PO1,3</p>
BAA 314	V	India's Cultural Contact with Outside World	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Outline the brief introduction of central and south eastern Asia. • Explain brief history of central Asia and Afghanistan. • Describe the introduction and expansion of Buddhism in china and Tibet. • Discuss the introduction and expansion Buddhism in Sri Lanka and impact of Indian culture of Burma. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p>	<p>PO1</p> <p>PO3</p> <p>PO3,7</p> <p>PO1,2</p>

			<ul style="list-style-type: none"> Illustrate the element of Indian religion, architecture and literature in Cambodia and Indonesia. 	PSO1	PO3
BAA 315	V	Early History of India (From Origin of Man to the development of Jana and Janapadas)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the origin of man and its geographical background. Differentiate the Stone Age culture of Indian sub-continent on the basis of tool typology. Classify the copper Bronze Age and Urban Civilization. Discuss Aryans issue and the Vedic puranic ruling dynasties. Explain the impact of Iron Age culture on Indian culture. 	PSO1 PSO2 PSO2 PSO2 PSO2	PO1 PO3 PO1, 3 PO3 PO3
BAA 316	V	Legal Institutions in Ancient India	<p>Students will be able to :</p> <ul style="list-style-type: none"> Outline the nature and development of Hindu law. Define the type of ancient Indian law. Explain the significance of marriage law and stridhana. Classify the judicial function in ancient India. Describe the law of crime and punishment. 	PSO1 PSO2 PSO1 PSO1 PSO2	PO3 PO1,6 PO2, 6 PO1,3 PO3,6
BAA 321	VI	Ancient Indian Polity and Administration	<p>Students will be able to :</p> <ul style="list-style-type: none"> Outline the concept and origin of state. Differentiate the principles kinship and the mantri-parishad. Define the republican state and democratic institutions. Explain inter-state relationship, military and administrative system. Describe nature, concept and types of taxation. 	PSO1 PSO2 PSO1 PSO1 PSO2	PO1 PO1 ,3 PO3,6 PO3, 6 PO1
BAA 322	VI	Ancient Indian Palaeography and Epigraphy	<p>Students will be able to :</p> <ul style="list-style-type: none"> Outline the definition and scope of paleography and Epigraphy. 	PSO1	PO1

			<ul style="list-style-type: none"> • Comprehend the antiquity of writing and origin of scripts. • Classify the development of script. • Interpret Ashoka, pre-Kushana, Kushana inscription. • Interpret Gupta and post-Gupta inscription. 	PSO2 PSO1 PSO2 PSO2	PO3 PO1 ,3 PO1 ,3 PO1
BAA 323	VI	Ancient Indian Numismatics	Students will be able to: <ul style="list-style-type: none"> • Outline the antiquity and scope of Numismatics. • Recognize early Indian coins ex- PMC, local and tribal coins. • Classify coins of foreign rulers. • Explain the coins of Satavahana and Gupta rulers. • Distinguish coins of early medieval India. 	PSO1 PSO2 PSO1 PSO1 PSO2	PO1 PO1 ,3 PO1, 3 PO3 PO1
BAA 324	VI	Ancient Civilizations (Bronze Age to Iron Age)	Students will be able to: <ul style="list-style-type: none"> • Define different aspects of ancient Egypt. • Outline the different aspects of Sumerian civilization. • Recognize the contribution of Babylonian civilization to the world. • Describe the Chinese civilization. 	PSO1 PSO2 PSO2 PSO1	PO1 PO3 PO3 PO1
BAA 325	VI	Principles and Methods of Archaeology	Students will be able to: <ul style="list-style-type: none"> • Outline the history of archeology in Indian perspective. • Classify different methods of exploration, excavation, recording and report writing. • Differentiate dating methods. • Distinguish new trends in Indian archeology. • Recognize importance of conservation and preservation in archeology. 	PSO1 PSO2,3 PSO2 PSO1 PSO1	PO1 PO1,3,8 PO3 PO1 PO1

BAA 326	VI	History of Science and Technology in Ancient India	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Outline the development of science during Indus Valley Civilization. • Draw their attention on brief history of astronomy in ancient India. • Recognize development of chemistry in ancient India. • Explain development mathematics in ancient India. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO1</p>	<p>PO1 ,3</p> <p>PO1,3</p> <p>PO3</p> <p>PO 1,3</p>



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Department of AIHC & Archaeology

P.G. Programme Outcomes (PO)

The teacher will enable the students to:

- PO₁ - achieve mastery in their discipline
- PO₂ - apply critical reasoning and creative thinking in planning and dealing their daily life situations
- PO₃ - develop a knack for research
- PO₄ - be efficient in working cooperatively in teams and to develop leading quantity
- PO₅ - have mastery in modern information and digital literacy
- PO₆ - inspire them to become morally and ethically strong
- PO₇ - train them to adopt inclusive society by respecting the diversity
- PO₈ - become exemplary and inspirational in various fields
- PO₉ - attain excellence in their individual fields

Programme Specific Outcome (PSO)

The Program will enable the students to:

- **PSO 1:** Have knowledge on world Prehistory, Protohistoric Archaeology of Indian Subcontinent, Environmental archaeology, West Asian archaeology, and Principles and Methods of Archaeology, Numismatics, Epigraphy & Palaeography, Historical geography and geographical background of ancient Indian culture, literature & material remains as source of ancient Indian history and Culture, Historiography and political history etc.
- **PSO 2:** develop understanding on world Prehistory, Protohistoric Archaeology of Indian Subcontinent, Environmental archaeology, West Asian archaeology, and Principles and Methods of Archaeology, Numismatics, Epigraphy & Palaeography, Historical geography and geographical background of ancient Indian culture, literature & material remains as source of ancient Indian history and Culture, Historiography and political history etc.
- **PSO 3:** Apply and confirm the knowledge and understanding through field visits such as: Exploration and Excavation, museum visits, excursions to historical places and monuments etc.
- **PSO 4:** Develop critical thinking, analytical reasoning and ethical values to become a good citizen.
- **PSO 5:** Pursue their higher education in Ancient history, Archaeology and Heritage management.

Principal

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RAJGHAT FORT, VARANASI

Department Incharge

Co-Ordinator IQAC

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Mapping of PSO, PO, CO

Programme Name	Sem	Name of the paper	Course Outcome	Programme specific outcome	Programme outcome
DCC I	I	Historical Geography & Geographical Background of Ancient Indian Culture	<p>Students will be able to :</p> <ul style="list-style-type: none"> Explain the nature and scope of Historical Geography Classify the importance of ancient & modern sources as well as their relevance to the Indian culture. Outline the geological composition and Geographical background of Indian Sub-Continent. Define the Indian concept of Origin of Universe, solar system and place of earth. Indian concept of Jambudvipa & Bharat Varsha discussed, ancient Trade routes & ports as well as ancient Capitals and cities. Recognize the Impact of Geography on Indian Culture Execute this knowledge to further boost the importance of Indian culture to the world. 	<p>PSO 1</p> <p>PSO2</p> <p>PSO1 , 2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO2</p>	<p>PO1</p> <p>PO3</p> <p>PO1, 3</p> <p>PO1,3</p> <p>PO1, 3</p> <p>PO6, 7</p>
DCC II	I	Literature: As source of Ancient Indian History and Culture	<p>Students will be able to :</p> <ul style="list-style-type: none"> Classify ancient Indian literature Evaluate the major problems of dating these literature sources. Categorize the subjects in chronological order Differentiate the Vedic and epic tradition Define the importance of Dharmshastra and the puranic Literature <p>-Examine the importance of Buddhist, Jain and Sangam literature as a source of ancient Indian history and culture</p> <p>- Differentiate the dramas, biographies and other literary sources.</p>	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO 2</p>	<p>PO1</p> <p>PO3</p> <p>PO1</p> <p>PO1,3</p> <p>PO2 ,7</p> <p>PO1,3</p> <p>PO1,3</p>
Group A I	I	World Prehistory	<ul style="list-style-type: none"> Students will be able to : Examine the study of methodological approach beginning with Prehistory and different methods 	<p>PSO1</p>	<p>PO1 ,3</p>

				<p>involved retrieving and analyzing the data of this such as: typology, technology, micro wear study, geochronological principles etc</p> <ul style="list-style-type: none"> Investigate the origin evolution of man Outline the development of Paleolithic culture and their technologies. Compare the Mesolithic culture of different region of the world. Explain the process of the world-wide beginning of food production era. Investigate the early farming communities of India. Pursue various career options in higher education using the learnings from this course. 	<p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO5</p>	<p>P01,3,5</p> <p>P03</p> <p>P03</p> <p>P01,3</p> <p>P03</p> <p>P07,9</p>
Group D I	I	Numismatography and beginning of Coinage	<p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the key concepts of Numismatics. Define the terminology, typology and minting techniques used in the past. Explain the PMC coins their distributions, chronology and technic. Differentiate the local coins of ancient India Classify the coins of tribal and local ruler. Pursue careers in internal economic ties, museums, curators. 	<p>PSO1</p> <p>PSO3</p> <p>PSO3</p> <p>PSO2</p> <p>PSO2</p> <p>PSO5</p>	<p>PO1</p> <p>PO1,3</p> <p>PO1, 9</p> <p>PO1</p> <p>PO1,3</p> <p>PO6</p>	
Group C I	I	Beginning of Indian Scripts and Epigraphs	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the scope ,origin and antiquity of paleography & Epigraphy as well as compare different types of records and comparatively assess them with respect to other sources Outline the antiquity of script and writing in 	<p>PSO2</p> <p>PSO1</p>	<p>PO3</p> <p>PO3,</p>	

				<p>ancient India.</p> <ul style="list-style-type: none"> Examine the challenges in deciphering of various scripts such as Indus scripts. Get field visits to interact with different techniques used in epigraphy Define the importance of inscriptions of Early Brahmi viz: Barli inscriptions, Sohagaura Copper plate inscriptions, Mahasthana Fragmentary inscription, Piprahava Buddhist Vase inscriptions. Pursue careers in higher education courses or become professional epigraphists, ASI 	<p>PSO2</p> <p>PSO3</p> <p>PSO1</p> <p>PSO5</p>	<p>PO3,PO9</p> <p>PO3, PO9</p> <p>PO1 & PO3</p> <p>PO3</p>
DCC III	II	Material Remains: As source of Ancient Indian History and Culture	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the different types of material remains as the source of History. Classify the coins seals and sealing. Explain the importance of epigraphs as a source of ancient Indian history. Discuss the role of sculptures and paintings to the reconstructions of past. Categorize the significances of monuments and structures. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO3</p>	<p>PO3</p> <p>PO1,3</p> <p>PO3</p> <p>PO3, PO7</p> <p>PO1, 9</p>	
DCC IV	II	History and Culture of Indian People	<p>Students will be able to:-</p> <ul style="list-style-type: none"> Outline the importance of literary and archaeological sources. Examine the early farming communities and beginning of settled life using literary and archaeological. Explain the significance of Vedic, later Vedic culture and puranic tradition. Differentiate the monarchical and republic state, factor of religious movement. 	<p>PSO1</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p>	<p>PO1</p> <p>PO3</p> <p>PO1,3</p> <p>PO3, 7</p>	

			- Discuss the role of ancient dynasties like Mauryan to the political unification of Indian sub-continent.	PSO2	PO3, 4
			- Use this knowledge to contribute to current challenges of modern society	PSO5	PO9
Group A II	II	Archaeology Protohistoric and Early Historic Archaeology of the Indian Subcontinent	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe various village communities of the Indian Subcontinent with special reference to Copper-bronze age - Investigate the various factors of origin and decline of urban trends during Bronze Age. - List out growth and development aspects of Non-urban Copper Cultures of the continent. - Outline the Iron Age and megalithic cultures of India. - Compare various theories of urbanization in Gangetic plain - Use these learnings to enroll in Higher education courses for further knowledge 	<p>PSO2</p> <p>PSO1</p> <p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO5</p>	<p>PO3</p> <p>PO1,3,5</p> <p>PO1,3</p> <p>PO3</p> <p>PO1, 3</p> <p>PO7, 9</p>
Group D II	II	Coinage of Rulers of Foreign Origin	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Outline the significance of coins - Explain the coins of indo Greek rulers and roman coins -Discuss the importance of Saka Pahlavas and western Kshtaraps coins. - Categorized the kushan and later kushan coins. - Pursue career opportunities in areas like Curators in museums, Numismatics officer, Lab Assistant 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO5</p>	<p>PO1</p> <p>PO1, 3</p> <p>PO3</p> <p>PO1,3</p> <p>PO6</p>

Group C II	II	Scripts and Epigraphs from Maurya to Kushan Period	<p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the geographical background and general features of Maurya – Kushana Epigraphs. Differentiate Vikram and Saka era Interpret the significance of Asokan epigraphs Define the Chedi, Satavahana and Ikshvaku epigraphs Examine the importance of Saka and Kushana epigraphs Pursue careers in higher education courses or become professional epigraphists, ASI 	<p>PSO1</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO5</p>	<p>PO3</p> <p>PO1, 3</p> <p>PO3, 9</p> <p>PO1, 3</p> <p>PO3</p> <p>PO6, 9</p>	
DCC V	III	Historiography: Concept & methods	<p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the meaning and scope of History Differentiate Greeco-Roman, Jewish and Christian historical writing Distinguish Islamic and Chinese historical writing Classify the ancient Indian historical writing. Examine the historical biographies and chronicles. Apply this learning in higher education research projects. 	<p>PSO1</p> <p>PSO2</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO5</p>	<p>PO1</p> <p>PO3</p> <p>PO3</p> <p>PO1,3</p> <p>PO1</p> <p>PO9</p>	
DCC VI	III	Political History of North India	<p>Students will be able to :-</p> <ul style="list-style-type: none"> Outline the political achievement of Indo-Greek and Kushana Rulers Examine the political contribution of Imperial Gupta and Pushyabhuti. Estimate the contribution of central and eastern dynasties. Evaluate the importance of western dynasties Recognize the achievement of North West dynasties. 	<p>PSO1</p> <p>PSO2</p> <p>PSO1</p> <p>PSO1</p> <p>PSO1</p>	<p>PO3</p> <p>PO1, 3</p> <p>PO1</p> <p>PO1, 3</p> <p>PO1</p>	

				<ul style="list-style-type: none"> - Apply their learnings in future by pursuing careers in political and administrative fields. 	PSO5	PO6, 9
Group A III	III	Environmental Archaeology and West Asian Archaeology	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Outline history of evolution of earth, main climatic features of Pleistocene and Holocene aeon, - Differentiate the principles of Quaternary Stratigraphy, soil building process, Palaeo-Zoology and Palaeo-Botany. - Investigate the climatic reconstructions of Stone Age, - Debate the areas of early settlements and Early farming communities and important sites - Examine the Chalcolithic cultures of West Asia. - Implement learnings in solving current world's issues like climate change 	<p>PSO1</p> <p>PSO3</p> <p>PSO2</p> <p>PSO1</p> <p>PSO2</p> <p>PSO3</p>	<p>PO1</p> <p>PO1,3</p> <p>PO3, 5</p> <p>PO1, 3</p> <p>PO3</p> <p>PO5, 7</p>	
Group D III	III	Satavahana and Gupta Coins	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recall key concepts of Numismatics and salient features of Satavahana and Gupta coins - Examine the coins of Satavahana rulers - Interpret the importance of Gupta gold coins - Classify the Gupta silver and copper coins - Experiment the different minting techniques used during the Gupta and Satavahana period and clearly lay out differences among them. - Establish economic status of the ancient society. Implement findings to improve current urban society such as metallurgical methods. Pursue careers in internal economic ties, museums, curators. 	<p>PSO1</p> <p>PSO2</p> <p>PSO2</p> <p>PSO2</p> <p>PSO3</p> <p>PSO5</p>	<p>PO1</p> <p>PO1, 3</p> <p>PO3</p> <p>PO3</p> <p>PO3, 9</p> <p>PO7 & PO9</p>	
Group C III	III	Scripts and Epigraphs of	<p>Students will be able to :</p> <ul style="list-style-type: none"> - Outline the geographical and general features of Gupta 	PSO1	PO1	

			Gupta and Vakataka	and vakataka inscriptions		
				<ul style="list-style-type: none">- Recognize the Gupta and Vakataka Brahmi script- Differentiate Gupta and kalchuri era- Interpret the significance of Gupta and vakataka inscriptions- Practice selected epigraphs- Experiment how to take stamp age of inscriptions- Become professional Epigraphists. Pursue career options in ASI, National Archives of India	PSO3	PO3
					PSO 2	PO1, 3
					PSO1	PO1,3
					PSO3	PO3
					PSO3	PO7
					PSO5	PO9
DCC VII	IV	Historical writings and contributions of individuals scholars	Students will be able to : <ul style="list-style-type: none">- Differentiate the positivist and idealist historical writing- Distinguish the Marxist and post Marxist historical writing- Examine the concept of post-modern Historiography.- Evaluate the approach of modern historians- Implement these approaches as best suited in their daily lives for better outcome	PSO2	PO3, 9	
				PSO2	PO3, 9	
				PSO3	PO3, 9	
				PSO2	PO3	
				PSO4	PO6 , 8	
DCC VIII	IV	Political History of Deccan and South India	Students will be able to :- <ul style="list-style-type: none">- Outline the early kingdom of South and deccan- Evaluate the political achievement of Vakataka, pallava and early Chalukya- Describe the contribution of rashtrakutas and later	PSO1	PO3	
				PSO2	PO1, 3	
				PSO2	PO3	

				<ul style="list-style-type: none"> - Chalukya - Discuss the contribution of Chola and Pandya dynasty - Estimate the role of regional political powers - Apply their learnings in future by pursuing careers in political and administrative fields. 	PSO2 PSO2 PSO5	PO1, 3 PO3, 6 PO9
Group A IV	IV	Archaeology Principles & Methods of Archaeology	Students will be able to: <ul style="list-style-type: none"> - Outline the history and growth of archaeology as a scientific disciplines - Explain the methods of exploration, excavation, retrieval of botanical and artefactual remains and under water archaeology - Investigate the methods of absolute and relative - Comprehend the methods of documentation and reconstruction of the past - Experience the practical aspects of Exploration, excavation and documentation. 	PSO1 PSO3 PSO3 PSO2 PSO3	PO3 PO3, 5 PO3, 5 PO3, 9 PO1,3,5	
Group D IV	IV	Post Gupta and Early medieval Coinage	Students will be able to: <ul style="list-style-type: none"> - Recall key concepts of Numismatics - Interpret the Maukharis, Vardhan and Bengal coins - Discuss the historical importance of Kashmir and north west India Coins - Explain the historical value 	PSO1 PSO3 PSO3 PSO2	PO1 PO6 PO6 PO3	

				<p>of Coins of Central and Northern India</p> <p>- Classify the regionals coins of south India</p> <p>- Pursue careers in internal economic ties, museums, curators.</p>	<p>PSO5</p> <p>PSO 5</p>	<p>PO6</p> <p>PO 9</p>
Group C IV	IV	Scripts and Epigraphs of Post Gupta and Early Medieval Period	<p>Students will be able to :</p> <p>- Outline the geographical background and general features of Post Gupta and early medieval epigraphs</p> <p>- Differentiate the Kutila, proto nigari and nigari script</p> <p>- Interpret the historical significance of Later Gupta, Maukharis and Aulikar inscriptions</p> <p>- Discuss the importance of Pushyabhuti and Chalukya of Badami inscriptions</p> <p>- Describe the key features of early medieval inscriptions of regional dynasties.</p> <p>- Become professional Epigraphists. Pursue career options in ASI, National Archives of India</p>	<p>PSO1</p> <p>PSO2</p> <p>PSO3</p> <p>PSO2</p> <p>PSO2</p> <p>PSO5</p>	<p>PO1, 3</p> <p>PO3</p> <p>PO3, 9</p> <p>PO1, 3</p> <p>PO3</p> <p>PO9</p>	