



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Shri Vaishnav Institute of Information Technology

Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-II (2026-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC201	Major	Ancient and Early Medieval India From c. C.E. 300 to 1200 C.E.	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The student will have ability to:

1. Understand the political developments in India from the Gupta period to c. 1200 C.E.
2. Examine socio-economic and cultural transformations during the early medieval period.
3. Analyze developments in religion, philosophy, literature, and art.
4. Evaluate regional state formation and patterns of governance.
5. Interpret archaeological, epigraphic, and literary sources of the period.

Course Alignment with UNSDG:

SDG 4: Quality Education

SDG 11: Sustainable Cities and Communities

SDG 16: Peace, Justice and Strong Institutions

Course outcomes: After completion of the course, the student will be able to:

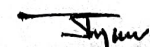
CO	Course Outcomes
CO1	Explain major political developments from the Gupta to early medieval period.
CO2	Analyze socio-economic changes and agrarian expansion.
CO3	Evaluate religious and cultural developments.
CO4	Examine regional kingdoms and administrative systems.
CO5	Interpret historical sources of the period.


Chairperson

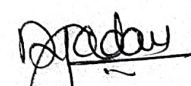
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Teaching Pedagogy:

T1	Interactive lectures, maps, timelines, and source-based discussions.
T2	Epigraphic analysis, seminar presentations, assignments, and case studies.

Experiential Learning

Case Study	Analysis of Gupta inscriptions, temple architecture, or Chola administration.
Group Discussion	Debates on feudalism, state formation, and cultural developments in early medieval India.

Assessment Tools

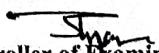
AT1-1	Analytical Assignment
AT1-2	Source Analysis Report
AT1-3	Mid-Term Examination
AT1-4	Seminar Presentation
AT1-5	Group Discussion


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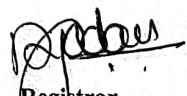
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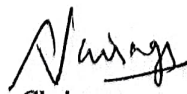
Module	Descriptors/Topics	Hours	Assessment Tools
I	Gupta Empire and Contemporary Powers: Political history of the Guptas; Administration, economy, society, and culture; Vakatakas and other contemporary states.	12	AT1-1, AT1-3
II	Post-Gupta India and Regional Kingdoms: Harshavardhana; Maitrakas; Chalukyas; Pallavas; Pushyabhutis and regional political developments.	12	AT1-2, AT1-3
III	Society, Economy and Religion: Agrarian expansion; Land grants; Trade and urban centres; Development of Hinduism; Buddhism and Jainism.	12	AT1-1, AT1-5
IV	Culture, Literature and Art: Sanskrit literature; Scientific developments; Education and learning centres; Temple architecture; Sculpture and painting traditions.	12	AT1-4, AT1-5
V	Early Medieval State Formation (c. 750-1200 C.E.): Gurjara-Pratiharas; Palas; Rashtrakutas; Cholas; Regional states and administrative systems.	12	AT1-2, AT1-3

Additional Resources

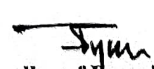
A. Value Addition / Skill Enhancement


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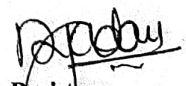
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• Reading and interpretation of inscriptions and copper plate grants.

• Introduction to temple architecture and iconography.

• Historical mapping of major dynasties and trade networks.

• Digital documentation of monuments and heritage sites.

B. Remedial Classes

• Simplified dynastic charts and timelines.

• Guided source analysis and answer-writing practice.

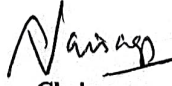
• Interactive map-based learning exercises.

Suggested Readings:

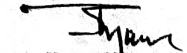
Reference Books	1. Singh, Upinder. A History of Ancient and Early Medieval India. 2. Thapar, Romila. Early India. 3. Sharma, R.S. Indian Feudalism. 4. Chattopadhyaya, B.D. The Making of Early Medieval India. 5. Kulke, Hermann and Rothermund, Dietmar. A History of India.
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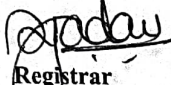
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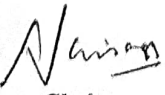
Suggested e- resources (Websites/e-books)	Archaeological Survey of India Digital Library (epubs.icar.org.in/asi), National Mission on Manuscripts (namami.gov.in), e-PG Pathshala History Modules (epgp.inflibnet.ac.in), and the open-access Digital South Asia Library (dsal.uchicago.edu), IGNCA Digital Resources.
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Course Articulation Matrix (Mapping of COs with Pos and PSOs)

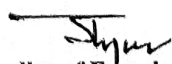
Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2			1			1	3	2	
CO2	3	3	1	2	1		1			1	3	2	1
CO3	2	3	2	2		1	2			1	2	3	1
CO4	3	2	2	2	1		2			2	3	2	1
CO5	2	3	1	3			1			2	2	3	2


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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC202	Major	Epigraphy and Numismatics	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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COURSE OBJECTIVES:

The student will have ability to:

1. Understand the nature and importance of inscriptions and coins as historical sources.
2. Develop skills in reading and interpreting epigraphic and numismatic evidence.
3. Examine the evolution of scripts, languages, and coinage traditions in India.
4. Analyze political, economic, social, and religious developments through inscriptions and coins.
5. Apply epigraphic and numismatic methods in historical research.

Course Alignment with UNSDG:

SDG 4: Quality Education

SDG 11: Sustainable Cities and Communities

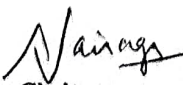
SDG 16: Peace, Justice and Strong Institutions

Course outcomes: After completion of the course, the student will be able to:

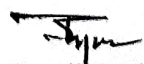
CO	Course Outcomes
CO1	Explain the significance of inscriptions and coins as historical sources.
CO2	Identify major scripts, languages, and coinage traditions.
CO3	Analyze epigraphic and numismatic records.
CO4	Interpret historical developments through inscriptions and coins.
CO5	Apply source-based methods in historical research.


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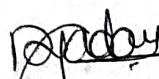
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Teaching Pedagogy:

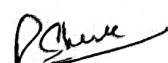
T1	Interactive lectures, inscription reading exercises, coin identification workshops, and source analysis.
T2	Practical demonstrations, digital archives, museum-based learning, assignments, and seminars.

Experiential Learning

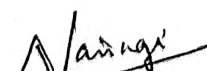
Case Study	Analysis of Ashokan inscriptions, Allahabad Pillar Inscription, Junagadh Inscription, or Gupta coinage.
Group Discussion	Historical reconstruction through inscriptions and coins.

Assessment Tools

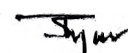
Code	Assessment Tool
AT1-1	Source Analysis Assignment
AT1-2	Epigraphic Transcription Exercise
AT1-3	Mid-Term Examination
AT1-4	Numismatic Analysis Report
AT1-5	Seminar Presentation


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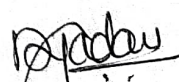
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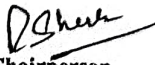
Module	Descriptors/Topics	Hours	Assessment Tools
I	Introduction to Epigraphy and Numismatics: Nature, scope, importance, sources and methods; Epigraphy and Numismatics in historical reconstruction.	12	AT1-1, AT1-3
II	Scripts, Languages and Inscriptions: Brahmi, Kharosthi, Gupta and Nagari scripts; Prakrit, Sanskrit and regional languages; Types of inscriptions.	12	AT1-2, AT1-4
III	Major Indian Inscriptions: Ashokan edicts; Hathigumpha, Junagadh, Allahabad Pillar and Aihole inscriptions; Copper-plate grants and temple inscriptions.	12	AT1-2, AT1-5
IV	Ancient Indian Coinage: Punch-marked coins; Indo-Greek, Kushana, Satavahana and Gupta coinage; Coin legends, symbols, metallurgy and minting traditions.	12	AT1-4, AT1-5
V	Historical Interpretation through Inscriptions and Coins: Political history, administration, economy, trade, religion, society and culture; Digital epigraphy and numismatic databases.	12	AT1-1, AT1-3

Additional Resources

A. Value Addition / Skill Enhancement

- Basic training in Brahmi script identification.
- Reading estampages and inscriptional records.
- Coin classification and documentation techniques.
- Digital epigraphy and numismatic databases.
- Museum and archive-based learning.

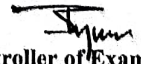
B. Remedial Classes


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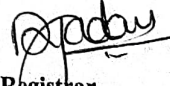
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- Script charts and guided reading exercises.
- Simplified inscription translation practice.
- Coin identification workshops.
- Source-based historical interpretation sessions.

Suggested Readings:

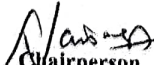
Reference Books	1. Sircar, D.C. Indian Epigraphy. 2. Salomon, Richard. Indian Epigraphy. 3. Dani, A.H. Indian Palaeography. 4. Altekar, A.S. Coinage of Ancient India. 5. Gupta, P.L. Coins. 6. Thapar, Romila. Ashoka and the Decline of the Mauryas. 7. Singh, Upinder. A History of Ancient and Early Medieval India.
Suggested e-resources (Websites/e-books)	Archaeological Survey of India, Corpus Inscriptionum Indicarum, Digital South Asia Library, National Mission for Manuscripts, British Museum Coin Collection, Indian Museum Digital Collections

Course Articulation Matrix (Mapping of COs with Pos and PSOs)

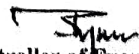
Course Outcomes	Correlation with POs	Correlation with PSOs
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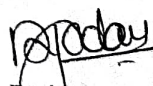
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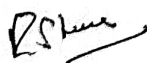
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MAHISC202	Major	Epigraphy and Numismatics	60	20	20	-	-	4	1	0	5

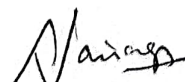
Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

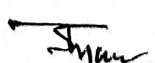
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	1		1			1	3	2	
CO2	2	3	1	3	2		1			1	3	3	1
CO3	2	3	2	3	2		1			2	3	3	1
CO4	3	3	1	2	1		2			2	3	2	1
CO5	2	3	2	3	1	1	1			2	3	3	2


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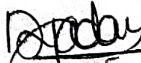
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Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-II (2026-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC203	Major	Ancient Indian Warfare and Military Traditions	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The student will have ability to:

1. Understand the evolution of warfare and military institutions in ancient India.
2. Examine military organization, strategy, and technology.
3. Analyze the role of warfare in state formation and empire building.
4. Study military thought through literary, epigraphic, and archaeological sources.
5. Evaluate the contribution of ancient Indian military traditions to historical developments.

Course Alignment with UNSDG:

SDG 4: Quality Education

SDG 11: Sustainable Cities and Communities

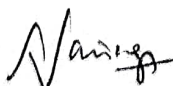
SDG 16: Peace, Justice and Strong Institutions

Course outcomes: After completion of the course, the student will be able to:

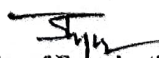
CO	Course Outcomes
CO1	Explain the evolution of warfare in ancient India.
CO2	Analyze military organization and strategy.
CO3	Evaluate military technology and logistics.
CO4	Interpret military traditions through historical sources.
CO5	Assess the role of warfare in political developments.


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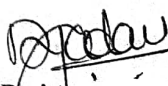
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MA History

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC203	Major	Ancient Indian Warfare and Military Traditions	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Teaching Pedagogy:

T1	Interactive lectures, military maps, battle analyses, and source-based discussions.
T2	Case studies, strategic simulations, seminars, and historical source interpretation.

Experiential Learning

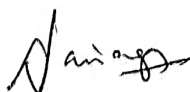
Case Study	Analysis of the Kalinga War, Battle of Hydaspes, or Chola naval expeditions.
Group Discussion	Military strategy and state formation in ancient India.

Assessment Tools

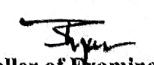
Code	Assessment Tool
AT1-1	Analytical Assignment
AT1-2	Historical Source Analysis
AT1-3	Mid-Term Examination
AT1-4	Seminar Presentation
AT1-5	Group Discussion


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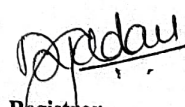
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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC203	Major	Ancient Indian Warfare and Military Traditions	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Module	Descriptors/Topics	Hours	Assessment Tools
I	Sources and Traditions of Ancient Indian Warfare: Literary, archaeological, epigraphic and foreign accounts; Concepts of war in Vedic, Epic and Dharmashastra traditions.	12	AT1-1, AT1-3
II	Military Organization and Administration: Chaturanga army, recruitment, military ranks, training, intelligence systems, espionage and logistics; Kautilya's military ideas.	12	AT1-2, AT1-3
III	Weapons, Technology and Fortifications: Ancient weapons, metallurgy, cavalry, elephants, chariots, siege warfare, forts and defensive systems.	12	AT1-1, AT1-5
IV	Major Wars and Military Campaigns: Mahabharata traditions, Alexander's invasion, Mauryan campaigns, Kalinga War, Gupta military achievements, Harsha and regional powers.	12	AT1-4, AT1-5
V	Naval Power and Early Medieval Military Traditions: Chola naval expeditions, military developments under Gurjara-Pratiharas, Palas and Rashtrakutas; Legacy of ancient Indian warfare.	12	AT1-2, AT1-4

Additional Resources

A. Value Addition to Course Content / Skill Enhancement

- Military map reading and campaign reconstruction.
- Study of ancient forts and defensive architecture.
- Introduction to military archaeology.
- Analysis of battle formations and strategic planning.

D. Remedial Classes for Slow Learners

- Simplified military timelines and dynastic charts.

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MA History

SEMESTER-II (2026-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC203	Major	Ancient Indian Warfare and Military Traditions	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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- Guided reading of military passages from Arthashastra and epics.
- Visual learning through maps, fort plans, and battle diagrams.

Suggested Readings:

Reference Books	1. Kangle, R.P. The Kautiliya Arthashastra. 2. Roy, Kaushik. Warfare in Pre-British India. 3. Singh, Upinder. A History of Ancient and Early Medieval India. 4. Dikshitar, V.R.R. War in Ancient India. 5. Sharma, R.S. India's Ancient Past. 6. Thapar, Romila. Early India. 7. Majumdar, R.C. The Military System in Ancient India.
Suggested e- resources (Websites/e-books)	Archaeological Survey of India, Indian Council of Historical Research (ICHR), National Digital Library of India, Digital South Asia Library, IGNCA Digital Archives

Course Articulation Matrix (Mapping of COs with Pos and PSOs)

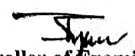
Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3


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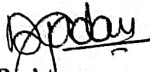
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 Choice Based Credit System (CBCS) in the light of NEP-2020
 MA History
 SEMESTER-II (2026-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISC203	Major	Ancient Indian Warfare and Military Traditions	60	20	20	-	-	4	1	0	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/
 Project/Participation in Class, given that no component shall exceed more than 10 marks.

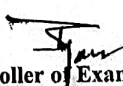
CO1	3	2	1	2			1			1	3	2	
CO2	3	3	1	2	1		1			2	3	2	1
CO3	2	3	1	2	2		1			1	2	3	1
CO4	2	3	2	3	1		1			2	3	2	1
CO5	3	3	1	2	1	1	2			2	3	3	2


 Chairperson

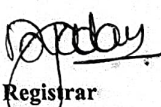
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Choice Based Credit System (CBCS) in the light of NEP-2020

MA History

SEMESTER-II (2026-2028)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISPC204	Practical	Archives, Museums and Heritage Documentation	-	-	-	60	40	-	-	10	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The student will have ability to:

1. Understand the functions and significance of archives, museums, and heritage institutions.
2. Develop skills in cataloguing, documentation, and preservation of historical records and artifacts.
3. Apply techniques of heritage survey and monument documentation.
4. Gain practical exposure to museum and archival management.
5. Prepare heritage inventories, reports, and digital documentation projects.

Course Alignment with UNSDG:

SDG 4: Quality Education

SDG 11: Sustainable Cities and Communities

SDG 16: Peace, Justice and Strong Institutions

Course outcomes: After completion of the course, the student will be able to:

CO	Course Outcomes
CO1	Identify and classify archival, museum, and heritage resources.
CO2	Apply methods of cataloguing and documentation.
CO3	Conduct heritage surveys and monument documentation.
CO4	Prepare archival, museum, and heritage reports.
CO5	Use digital tools for heritage preservation and management.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAHISPC204	Practical	Archives, Museums and Heritage Documentation	-	-	-	60	40	-	-	10	5

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Teaching Pedagogy:

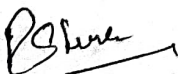
T1	Demonstrations, field visits, museum and archive orientation, practical exercises, and project-based learning.
T2	Hands-on documentation, cataloguing activities, heritage surveys, photography, and digital record preparation.

Experiential Learning

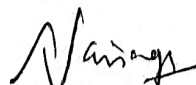
Field Visit	Visit to archives, museums, libraries, monuments, or heritage sites.
Project	Preparation of a heritage inventory, museum catalogue, archival report, or monument documentation file.

Assessment Tools

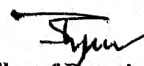
AT1-1	Practical Record Book
AT1-2	Archival Documentation Exercise
AT1-3	Museum Object Analysis Report
AT1-4	Heritage Survey and Field Report
AT1-5	Viva-Voce
AT1-6	Project Report
AT1-7	Seminar / Presentation


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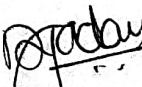
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			THEORY			PRACTICAL						
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
MAHISPC204	Practical	Archives, Museums and Heritage Documentation	-	-	-	60	40	-	-	10	5	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Module	Descriptors/Topics	Hours	Assessment Tools
I	Archives and Historical Records: Types of archives, archival sources, record management, preservation and cataloguing of documents.	12	AT1-1, AT1-2
II	Museum Studies and Collection Management: Functions of museums, acquisition, classification, cataloguing, conservation, and display of artifacts.	12	AT1-3, AT1-5
III	Heritage Documentation Techniques: Heritage survey methods, monument documentation, photography, mapping, and inventory preparation.	12	AT1-4, AT1-5
IV	Digital Heritage Management: Digitization of records, museum databases, digital archives, virtual exhibitions, and heritage information systems.	12	AT1-2, AT1-6
V	Fieldwork and Project Documentation: Preparation of heritage reports, museum catalogues, archival inventories, and project presentation.	12	AT1-6, AT1-7

Additional Resources

A. Value Addition to Course Content / Skill Enhancement

- Archival cataloguing and indexing techniques.
- Museum object handling and documentation.
- Heritage photography and site mapping.
- Digital archiving and database management.
- Report writing and heritage inventory preparation.

B. Remedial Classes for Slow Learners

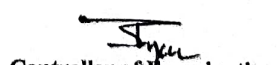
- Guided field documentation exercises.
- Demonstration of cataloguing and preservation techniques.


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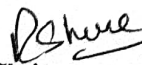
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			THEORY			PRACTICAL						
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
MAHISPC204	Practical	Archives, Museums and Heritage Documentation	-	-	-	60	40	-	-	10	5	

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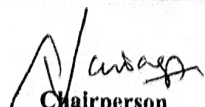
- Step-by-step training in report writing and digital documentation.
- Small-group practical sessions and supervised fieldwork

Suggested Readings:

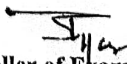
Reference Books	1. A. Value Addition to Course Content / Skill Enhancement 2. Archival cataloguing and indexing techniques. 3. Museum object handling and documentation. 4. Heritage photography and site mapping. 5. Digital archiving and database management. 6. Report writing and heritage inventory preparation. 7. D. Remedial Classes for Slow Learners 8. Guided field documentation exercises. 9. Demonstration of cataloguing and preservation techniques. 10. Step-by-step training in report writing and digital documentation. 11. Small-group practical sessions and supervised fieldwork
Suggested e-resources (Websites/e-books)	1. National Archives of India 2. Indian Museum Digital Collections 3. National Mission on Monuments and Antiquities 4. Archaeological Survey of India


Chairperson

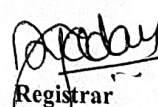
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5. UNESCO World Heritage Centre
6. Google Arts & Culture
7. National Digital Library of India

Course Articulation Matrix (Mapping of COs with Pos and PSOs)

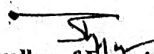
Course Outcomes	Correlation with POs										Correlation with PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	1	1	2	2		2			1	3	2	
CO2	2	2	1	3	3		1			1	3	2	1
CO3	2	2	2	3	3	1	3			2	3	3	1
CO4	2	2	2	3	2		2			2	2	3	2
CO5	2	3	1	3	3	1	2	1		2	3	3	2


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Board of Studies, SVISSHA
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