

**PROGRAMME OUTCOMES (POs), PROGRAMME SPECIFIC OUTCOMES (PSOs),  
COURSE OUTCOME (COs)**

**Department of History**

**Ekamra Degree College, Bhubaneswar**

**A. PROGRAMME OUTCOMES (POs):**

- PO 1:** After the completion of the four year program, students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.
- PO 2:** The students will be able to know that history is a knowledge discipline and not rote memorisation of dates and events. It will enhance student's ability to carefully read a complex historical narrative by a historian in his historical writing, evaluate the use of evidence by the historians and possible selective use of evidence. In short, they are expected to construct historical narrative and formulate arguments based on a historiographical engagement.
- PO 3:** Develop skill and knowledge of deciphering the primary sources, such as recognition of script, potteries, land records through their internship .
- PO 4:** Develop responsible citizenry which respects gender concerns, human values and correct historical thinking and transmit them to society through community engagements.
- PO 5:** The program enhances the Capability of students to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts
- PO 6:** Students will have the cognate skills such as reasoning, analysis and critical thinking.
- PO 7:** Students will develop skill of picking up disparate sets of information from local sources and internet and weave a coherent argument with a view to reveal identifiable patterns of continuity and changes.

**B. PROGRAMME SPECIFIC OUTCOMES (PSOs) :**

- PSO 1:** The Four Year History syllabus at Higher education of Odisha aims at the discipline of History which instructs students on how to read and process inform on people, societies, cultures, events and places which are removed from our time and space. Knowledge of this past is critical in understanding the ways in which the present world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

**PSO 2:** The program aims to develop a historical thinking that goes beyond the linear narrative of past and set it anchored to right historical thinking by developing critical analysis of the sources and their interpretation of the past.

**PSO 3:** The Program provides information about different aspects of the past to students, to teach them how to use, analyse and interpretation of evidence, instruct them on how historians research, frame an argument and debate details which have bearing on the present.

**PSO 4:** The program aims to develop local history by encouraging students to construct history of the locality by encouraging students to explore different dimensions of the past by collecting evidence from land officials, temples, archaeological sites, etc.

**PSO 5:** Understand background of our religion, customs institutions, administration and so on.

**PSO 6:** Understand the present existing social, political, religious and economic conditions of the people.

**PSO 7:** Analyze relationship between the past and the present is lively presented in the history.

**PSO 8:** Develop practical skills helpful in the study and understanding of historical events.

- a) Draw historical maps, charts, diagrams etc.
- b) Prepare historical models, tools etc.

**PSO 9:** Develop interests in the study of history and activities relating to history. They:

- a) Collect ancient arts, old coins and other historical materials;
- b) Participate in historical drama and historical occasions;
- c) Visit places of historical interests, archaeological sites, museums and archives;
- d) Read historical documents, maps, charts etc.
- e) Play active roles in activities of the historical organizations and associations; and
- f) Write articles on historical topics.

**PSO 10:** The study of history helps to impart moral education.

**PSO 11:** History installs the feeling of patriotism in the hearts of the pupils.

## **C. COURSE OUTCOMES (CO):**

### **Semester I**

#### **Core I: History of India- I (From Prehistory to Vedic Age)**

After completing the course the students will be able to:

- Describe the antiquity of India's past and methods of construction of past.
- Describe the different sources which are scientifically corroborated to construct the past.

- Describe the beginning of farming communities and scientific methods which have come up in recent years.
- Understand the Vedic roots of Indic civilization.

## **Core II: Social Formations and Cultural Pattern of Ancient World**

Upon completion of this course the student shall be able to:

- Critical understanding on the interdisciplinary in understanding the evolution of homo sapiens
- Develop team spirit to make group presentation on Migration, evolution, tool technology
- Skill in developing prehistoric tool technology
- Develop appreciation of the global heritage
- Appreciate the difference between Senatorial democracy and popular democracy of Rome and Greece respectively

### **Semester II**

## **Core III: History of India-II: From State formation to early medieval (c.600BCE- c.750CE)**

After completing this course, the students will be able to

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranicagamaic religion created a sacred geography of India

## **Core IV: Social Formations and Cultural Patterns of the Medieval World**

Upon completion of this course the student shall be able to:

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalization of social hierarchies and marginalization of dissent.
- Explain the trends in the medieval economy.
- Analyze the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organization

### **Semester III**

#### **Core V: History of India-III (circa 750 -1206)**

Upon completion of this course the student shall be able to:

- Understand the new periodisation and its basis
- critical analysis of the relation between political realm and religious realm
- interrelation between economy, society, polity and culture in the making of vernacular region
- Debates the emergence of medieval social order, including condition of peasantry
- Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages

#### **Core VI: RISE OF THE MODERN WEST – I**

After completing the course the students will be able to:

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions occurred in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.
- Understand the historically contingent nature of nation state in history and its locus in the Western Europe

#### **Core VII: History of India (c.1206 - 1526)**

On completion of this course, the students shall be able to:

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.
- Critically evaluate the way uncritical acceptance of a particular genre of historical sources

would lead to a linear flat historical construction

### **Semester IV**

#### **Core VIII: Rise of the Modern West– II**

On completion of this course, the students shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism.
- Examine the divergence debate i.e the trajectory of History of western Europe and Asia and Africa

#### **Core IX: HISTORY OF INDIA-Mughal India (c. 1526 - 1750)**

On completion of this course, the students shall be able to:

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

#### **Core X: Historical Theories & Methods**

On completion of this course, the students shall be able to:

- Cognitive competence by understanding the theoretical underpinning of historical construction
- Analyse the changing discourse of history
- Critical aptitude about the nature and authenticity of sources
- Understand how historical theories shaped historical narrative in different periods
- Appreciate the evolution of the discipline of history as Humanities Subject to that of a Social science discipline to integration of archaeo-metric and other natural sciences in the construction of past

## Semester v

### **Core XI: History of Modern Europe- I (c. 1780-1880)**

At the end of the course students will be able to:

- identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empirebuilding by France.
- Understand ideological alternatives to the ideology of capitalism and
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Students will analyse the debates on Capitalism, development theories and conflict
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes

### **CORE XII: HISTORY OF INDIA (c. 1750 - 1857)**

At the end of the course students will be able to:

- Appreciate the relation between capitalism and colonialism in the context of a colonial country like India
- Understand the domestic political economic and foreign policy that operated from the standpoint of the British Imperialism
- Analyse the discourses of Development by the Raj and the incidental benefits of such development on national consciousness
- Critically examines the coercive and hegemonic basis of the Raj
- Students will be able to develop team to discuss on the nature of 1857 Revolt

### **Core XIII: History of India (c. 1857 - 1950)**

After successful completion of the course, the students will be able to:

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

## **Semester VI**

### **Core XIV: History and Culture of Odisha-I**

#### **(The Making of a Region from Early Times to 1568)**

- The students will be able to appreciate the process of state formation in pre-colonial Odisha
- They will develop critical understanding of process of making of regional traditions.
- They will be able to trace the evolution of Odia script and language.

### **Core XV: History of Orissa-I: The Making of a Region**

#### **(Afghan Rule to Post Independence Period)**

- This will also help students to understand and assess the nature, causes and impact of the several resistance movements in the 19th century Odisha with a special reference to the Paik rebellion of 1817.
- The paper will critically evaluate the process through which Odia nationalism emerged in late 19th century leading to the formation of a separate state on linguistic basis.
- It also focuses on the forms and agencies of colonial capitalism in changing the pre-colonial social order in Odisha as well as political arithmetic during colonial period

## **Semester VII**

### **Core XVI: History of Modern Europe II (c. 1880 - 1939)**

Upon completion of this course the student shall be able to:

- Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere and arts

### **Core XVII: History of Modern China, 18th Century to the 20th Century**

- Students would learn about the rise of China as an economic superpower and what India can learn and be careful about.

- Students would learn; the basics of comparative history and would be able to contextualise the two Asian giants, viz. India and China together.
- Students would learn how Communism is a form of totalitarianism when it is put to practice in word as it happened in Mao's China.

#### **Core XVIII: Evolution of Modern Political Thought in India**

- Students would learn about the nature of political thought and ideologies and could then appreciate the fervour and diversities in Indian democracy.
- Students would learn the basics of intellectual history and how to read key historical texts with context.
- Students would learn and grasp the layered complexities of the nation-state and the kind of accommodations and adjustments any nation-state makes to manufacture citizenry and ideals.

#### **Core XIX: Basic Principles and Methods in Archaeology**

- On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline.

### **Semester VIII**

#### **Core XX: Art and Architecture in India (Up to Medieval)**

At the end of the course, the student should be able to:

- Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.
- Through specific examples the student will be able to identify the historical context, socioeconomic processes that went in the formation of art and architectural forms.
- Identify the stylistic features of different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/courtly art, popular art/folk, and tribal art.
- Point out the continuity in patterns and regional variations.
- Elaborate patronage patterns, artist-patron relations and representation of gender.
- Students will learn about the Introduction of Indian art and Architecture from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art and architecture as a medium of cultural expression.
- Students will be able to understand the Features of Indian Architectural Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas, Indus Valley town planning: Rock cut Architecture, Major Styles of Temple, Mughal Architecture: Tomb, Places as well as Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. besides Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur, British Council, Delhi Capital complex, The Light box restroom etc.



**Core XXI: A Short History of Contemporary Popular Cultures:  
Cinema & TV, Sports and Cuisine**

- To understand the role of Big Business in the making of popular culture
- To analyse the changing tropes of Bollywood cinema
- To relate the changing style, food habit and notion of leisure as a result of the popular cultures
- To correlate and explain the impact of new media on human societies

**Core XXII: Tribes of Odisha through Ages**

- Students will be able to understand the distinct cultural practices, traditions, and beliefs of various tribal groups in Odisha.
- They will learn about the social structures, kinship systems, and governance systems within these communities.
- Students will be able to analyze the impact of globalization, modernization, and other external factors on tribal cultures and societies.

**Core XXIII: Reading Historical Essays and Writings**

- Students will be able to appreciate the nature and forms of historical writings on various aspects of the discipline of history.
- The student will learn to organize their writings centering around a few arguments while deliberating on a theme.