**GRADUATE ATTRIBUTES IN THE PROGRAMME**

**(PROGRAMME OUTCOMES).**

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one’s abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

**PROGRAMME OUTCOMES (PO)**

The students who complete three years of full-time study of an undergraduate programme of study in History will be awarded a Bachelor’s Degree. Some of the desirable learning outcomes which a student should be able to demonstrate on completion of Bachelor’s Degree will include the followings:

**PO-1. Critical Thinking:** Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it. The students will be acquainted with the social, economic, historical, geographical, political, ideological and philosophical tradition and thinking. The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.

**PO-2.** **Problem Solving:** The B.A. program enables the students to acquire knowledge with human values, framing the base to deal with various problems in life with courage and humanity. The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.

**PO-3. Effective Citizenship:** Program provides the base to be a responsible citizen.

**PO-4. Skill Enhancement:** Inculcation of theoretical as well as practical knowledge on historical exploration, innovation and excavation and its application to be a good archaeologist as well as historian of the country. The program also empowers the graduates to appear for various competitive examinations.

**PO-5. Research-related Skills:** The interdisciplinary knowledge acquired by a graduates enable them to design research by putting suitable hypothesis, rationale objectives, research methodology, draw conclusion and future applications related to the various issues of society, including environment.

**PO-6. Moral and Ethical Awareness:** Develops ability to embrace moral/ethical values to formulate an ethical issue from multiple perspectives and use ethical practices in all work adhering to intellectual property rights.

**PO-7. Leadership Readiness/Qualities:** The inculcation of vast and deep knowledge of the subject, analytical and scientific reasoning, effective communication, problem-solving skill, decision making ability and basic managerial skills through the course develops leadership potentiality in a graduate.

**PO-8. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and lifelong learning in the broadest context of socio-economic and political changes.

**PO-9. Disciplinary Competency:** This programme will produce competent human resource in each and every aspect of life. The students can employ and implement their gained knowledge in their day-to-day life.

**PO-10**. **Communication skill:** Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

**PROGRAMME SPECIFIC OUTCOMES (PSOs)**

After successful completion of B.A. three-year-degree course (honours) in History, a student is expected to achieve the following outcomes.

1. Critical approach to the study of history as a discipline by acquiring ability to distinguish between fact and fiction with the understanding that there is no one historical truth.

2. Understanding the theories and history of historical writing.

3. Developing perspectives on historical inquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.

4. Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.

5. Understanding the concept of cause and effect to identify chains of events and developments, both in short term and long term. This concept aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes.

6. Developing a range of historical skills, essential for the process of historical inquiry.

7. Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched work using both sources.

8. Students will learn basic narrative of historical events, chronology, personalities and turning points of the history of India, World and the state.

9. Build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

10. Construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.

**COURSE OUTCOMES (COs)**

**On completion of this course, a student will have developed ability to:**

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-I | HISTORY OF INDIA- I (From Earliest Times to 300 BC) | * CO1-Learners able to understand the landscape and environmental variations in Indian subcontinent and their impact on the making of India’s history. Know the sources and evidence for reconstructing the history of Ancient India
 | National |
| * CO2- Describe main features of prehistoric and proto-historic cultures and the main tools made by prehistoric and proto- historic humans in India along with their find spots.
 | National |
| * CO3- Analyze the factors responsible for the origins and

 decline of Harappan Civilization. | National |
| * CO4- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-II | SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD | * CO1- Students will understand the human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
 | Global |
| * CO2-Delineate the significance of early food production and the beginning of social complexity.
 | Global |
| * CO3- Analyze the process of state formation and urbanism in the early Bronze Age Civilizations.
 | Global |
| * CO4-Comprehend the rise and growth of Athenian democracy, economy and culture.
 | Global |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-III | HISTORY OF INDIA-II (300BCE-750CE) | * CO1- Analyze critically the changes in the varna/caste systems and changing nature of gender relations and property rights. Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
 | National |
| * CO2- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
 | National  |
| * CO3- Explain the rise and growth of the Gupta empire, Varna, Proliferation of Jatis: changing norms of marriage and property.
 | National |
| * CO-4 Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper IV | SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD | * CO1- Identify the main historical developments in Ancient Rome.
 | Global |
| * CO2- Explain the trends in the medieval economy—Agricultural production, trade and commerce.
 | Global |
| * CO3-Understand the role of religion and other cultural practices in
* community organization.
 | Global |
| * CO-4: Analyze the rise of Islam and the move towards state formation in West Asia.
 | Global |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-V  | HISTORY OF INDIA-III (c. 750 -1206) | * CO1- Critically assess the sources and major debates among scholars about various changes that took place with the onset of early medieval period in India.
 | National |
| * CO2- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
 | National |
| CO3-Explain Inter-regional Trade, Maritime Trade and Forms of Exchange, Process of Urbanization, Merchant Guilds of South India. | National |
| * CO4- 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.
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper VI | RISE OF THE MODERN WEST – I | * CO1-Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe. Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
 | Global |
| * CO2- Critically analyse linkages between Europe’s state system and trade and empire.
 | Global |
| * CO3- Facilitate learner regarding the Renaissance Its Social Roots

Spread of Humanism in Europe, Spread of Reformation and Emergence of European State system. | Global |
| * CO4-Outline important changes that took place in European economy.
 | Global |

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|  Course | Course name | Course outcome (CO) |  |
|  Core Paper-VII | HISTORY OF INDIA IV (c.1206 - 1526) | * CO1- Understand the role of

Sources in the writing of sultanate History, Consolidation of the Sultanate of Delhi, Theories of Kingship and The Ruling Elites. | National |
| * CO2-Emergence of Regional Identities

The Bahamanis, Vijayanagar and Odisha. Regional Art, Architecture and Literature in Vijayanagar and Odisha | National |
| * CO3- Comprehend the Society and

Economy of Delhi Sultanate. Iqta and the Revenue-free Grants, Agricultural production, Technology, Market Regulations, Growth of Urban Centers.Trade and Commerce, Indian Overseas Trade | National |
| * CO-4-Understand Religion, Society and Culture of Delhi Sultanate.
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-VIII | RISE OF THE MODERN WEST - II | * CO1-Discusses the English Revolution

and European Politics in the 18th century, Background to the Socio-Economic and Political Crisis in 17th Century Europe,Major Issues-Political and Intellectual Currents, Parliamentary Monarchy, Patterns of Absolutism in Europe. | Global |
| * CO2-Comprehend the Development of Science from Renaissance to the 17th century. Impact of Modern Science on European society.
 | Global |
| * CO3-Provides knowledge on Mercantilism and European Economy Origin and spread of Mercantilism, Impact of Mercantilism on European economy. Agricultural and Scientific Background to the Industrial Revolution

transcription and post transcriptional modifications. | Global |
| * CO4-Discusses the American Revolution Political currents. Socio-Economic Issues, Significance of the American Revolution mechanism of

translation and post-translational Modifications.  | Global |

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|  Course | Course name | Course outcome (CO) |  |
|  Core Paper-IX | HISTORY OF INDIA V (c. 1526 - 1750**)** | * CO1-Acquire knowledge towards the

Turkey’s invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India.  | National |
| * CO2-Students will learn Consolidation of Mughal Rule, Incorporation of Rajputs and other Indigenous Groups in Mughal Nobility, Evolution of Administrative Institutions: zabti, mansab, jagir, madad-i-maash, Emergence of the Marathas; Shivaji; Expansion under the Peshwas
 | National |
| CO3- Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India.  | National |
| * CO4-Students learn Cultural Ideals, Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions. They also learnt about the Mughal and Rajput Paintings: Themes and Perspectives.
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-X | HISTORICAL THEORIES & METHODS | * CO1-Students gains knowledge regarding the meaning and scope and objects of history.
 | Global |
| * CO2-Understand the traditions of historical writing from

 ancient to modern times.  | National |
| * CO3-Comprehend the concept of historiography and its

 relationship with other social sciences.  | Global |
| * CO4-Understand Historical Methods and sources of History: Written, Oral. Visual & Archaeological. They would able to learn Historical facts, Historical Causation and Historical Objectivity.
 | Global |

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|  Course | Course name | Course outcome (CO) |  |
| Core PaperXI | History of Modern Europe- I (C. 1780-1880) | * CO1-Grasps concepts on the political, economic,

religious and cultural cause of the French Revolution.  | Global |
| * CO2-Understand the short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
 | Global |
| * CO3- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
 | Global |
| * CO4-Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization. Analyze patterns of resistance to industrial capital and the emerging political asser-tions by new social classes.
 | Global |

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|  Course | Course name | Course outcome (CO) |  |
| Core paper-XII | HISTORY OF INDIA VII (c. 1750 - 1857) | * CO1- Critically evaluate the Expansion and Consolidation of Colonial Power in India and its and Early forms of Economic Exploitations in Bengal
 | National |
| * CO2-Learner grasps knowledge on Colonial State and Ideology: Orientalism and Utilitarianism.
 | National |
| * CO3- Understand Economy and Society, Land revenue systems- Permanet, Ryotwari and Mahalwari. Commercialization of Agriculture, Drain of Wealth- Causes and Consequences
 | National |
| * CO-4-Learner understands Popular Resistances-Santhal Uprising (1856-57), Indigo Rebellion (1860), Revolt of 1857- Causes and Consequences
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-XIII | HISTORY OF INDIA VIII (c. 1857 - 1950) | * CO1- Understand basic concept of Cultural Changes,

Socio and Religious Reform Movement. | National |
| * CO2- Learner grasps knowledge on the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905.
 | National |
| * CO3- Comprehend knowledge on rise of Gandhis to

power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.  | National |
| * CO4- Learner gains knowledge about the raise

communal politics, and opposition politics on the eve of the freedom movement in India and aftermath of partition. | National |

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|  Course | Course name | Course outcome (CO) |  |
| Core Paper-XIV | HISTORY OF MODERN EUROPE II (c. 1880 - 1939) | * CO1- Understand Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries
 | Global |
| * CO2-Understand the Crisis of Feudalism in Russia and Experiments in Socialism
 | Global |
| * CO3-Acquired knowledge on Imperialism, War, and Crisis: Growth of Militarism: First World War (1914 – 1918), the Origin of the Second World War.
 | Global |
| * CO4-delineate Intellectual Developments since

circa 1850: Major Intellectual Trends; Darwinian and Freud | Global |

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|  Course | Course name | Course outcome (CO) |  |
| DisciplineSpecificElective-I | Discipline Specific Elective Paper (DSE)-IHistory and Culture of Odisha – I(From Earliest times to 1568)  | * CO1-Know the Historical Geography: Kalinga, Utkal, Kosal. The Kalinga War

(261 B.C.) and its Significance and Kharavela –Career and Achievements | Regional |
| * CO2-learner graspsknowledge on

Political History of Early Medieval Orissa. | Regional |
| * CO3-Learn Political History of Medieval Orissa.
 | Regional |
| * CO4-Gains knowledge Socio-Cultural and Economic Life of Orissa.
 | Regional |

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|  Course | Course name | Course outcome (CO) |  |
| DisciplineSpecificElective-II | Discipline Specific Elective Paper (DSE)-II History and Culture of Odisha -II | * CO1-Understand Afghan Conquest and Mughal Rule in Odisha- Administration, Maratha rule in Odisha – Administration and British Occupation and Early forms of Colonial Administration: Land Revenue, Salt Policy, Jail and Police Administration.
 | Regional/National |
| * CO2- Learner acquired knowledge on Political History of Modern Orissa.
 | Regional |
| * CO3-Provides knowledge about Nationalist Politics of Orissa; Growth of Nationalism and Formation of Separate Province of Orissa.
 | Regional |
| * CO4-Learner understands

Orissa Towards Independence | Regional |

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|  Course | Course name | Course outcome (CO) |  |
| Discipline Specific Elective Paper-III | Discipline Specific Elective Paper (DSE)-III History and Culture of Odisha - III | * CO1-Learner understands Buddhism, Jainism and Saivism in Odisha
 | Regional |
| * CO2--learner grasps Saktism and Tantricism, Growth of Vaishnavism and Cult of Jagannath. Growth of Odia Literature: Sarala Mahabharata and Pancha-Sakha Literature
 | Regional |
| * CO3-Undestand the concepts of Buddhist Art and Architecture, Jaina Art and Evolution of Temple Architecture -Parsurameswar, Lingaraja, Jagannath and Konarka
 | Regional |
| * CO4-Develops Christian Missionaries – Education and Health, Mahima Movement and its Impact and Neo-Hindu Movements – Brahmo, Arya Samaj.
 | Regional |

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|  Course | Course name | Course outcome (CO) |  |
| Discipline Specific Elective Paper-IV | Discipline Specific Elective Paper (DSE)-IV (Optional/Project) History of Contemporary Odisha (1947-1980) | * CO1-Students understands Political Development of Odisha from 1946 to 1963; Second Congress Ministry (1946-1952), New Capital, Years of Uncertainties (1952-1956), Third Congress Ministry and Abolition of Zamindary System, Biju Patnaik’s First Ministry Achievements (1961-63)
 | Regional |
| * CO2-Students understands United Political Initiatives in Odisha; Coalition Politics-Achievements and Challenges
	1. R.N. Singdeo (1967-70) and Panchayati Raj Institutions-Its Working and Impacts.
 | Regional |
| * CO3-Students Economic Development of Odisha;
1. Growth of Industries- Rourkela Steel Plant and Odisha Sponge Iron Ltd.
2. Irrigation and Agricultural Infrastructure
3. Development in Transport and State communication- National and State High Ways in Odisha
4. Hirakud Dam Project
 | Regional |
| * CO4-Students know Social Developments and Problems
1. Government Community Development Programmes- Its Impact
2. Peasant Movements: Causes and Effects
3. Growth of Art and Craft: Raghunathpur, Pipli and Bargarh
 | Regional |

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|  Course | Course name | Course outcome (CO) |  |
| Generic Elective Paper I | RISE OF THE MODERN WEST – I | * CO1-Provides knowledge onTransition from Feudalism to Capitalism.
 | Global |
| * CO2-Understand theEarly Colonial Expansion; Motives, Voyages and Explorations, The Conquests of America and Mining and Plantation, The African Slaves.
 | Global |
| * CO3-Learner understands the Renaissance and Reformation in Europe.
 | Global |
| * CO4-Students comprehends the the Economic Developments of the Sixteenth Century Europe.
 | Global |

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|  Course | Course name | Course outcome (CO) |  |
| Generic ElectivePaper II | History of India - II (1750-1950) | * CO1-Learner understands the

Foundation and Expansion of British Rule in India. | National |
| * CO2-Provides knowledge

regardingConsolidation of British Rule and Indian Responses. | National |
| * CO3-Lerner grasps knowledge

onSocial and Cultural Issues of Modern India; the Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Theosophical Society. Growth of Press and Education, Issues of Caste and Gender : Women Issues, Depressed Class—Jyotibha Phule.  | National |
| 1. CO4-Understand the Indian National Movement and Communal Politics and Partition
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Generic ElectivePaper III | Generic Elective Paper (GE)-IHistory of India - I (Early Times to 1750) | * CO1- UnderstandsReconstructing Ancient Indian History and Sources of Historical Writings. The Vedic Age: Society, Polity and Culture. Buddhism and Jainism: Principles and Impact
 | National |
| * CO2- ComprehendPolity and Administration of India (300BC –750 CE)
 | National |
| * CO3-India Under the Sultans (1206—15th CE)
 | National |
| * CO4-India Under the Mughals (16th CE—1750CE)
 | National |

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|  Course | Course name | Course outcome (CO) |  |
| Generic ElectivePaper IV | **RISE OF** **THE** **MODERN WEST - II** | * CO1-Understands the English Revolution and European Politics in the 18th century
 | Global |
| * CO2-Learner Knowthe Rise of Modern Science; Development of Science from Renaissance to the 17th century and Impact of Modern Science on European society
 | Global  |
| * CO3-Know Mercantilism and European Economics; Origin and spread of Mercantilism, Impact of Mercantilism on European economy and Agricultural and Scientific Background to the Industrial Revolution
 | Global |
| * CO4-The American Revolution; Political currents, Socio-Economic Issues and Significance of the American Revolution
 | Global |