

# DEPARTMENT OF HISTORY

Academic Year 2022-23

## Mechanism for framing Learning Outcomes and Measuring their Attainment

**Step 1:** Defining the Vision and Mission of the Department.

### **Vision**

To develop students' critical thinking, analytical skills, and appreciation for diverse perspectives.

### **Mission**

Inspire a lifelong engagement with history and prepare students for careers in education, public service, law, and beyond.

**Step 2:** Defining Program Outcomes (PO's) and Program Specific Outcomes (PSO's) of the program.

## **Program Outcomes (POs) B.A.**

**After completing B. A. degree program, students will be able to:**

**PO 1:** Respect core constitutional values like equality, social justice secularism and scientific approach.

**PO 2:** Get acquainted with and respect the common cultural heritage of pluralism and mutual respect.

**PO 3:** Become a responsible and dutiful citizen.

**PO 4:** Get well acquainted with the social, economic, political, historical and geographical facts and trends in India as well as in the world.

## **Program Specific Outcomes (PSOs)**

**After Completion of B.A. in History students will be able to:**

**PSO1:** Being a subject of social science, History has its own value in society and human life. It helps the students to develop their ethical and social value.

**PSO2:** There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post-secondary schools.

**PSO3:** History is also helpful for those who are preparing for WBCS and SSC. A history student may choose his or her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

**PSO4:** Sensitivity to gender and social inequities as well as acquaintance with the Historical trajectories of these issues.

## Course Outcomes (Cos)

### B.A.I (Sem.I)

#### Course 1: Rise of the Maratha Power (1600-1707) (I) DSE

CO1.1: To describe fundamentals causes of rise of Maratha power.

CO 1.2: To discuss the Chhatrapati Shivaji Maharaja's achievement till 1664.

### B.A.I (Sem.II)

#### Course 2: Polity, society and Economy under the Marathas (1600-1707) (II) DSE 2

CO 2.1: Describe the forts from multiple viewpoints- as sources of history, as centres of control, as sites of historical events, and as heritage sites.

CO 2.2: To explain history of the rise of Maratha power with main emphasis on life and work of Chhatrapati Shivaji Maharaj.

### B.A.II (Sem.III)

#### Course 3: History of Modern Maharashtra (1900 to 1960) (III) DSC

CO 3.1: Explain the beginnings and growth of nationalist consciousness in Maharashtra.

CO 3.2: Explain the contribution of Maharashtra to the national movement.

### B.A.II (Sem. III)

#### Course 4: History of India (1757-1857) (IV) DSC

CO 4.1: Describe the significant events leading to establishment of the rule of East India company.

CO 4.2: Tell the colonial policy adopted by the company to consolidate its rule in India.

### B.A.II (Sem.IV)

#### Course 5: History of Modern Maharashtra (1960-2000) (V) DSC

CO 5.1: This was also a period of massive expansion of education as well as social transformation.

CO 5.2: Tell the students to significant leaders, events and transformations in history of Maharashtra.

### B.A.II (Sem.IV)

#### Course 6: History of India (1858-1947) (VI) DSC

CO 6.1: Explain the events which lead to the growth of nationalism in India

CO 6.2: To categorized the major events of the freedom struggle under the leadership of Mahatma Gandhi.

### B.A.III (Sem.V)

#### Course 7: Early India (from beginning to 4th c. BC) (VII) DSC

CO 7.1: Evaluate the transition of humans in India from Hunters to Farmers.

CO 7.2: Explain the transition from Early to Later Vedic period.

### B.A.III (Sem. V)

#### Course 8: History of Medieval India (1206-1526 AD) (VIII) DSE

CO 8.1: Asses the fundamental changes in policy, society, religion and culture of India.

CO 8.2: To compare historiography on political structures and cultures across different realms of the Rajput's, Delhi Sultanate.

**B.A.III (Sem. V)**

**Course 9: Age of Revolutions (IX) DSC**

**CO 9.1:** Explain the causes and consequences of the Reformation.

**CO 9.2:** Discover the role played by Martin Luther.

**B.A.III (Sem. V)**

**Course 10: Political History of the Marathas (X) DES-E-230**

**CO 10.1:** Explain the political condition up to 1740

**CO 10.2:** To tell the role of Peshawa Madhavrao, MahadajiShinde and Nanasaheb Peshawa.

**B.A.III (Sem. V)**

**Course 11: History: Its Theory (XI) DSE**

**CO 11.1:** Explain the definition and Scope of the subject of History.

**CO 11.2:** Describe the process of acquiring historical data.

**B.A.III (Sem.VI)**

**Course 12: Ancient India (From 4th c. BC to 7th c. AD) (XII) DSC**

**CO 12.1:** To describes the fundamentals of Ancient Indian History.

**CO 12.2:** Explain the great kings in Ancient India.

**B.A.III (Sem.VI)**

**Course 13: History of Medieval India (1526-1707 AD) (XIII) DSE**

**CO 13.1:** Identify the various sources for writing Medieval Indian history.

**CO 13.2:** Explain important developments in religion, society and culture.

**B.A.III (Sem.VI)**

**Course 14: Making of the Modern World (16th to 19th Century) (XIV)**

**CO 14.1:** Describe the causes and consequences of the glorious revolution in England

**CO 14.2:** Explain the concept of Nationalism and account for its rise and spread.

**B.A.III (Sem.VI)**

**Course 15: Polity, Economy and Society under the Marathas (XV) DSE**

**CO 15.1:** Describe the various sources for writing the history of the Marathas

**CO 15.2:** Explain the significant developments in the polity of the Marathas

**B.A.III (Sem.VI)**

**Course 16: Methods and Applications of History (XVI) DSE**

**CO16.1:** Explain the nature of archival sources

**CO16.2:** Define the conceptual clarity about recent trends in history.

Step 4: Defining relation between Course Outcomes (COs) and POs/PSOs for each course to obtain overall CO mapping with each POs/PSOs. (Course Articulation Matrix)

In this step, CO's of each course are mapped with PO's & PSO's. A correlation is established between CO's and PO's / PSO's in the scale of 0 to 3. 0 if there is no correlation between CO's and PO's / PSO's, 1 being low, 2 being median and 3 being high.

For example, suppose program XYZ (say) has 4 PO's & 4 PSO's. Then, course articulation matrix for a course – 1 (say) with two CO's is as follows.

**CO's – PO's & PSO's mapping matrix (1-low, 2-medium, 3-high, 0-No correlation)**

CO's	PO's / PSO's							
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO 1.1	2	2	1	2	3	3	2	2
CO 1.2	2	2	2	2	3	3	2	2

In the same way we have course articulation matrices for all courses in that Program.

**CO's – PO's & PSO's mapping matrix (1-low, 2-medium, 3-high, 0-No correlation)**

CO's	PO's / PSO's							
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO 1.1	2	2	1	2	3	3	2	2
CO 1.2	2	2	2	2	3	3	2	2
CO 2.1	2	1	2	2	3	3	2	1
CO 2.2	2	2	2	2	2	3	1	2
CO 3.1	2	3	2	3	3	3	2	2
CO 3.2	3	2	2	3	3	3	3	1
CO 4.1	2	1	1	1	2	3	2	2
CO 4.2	2	2	1	2	2	3	3	2
CO 5.1	3	1	3	1	2	2	2	1
CO 5.2	2	1	2	1	1	2	2	1
CO 6.1	2	2	3	2	2	3	2	2
CO 6.2	3	2	3	1	2	3	3	2
CO 7.1	1	1	1	1	1	1	1	1
CO 7.2	1	2	1	1	1	1	1	1
CO 8.1	1	2	1	1	2	2	1	1

CO 8.2	2	2	1	2	1	2	1	1
CO 9.1	3	2	3	2	3	3	2	3
CO 9.2	3	2	2	2	2	3	3	2
CO 10.1	2	2	1	1	2	1	2	1
CO 10.2	2	2	2	1	2	2	1	1
CO 11.1	1	1	1	2	2	1	2	2
CO 11.2	1	1	1	2	2	2	2	1
CO 12.1	2	2	2	1	2	1	2	1
CO 12.2	2	3	2	2	2	2	1	1
CO 13.1	2	1	2	2	1	2	2	1
CO 13.2	2	2	2	2	2	1	1	1
CO 14.1	3	3	3	2	3	2	3	2
CO 14.2	3	2	3	3	3	2	2	2
CO 15.1	2	1	2	1	1	1	2	1
CO 15.2	2	2	1	1	1	2	1	2
CO 16.1	1	1	1	1	1	2	1	1
CO 16.2	1	2	1	1	2	1	1	2

Step 5: Development of overall CO's-PO's mapping matrix for all courses (Program Articulation Matrix).

The CO levels corresponding to each PO/PSO in course articulation matrix are averaged to obtain overall level of relation of course with each PO & PSO. For example, the overall relation of course – 1 (say) are reported the following matrix.

CO's	PO's / PSO's							
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO 1.1	2	2	1	2	3	3	2	2
CO 1.2	2	2	2	2	3	3	2	2
Average ( $X_{1,..,i}$ )	2	2	1.5	2	3	3	2	2

Similarly, the overall level of relation of all the courses in the program is established. These levels are reported in the matrix form and this matrix is called as the program articulation matrix. For example, if the program XYZ has 16 courses then the program articulation matrix will be as follows.

#### **Program Articulation Matrix**

ID	Course name	$X_{i,..,1}$	$X_{i,..,2}$	$X_{i,..,3}$	$X_{i,..,4}$	$X_{i,..,5}$	$X_{i,..,6}$	$X_{i,..,7}$	$X_{i,..,8}$
$C_1$	Course_1	2	2	1.5	2	3	3	2	2
$C_2$	Course_2	2	1.5	2	2	2.5	3	1.5	1.5
$C_3$	Course_3	2.5	2.5	2	3	3	3	2.5	1.5
$C_4$	Course_4	2	1.5	1	1.5	2	3	2.5	2
$C_5$	Course_5	2.5	1	2.5	1	1.5	2	2	1
$C_6$	Course_6	2.5	2	3	1.5	2	3	2.5	2
$C_7$	Course_7	1	1.5	1	1	1	1	1	1
$C_8$	Course_8	1.5	2	1	1.5	1.5	2	1	1
$C_9$	Course_9	3	2	2.5	2	2.5	3	2.5	2.5
$C_{10}$	Course_10	2	2	1.5	1	2	1.5	1.5	1
$C_{11}$	Course_11	1	1	1	2	2	1.5	2	1.5
$C_{12}$	Course_12	2	2.5	2	1.5	2	1.5	1.5	1
$C_{13}$	Course_13	2	1.5	2	2	1.5	1.5	1.5	1
$C_{14}$	Course_14	3	2.5	3	2.5	3	2	2.5	2
$C_{15}$	Course_15	2	1.5	1.5	1	1	1.5	1.5	1.5
$C_{16}$	Course_16	1	1.5	1	1	1.5	1.5	1	1.5

Step 6: Methodology for measuring of Course Outcomes (CO's), Program Specific Outcomes (PSO's) and Program Outcomes (PO's) and setting up the target level.

In this step, methodology for measuring the attainment level of learning outcomes is defined and the target levels for the batch are defined.

➤ **Methodology for the attainment of learning outcomes for this year:**

Details of a program:

- Name of the Program: XYZ
- Program has  $n_1$  PO's, say,  $PO_1, PO_2, \dots, PO_{n_1}$
- Program has  $n_2$  PSO's, say,  $PSO_1, PSO_2, \dots, PSO_{n_2}$

Let  $n = n_1 + n_2$ , total number of PO's and PSO's.

- For convenience, let us denote the PO's & PSO's  $PO_1, PO_2, \dots, PO_{n_1}, PSO_1, PSO_2, \dots, PSO_{n_2}$  by  $P_1, P_2, \dots, P_n$
- Program has  $m$  courses, say,  $C_1, C_2, \dots, C_m$
- Each course  $C_i$  has  $k$  course outcomes (CO's) denoted as  $CO_{i,1}, CO_{i,2}, \dots, CO_{i,k}$ ,  $i = 1, 2, \dots, m$ . and  $k$  represents the number of outcomes particularly that of course.

Course articulation matrices and program articulation matrix are obtained as discussed in previous steps. Let  $X_{i,j,l}$  be the level of correlation of  $CO_{i,j}$  with  $P_l$  where,  $i = 1, 2, \dots, m$ ,  $j = 1, 2, \dots, k$ ,  $l = 1, 2, \dots, n$ . Then, the overall CO levels with PO's & PSO's of course  $C_i$  is computed as

$$X_{i,l} = \frac{1}{k} \sum_{j=1}^k X_{ijl} \text{ Here } k \text{ be the number of outcomes in the average course taken.}$$

➤ **Attainment of COs:**

The CO attainment levels are measured based on the results of the internal assessment and external examination conducted by the university. The CO attainment level based on internal assessment and external assessment are computed separately.

Attainment levels based on internal/external assessment method are defined as follows:

**Level 1:** Average of student marks belongs to the class 0% - 20% for that assessment method

**Level 2:** Average of student marks belongs to the class 20% - 40% for that assessment method

**Level 3:** Average of student marks belongs to the class 40% - 60% for that assessment method

**Level 4:** Average of student marks belongs to the class 60% - 80% for that assessment method

**Level 5:** Average of student marks belongs to the class 80%-100% for that assessment method

Let  $ALC_E$  and  $ALC_I$  be the CO attainment level of the course based on external assessment and internal assessment respectively. The overall CO attainment of the course is calculated by taking 100% weight age to external assessment .

$$ALC = ALC_E.$$

Let  $ALC_1, ALC_2, \dots, ALC_m$  be the attainment levels of the courses  $C_1, C_2, \dots, C_m$  respectively.

The overall course attainment levels are categorized as below,

Level 1: Poor – if  $0 < ALC_i \leq 1$ ,

Level 2: Average – if  $1 < ALC_i \leq 2$ ,

Level 3: Good – if  $2 < ALC_i \leq 3$ ,

Level 4: Very Good – if  $3 < ALC_i \leq 4$ ,

Level 5: Excellent – if  $4 < ALC_i \leq 5$ .

For every course, we have set Good – Attained as target level that is we are aiming minimum level 3 (good) and how the course status is attained in the performance of abilities of students.

At the end we will have attainment levels of all the courses,

ID	Course name	$ALC_i$	Level	Status
$C_1$	Course_1	3	Good	Attained
$C_2$	Course_2	4	Very Good	Attained
$C_3$	Course_3	3	Good	Attained
$C_4$	Course_4	4	Very Good	Attained
$C_5$	Course_5	3	Good	Attained
$C_6$	Course_6	4	Very Good	Attained
$C_7$	Course_7	3	Good	Attained
$C_8$	Course_8	3	Good	Attained
$C_9$	Course_9	3	Good	Attained

$C_{10}$	Course_10	3	Good	Attained
$C_{11}$	Course_11	3	Good	Attained
$C_{12}$	Course_12	3	Good	Attained
$C_{13}$	Course_13	3	Good	Attained
$C_{14}$	Course_14	3	Good	Attained
$C_{15}$	Course_15	3	Good	Attained
$C_{16}$	Course_16	3	Good	Attained

Step 7: Calculation of attainment levels of PO's and PSO's.

➤ **Attainment of PO's & PSO's:**

The attainment of PO's & PSO's are calculated using direct method. In direct method the attainment of PO's & PSO's are calculated through the attainment levels of courses. The course attainment values (  $ALC_i$ ,  $i = 1, 2, 3, \dots, m$ .) and the overall level of relation of course with each PO and PSO (  $X_{i, l}$ ,  $i = 1, 2, 3, \dots, m$ ,  $l = 1, 2, 3, \dots, n$ .) are used to compute direct attainment level of each PO and PSO.

**Direct Assessment:** Direct attainment level of the  $l^{th}$ , PO's & PSO's is calculated as follows.

$$DALP_l = \frac{1}{\sum_{i=1}^m ALC_i} \sum_{i=1}^m x_{i,l} * ALC_i, l=1,2,\dots,n.$$

ID	Course name	ALCi	$X_{i, l}$	$ALC_i * X_{i, l}$
$C_1$	Course_1	3	2	6
$C_2$	Course_2	4	2	8
$C_3$	Course_3	3	2.5	7.5
$C_4$	Course_4	4	2	8
$C_5$	Course_5	3	2.5	7.5
$C_6$	Course_6	4	2.5	10
$C_7$	Course_7	3	1	3
$C_8$	Course_8	3	1.5	4.5
$C_9$	Course_9	3	3	9
$C_{10}$	Course_10	3	2	6
$C_{11}$	Course_11	3	1	3
$C_{12}$	Course_12	3	2	6
$C_{13}$	Course_13	3	2	6
$C_{14}$	Course_14	3	3	9
$C_{15}$	Course_15	3	2	6
$C_{16}$	Course_16	3	1	3
Sum		51		102.5
$DALP_l = 102.5/51$			2.0098	

Similarly, we have to find attainment levels of all PO's and PSO's.

Sr. No.	ALC <sub>i</sub>	X <sub>i, ..1</sub>	X <sub>i, ..2</sub>	X <sub>i, ..3</sub>	X <sub>i, ..4</sub>	X <sub>i, ..5</sub>	X <sub>i, ..6</sub>	X <sub>i, ..7</sub>	X <sub>i, ..8</sub>
1	3	2	2	1.5	2	3	3	2	2
2	4	2	1.5	2	2	2.5	3	1.5	1.5
3	3	2.5	2.5	2	3	3	3	2.5	1.5
4	4	2	1.5	1	1.5	2	3	2.5	2
5	3	2.5	1	2.5	1	1.5	2	2	1
6	4	2.5	2	3	1.5	2	3	2.5	2
7	3	1	1.5	1	1	1	1	1	1
8	3	1.5	2	1	1.5	1.5	2	1	1
9	3	3	2	2.5	2	2.5	3	2.5	2.5
10	3	2	2	1.5	1	2	1.5	1.5	1
11	3	1	1	1	2	2	1.5	2	1.5
12	3	2	2.5	2	1.5	2	1.5	1.5	1
13	3	2	1.5	2	2	1.5	1.5	1.5	1
14	3	3	2.5	3	2.5	3	2	2.5	2
15	3	2	1.5	1.5	1	1	1.5	1.5	1.5
16	3	1	1.5	1	1	1.5	1.5	1	1.5
Sum	51	32	28.5	28.5	26.5	32	34	29	24

Sr. No.	$ALC_i^*$ $X_{i, \dots, 1}$	$ALC_i^*$ $X_{i, \dots, 2}$	$ALC_i^*$ $X_{i, \dots, 3}$	$ALC_i^*$ $X_{i, \dots, 4}$	$ALC_i^*$ $X_{i, \dots, 5}$	$ALC_i^*$ $X_{i, \dots, 6}$	$ALC_i^*$ $X_{i, \dots, 7}$	$ALC_i^*$ $X_{i, \dots, 8}$
1	6	6	4.5	6	9	9	6	6
2	8	6	8	8	10	12	6	6
3	7.5	7.5	6	9	9	9	7.5	4.5
4	8	6	4	6	8	12	10	8
5	7.5	3	7.5	3	4.5	6	6	3
6	10	8	12	6	8	12	10	8
7	3	4.5	3	3	3	3	3	3
8	4.5	6	3	4.5	4.5	6	3	3
9	9	6	7.5	6	7.5	9	7.5	7.5
10	6	6	4.5	3	6	4.5	4.5	3
11	3	3	3	6	6	4.5	6	4.5
12	6	7.5	6	4.5	6	4.5	4.5	3
13	6	4.5	6	6	4.5	4.5	4.5	3
14	9	7.5	9	7.5	9	6	7.5	6
15	6	4.5	4.5	3	3	4.5	4.5	4.5
16	3	4.5	3	3	4.5	4.5	3	4.5
Sum	102.5	90.5	91.5	84.5	102.5	111	93.5	77.5
$DALP_1$	2.0098	1.7745	1.7941	1.6569	2.0098	2.1765	1.8333	1.5196

Step 8: Comparison of target level with obtained PO attainment.

In this step the target level of PO's and PSO's attainment are compared with obtained  $DALP_1$

Attainment levels are defined as stated below.

Level 1: Poor – if  $0 < ALC_i \leq 1$ ,

Level 2: Average – if  $1 < ALC_i \leq 1.5$ ,

Level 3: Good – if  $1.5 < ALC_i \leq 2$ ,

Level 4: Very Good – if  $2 < ALC_i \leq 2.5$ ,

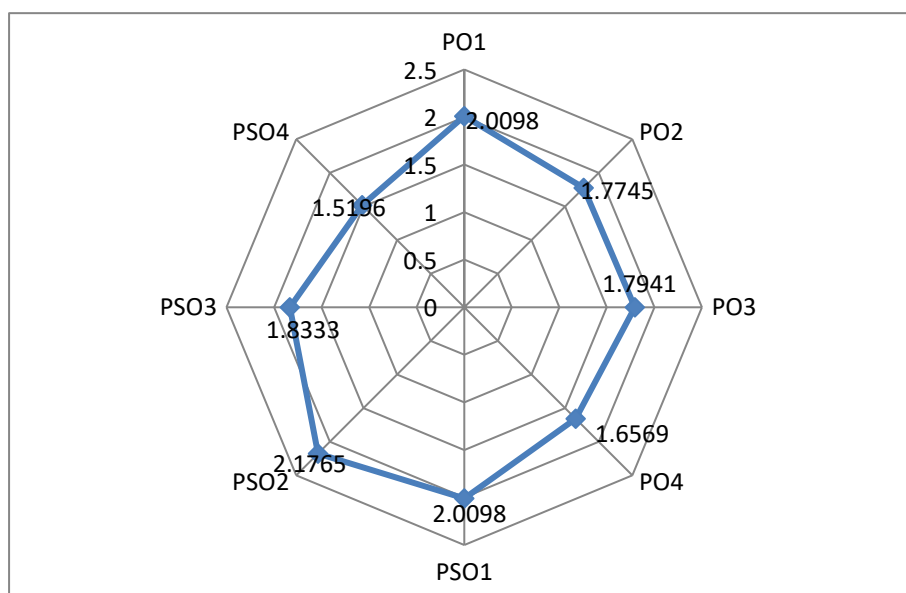
Level 5: Excellent – if  $2.5 < ALC_i \leq 3$ .

For every PO's and PSO's, we have set level 3 as target level that is we are aiming minimum level 3 (good) in the performance of abilities of students.

Attainment level of all the POs and PSOs

PO's	$DALP_i$	Level	Status
PO1	2.0098	Very Good	Attained
PO2	1.7745	Good	Attained
PO3	1.7941	Good	Attained
PO4	1.6569	Good	Attained
PSO1	2.0098	Very Good	Attained
PSO2	2.1765	Very Good	Attained
PSO3	1.8333	Good	Attained
PSO4	1.5196	Good	Attained

$P_i$  attainment target level say, 3, indicates that, the department is aiming minimum level-3(good) in the performance of abilities of students.



Step 9: Planned actions:

Remedial Actions:

Planned actions for course attainment: Courses having course level less than level-3 are addressed by designing the different remedial measures like assignment/tutorials/remedial teaching.

Planned actions for program outcome attainment: PO's and PSO's with level attainment less than level-3 are addressed by planning remedial measures for the corresponding courses with respect to  $P_i$ .