



## **History Honours Syllabus under CBCS (2018)**

### **University of Calcutta**

#### **3 Years B.Sc. Honours Programme**

- Programme Outcome (PO)
- Programme Specific Outcome (PSO)
- Course Outcome (CO)
- CO-PO Mapping
- CO-PSO Mapping



**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

Physics Honours Syllabus under CBCS (2018) University of Calcutta 3 Years B.Sc. Honours Programme •  
Programme Outcome (PO) • Programme Specific Outcome (PSO) • Course Outcome (CO) • CO-PO  
Mapping • CO-PSO Mapping

## Program Outcome

**PO 1: Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate program of study**

**PO 2: Problem-solving (Ap): Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, apply one's learning to real-life situations**

**PO 3: Critical thinking (An): Capability to apply analytic thought to a body of knowledge; analyses and evaluate evidence, arguments, claims**

**PO 4: Research-related skills / Scientific reasoning: A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing, and articulating; Ability to recognize cause-and-effect relationships**

**PO 5: Communication Skills (U/A): Ability to express thoughts and ideas effectively in writing and orally**

**PO 6: Cooperation/Teamwork: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group**

**PO 7: Information/digital literacy: Capability to use ICT in a variety of learning situations**

**PO 8: Self-directed learning: Ability to work independently, identify appropriate resources required for a project**

**PO 9: Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective**

**PO 10: Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives**

**PO 11: Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team**

**PO 12: Lifelong learning: Ability to acquire knowledge and skills, including „learning how to learn“, that is necessary for participating in learning activities throughout life.**



**Programme Specific Outcome (PSO)**

<b><u>PSO 1</u></b>	<b><u>Comprehensive Historical Knowledge and Skills</u></b>	<ol style="list-style-type: none"><li>1. Acquire a comprehensive knowledge of various historical periods, events, and civilizations.</li><li>2. Understand the principles of historical analysis, including critical thinking and source evaluation.</li><li>3. Gain expertise in comparative history, social structures, and cultural interactions.</li></ol>
<b><u>PSO 2</u></b>	<b><u>Research and Methodology</u></b>	<ol style="list-style-type: none"><li>1. Apply good research practices and safety protocols in historical studies.</li><li>2. Conduct historical research using primary and secondary sources.</li><li>3. Utilize appropriate methodologies for analyzing historical data</li></ol>
<b><u>PSO 3</u></b>	<b><u>Application of Historical Sciences</u></b>	<ol style="list-style-type: none"><li>1. Understand the practical applications of historical knowledge in fields such as archaeology, museology, and heritage management.</li><li>2. Explore historical contexts in areas like urban planning, conservation, and tourism.</li><li>3. Enhance skills related to historical documentation and preservation.</li></ol>



## University of Calcutta **HIS – A**

The Three - year B.A. Honours in History will comprise 6 Semesters. The curriculum will consist of 14 Core Courses (CC), 4 Discipline Specific Elective (DSE) courses, 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) Each course will be of 100 Marks. Attendance: 10 marks per Paper, Internal Assessment: 10 marks per paper.

### ➤ **Core Courses CC**

[Fourteen courses. Each course: 6 credits (5 theoretical segments TH+ 1 for tutorial related segment TU). Total: 84 credits.

- Each course carries 80 marks. Teaching time: 6x14 = 84 hrs  
Minimum 60 classes
- 65 marks for theoretical segment.
- Question Pattern for subjective/descriptive segment of 65 marks: 3 questions out of 6 (within 500 words) (10 x3 = 30) + 4 questions out of 8 within 250 words; 5x4 =20) + 15 objective type questions carrying 1 mark each (15 x 1 = 15).
- 15 marks for tutorial - related segments as suggested below (any one from each mode):
- Any one of the following modes: upto 1000 words for one Term Paper/upto 500 words for each of the two Term Papers/ equivalent Book Review/ --based on syllabus -related and/or current topics .[The modes and themes and/or topics are be decided by the concerned faculty of respective colleges.]
- Core courses: 2 each in Semesters 1 and 2; three each in Semesters 3 and 4; 2 each in Semesters 5 and 6.
  
- **IMPORTANT NOTES:**  
The Readings provided below include many of those of the UGC Model CBCS Syllabus in History. For further details of Course Objectives and additional references it is advised that the UGC model CBCS syllabus concerning relevant courses and topics should be given due importance and primarily consulted.
- Cited advanced texts in Bengali are not necessarily substitutes, but supplementary to the English books.
  
- The format is subject to the common structural CBCS format of the University.



➤ **Discipline- specific Elective Courses DSE**

Each course: 6 credits 5 for theoretical segment + 1 for tutorial-related segment. (TH -5 TU-1)

DSE-A for Semester -5/6, DSE-B for Semester 5/6

- Each course carries 80 marks. Minimum 60 classes.
- 65 marks for theoretical segment.
- Question Pattern for subjective/descriptive segment of 65 marks: 3 questions out of 6 (within 500 words;  $(10 \times 3 = 30)$  + 4 questions out of 8 (within 250 words;  $5 \times 4 = 20$ ) and 15 objective type questions carrying 1 mark each ( $15 \times 1 = 15$ ).
- 15 marks for tutorial-related segments as suggested below (any one from each mode): Any one of the following modes: upto 1000 words for one Term Paper/upto 500 words for each of the two Term Papers/ equivalent Book Review/ based on syllabus related and/or current topics [The modes and themes and/or topics of a. and b. to be decided by the concerned faculty of respective colleges.]

➤ **HIS-A: Skill Enhancement/Skill-based Courses SEC** Each Course: 2 credits . (Only theoretical.)

SEC –A in Semester 3, SEC –B in Semester 4.

- Each course carries 80 marks. Teaching time: 2 hrs per week or  $2 \times 14 = 28$  hrs
- 80 marks for theoretical segment.
- Question Pattern for subjective/descriptive segment of 80 marks: 4
- Each course carries 80 marks. Teaching time: 2 hrs per week or  $2 \times 14 = 28$  hrs
- 80 marks for theoretical segment.
- Question Pattern for subjective/descriptive segment of 80 marks: 4 questions out of 8 (within 500 words;  $(10 \times 4 = 40)$  + 5 questions out of 10 (within 250 words;  $5 \times 5 = 25$ ) and 15 objective type questions carrying 1 mark each ( $15 \times 1 = 15$ ).

➤ **HIS-A: Ability Enhancement Compulsory Courses ( AECC )** Each Course 2 credits

**AECC -1** : Communicative English/ MIL

**AECC-2** : Environmental Studies

**AECC -1** in Semester 1, **AECC -2** in Semester 2



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**LIST OF COURSES FOR HISTORY HONOURS PROGRAMME**

- The Readings provided below include many of those of the UGC Model CBCS Syllabus in History. For Course Objectives and references it is advised that the UGC model CBCS syllabus concerning relevant courses and topics should be given due importance and primarily consulted.

\*Website: BA History (Honours):

- Cited advanced texts in Bengali are not necessarily substitutes, but supplementary to the English books.
- The format is subject to the common structural CBCS format of the University.

HIS-A COURSES SEMESTER WISE

	<b>SEM-1</b>	<b>SEM-2</b>	<b>SEM-3</b>	<b>SEM-4</b>	<b>SEM-5</b>	<b>SEM-6</b>
<b>CC</b>	CC-2TH/2TU 1&2	CC-2TH/2TU 3&4	CC-3TH/3TU 5,6&7	CC-3TH/3TU 8,9&10	CC-2TH/2TU 11,&12	CC-2TH/2TU 13&14
<b>DSE</b>					DSE-A* DSE-B 2TH/2TU	DSE-A* DSE-B 2TH/2TU
<b>**GE</b>	GE-1 1TH/1TU	GE-2 1TH/1TU	GE-3 1TH/1TU	GE-4 1TH/1TU		
<b>AECC</b>	AECC-1 1TH/0TU	AECC-2 1TH/0TU				
<b>SEC</b>			SEC-A 1TH/0TU	SEC-B 1TH/0TU		
<b>Total No. of Courses and Marks</b>	4x100= 400	4x100= 400	5x100= 500	5x100= 500	4x100= 400	4x100= 400
<b>Total Credits</b>	20	20	26	26	24	24

\***HIS-A- DSE** – Candidates can choose any one paper in Semester -5 and another in Semester 6 taking one from Group –A and the other from Group –B

\*\***HIS-A Generic Elective (GE)**: The four Generic Elective papers (courses) for History (Honours) students will be from any subject other than History. Similarly History as Generic Elective will be offered to students having Honours in any subject other than History. The Generic Elective papers in History, for Honours students (for students having Honours in any subject other than History.) will be treated as Core Papers in History, for General students (for BA General Students having History. as a General paper)

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COURSE CODE	(6 Credits per Core Course)
<b>Subject-Hon-Core-Semester-Paper-TH&amp;TU</b>	<b>CORE COURSES</b>
HIS-A-CC -1-1-TH&TU	
HIS-A-CC -1-2-TH&TU	
HIS-A-CC -2-3-TH&TU	
HIS-A-CC -2-4-TH&TU	
HIS-A-CC -3-5-TH&TU	
HIS-A-CC -3-6-TH&TU	
HIS-A-CC -3-7-TH&TU	
HIS-A-CC -4-8-TH&TU	
HIS-A-CC -4-9-TH&TU	
HIS-A-CC -4-10-TH&TU	
HIS-A-CC -5-11-TH&TU	
HIS-A-CC -5-12-TH&TU	
HIS-A-CC -6-13-TH&TU	
HIS-A-CC -6-14-TH&TU	
<b>Skill Enhancement Course (2 Credits per Course)</b>	
<b>GROUP-A HIS-G-SEC-3-A(1) or A(2)-TH</b>	
SEC-A-(1)	
SEC-A-(2)	
<b>GROUP-B HIS-G-SEC-4-B(1) or B(2)-TH</b>	
SEC-B-(1)	
SEC-B-(2)	
<b>DISCIPLINE SPECIFIC ELECTIVE (6 Credits per Course)</b>	
<b>GROUP-A Semester 5: DSE A-1/ A-2 &amp; Semester-6: DSE A-3/A4TH&amp;TU</b>	
DSE-A-(1)	HIS-A-DSE-A-1-5 TH&TU
DSE-A-(2)	HIS-A-DSE-A-2 -5TH&TU
DSE-A-(3)	HIS-A-DSE-A-3-6 TH&TU
DSE-A-(4)	HIS-A-DSE-A-4 -6 TH&TU
<b>GROUP-B Semester 5: DSE B-1/ B-2 &amp; Semester-6: DSE A3/A4 TH&amp;TU</b>	
DSE-B-(1)	HIS-A-DSE-B--1 -5TH&TU
DSE-B-(2)	HIS-A-DSE-B-2 -5TH&TU
DSE-B-(3)	HIS-A-DSE-B-3-6 TH&TU
DSE-B-(4)	HIS-A-DSE-B-4-6 TH&TU
<b>&gt; DISCIPLINE SPECIFIC ELECTIVE</b>	
> Note: Choose any one paper in Semester -5 and another in Semester 6 taking one from Group -A and the other from Group -B	
<b>GENERIC ELECTIVE (6 Credits per Course)</b>	
> Note: Core Courses Designed for General Programme will be offered as Generic Elective courses for students of other Disciplines.	



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**CC1: History of India from the earliest times to C 300 BCE**

**CO1:** Students will appreciate the importance of historical sources for studying Ancient Indian History. They will grasp the concepts of Pre-History, Proto-History, and History as distinct phases in the study of the past. [Knowledge (Remembering)]

**CO2:** Students will discuss the characteristic features and legacy of the Harappan Civilization, including aspects related to urban planning, economy, society, and religion. [Comprehension (Understanding)]

**CO3:** Students will comprehend the processes of change and continuity from the pre-historic phase until the fourth century CE in Ancient India. This includes understanding shifts in political structures, imperialism, and cultural developments. [Application (Understanding)]

**CO4:** Students will assess the rise of the Magadha Empire, delve into the political and cultural developments during the time of Ashoka, and explore the Mauryan administration, economy, and culture. [Knowledge (Remembering)]

**CO5:** Students will acquire knowledge about the post-Mauryan period, with a focus on the Sungas and Satavahanas. Topics include polity, economy, society, and art during this historical phase. [Knowledge (Remembering)]

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome			
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03	
CO1	3	0	2	1	2	3	3	2	3	2	2	2	1	1	0	0
CO2	2	1	1	0	2	0	2	2	2	2	2	2	3	2	1	0
CO3	2	1	1	0	0	0	2	2	2	2	2	2	2	0	0	1
CO4	0	0	0	1	2	0	2	1	2	2	1	0	1	1	2	2
CO5	2	0	1	0	2	3	2	0	2	2	2	3	1	1	0	0
CO6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CO	2.25	1.00	1.25	1.00	2.00	3.00	2.20	1.75	2.20	2.00	1.80	2.25	2.75	1.78	0.58	





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**CC2: Social Formations and Cultural Patterns of the ancient world other than India**

**CO1:** Students will analyze the evolving early human societies and cultures, including their tool cultures. This outcome covers the study of prehistoric communities and their technological advancements. (Understanding).

**CO2:** Students will delve into the trends related to nomadic societies and the practice of transhumance (seasonal migration of livestock). This outcome provides insights into the mobility and lifestyle of ancient pastoralist groups. (Exploring)

**CO3:** Students will critically examine the process of the Neolithic Revolution, which marked the transition from hunting and gathering to agriculture and animal husbandry. This outcome focuses on the impact of farming on human societies and subsistence patterns.

**CO4:** Students will explore Bronze Age civilizations beyond India, such as Egypt (Old Kingdom), Mesopotamia (Sumerian & Babylonia), China (Shang), and the Eastern Mediterranean (Minoan). The outcome includes an analysis of their economy, social stratification, state structures, and religious practices. (Explaining)

**CO5:** Students will gain historical context by examining slavery in ancient Greece and Rome. This outcome covers concepts related to freedom, bondage, and societal order. It provides insights into the socio-economic dynamics of slave-based societies. (Understanding).

**CO-PO-PSO-Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	3	2	3	0	0	0	3	0	1	0	3	1	0	0
CO2	0	3	3	0	0	0	0	1	0	0	0	2	2	1	0
CO3	2	1	2	0	0	0	0	1	0	1	0	2	1	0	2
CO4	1	2	3	0	0	0	0	2	0	2	0	3	2	1	2
CO5	0	2	2	0	0	0	0	1	0	2	0	3	2	1	0
CO6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>CO</b>	<b>2.00</b>	<b>2.20</b>	<b>2.40</b>	<b>3.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.60</b>	<b>0.00</b>	<b>1.50</b>	<b>0.00</b>	<b>2.60</b>	<b>3.25</b>	<b>1.78</b>	<b>0.68</b>



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**CC3: History of India C 300 BCE to C 750 CE**

**CO1:** Students will analyze the economic structures, trade networks, and social dynamics during this period. They will explore topics such as agrarian systems, urbanization, and class stratification. [Knowledge (Remembering)].

**CO2:** Students will examine the changing political landscape, including the rise and fall of dynasties, regional kingdoms, and imperial powers. This outcome focuses on the Mauryan, Gupta, and other political formations. [Application (Analyzing)].

**CO3:** Students will delve into the socio-political developments during the early medieval period. Topics include the emergence of Rajput states, land grants, and the transition from ancient to medieval India. [Application (Analyzing)].

**CO4:** Students will explore the interplay between religious beliefs, philosophical thought, and societal norms. This outcome covers aspects such as Buddhism, Hinduism, Jainism, and their impact on culture and governance. [Comprehension (Understanding)]

**CO5:** Students will appreciate the artistic, literary, and architectural achievements of ancient and early medieval India. This outcome includes the study of temple architecture, literature, and sculpture. [Knowledge (Remembering)].

**CO-PO-PSO-Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	3	3	1	2	0	1	3	3	0	0	1	1	0	0
CO2	3	2	3	1	1	0	1	3	3	0	0	3	3	1	0
CO3	2	1	3	1	2	0	1	3	3	0	0	2	1	0	1
CO4	3	2	2	1	1	0	1	2	3	0	0	0	2	1	2
CO5	1	1	2	1	1	0	1	2	2	2	0	3	1	1	0
CO6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>CO</b>	<b>2.40</b>	<b>1.80</b>	<b>2.60</b>	<b>1.00</b>	<b>1.40</b>	<b>0.00</b>	<b>1.00</b>	<b>2.60</b>	<b>2.80</b>	<b>2.00</b>	<b>0.00</b>	<b>2.25</b>	<b>3.01</b>	<b>1.35</b>	<b>0.84</b>



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**CC4: Social Formations and Cultural patterns of the Medieval World other than India**

**CO1:** Students will explore the development of guild structures and their impact on production and economic growth. Special emphasis will be given to the merchant class, including the concept of Bourgeoisie. [Knowledge (Remembering)]

**CO2:** Students will delve into the intellectual landscape of the Middle Ages, focusing on Scholastic philosophy and scientific developments. (Understanding).

**CO3:** Students will discuss the religion and culture of medieval Europe. Topics include societal structures, urbanization, and the rise of Christianity. (Understanding).

**CO4:** Students will examine societies in Central Islamic lands, considering their tribal origins, the emergence of Caliphal states, and the rise of the Sultanates. Topics covered include religious developments, Shariah, Minha, Sufism, and urbanization. [Application (Justify)]

**CO5:** Students will explore the historical context of Christianity within the Islamic world. This outcome includes understanding the interactions, influences, and challenges faced by Christians living under Islamic rule. (Understanding).

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge :	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy:	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	3	3	2	0	0	0	1	0	0	1	1	1	0	1
CO2	3	3	3	0	0	0	0	1	0	0	1	3	2	1	0
CO3	2	3	2	0	0	0	0	2	0	0	0	2	0	0	1
CO4	2	2	2	0	0	1	0	1	0	0	0	1	2	1	2
CO5	1	3	1	0	0	1		2	0	0	0	3	1	1	0
CO6															
CO	2.20	2.80	2.20	2.00	0.00	1.00	0.00	1.40	0.00	0.00	1.00	2.00	2.54	1.2	0.51



## Shyampur Siddheswari Mahavidyalaya Ajothya, Shyampur, Howrah, Pin-711312. West Bengal

### CC 5: History of India (CE 750 – 1206)

CO1: Students will analyze the socio-political context of Early Medieval India (750–1206 CE). They will explore the transition from ancient to medieval India, focusing on key developments during this period. [ Knowledge (Remembering)]

CO2: Students will delve into the major political structures that emerged during this era. Topics include the Cholas, Rajput, Ghaznavids, and other regional powers. The outcome aims to provide insights into governance, administration, and power dynamics. [ Comprehension (Understanding)]

CO3: Students will examine changes in agrarian systems, land ownership patterns, and their impact on society. This outcome covers aspects such as land grants, villages, and peasant communities during the medieval period. [Application (Justify)]

CO4: Students will explore the flourishing trade networks, including the Silk Route, Indian Ocean trade, and urban markets. The outcome emphasizes the role of merchants, guilds, and economic exchanges. [ Comprehension (Understanding)]

CO5: Students will appreciate the cultural vibrancy of medieval India. Topics include temple architecture, literature, Sufism, and the spread of Bhakti movements. This outcome aims to highlight the fusion of diverse cultural elements during this period. [ Comprehension (Understanding)]

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	1	3	2	0	0	0	2	0	0	1	2	2	0	0
CO2	1	1	0	1	0	0	0	1	0	0	1	3	2	1	0
CO3	1	2	2	1	0	0	0	2	0	1	1	2	0	0	1
CO4	2	2	1	2	0	0	0	1	0	2	0	1	0	1	2
CO5	2	3	0	2	0	0	0	1	0	2	0	3	1	1	0
CO6															
CO	1.80	1.80	2.00	1.60	0.00	0.00	0.00	1.40	0.00	1.67	1.00	2.20	2.04	1.35	0.25



**Shyampur Siddheswari Mahavidyalaya**  
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**CC 6: Rise of the Modern West – I**

CO1: Students will recall facts about the transition debate. [Knowledge (Remembering)]

CO2: They will understand the significance of these motives. [Comprehension (Understanding)]

CO3: Students can analyze Renaissance art and culture of this period [Application (Understanding)]

CO4: Students will recall facts about Reformation origins and courses. [Knowledge (Remembering)]

CO5: Students will understand the Commercial Revolution, Price Revolution, and Agricultural Revolution. [Comprehension (Understanding)]

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	0	2	1	0	0	0	1	0	0	1		2	0	0
CO2	3	2	2	2	0	0	0	3	0	0	1	3	2	1	0
CO3	2	0	2	1	0	0	0	2	0	0	1	2	0	2	1
CO4	1	2	2	1	1	0	0	1	0	0	1	1	0	1	2
CO5	1	0	1	1	0	0	0	2	0	0	0	3	1	1	2
CO6															
CO	2.00	2.00	1.80	1.20	1.00	0.00	0.00	1.80	0.00	0.00	1.00	2.25	1.89	1.96	0.98





## Shyampur Siddheswari Mahavidyalaya Ajothya, Shyampur, Howrah, Pin-711312. West Bengal

### CC 7: HISTORY OF INDIA (c.1206-1526)

CO1: Students will recall facts about the Delhi Sultanate. [Knowledge (Remembering)]

CO2: Students will recall facts about political structures during the Sultanate period. [Knowledge (Remembering)] They will understand the organization of power, administration, and governance. [Comprehension (Understanding)]

CO3: Students may apply this understanding to analyze the impact on everyday life. [Examine (Application)]

CO4: Students will recall facts about religion and culture during the Sultanate. [Justify (Application)]

CO5: Analyze the continuity and changes throughout this period. [Analysis (Application)]

#### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	1	3	0	0	0	0	2	0	0	2	0	0	2	0
CO2	3	0	3	0	0	0	0	3	0	0	1	3	2	1	0
CO3	2	2	3	0	0	0	0	0	0	0	3	2	3	0	1
CO4	3	5	1	0	0	0	0	2	0	0	1	0	1	1	2
CO5	2	3	2	0	0	0		3	0	0	2	3	1	1	0
CO6															
CO	2.60	2.75	2.40	0.00	0.00	0.00	0.00	2.50	0.00	0.00	1.80	2.67	3.01	2.01	0.98



## Shyampur Siddheswari Mahavidyalaya Ajudhya, Shyampur, Howrah, Pin-711312. West Bengal

### SEC A 1: Archives and museums

CO1: Students will explore the various traditions and practices related to preservation in India, including the techniques used for safeguarding cultural artifacts and historical materials. (Knowledge)

CO2: Students will gain a comprehensive understanding of the history, development, and significance of archives and museums, with a special focus on India. (Understand)

CO3: Students will sketch collection policies, ethical considerations, and practical procedures for managing museum and archival collections. This includes acquisition methods (field exploration, excavation, purchase, etc.) and documentation techniques (accessioning, cataloging, digital documentation, etc.) (Apply)

CO4: Students will develop skills in curatorial care, preventive conservation, and chemical preservation. They will understand how to maintain and restore artifacts to ensure their longevity. (Evaluate)

CO5: Students will study museum presentation techniques, exhibition design, and educational outreach strategies. They will learn how to engage with the public and communicate the significance of cultural heritage through museums and archives. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	2	3	0	2	0	2	0	0	1	0	3	0	0	0	0
CO2	1	3	0	2	2	2	1	3	0	0	3	3	2	1	0
CO3	1	2	3	2	2	3	0	3	0	0	2	2	0	0	1
CO4	2	1	3	2	0	3	0	2	0	0	2	0	3	2	2
CO5	1	1	2	3	1	3	0	2	1	0	1	3	1	2	0
CO6															
CO	1.40	2.00	2.67	2.20	1.67	2.60	1.00	2.50	1.00	0.00	2.20	2.67	3.21	1.85	0.58



## Shyampur Siddheswari Mahavidyalaya Ajdhya, Shyampur, Howrah, Pin-711312. West Bengal

### SEC A 2: Understanding Heritage

CO1: Students will study conservation efforts aimed at safeguarding heritage. This includes understanding preventive measures, restoration techniques, and curatorial care.

CO2: Students will gain a clear understanding of key terms related to heritage, including “antiquity,” “archaeological site,” “tangible heritage,” “intangible heritage,” and “art treasure.”

CO3: Students will explore the evolution of heritage legislation at both national and international levels. They will learn about relevant conventions, acts, and the roles of government departments, museums, and regulatory bodies in heritage preservation.

CO4: Students will examine challenges faced by tangible and intangible heritage, such as development pressures, antiquity smuggling, and conflicts. Case studies will illustrate these issues.

CO5: Students will explore the relationship between cultural heritage, landscapes, and travel. Recent trends in viewing heritage sites will be discussed, emphasizing the importance of heritage preservation in the context of tourism.

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	2	3	0	2	0	2	0	0	1	0	3	0	0	0	0
CO2	1	3	0	2	2	2	1	3	0	0	3	3	2	1	0
CO3	1	2	3	2	2	3	0	3	0	0	2	2	0	0	1
CO4	2	1	3	2	0	3	0	2	0	0	2	0	3	2	2
CO5	1	1	2	3	1	3	0	2	1	0	1	3	1	2	0
CO6															
CO	140	200	267	220	167	260	100	250	100	000	220	267	321	185	050



**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**CC 8: Rise of the Modern West - II**

CO1: Students will recall facts about the Printing Revolution and the Revolution in war techniques.  
 [ Knowledge (Remembering)]

CO2: They will understand the economic, social, and political dimensions of this crisis.  
 [Comprehension (Understanding)]

CO3: Students will analyze and evaluate the impact on governance with their understanding.  
 [Application (Analysis)]

CO4: Students may apply this understanding to analyze the impact on knowledge and society.

CO5: They will analyze the dynamics of the political system.

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/ digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	0	3	3	0	0	1	0	3	2	0	1	0	2	0	0
CO2	3	2	3	0	0	0	0	3	0	0	1	3	2	1	0
CO3	3	0	3	0	0	1	0	2	1	0	1	0	0	1	1
CO4	2	0	2	0	0	2	0	2	2	0	1		3	1	2
CO5	1	1	3	0	0	0	0	3	0	0	1	3	1	1	0
CO6															
CO	2.25	2.00	2.80	0.00	0.00	1.33	0.00	2.60	1.67	0.00	1.00	3.00	2.45	1.79	0.87



**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**CC 9: History of India (c 1526 – 1605)**

CO1: Students will explore the significance of Persian literary culture during the Mughal period, including its impact on historical texts and translations. (Understanding)

CO2: Students will critically examine modern scholarly interpretations of Mughal rule, considering different perspectives and historiographical approaches. (Analyze)

CO3: Students will study the establishment of Mughal rule, focusing on Babur’s invasion of India. They will analyze the role of firearms, military technology, and warfare strategies during this period. (Justify)

CO4: Students will investigate Sher Shah’s administrative and revenue reforms, including the introduction of the Zabt, Masnab, Jagir, and Madad-I-Maash systems. (Explore)

CO5: Students will explore land rights, revenue systems, and the relationship between Zamindars (landlords) and peasants. They will analyze patterns of agricultural production, crop cultivation, and trade routes, including the rise of Surat as a major trading port. (Apply)

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	1	3	1	0	0	0	3	0	0	1	0	0	0	0
CO2	3	0	3	1	0	0	1	2	0	0	2	3	2	1	1
CO3	2	3	3	0	0	0	0	4	0	0	1	2	1	0	1
CO4	2	1	2	1	0	0	0	2	0	0	2	0	1	2	2
CO5	0	2	2	0	0	0	1	1	0	0	1	3	2	1	0
CO6															
CO	2.50	1.75	2.60	1.00	0.00	0.00	1.00	2.40	0.00	0.00	1.40	2.67	3.21	2.2	0.85





## Shyampur Siddheswari Mahavidyalaya Ajothya, Shyampur, Howrah, Pin-711312. West Bengal

### CC 10: History of India (c 1605 – 1750s)

CO1: Students can analyze historical sources from both Persian and vernacular literary traditions, including histories, memoirs, and travelogues. They will learn to assess the reliability, biases, and cultural contexts of these texts. (Analyze)

CO2: Students can Explain the political culture under Jahangir and Shah Jahan and the extension of Mughal rule during this period, focusing on changes in the Mansab (rank) and Jagir (land grant) systems. (Understanding)

CO3: Students will study the state-religion dynamics under Aurangzeb, examining policies related to religious groups and institutions. They will assess the impact of Aurangzeb's conquests and the limits of Mughal expansion. (Evaluate)

CO4: Students will be able to illustrate Mughal visual arts, including paintings and architectural marvels. They will analyze the cultural and aesthetic significance of Mughal artistic expressions. (Apply)

CO5: Students will be able to design the Rajput political culture and state formation, as well as the emergence of Deccan kingdoms. They will assess the decline of the Mughal Empire and the rise of successor states. Additionally, they will explore trade networks, crafts, technologies, and the Indian Ocean trade system during the eighteenth century. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	0	0	0	2	2	0	0	0	0	0	2	0	0	6	1
CO2	0	0	0	2	1	0	0	0	0	0	1	3	0	2	1
CO3	0	0	0	3	3	0	0	0	0	0	2	2	0	2	1
CO4	3	2	0	2	1	0	0	0	0	0	1	2	0	1	2
CO5	2	1	2	1	1	0	0	1	0	0	1	3	2	1	3
CO6															
<b>CO</b>	<b>2.50</b>	<b>1.50</b>	<b>2.00</b>	<b>2.00</b>	<b>1.60</b>	<b>0.00</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.40</b>	<b>2.50</b>	<b>4.06</b>	<b>3.58</b>	<b>0.98</b>



## Shyampur Siddheswari Mahavidyalaya Ajudhya, Shyampur, Howrah, Pin-711312. West Bengal

### SEC B1: Understanding Popular Culture

CO1: Students will gain insights into the historical evolution of popular culture, understanding its significance and relevance across different periods.

CO2: Students will explore visual forms of popular culture, including folk art, calendar art, and photography. They will analyze the cultural context and artistic elements within these visual representations.

CO3: Students will delve into performance-based aspects of popular culture, such as theater, music, folk tales, songs, swing, and Nautanki. They will identify recurring themes, functional roles, and underlying anxieties expressed through these performances.

CO4: Students will study the impact of Indian cinema on popular culture, tracing its influence during the national struggle for independence (the 1930s-40s), the idealized nationalism era (1950s), and the anti-establishment mood (1970s-80s). Additionally, they will explore expressions of popular culture in television, including documentary films.

CO5: Fairs, Festivals, and Rituals: Students will disentangle mythological narratives, examine patronage dynamics, and explore regional variations in fairs, festivals, and rituals. They will understand how these cultural practices contribute to popular culture.

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	2	3	0	2	0	2	0	0	1	0	3	0	0	0	0
CO2	1	3	0	2	2	2	1	3	0	0	3	3	2	1	0
CO3	1	2	3	2	2	3	0	3	0	0	2	2	0	0	1
CO4	2	1	3	2	0	3	0	2	0	0	2	0	3	2	2
CO5	1	1	2	3	1	3	0	2	1	0	1	3	1	2	0
CO6															
CO	1.40	2.00	2.67	2.20	1.67	2.60	1.00	2.50	1.00	0.00	2.20	2.67	3.21	1.85	0.58



## Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal

### SEC B 2: Art Appreciation: An Introduction to Indian Art

CO1: Students will explore rock art and Harappan arts and crafts, gaining insights into the artistic expressions of ancient civilizations. They will analyze the significance of these early forms of creativity.

CO2: Students will study World Heritage Site management principles and UNESCO World Heritage Manuals. They will delve into notions of art and craft, canons of Indian paintings, and major developments in stupa, cave, temple art, and architecture. Early Indian sculpture and numismatic art will also be examined.

CO3: Students will focus on temple forms and their architectural features. They will appreciate illustrated manuscripts, mural painting traditions, and early medieval sculpture. The study of Indian bronzes or metal icons will enhance their understanding of this period.

CO4: Students will explore Sultanate and Mughal architecture, including its distinctive features. They will appreciate miniature painting traditions (Mughal, Rajasthani, Pahari) and gain an introduction to fort, palace, and haveli architecture.

CO5: Students will examine the Colonial Period's impact on art movements, such as the Bengal School of Art and the Progressive Artists Group. They will explore major artists and their artworks, as well as popular folk art traditions. This will foster an appreciation for India's rich artistic heritage across different eras.

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	2	3	0	2	0	2	0	0	1	0	3	0	0	0	0
CO2	1	3	0	2	2	2	1	3	0	0	3	3	2	1	0
CO3	1	2	3	2	2	3	0	3	0	0	2	2	0	0	1
CO4	2	1	3	2	0	3	0	2	0	0	2	0	3	2	2
CO5	1	1	2	3	1	3	0	2	1	0	1	3	1	2	0
CO6															
CO	1.40	2.00	2.67	2.20	1.67	2.60	1.00	2.50	1.00	0.00	2.20	2.67	3.21	1.85	0.58



**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**CC 11: History of Modern Europe (c.1780 – 1939)**

CO1: Students will identify the crisis of the ancient régime (old regime) in France, including its social, political, and economic challenges. They will recognize intellectual currents that influenced revolutionary thought and examine emerging gender relations during this period. (Knowledge)

CO2: Students will identify the different phases of the French Revolution, from the Estates-General to the Reign of Terror and beyond. They will be able to indicate the impact of revolutionary changes on French society, culture, and governance. (Understand)

CO3: Students will be able to use the artistic expressions, literature, and cultural shifts during the French Revolution. They will articulate how art reflected revolutionary ideals and contributed to societal transformation. (Apply)

CO4: Students will be able to distinguish the process of capitalist development in industry and agriculture across Britain, France, the German States, and Russia. They will criticize the changing social classes (bourgeoisie, proletariat, landowners, and peasantry) and demographic trends during industrialization. (Analyze)

CO5: Students will be able to reframe the intellectual currents that shaped national identities in Germany, Italy, Ireland, and the Balkans. They can predict the economic development, political reorganization, and the impact of revolutions (e.g., 1905, Bolshevik Revolution) on state formation. (Evaluate)

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	0	3	0	1	0	0	3	0	1	1	0	0	0	0
CO2	3	3	3	2	1	0	0	3	0	1	1	3	2	1	0
CO3	0	2	2	2	0	0	0	2	0	0	1	2	0	0	1
CO4	0	3	1	3	0	0	0	3	0	2	0		1	1	2
CO5	3	2	1	1	1	0	0	2	0	2	0	3	1	1	0
CO6															
CO	3.00	2.50	2.00	2.00	1.00	0.00	0.00	2.60	0.00	1.50	1.00	2.67	2.75	1.78	0.58



**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**CC 12: History of India (c 1750s – 1857)**

CO1: Students will be able to describe India’s socio-economic and political landscape during the mid-18th century. They will be able to tabulate the complexities of Indian society, including its diverse communities, economic structures, and governance. (Knowledge)

CO2: Students will identify the impact of mercantilism, foreign trade, and early forms of exactions from Bengal. They will be able to associate the expansion and consolidation of colonial power in specific regions such as Bengal, Mysore, Western India, Awadh, Punjab, and Sindh. (Understand)

CO3: Students will explain the arms of the colonial state, including the army, police, and legal institutions. They will be able to point out the ideologies of the Raj (British rule) and racial attitudes prevalent during this period. (Analyze)

CO4: Students will be able to reframe the land revenue systems, forest policies, and their impact on rural communities. They will be able to discriminate the process of commercialization, indebtedness, and continuity in rural society. Additionally, they will argue on famines and the pastoral economy, including shifting cultivation practices. (Evaluate)

CO5: Students will be able to develop the idea of deindustrialization trends, trade policies, and the drain of wealth from India. They will generalize the growth of modern industry during this period. Furthermore, they will perform in role-play about popular resistance movements, including the Santhal uprising, indigo rebellion, Pabna Agrarian Leagues, and the significant Uprising of 1857. (Create)

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/ digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	0	1	0	3	0	0	0	3	0	0	1	0	0	0	0
CO2	0	3	0	3	0	0	0	2	0	0	1	3	2	1	0
CO3	3	1	3	2	0	0	0	1	0	0	1	2	0	0	1
CO4	0	1	0	1	0	0	0	1	0	0	1	0	1	1	2
CO5	2	2	1	2	0	0	0	2	0	0	2	3	1	1	0
CO6									0						
CO	2.50	1.60	2.00	2.20	0.00	0.00	0.00	1.80	0.00	0.00	1.20	2.67	2.01	1.56	0.48





## Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal

### DSEA1 (a): History of Bengal (c.1757-1905)

CO1: Students will analyze the rise of British power in Bengal, starting from the Battle of Plassey to the Battle of Buxar. They will understand the political dynamics, key events, and implications of British control over the region.

CO2: Students will explore the administrative changes in Bengal from 1765 to 1833. This includes examining the British East India Company's governance, policies, and their impact on local administration.

CO3: Students will examine social reform movements and address the women's question. They will explore efforts to challenge social norms, improve women's rights, and promote social equality.

CO4: Students will study the colonial economy of Bengal, focusing on agriculture, trade, and industry. They will analyze how British policies affected economic activities and livelihoods in the region.

CO5: Students will delve into cultural changes brought about by Christian missionaries, the advent of printing technology, and the impact of education (both indigenous and Western). They will also explore Hindu and Muslim religious revivalist movements during this period.

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	3	4	0	0	0	1	1	0	1	1	4	4	0	0
CO2	2	3	4	0	0	0	2	2	0	1	1	3	2	1	0
CO3	3	2	2	0	0	0	2	3	0	2	1	2	0	0	1
CO4	3	2	2	4	0	0	1	3	0	2	1	0	1	1	2
CO5	1	2	1	4	0	0	1	3	0	2	1	3	1	1	0
CO6															
CO	2.40	2.40	2.60	4.00	0.00	0.00	1.40	2.40	0.00	1.60	1.00	3.00	2.75	1.78	0.58



## Shyampur Siddheswari Mahavidyalaya Ajudhya, Shyampur, Howrah, Pin-711312. West Bengal

### CC 13: History of India (c. 1857 – 1964)

CO1: Students will acquire a comprehensive understanding of cultural changes during this period, including the emergence of a new intelligentsia through the press and public opinion. They will describe the reform and revival movements such as Brahmo Samaj, and Prarthna Samaj, and the impact of leaders like Ramakrishna and Vivekananda. (Understand)

CO2: Students will analyze the formation of early political organizations and the role of moderates and extremists in the nationalist movement. They will point out the Swadeshi movement and the contributions of revolutionaries. (Analyze)

CO3: Students will reframe Mahatma Gandhi's perspectives and methods, including the impact of World War I on India. They will summarize key events such as the Rowlatt Satyagraha, the Jallianwala Bagh massacre, and the Non-Cooperative and Civil Disobedience movements. Additionally, they will be able to conclude the Quit India movement and the Indian National Army (INA). (Evaluate)

CO4: Students will be able to design a table of the interactions between different social groups, including landlords, professionals, middle classes, peasants, tribals, laborers, Dalits, women, and business groups. They will be able to rewrite how these groups contributed to or resisted nationalist movements. (Create)

CO5: Students will be able to write the ideologies and practices related to communalism, including the roles of organizations like the RSS, Hindu Maha Sabha, and Muslim League. They will be able to develop the process of negotiations for independence and partition, popular movements, and the impact of partition riots. Furthermore, they will examine the making of the Indian Constitution, the integration of princely states, land reforms, and the early planning initiatives during the Nehru years. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome			
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/ digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03	
CO1	3	0	3	0	0	0	0	0	0	0	0	1	0	2	3	2
CO2	3	3	0	0	0	0	0	3	0	0	1	3	2	1	0	0
CO3	2	2	3	0	0	0	0	3	0	0	2	2	0	0	1	1
CO4	3	2	2	0	0	0	0	2	0	0	1	0	1	1	2	2
CO5	2	1	3	0	0	0	0	0	0	0	1	3	1	2	0	0
CO6																
CO	2.60	2.00	2.75	0.00	0.00	0.00	0.00	2.67	0.00	0.00	1.20	2.67	2	2.01	0.68	0



## Shyampur Siddheswari Mahavidyalaya Ajudhya, Shyampur, Howrah, Pin-711312. West Bengal

### CC 14: History of World Politics: 1945-1994

CO1: Students will recognize decolonization in Africa, focusing on case studies such as Ghana, Algeria, Congo, and Kenya. They will tabulate the protest politics, including the Civil Rights Movement, the Anti-Apartheid Movement, and the Second Wave Feminist Movement. (Knowledge).

CO2: Students will explain key US policies such as the Truman Doctrine, the Marshall Plan, and NATO. They will classify the impact of these policies on global relations and security. (Understand)

CO3: Students will evaluate the Molotov Plan, COMECON, and the Sovietization of Eastern Europe. They will discriminate events like the Berlin Blockade, the Korean Crisis, and the Vietnam War as manifestations of the Cold War. (Evaluate)

CO4: Students will collaborate Glasnost (openness) and Perestroika (restructuring) as part of de-Stalinization. They will rewrite the crisis faced by socialist regimes in East European countries (Poland, Germany, Czechoslovakia, Hungary) and the USA's response. Additionally, they will study the rise of a unipolar world system and globalization. (Create)

CO5: Students will develop a foundational idea of the Cold War's origins, including the Yalta and Potsdam Conferences and the end of the wartime alliance. They will rewrite the roles of major powers in shaping post-World War II geopolitics. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/ digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	0	0	3	1	0	0	0	0	0	0	2	0	0	0	0
CO2	3	0	3	1	0	0	0	3	0	0	2	3	2	1	0
CO3	2	3	2	2	0	0	0	0	0	0	1	2	0	0	1
CO4	2	2	2	1	0	0	0	1	0	0	1	2	1	1	2
CO5	0	2	3	1	0	0	0	3	0	0	0	3	1	1	0
CO6															
CO	2.33	2.33	2.60	1.20	0.00	0.00	0.00	2.33	0.00	0.00	1.50	2.50	2.75	1.78	0.58



## Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal

### DSEA1 (a): History of Bengal (c.1757-1905)

CO1: Students will relate the colonial economy of Bengal, focusing on agriculture, trade, and industry. They will analyze how British policies affected economic activities and livelihoods in the region. (Apply)

CO2: Students will analyze the rise of British power in Bengal, starting from the Battle of Plassey to the Battle of Buxar. They will understand the political dynamics, key events, and implications of British control over the region. (Analyze)

CO3: Students will reframe social reform movements and address the women's question. They will explore efforts to challenge social norms, improve women's rights, and promote social equality. (Evaluate)

CO4: Students will delve into cultural changes brought about by Christian missionaries, the advent of printing technology, and the impact of education (both indigenous and Western). They will also explore Hindu and Muslim religious revivalist movements during this period. (Evaluate)

CO5: Students will explore the administrative changes in Bengal from 1765 to 1833. This includes examining the British East India Company's governance, policies, and their impact on local administration. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	0	3	0	0	1	0	1	0	1	0	0	0	0	0
CO2	2	3	0	2	0	1	0	2	0	1	2	3	2	1	0
CO3	2	3	0	0	0	1	0	2	0	2	1	2	0	0	1
CO4	2	3	1	3	0	2	0	1	0	2	1	0	1	1	2
CO5	1	1	2	2	0	3	0	3	0	2	1	3	1	1	0
CO6															
CO	2.00	2.50	2.00	2.33	0.00	1.60	0.00	1.80	0.00	1.60	1.25	2.67	2.75	1.78	0.58



## Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal

### DSEA1 (b): History of Modern East Asia – I China (c.1840 – 1949)

CO1: Students will define the reform efforts during the Tzu-Chiang period (1860-95, 1898, and 1901-08). They will analyze the effectiveness of these attempts to modernize China and strengthen its position in the face of external pressures. (Knowledge)

CO2: Students will explain the Opium Wars, Unequal Treaties, and the scramble for concessions that led to China's status as an informal colony. They will examine the impact of finance imperialism and the Open-Door policy on China's sovereignty. (Understand)

CO3: Students will summarize significant movements such as the Taiping Rebellion and the Yi Ho Tuan uprising. They will understand the social and economic factors driving these movements and their implications for Chinese society. (Evaluate)

CO4: Students will reframe the Revolution of 1911, its causes, nature, and significance. They will learn about key figures like Sun Yat-sen, the formation of the Republic, and the challenges posed by War Lordism. Additionally, they will analyze the May Fourth Movement of 1919 and its impact on Chinese nationalism. (Evaluate)

CO5: Students will develop the structure of Chinese society during the 19th and early 20th centuries, including the roles of gentry, bureaucracy, and peasantry. They will analyze the Confucian value system and Sinocentrism, as well as the significance of the Canton commercial system. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	3	0	0	0	0	1	1	0	1	1	0	0	0	0
CO2	2	3	0	0	0	0	2	2	0	1	1	3	2	1	0
CO3	3	2	2	0	0	0	2	3	0	2	1	2	0	0	1
CO4	3	2	2	0	0	0	1	3	0	2	1	0	1	1	2
CO5	1	2	1	0	0	0	1	3	0	2	1	3	1	1	0
CO6															
CO	2.40	2.40	1.67	0.00	0.00	0.00	1.40	2.40	0.00	1.60	1.00	2.67	2.75	1.78	0.58



## Shyampur Siddheswari Mahavidyalaya Ajudhya, Shyampur, Howrah, Pin-711312. West Bengal

### DSE A3: History of Bengal (c.1905-1947)

CO1: Students will identify communal politics from 1906 to 1930, including the birth of the Muslim League and the Hindu response. They will examine the dynamics of religious identity and political mobilization. (Knowledge)

CO2: Students will describe Gandhian nationalism after 1919, focusing on the Non-Cooperation movement, the Khilafat movement, and the Swaraj party. They will also learn about revolutionary nationalists and the emergence of left-wing politics in the 1920s. (Understand)

CO3: Students will interpret peasant movements, labor movements, caste-based activism, and women's movements in Bengal during 1920-1946. They will analyze the socio-economic context and the impact of these movements. (Apply)

CO4: Students will analyze the Partition of Bengal (1905-08) and the rise of extremism in Bengal. They will understand the Swadeshi movement and its impact on Indian nationalism. (Analyze)

CO5: Students will rewrite key events leading to independence, including the Quit India Movement in Bengal. They will study communal riots, the Calcutta killing, and the Noakhali riots. Additionally, they will understand the birth of West Bengal and East Pakistan during partition. (Create)

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	0	3	0	0	1	0	1	0	1	0	0	0	0	0
CO2	2	3	0	2	0	1	0	2	0	1	2	3	2	1	0
CO3	2	3	0	0	0	1	0	2	0	2	1	2	0	0	1
CO4	2	3	1	3	0	2	0	1	0	2	1	0	1	1	2
CO5	1	1	2	2	0	3	0	3	0	2	1	3	1	1	0
CO6															
<b>CO</b>	<b>2.00</b>	<b>2.50</b>	<b>2.00</b>	<b>2.33</b>	<b>0.00</b>	<b>1.60</b>	<b>0.00</b>	<b>1.80</b>	<b>0.00</b>	<b>1.60</b>	<b>1.25</b>	<b>2.67</b>	<b>2.75</b>	<b>1.78</b>	<b>0.58</b>





**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**DSE B3: History of Modern East Asia – II Japan (c.1868 – 1945)**

CO1: Students will describe the transformations in Japan after World War II, including the American-led occupation, democratic reforms, and the country’s emergence as an economic powerhouse. (Knowledge)

CO2: Students will relate Japan’s expansionist policies in China, Manchuria, and Korea, considering the motivations, consequences, and challenges faced during this period. (Apply)

CO3: Students will analyze the nature and significance of the Meiji Restoration, including its impact on political, social, and cultural reforms in Japan during the late 19th century. (Analyze)

CO4: Students will evaluate the Meiji Constitution (1889) and its role in shaping Japan’s political structure, including the emperor’s authority, the bicameral parliament (Diet), and citizens’ rights. (Evaluate)

CO5: Students will design the rise of militarism in Japan, understanding its nature, significance, and impact on domestic and international affairs leading up to World War II. (Create)

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome												Program Specific Outcome		
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning	PS 01	PS 02	PS 03
CO1	3	3	0	0	0	0	1	1	0	1	1	0	0	0	0
CO2	2	3	0	0	0	0	2	2	0	1	1	3	2	1	0
CO3	3	2	2	0	0	0	2	3	0	2	1	2	0	0	1
CO4	3	2	2	0	0	0	1	3	0	2	1	0	1	1	2
CO5	1	2	1	0	0	0	1	3	0	2	1	3	1	1	0
CO6															
CO	2.40	2.40	1.67	0.00	0.00	0.00	1.40	2.40	0.00	1.60	1.00	2.67	2.75	1.78	0.58

# Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal



## GE1: Political Science (Constitutional Government in India)

CO1: Get insights into the issues concerning the constitution's framework, values, and design.

CO2: Understand the specifications of the Indian constitution and the workings of the government, fundamental rights, and the citizens.

CO3: Apply democratic principles in their day-to-day life

CO4: Analyze how institutional practices and ideas of liberty, equality, and justice impact and get impacted by political context.

CO5: Evaluate the working of the government through its various organ

## CO-PO-PSO Mapping:

Course Outcome	Programme Outcome											
	PO 1: Disciplinary knowledge :	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/ digital literacy:	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning
CO1	3	3	3	2	3	3	0	3	3	3	3	3
CO2	3	3	3	0	3	3	0	3	3	3	3	3
CO3	3	3	3	0	3	3	0	3	3	3	3	3
CO4	3	3	3	0	3	3	0	3	3	3	3	3
CO5	3	3	3	1	3	3	0	3	3	3	3	3
CO6												
<b>CO</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>1.50</b>	<b>3.00</b>	<b>3.00</b>	<b>0.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>



## Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal

### GE2: Political Science (Democratic Awareness through Legal Literacy)

CO1: Define different terms associated with the legal structure of India.

CO2: Interpret individual and group rights

CO3: Identify legal opportunities and challenges for people in India.

CO4: Analyze existing legislation in the present political context

CO5: Make an appraisal of existing legislation on women and others.

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome											
	PO 1: Disciplinary knowledge :	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy:	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning
CO1	3	3	3	2	3	3	0	3	3	3	3	3
CO2	3	3	3	0	3	3	0	3	3	3	3	3
CO3	3	3	3	0	3	3	0	3	3	3	3	3
CO4	3	3	3	0	3	3	0	3	3	3	3	3
CO5	3	3	3	1	3	3	0	3	3	3	3	3
CO6												
CO	3.00	3.00	3.00	1.50	3.00	3.00	0.00	3.00	3.00	3.00	3.00	3.00



**Shyampur Siddheswari Mahavidyalaya**  
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**GE3: Philosophy (Ethics)**

CO1: Student can classify ethics

CO2: students can compare moral and non-moral actions

CO3: Students can demonstrate the theory of Plato and others

CO4: Students can explain standards of morality

CO5: Students can illustrate ethical hedonism and psychological hedonism.

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome											
	PO 1: Disciplinary knowledge :	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/ digital literacy:	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning
CO1	2	3	2	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	2	2	2	2	3	3	3
CO3	3	2	3	3	2	2	2	2	2	3	3	3
CO4												
CO5												
CO6					0	0	0	0	0	0	0	0
CO	2.33	2.67	2.67	3.00	2.33	2.33	2.33	2.33	2.33	3.00	3.00	3.00



**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**GE4: Philosophy (Fundamentals of Philosophy)**

CO1: Students will delineate the history of Western philosophy, differentiating key schools of thought, authors, debates, terms, and methods that emerged throughout its history.

CO2: Students will demonstrate critical thinking, reading, and writing abilities by engaging with primary and secondary sources, collaborating on projects, and producing scholarly essays in an academic format.

CO3: Within an inclusive classroom environment, students will present and assess views that differ from their own, particularly considering perspectives related to gender, race, class, culture, and non-Western philosophical traditions.

CO4: Students will compare, contrast, and critique representative authors from various philosophical traditions and historical periods, exploring diverse topics such as human nature, political authority, morality, knowledge, reality, arts, literature, film, and the internet.

CO5: Students will define and explain sub-disciplines within philosophy, including ethics, metaphysics, epistemology, aesthetics, philosophy of language, philosophical psychology, philosophy of law, environmental philosophy, and social and political philosophy

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome											
	PO 1: Disciplinary knowledge	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning
CO1	2	3	2	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	2	2	2	2	3	3	3
CO3	3	2	3	3	2	2	2	2	2	3	3	3
CO4												
CO5												
CO6					0	0	0	0	0	0	0	0
CO	2.33	2.67	2.67	3.00	2.33	2.33	2.33	2.33	2.33	3.00	3.00	3.00



## Shyampur Siddheswari Mahavidyalaya Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal

### AECC-1: Bengali

CO1: Students can define the cultural development of Bengalis from the emergence of the Bengali language to modern times

CO2: Students can produce practical knowledge useful for careers in drama, movies, serials, or recitation

CO3: Students can interpret the structural methods of various literary forms, spelling, IPA, and Roman scripts

CO4: students can assemble insights into various literary genres, their evolution, and variations

CO5: Students can collaborate in the development and evolution of drama and theatrical stages as mirrors of social reality

### CO-PO-PSO Mapping:

Course Outcome	Programme Outcome											
	PO 1: Disciplinary knowledge :	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy:	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning
CO1	3		3	0	3	0	0	2	3	3	1	3
CO2	3			0	3	0	0	0	0	3	0	0
CO3	2			0	2	0	0	0	0	0	0	0
CO4	3			0	0	0	0	0	0	0	0	0
CO5	2	2	0	0	3	0	0	0	0	3	0	0
CO6		0	0	0	0	0	0	0	0	0	0	0
CO	2.60	2.00	3.00	0.00	2.75	0.00	0.00	2.00	3.00	3.00	1.00	3.00





**Shyampur Siddheswari Mahavidyalaya**  
**Ajodhya, Shyampur, Howrah, Pin-711312. West Bengal**

**AECC-2: Environmental Science**

Every student can to

CO1: Describe the structure and function of ecosystems.

CO2: Understand international agreements (e.g., Montreal Protocol, Kyoto Protocol).

CO3: Discuss land resources, land use change, and soil degradation.

CO4: Recognize endangered and endemic species.

CO5: Understand the multidisciplinary nature of environmental studies.

CO6: Familiarize yourself with relevant environmental laws (e.g., Wildlife Protection Act, Environment Protection Act).

**CO-PO-PSO Mapping:**

Course Outcome	Programme Outcome											
	PO 1: Disciplinary knowledge :	PO 2: Problem solving	PO 3: Critical thinking	PO 4: Research-related skills / Scientific reasoning	PO 5: Communication Skills	PO 6: Cooperation/ Team work	PO 7: Information/digital literacy:	PO 8: Self-directed learning	PO 9: Multicultural competence	PO 10: Moral and ethical awareness/reasoning	PO 11: Leadership readiness/qualities	PO 12: Lifelong learning
CO1	3	2	3	3	3	3	3	3	3	0	3	3
CO2	3	3	3	0	0	0	0	0	0	0	3	0
CO3	3	2	3	0	0	0	0	0	0	0	0	0
CO4	3	3	3	0	0	0	0	0	0	0	0	0
CO5	2	2	2	0	0	0	0	0	0	0	0	0
CO6	3	2	1	0	0	0	0	0	0	0	0	0
CO	2.83	2.40	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00