



Program Educational Objectives (PEO)
BA (H) POLITICAL SCIENCE
Academic Year – 2021-22

Program Educational Objectives (PEOs):

PEO1: Be acquainted with the basic normative and contemporary concepts and ideas of Political Theory; assess the contribution of key ancient and modern Indian and Western political thinkers and their relevance to contemporary times.

PEO2: Be familiarized with the legal and philosophical framework of the political system in India, and simultaneously study in detail the political structure both Constitutional and Administrative including Public and Local Administration.

PEO3: Be exposed to a comprehensive introduction to the most important multilateral political organization in International Relations along with the various Issues in World Politics viz, terrorism, human rights, and environmental issues etc.

PEO4: Learn how to study the major political systems of the world by adopting a comparative approach.

PEO5: - The holistic perspective of knowledge will enable graduates to perform exceptionally in careers related to civil services, entrepreneurship, leadership roles or work with NGOs and after completing a UG program can pursue a career in teaching and research.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

Bachelor of Arts (H) Political Science, Academic Year – 2021-22

Programme Outcomes:

[PO.1]. Political knowledge: Students will demonstrate the fundamentals of political science, and to analyse the increasing need for political science in the contemporary era.

[PO.2]. Problem analysis: identify literature, and analyse complex political problems, reaching substantiated conclusions using principles of politics.

[PO.3]. Design/development of solutions: Students will develop attributes for learning various aspects of politics through a firm grounding in political aspects, constitution, international relations, law, and development.

[PO.4]. Conduct investigations of complex problems: Use research-based knowledge and research methods, including the analysis and interpretation of data and the synthesis of the information, to provide valid conclusions. Students will demonstrate knowledge of the fundamentals of Indian government and politics and describe the constitutional design and institutional framework of Indian government.

[PO.5]. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern IT tools, including prediction and role modelling, to complex political activities with an understanding of the theoretical problems.

[PO.6]. The politics and society: Apply contextual knowledge to assess social, political, health, legal, and cultural issues and the consequent responsibilities relevant to professional welfare practice.

[PO.7]. Environment and sustainability: Understand the impact of professional political solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

[PO.8]. Ethics: Apply ethical principles and commit to professional ethics, responsibilities, and norms of political practices.

[PO.9]. Individual and teamwork: Function effectively as an individual and as a member or leader in diverse teams and in multidisciplinary settings.

[PO.10]. Communication: Communicate effectively on complex political situations with the community and society at large, such as being able to comprehend and write effective reports and research documentation, make effective presentations, and give and receive clear instructions.

[PO.11]. Project management and finance: Demonstrate knowledge and understanding of the political principles and apply these to one's own field, as a member and leader to manage in multidisciplinary environments.

[PO.12]. Life-long learning: recognise the need and have the preparation and ability to engage in independent and life-long learning in the broadest context of political change.

Programme Specific Outcomes:

PSO1- State the subject knowledge of Political Science, International relations and public Administration.

PSO2- Illustrate in systematic manner the inter-relation of political institutions, issues, political outputs of governance and political processes.

PSO3- Apply the developments in political science and international politics to demonstrate and understand political phenomenon occurring in our society

Note: - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3: Substantial (High)

If there is no correlation, put “-”

PROGRAMME ARTICULATION MATRIX																
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
I SEM	BPS181	3	2	3	2	3	2	2	3	2	3	3	3	3	2	2
	BPS182	3	1	3	-	-	-	-	-	-	-	-	3	3	2	2
	BPS183	3	3	2	3	3	2	2	-	3	2	3	3	3	2	2
	BPS184	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BPS185	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BCU141	2	2	2	-	3	-	3	2	-	3	-	3	-	-	-
	EVS142	3	3	1	2	3	3	3	3	3	3	-	1	3	-	-
	BSU143	2	-	2	-	3	-	3	2	-	3	-	3	-	-	-
FLU144	3	3	3	2	2	1	1	-	-	-	-	3	-	-	-	
II SEM	BPS281	3	2	3	2	3	2	2	3	2	3	3	3	3	2	2
	BPS282	3	1	3	-	-	-	-	-	-	-	-	3	3	2	2
	BPS283	3	3	2	3	3	2	2	-	3	2	3	3	3	2	2
	BPS284	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BPS285	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BCU241	3	3	1	2	3	3	3	3	3	-	1	3	-	-	-
	EVS242	2	-	2	-	3	-	3	2	-	3	-	3	-	-	-
	BSU243	3	3	3	2	2	1	1	-	-	-	-	3	-	-	-
FLU244	3	3	1	2	2	3	3	2	3	2	2	2	-	-	-	
III SEM	BPS381	3	2	3	2	3	2	2	3	2	3	3	3	3	2	2
	BPS382	3	1	3	-	-	-	-	-	-	-	-	3	3	2	2
	BPS383	3	3	2	3	3	2	2	-	3	2	3	3	3	2	2
	BPS384	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BPS385	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BCU 341	1	2	2	1	1	-	-	-	-	-	-	-	2	-	-
	BSU 343	3	3	2	-	-	-	-	-	-	-	-	2	3	-	2
	FLU 344	1	2	2	1	1	-	-	-	-	-	-	-	2	-	-
IV SEM	BPS481	3	2	3	2	3	2	2	3	2	3	3	3	3	2	2
	BPS482	3	1	3	-	-	-	-	-	-	-	-	3	3	2	2
	BPS483	3	3	2	3	3	2	2	-	3	2	3	3	3	2	2
	BPS484	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BPS485	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BCU 441	1	2	2	1	1	-	-	-	-	-	-	-	2	-	-
	BSU 443	3	3	2	-	-	-	-	-	-	-	-	2	3	-	2
	FLU 444	1	2	2	1	1	-	-	-	-	-	-	-	2	-	-
	BPS581	3	2	3	2	3	2	2	3	2	3	3	3	3	2	2
	BPS582	3	1	3	-	-	-	-	-	-	-	-	3	3	2	2
	BPS583	3	3	2	3	3	2	2	-	3	2	3	3	3	2	2
	BPS584	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BPS585	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2

VSE M	BPS586	3	2	2	2	-	-	-	1	1	1	2	2	-	-	
	BCU 541	1	2	2	1	1	-	-	-	-	-	-	2	-	-	
	BSU 543	3	3	2	-	-	-	-	-	-	-	2	3	-	2	
	FLU 544	1	2	2	1	1	-	-	-	-	-	-	2	-	-	
VISE M	BPS681	3	2	3	2	3	2	2	3	2	3	3	3	3	2	2
	BPS682	3	1	3	-	-	-	-	-	-	-	3	3	2	2	
	BPS683	3	3	2	3	3	2	2	-	3	2	3	3	3	2	2
	BPS684	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BCU 641	2	2	2	-	3	-	3	2	-	3	-	3	3	2	2
	BSU 643	3	3	2	-	-	-	-	-	-	-	-	2	3	-	2
	FLU 644	1	2	2	1	1	-	-	-	-	-	-	-	2	-	-

Amity Institute of Social Sciences Amity
University Madhya Pradesh
PO Mapping of BA (H) Political Science syllabus with the SDGs

Sr No	Program Outcome [PO]	Program Outcome	Mapping with SDGs.
1	PO-1	Political knowledge: Students will demonstrate the fundamentals of political science, and to analyse the increasing need for political science in the contemporary era.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena. SDG 16 (Peace Justice and Strong Institution) it aims to provide comprehensive knowledge of Political System.
2	PO-2	Problem analysis: identify literature, and analyse complex political problems, reaching substantiated conclusions using principles of politics.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena.
3	PO-3	Design/development of solutions: Students will develop attributes for learning various aspects of politics through a firm grounding in political aspects, constitution, international relations, law, and development.	SDG 16 (Peace, Justice and Strong Institution) it aims to provide comprehensive knowledge of social relations and political and institutional practices;
4	PO-4	Conduct investigations of complex problems: Use research-based knowledge and research methods, including the analysis and interpretation of data and the synthesis of the information, to provide valid conclusions. Students will demonstrate knowledge of the fundamentals of Indian government and politics and describe the constitutional design and institutional framework of Indian government.	SDG 4 (Quality Education) it focuses on the Constitutional design and institutional framework of Indian government.
5	PO-5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern IT tools, including prediction and role modelling, to complex political activities with an understanding of the theoretical problems.	SDG 10 (Reduce Inequalities) It aims to emphasis on the importance of IR in reducing the inequalities among the third world countries; SDG 16 (Peace, Justice and Strong Institution) it aims to provide comprehensive knowledge of International relations

6	PO-6	The politics and society: Apply contextual knowledge to assess social, political, health, legal, and cultural issues and the consequent responsibilities relevant to professional welfare practice.	SDG 10 (Reduce Inequalities) It aims to emphasis on the importance of IR in reducing the inequalities among the third world countries; SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena.
7	PO-7	Environment and sustainability: Understand the impact of professional political solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena. SGD 13 (Climate Action); SDG3 (Good Health and Well Being; SDG 6 (Clean Water and Sanitation.
8	PO-8	Ethics: Apply ethical principles and commit to professional ethics, responsibilities, and norms of political practices.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena. SDG 16 (Peace, Justice and Strong Institution) it aims to follow ethical principle in our day to day life.
9	PO-9	Individual and teamwork: Function effectively as an individual and as a member or leader in diverse teams and in multidisciplinary settings.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena. SDG 17 (Partnership for the Goals) it emphasis on partnership for achieving desired goals.
10	PO-10	Communication: Communicate effectively on complex political situations with the community and society at large, such as being able to comprehend and write effective reports and research documentation, make effective presentations, and give and receive clear instructions.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena.
11	PO-11	Project management and finance: Demonstrate knowledge and understanding of the political principles and apply these to one's own field, as a	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena.

		member and leader to manage in multidisciplinary environments.	SDG 12 (Responsible Consumption and Production). It aims to utilize natural resources with responsibility.
12	PO-12	Life-long learning: recognise the need and have the preparation and ability to engage in independent and life-long learning in the broadest context of political change.	SDG 4 (Quality Education) it focuses on practical and theatrical experiences in the field of political and social arena. SDG 16 (Peace, Justice and Strong Institution) it aims to provide comprehensive knowledge of social relations and political and institutional practices;

Courses Mapped with various National Missions

Sr. No.	Name of School	Program Name	Semester	Course Code	Course Name	National Mission
	AISS	Political Science	II	BPS282	Indian Political Thought - II	Deendayal Antyodaya Yojana-National Urban Livelihoods Mission (DAY-NULM)
	AISS	Political Science	III	BPS384	PUBLIC ADMINISTRATION - II	Digital India (DI) & National Mission on Education through ICT (NMEICT)
	AISS	Political Science	III	BPS381	COMPARATIVE GOVERNMENT & POLITICS - I	Ayushman Bharat -National Health Protection Mission (AB-NHPM)
	AISS	Political Science	IV	BPS482	PUBLIC POLICY AND ANALYSIS	Ayushman Bharat -National Health Protection Mission (AB-NHPM), Digital India (DI), & National Mission on Education through ICT (NMEICT)
	AISS	Political Science	V	BPS584	INDIA'S FOREIGN POLICY	National Mission on Strategic Knowledge for Climate Change (NMSKCC)
	AISS	Political Science	V	BPS581	CONSTITUTION OF INDIA	Pradhan Mantri Jan Dhan Yojana (PMJDY), Swachh Bharat Mission (SBM) & Mission Indradhanush (MI)



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Course structure: INDIAN POLITICAL THOUGHT – II – BPS282

Course Title: INDIAN POLITICAL THOUGHT - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS282

Course Objectives:

- Enable students to understand the philosophy of Indian political thinkers.
- Help students to practice the Idea of Gandh's Swaraj
- Enable students to strengthen their knowledge of Hindutva

Pre-requisites: The students must possess fair understanding of Indian Political Thought in the contemporary era

Course Contents/Syllabus:

	Weightage (%)
Module I Understanding Indian Political Thought	30%
<ul style="list-style-type: none">• Rammohan Roy: Rights• Pandita Ramabai: Gender• Vivekananda: Ideal Society	
Module II State	20%
<ul style="list-style-type: none">• Gandhi: Swaraj• Ambedkar: Social Justice	
Module III Sovereignty	20%
<ul style="list-style-type: none">• Tagore: Critique of Nationalism• Iqbal: Self and Community	
Module IV Basic Concepts of Political Ideology	30%
<ul style="list-style-type: none">• Savarkar: Hindutva• Nehru: Secularism• Lohia: Socialism• M. N. Roy: Humanism	

Student Learning Outcomes:

- Understand the concepts of Iqbal's Self and Community
- Analyze various political ideologies of Indian Political thinkers
- Identify the significance of Pandita Ramabai
- Evaluate Ambedker's Idea of social justice
- Enable students to understand the concept of Socialism

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Essential Readings

1. Understanding Modern Indian Political Thought

- a. Mehta, V.R. and Pantham Thomas (eds.) (2006), 'A thematic introduction to Political Ideas in Modern India: Thematic Explorations, history of Science, Philosophy and Culture in Indian civilization' Vol: 10, Part:7, New Delhi: Sage Publications, pp. xxvii – xix
- b. Dalton, D., (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political thought of Swami Vivekananda, Arbindo Ghose, Rabindranath Tagore and Mahatma Gandhi. Academic Press: Gurgaon, pp. 1-28.

2. Rammohan Roy: Rights

- a. Bayly, C.A. (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800 – 1830', in Kapila, Shruti (ed). An intellectual History for India. New Delhi: Cambridge University Press, pp. 18 – 34.
- b. Pantham, Thomas (1986) 'The Socio – Religious thought of Rammohan roy', in Panthom, Thomas and Deutsch, Kenneth. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 32 -52

3. Pandita Ramabai: Gender

- a. Kosambi, Meera (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', Economic and Political Weekly, vol. 23, No. 44: Oct., pp. 38 – 49

Further Readings

Chakravarti, Uma (2007) *Pandita Ramabai – A life and a Time*. New Delhi: Critical Quest, pp. 1 – 40.

Omvedt, Gail (2008) 'Ramabai: omen in the kingdom of God', in *Seeking Begumpura: The Socila Vision of Anti Caste Intellectual*. New Delhi: Navayana. Pp. 205 – 224.

4. Vivekananda: Ideal Society

a. Sen. Amiya. P. (2003) 'Swami Vivekananda on history and Society', in *Swami Vivekananda*. Delhi: OUP, pp. 62 – 79

b. Rustav, Hilfred (1998) 'Swami Vivekananda and the Ideal Society', in Radice, William (ed.) *Swami Vivekananda and the modernization of Hinduism*. Delhi: Oxford University Press, pp. 264 – 280.

Further Reading

Raghuramaraju (2007) ' Swami and Mahatma Paradigm: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*. Delhi: Oxford University Press, pp. 29 – 65

5. Gandhi: Swaraj

a. Parel, Anthony J. (ed.) (2002) 'Introduction', in *Gandhi, freedom and Self Rule*. Delhi: Vistarr Publication.

b. Dalton, dennis (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore* Gurgaon: The Academic Press,pp. 154 – 190

Further Reading

Terchek, Ronald (2002) ' Gandhian Autonomy in Late Modern World', in Parel, Anthony J. (ed.) *Gandhi, freedom and Self Rule*. Delhi: Sage.

6. Ambedkar: Social Justice

a. Rodrgues, Valetian (2007) ' Good Society, rights, Democracy Socialism', in Thorat Sukjdeo and Aryama (eds.) *Ambedkar in Retrospect – Essays on Economics, politics and Society*. Jaipur: IID Sand Rawat Publication.

b. Mangekar, Bhalachandra (2007) ' Quest for Democratic Socialism', in Thorat, Sukhdeo and Aryana (eds.) *Ambedkar in retrospect – Essays on Economics, Politics and Society*. Jaipur: IIDS and Rawat Publication, pp. 121 – 142

Further Readings

Chatterjee Partah (2005) ' Ambedkar and the troubled times of Citizenship', in Mehta,V.R. and Pantham, Thomas (eds.) *Political ideas in modern India: Thematic Explorations*. New Delhi: Sage, pp. 73 -92.

7. Tagore: Critique of Nationalism

a. Chakravarty, Randharaman (1986) 'Tagore, Politics and Beyond', in Pantham, Thomas and Deutsch, Kenneth I (Eds.) *Political Thought in Modern India*. New Delhi: Sage,pp. 177 – 191

b. Radhakrishnan, Manju and Debasmita (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in Hogan, Patrick, Colm and pandit, Lalita (eds.) *Rabindranath Tagore: Universality and Tradition*. London: Rosemont Publishing and Printing Corporation, pp. 29 – 39.

Further Reading

Nandy, Ashis (1994), 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*. Delhi: Oxford

University Press, pp. 1 – 50

8. Iqbal: Community

- a. Engineer, Asghar Ali (1980) ' Iqbal's Reconstruction of religious Thought in Islam', *Social Scientist*, Vol.8, No.8, March, pp. 52 – 63
- b. Madani (2005), *Composite Nationalism and Islam*. New Delhi: Manohar, pp. 66 – 91.

Further Reading

Gordon – Polonsky, L. R. (1971) 'Ideology of Muslim Nationalism', in Malik, Hafiz (ed.) *Iqbal: Poet-philosopher of Pakistan*. New York: Columbia University Press, pp. 108 – 134.

9. Savarkar: Hindutva

- a. Sharma, Jyotirmaya (2003) *Hindutva: Exploring the idea of Hindu Nationalism*. Delhi:Panguin, pp. 124 – 172.

Further Reading

Keer, Dhananjay (1966) *Veer Savarkar*. Bombay: Popular Prakashan, pp. 223 – 250.

10. Nehru: Secularism

- a. Pillai, R.C. (1986) 'Political thought of Jawaharlal Nehru', in Pantham, Thomas and Deutsch Kenneth I. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 260 – 274.
- b. Zachariah, Benjamin (2004) *Nehru*. London: Routledge Historical Biographies, pp. 169 – 213.

Further Reading

Chatterje, Partha (1986) ' The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131 – 166.

11. Lohia: Socialism

Sinha, Sachinanda (2010), ' Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV, No. 40, October 02 – October 08, pp. 51 – 55.

Kumar, Anand (2010) 'Understanding Lohia's Political Sociology: Intersectionality of caste, Class, Gender and Language Issue', *Economic and Political Weekly*, Vol. XLV, No 40, October 02 – October 08, pp. 64 – 70.

Original Excerpts

- a. Roy,R. (1991) 'The Percepts of Jesus the Guide to Peace and happiness', Hay,S. (ed.) *Sources of Roy, R.* (1991) 'The percepts of Jesus, The Guide to Peace and happiness', Hay,S. (ed.) *Source of Indian Tradition* Vol. 2. Second Edition. New Delhi: Penguin, pp. 24 – 29.



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Course structure: COMPARATIVE GOVERNMENT & POLITICS - I – BPS381

Course Title: COMPARATIVE GOVERNMENT & POLITICS - I

Credit Units: 4

Course Level: UG Level

Course Code: BPS381

Course Objectives:

- Enable students to understand the comparative politics
- Help students to analyze the idea of state capitalism
- Enable students to strengthen their knowledge of several ideologies

Pre-requisites: The students must possess fair understanding of Comparative Government & Politics.

Course Contents/Syllabus:

	Weightage (%)
Module I Comparative Government and Politics	25%
<ul style="list-style-type: none">• Nature and Scope• Why compare?• Going beyond Euro-centrism	
Module II Historical context of Modern Government	25%
<ul style="list-style-type: none">• Capitalism: Meaning and Development; Globalization• State Socialism: Meaning, Growth and Development• State Capitalism: Meaning, Growth and Development	
Module III Themes for Comparative Analysis	25%
<ul style="list-style-type: none">• A Comparative Study of Constitutional Developments• Political Economy• Executive, Judiciary, Representation and Participation in the following countries: Britain, Brazil, Nigeria and China	
Module IV Trends in Comparative Politics	25%
<ul style="list-style-type: none">• Colonialism and Decolonization: Meaning, context, forms of Colonialism• Anti-Colonial Struggles and Process of Decolonization	

- Democratic Socialism: Meaning, Growth and Development

Student Learning Outcomes:

- Understand the concepts of comparative government and politics
- Analyze the comparative study of various countries
- Identify various forms of colonialism
- Evaluate the role of capitalism in the globalization
- Enable students to understand about Democratic Socialism

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Essential Readings

- Kopstein, J. and Lichbach, M. (eds.) (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 1- 15; 16-36; 253-290.
- Roy, A. (2001) 'Comparative Method and Strategies of Comparison', *Punjab Journal of Politics*. Vol. XXV (2), pp. 1-15.
- Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol 47 (1), pp.152-160.
- Monoranjan, M. (1975) 'Comparative Political Theory and Third World Sensitivity', *Teaching Politics*, Nos. 1 & 2, pp. 22-38
- Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. Vol 31 (4), January 27, pp. PE 2-PE8
- Dobb, M. (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.
- Wood, Ellen M. (2002) 'The Agrarian Origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.
- Hoogvelt, A. (2001) 'History of Capitalist Expansion', in *Globalization and Third World Politics*.

London: Palgrave, pp. 14-28.

- Harrison, G. (2002) 'Globalization', in Blakelay, G. and Bryson, V. (eds.) *Contemporary Political Concepts: A Critical Introduction*. London: Pluto Press, pp. 14-34.
- Ritzer, G. (2010) 'Globalization and Related Processes I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.
- Modelski, G. (2003) 'Globalization' in Held, D. and McGrew, A. (eds.) *The Global Transformations Reader: An Introduction to the Globalization Debate*. United Kingdom: Polity Press, pp. 1-50; 54-59.
- Roberts, A. (2004) 'The State of Socialism: A Note on Terminology', *Slavic Review*. Vol. 63 (2), pp. 349-366.
- Brown, A. (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, HarperCollins (e-Book), pp. 1-25; 587-601
- Meek, R. L. (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*.67(265), pp. 135-139.
- McCormick, J. (2007) 'Communist and Post-communist States' in *Comparative Politics in Transition*. United Kingdom: Wadsworth, pp. 195- 209.
- Manoranjan. Mohanty. (1999) 'Colonialism and Discourse in India and China'. Retrieved from http://www.ignca.nic.in/ks_40033.html [http](http://www.ignca.nic.in/ks_40033.html) (Accessed on 24/03/2011)
- Duara, P. (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in Duara, P. (ed.) *Decolonization: Perspectives From Now and Then*. London: Routledge, pp. 1-18.
- Chiriyankandath, J. (2008) 'Colonialism and Post Colonial Development', in Burnell, P. et. al. *Politics in the Developing World*. New Delhi: Oxford University Press, New Delhi pp. 31-52
- Horvath, R. J. (1972) 'A Definition of Colonialism', *Current Anthropology*, Vol. 13 (1): pp.45-57.



AMITY UNIVERSITY

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Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: PUBLIC ADMINISTRATION - II– BPS384

Course Title: PUBLIC ADMINISTRATION - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS384

Course Objectives:

- Enable students to understand the basic ideas of Public Administration
- Help students to practice of New Public Management
- Enable students to strengthen their view on Liberalization, Privatization and Globalization

Pre-requisites: The students must possess fair understanding of Public Administration

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">• Globalization, Liberalization, Public Administration since World War II• New Public Management, Features of New Public Management• Evaluation of New Public Management	
Module II	25%
<ul style="list-style-type: none">• Democracy and Good Governance, Features of Good Governance, Evaluation of Good Governance,• Right To Information and E-Governance	
Module III	25%
<ul style="list-style-type: none">• Introduction, Changing Nature-with reference to Liberalization and Privatization Public-Private Partnership, Shift in Economic Policy in Indian Economy after 1991, Behaviour and attitudinal influence of GLP on the Administration• Public Private Partnerships in India	
Module IV	25%
<ul style="list-style-type: none">• Introduction to Policy Analysis• The Analysis of Policy in the context of Theories of State• Political Economy and Policy: Interest Groups and Social Movement• Models of Policy Decision Making	

Student Learning Outcomes:

- Understand the concept of Globalization
- Analyze various theories of the State
- Identify the role of the interest Groups
- Evaluate the concept of political economy
- Enable students to understand the Models of Policy Decision Making

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

1. Public Administration: Principles & Practice, A.R Tyagi, Atma Ram & Sons, Delhi, 2001.
2. Public Administration, Avasthi & Maheshwari, Lakshmi Narain Agarwal, Agra 2009.
3. Public Administration in Theory & Practice, M.P Shurma & B.L Sadana, Kitab Mahak, Allahabad, 1994.
4. Public Administration, Mohit Bhattacharya, World Press, Kolkata, 2002.
5. Introduction to the study of Public Administration, Leonard. D. White, Eurasia Publishing House, New Delhi, 1982.
6. Public Administration, Vishno Bhagawan, Vidhya Bhushan, S. Chand & Co.Ltd, New Delhi, 2005.
7. Public Administration, Theory & Practice, Sahib Singh & Swinder Singh, New Academic Publishing Co. Jalandhar, 2003.
8. Public Administration, T.K Agarwal, Lakshmi Narain Agarwal, Agra 2005.
9. Public Administration & Public Affairs, Nicholas Henry, Prentice Hall of India, New Delhi, 1999.
10. Public Administration, KK Ghai, Kalyani Publishers, New delhi, 2007.
11. Introduction to the study of Public Administration, L.D White, Macmillian Company, 1955
12. Public Administration: Concepts and Theories, Rumki Basu, Sterling New Delhi, 1986.

13. Public Administration, Atma Ram and Sons, A. R Tyagi, New Delhi, 1992.
14. Indian Administration, Hosiar Singh, Century Press, Rep, Allahabad.
15. Public Administration in India, Padma Ramachandran, National, New Delhi, 1996.
16. Indian Administration, Avasthi & Avasthi, Laxminarain Agarwal, Agra, 1995.
17. Indian Administration, Shriram Maheshwari, Orient Longman, New Delhi, 1997.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: PUBLIC POLICY AND ANALYSIS – BPS482

Course Title: PUBLIC POLICY AND ANALYSIS

Credit Units: 4

Course Level: UG Level

Course Code: BPS482

Course Objectives:

- Enable students to understand the concept of public policy
- Help students to understand the basic idea of Decentralization
- Enable students to strengthen their knowledge of Budget

Pre-requisites: The students must possess fair understanding of Public Policy

Course Contents/Syllabus:

	Weightage (%)
Module I Public Policy	
<ul style="list-style-type: none">• Concept, theories and relevance• Definition, characteristics and models• Public Policy Process in India• Formulation, Implementations and evaluation.	25%
Module II Decentralization	
<ul style="list-style-type: none">• Meaning, approaches and perspectives• Administrative, Functional and Fiscal decentralization• Local Self Governance: Rural and Urban	25%
Module III Public Finance	
<ul style="list-style-type: none">• Budget: Concept and Significance• Budgeting innovations• Budget Cycle in India• Various Approaches and Types Of Budgeting	25%
Module IV Citizens and Administration & Policies of Social Welfare	
<ul style="list-style-type: none">• Bringing people closer to Administration: E – governance• Meaning and forms of public accountability, and Re-dressal of Public Grievances: RTI, Lokpal	25%

- Education: Sarv Siksha Abhiyan
- Health: NRHM
- Employment: MNREGA
- Ujjwala Yojna

Student Learning Outcomes:

- Understand the concept of MNREGA
- Analyze the role of Lokpal
- Identify the role and functions of the E-governance
- Evaluate the role of public finance
- Enable students to understand the idea of Sarv Siksha Abhiyan

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Essential Readings

1. Dye, T.R. (1984) Understanding Public Policy. 5th Edition. USA: Prentice Hall, pp. 1 – 44.
2. Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 1 – 16.
3. Dror, Y. (1989) Public Policy: making Reexamined. Oxford: Transaction Publication, pp. 3 – 24, 73 – 128 and 129 – 216.
4. Wildavsky, A (2004) 'Rescuing Policy Analysis from PPBS', in Shafritz, J.M. & Hyde, A.C. Eds. Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp. 271 – 284.
5. Meaning, approaches and perspectives
6. Singh, S. and Sharma, P. (eds.) (2007) 'Introduction', in Decentralization: Institutions and Politics in Rural India. New Delhi: Oxford University Press, pp 1 – 36.
7. Manor, J. (1999) 'Defining Terms', in the Political Economy of Democratic Decentralization. Washington D.C: The World Bank, pp.15 – 23.
8. Administration, functional and Fiscal Decentralization
9. Jayal, N.G.; Prakash, A. and Sharma, p. (2006) Local Governance in India: Decentralisation and Beyond. New Delhi: Oxford University Press. Pp. 1 – 26.

10. Erik – lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge, pp. 1 – 28 and 48 – 76.
11. Denhardt, R.B and Denhardt, J.V. (2009) *Public Administration*. New Delhi: Brooks/Cole, pp. 194 – 230.
12. Henry, N. (1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp 242 – 280.
13. Caiden, N. (2004) 'Public Budgeting amidst Uncertainty and Instability', in Shafritz, J.M & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth, pp. 423 – 433.

14. Singh, A. and Prakash, G. (2008) 'A New Public Management Perspective in Indian E – Governance Initiatives', in *Critical Thinking In E – Governance*. Delhi: International Congress of E – Governance.
15. Mukhopadyay, A. (2005) 'Social Audit', in *Seminar*. No. 551.
16. Jenkins, R. and Goetz,A.. (1999) 'Accounts and Accountability: Theoretical implications of the Right to Information Movement in India', in *Third World Quarterly*. June, pp. 603 – 622.
17. Sharma, P.K. & Devasher, M (2007) 'Right to information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press, pp. 348 – 382.



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: CONSTITUTION OF INDIA– BPS581

Course Title: CONSTITUTION OF INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BPS581

Course Objectives:

- Enable students to understand the philosophy of Indian Constitution
- Help students to understand the salient features of the constitution of India
- Enable students to strengthen the concept of Citizenship

Pre-requisites: The students must possess fair understanding of Constitution of India

Course Contents/Syllabus:

	Weightage (%)
Module I Introduction to the Indian Constitution	
<ul style="list-style-type: none">• Preamble & its Philosophy• Salient features of Indian Constitution• Comments on Indian constitution• Concept of Federalism and its types	25%
Module II Key Concepts	
<ul style="list-style-type: none">• Citizenship – Methods of acquiring & losing,• Fundamental Rights & Fundamental Duties• Directive Principles of State Policy	25%
Module III Union Government: Organization, Power & functions	
<ul style="list-style-type: none">• Legislature: Union Parliament• Executive: President, Vice President, Prime Minister & Council of Ministers• Judiciary: Supreme Court, Judicial Activism and Judicial Review	25%
Module IV State Government: Organization, power & functions	
<ul style="list-style-type: none">• State legislature• State Executive: Governor, Chief Minister & Council of Ministers• State judiciary: High Court	25%

Student Learning Outcomes:

- Understand the concepts fundamental rights
- Analyze various functions and powers of the Legislature
- Identify the role and functions of judiciary
- Evaluate the power and functions of the Governor, Chief Minister & Council of Ministers
- Enable students to understand Directive Principles of State Policy

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

1. An Introduction to the Constitution of India, D.D Basu, Prentice Hall, New Delhi. (Latest Edition).
2. An Introduction to the Constitution of India, M.V. Pylee, Vikas, New Delhi, 1998.
3. Constitutional questions in India: The President, Parliament and the States, A.G. Noorani, Oxford University Press, Delhi, 2000.
4. Indian Political System, J.C Johari, Anmol Publishers, New Delhi, 1966.
5. Constitutional Development and National Movement in India, V.D. Mahajan, S. Chand and Co, New Delhi, 1986.
6. The Indian Constitution: Cornerstone of a Nation, Granville Austin, Oxford University Press, USA, 1999
7. Our Constitution: An Introduction To India's Constitution And Constitutional Law, Subhash C. Kashyap, National Book Trust, India, 2008



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: INDIA'S FOREIGN POLICY– BPS584

Course Title: INDIA'S FOREIGN POLICY

Credit Units: 4

Course Level: UG Level

Course Code: BPS584

Course Objectives:

- Enable students to understand the Determinants of India's Foreign Policy
- Help students to analyze policy of Non –Alignment
- Enable students to strengthen the knowledge of Objectives and Principles

Pre-requisites: The students must possess fair understanding of India's Foreign Policy

Course Contents/Syllabus:

	Weightage (%)
Module I Determinants and Principles of India's Foreign Policy	
<ul style="list-style-type: none">• Determinants of India's Foreign Policy• Objectives and Principles• Non –Alignment: Concepts, Policy and Relevance in the contemporary Era• Indian Foreign Policy during the Cold War and The Post Cold War	25%
Module II Changing Relations with the US, Russia and China in the 21st Century	
<ul style="list-style-type: none">• India and US• India and Russia• India and China	25%
Module III India and Neighbors	
<ul style="list-style-type: none">• Pakistan: Challenges and Prospects• Afghanistan, Sri Lanka, Bangladesh, Nepal, Bhutan and Maldives	25%
Module IV India and the Security Challenges	
<ul style="list-style-type: none">• Challenges to the India's National Security:• Terrorism• Energy Security	25%

- Nuclear Policy
- Environmental Issues

Student Learning Outcomes:

- Understand the concept of energy Security
- Analyze various environmental issues
- Identify the Challenges to the India’s National Security
- Evaluate the India-US relations
- Enable students to understand India’s Nuclear policy

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

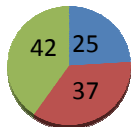
Essential Readings

- Appadorai, A. (1981) Domestic Roots of Foreign Policy. New Delhi: Oxford University Press
- Bandhopadhyaya, J. (1970) Making of India’s Foreign Policy: New Delhi: Allied
- Rana, A.P. (1976) Imperatives of non Alignment: A Conceptual srtudy of India’s Foreign Policy Strategy in the Nehru Period. New Delhi: Macmillan
- Mishra, K.P. (eds.) (1969) Studies in India’s Foreign Policy. New Delhi: Vikas, pp. 90 – 06.
- Ashok Kapur, A. Jeyaratnam Wilson (1996), The Foreign Policy Of India And Her Neighbours, Palgrave Macmillan
- V. P. Dutt (1999), India's Foreign Policy in a Changing World, New Delhi: NBT
- David M. Malone (2014), Does the Elephant Dance?: Contemporary Indian Foreign Policy: New Delhi: Oxford India Paperback

No.	Name of Institute/School	Programme Name	Semester	Course Code	Course Name	1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programmes offered by the University.				
						LOCAL /REGIONAL	NATIONAL	GLOBAL		
BA(H) Political Science (Academic Session 2021-22)										
1	Amity School of Social Sciences	UG; BA(H) Political Science	I	BPS181	INTRODUCTION TO POLITICAL SCIENCE					
2				BPS182	INDIAN POLITICAL THOUGHT - I		1			
3				BPS183	NATIONALISM IN INDIA		1			
4				BPS184	POLITICAL THEORY: CONCEPTS & DEBATE					
5				BPS185	TERM PAPER - I	1	1	1		
6				BCU141	COMMUNICATION SKILLS - I	1	1	1		
7				BSU143	BEHAVIOURAL SCIENCE - I	1	1	1		
8				FLU144	FRENCH - I			1		
10				EVS142	ENVIRONMENTAL STUDIES - I	1	1	1		
15										
16			BPS 281	CONSTITUTIONAL HISTORY OF INDIA	1	1				
18			BPS 282	INDIAN POLITICAL THOUGHT - II						
19			BPS 283	WESTERN POLITICAL THOUGHT - I				1		
20			BPS 284	PUBLIC ADMINISTRATION - I			1			
21			BPS285	TERM PAPER - II	1	1	1			
22			BCU241	COMMUNICATION SKILLS - II	1	1	1			
24			BSU243	BEHAVIOURAL SCIENCE - II	1	1	1			
25			FLU244	FRENCH - II				1		
26			EVS242	ENVIRONMENTAL STUDIES - II	1	1	1			
28			BPS381	COMPARATIVE GOVERNMENT & POLITICS - I			1	1		
30			BPS382	INTERNATIONAL RELATIONS - I			1	1		
31			BPS383	WESTERN POLITICAL THOUGHT - II				1		
32			BPS384	PUBLIC ADMINISTRATION - II						
33			BPS385	TERM PAPER - III	1	1	1			
34			BCU341	COMMUNICATION SKILLS - III	1	1	1			
35			BSU343	BEHAVIOURAL SCIENCE - III	1	1	1			
36			FLU344	FRENCH - III				1		
39										
42					IV	BPS481	CONTEMPORARY DIPLOMACY	1	1	1

43				BPS482	PUBLIC POLICY AND ANALYSIS		1		
44				BPS483	COMPARATIVE GOVERNMENT & POLITICS - II		1	1	
45				BPS484	INTERNATIONAL RELATIONS - II		1	1	
46				BPS485	TERM PAPER - IV	1	1	1	
47				BCU441	COMMUNICATION SKILLS - IV	1	1	1	
48				BSU443	BEHAVIOURAL SCIENCE - IV	1	1	1	
49				FLU444	FRENCH - IV			1	
50									
57				BPS581	CONSTITUTION OF INDIA		1	1	
58				BPS582	INDIAN GOVERNMENT AND POLITICS		1	1	
59				BPS583	WORLD HISTORY			1	
60				BPS584	INDIA'S FOREIGN POLICY	1	1	1	
61				BPS585	GLOBALIZATION AND SOCIETY		1	1	
62				BPS586	SUMMER PROJECT	1	1	1	
63				BCU541	COMMUNICATION SKILLS - V	1	1	1	
64				BSU543	BEHAVIOURAL SCIENCE - V	1	1	1	
65				FLU544	FRENCH - V			1	
68								1	
69				BPS681	FEMINIST THEORY AND PRACTICE	1	1	1	
72				BPS682	THEORIES OF ADMINISTRATION	1	1	1	
73				BPS683	INTERNATIONAL ORGANIZATIONS		1	1	
74				BPS684	DISSERTATION	1	1	1	
75				BCU641	COMMUNICATION SKILLS - VI	1	1	1	
76				BSU643	BEHAVIOURAL SCIENCE - VI	1	1	1	
77				FLU644	FRENCH - VI			1	
	AISS	Political Science		Total No of Courses relevance to the local, national, regional and global developmental needs			25	37	42

**Total No of Courses relevance to the
local, national, regional and global
developmental needs in BA(H) Political...**



■ LOCAL /REGIONAL
■ NATIONAL

COURSE OUTCOMES

First Semester

S. No	Course Code	Course Title	Outcome
1	BPS181	INTRODUCTION TO POLITICAL SCIENCE	<ol style="list-style-type: none"> 1. Understand the concepts of political science and state formation. 2. Analyze various states' institutions and their functions. 3. Identify, implement and evolve Conceptual understanding of the subject. 4. Evaluate the different ideologies in the field of political science. 5. Enable students to understand politics in the surrounding area.
2	BPS182	INDIAN POLITICAL THOUGHT-I	<ol style="list-style-type: none"> 1. Understand the concepts and philosophical ideas of various thinkers. 2. Analyze various differences between Brahmanic and Shramanic traditions. 3. Identify, implement and evolve critical thinking on Digha Nikaya. 4. Evaluate the political ideas of Zia Barni 5. Enable students to understand Kabir's Social philosophy
3	BPS183	NATIONALISM IN INDIA	<ol style="list-style-type: none"> 1. Understand the concepts of political science and state formation. 2. Analyze various states' institutions and their functions. 3. Identify, implement and evolve conceptual understanding of the subject.

			<p>4. Evaluate the different ideologies in the field of political science.</p> <p>5. Enable students to understand politics in the surrounding area.</p>
4	BPS184	POLITICAL THEORY: CONCEPTS & DEBATE	<p>1. Understand the concepts of rights</p> <p>2. Analyze various types of justice</p> <p>3. Identify, implement and evolve the idea of liberty</p> <p>4. Evaluate the issue of capital punishment</p> <p>5. Enable students to understand the concept of equality</p>
Second Semester			
5	BPS281	CONSTITUTIONAL HISTORY OF INDIA	<p>1. Understand the concepts of concepts of Diarchy System in India.</p> <p>2. Analyze various charters and acts passed by the British Government.</p> <p>3. Identify the role of India Council Acts of 1861 and 1909.</p> <p>4. Evaluate the various missions sent the British government.</p> <p>5. Enable students to understand the historical background of Jammu & Kashmir.</p>
6	BPS282	INDIAN POLITICAL THOUGHT - II	<p>1. Understand the concepts of Iqbal's Self and Community.</p> <p>2. Analyze various political ideologies of Indian Political thinkers.</p> <p>3. Identify the significance of Pandita Ramabai.</p> <p>4. Evaluate the Ambedker's Idea of social justice.</p> <p>5. Enable students to understand the concept of Socialism.</p>
7	BPS283	WESTERN POLITICAL THOUGHT - I	<p>1. Understand the concepts of Ideal State.</p> <p>2. Analyze various views on Social Contract theory.</p> <p>3. Identify the functions of the State by Locke.</p> <p>4. Evaluate the idea of Individual Liberty</p> <p>5. Enable students to critically analyze the views of Machiavelli on human nature.</p>
8	BPS284	PUBLIC ADMINISTRATION - I	<p>1. Understand the concept of Hierarchy.</p> <p>2. Analyze various roles and functions of the Chief Secretary.</p> <p>3. Identify the principles of Organization.</p> <p>4. Evaluate the functions and powers of the District Officer.</p> <p>5. Enable students to understand the approaches to the Study of Public Administration.</p>
Third Semester			
9	BPS381	COMPARATIVE GOVERNMENT & POLITICS - I	<p>1. Understand the concepts of comparative government and politics</p> <p>2. Analyze the comparative study of various countries</p> <p>3. Identify various forms of colonialism</p>

			4.Evaluate the role of capitalism in the globalization 5.Enable students to understand about Democratic Socialism
10	BPS382	INTERNATIONAL RELATIONS - I	1.Understand the concept of collective security 2.Analyze the role of various military organizations 3.Identify the concept of liberalism and neo-liberalism 4.Evaluate the role of Peace-Keeping operations 5.Enable students to understand realism and neo-realism
11	BPS383	WESTERN POLITICAL THOUGHT - II	1.Understand the concepts of Karl Marx 2.Analyze the feminist ideas of Mary Wollstonecraft 3.Identify the role of peasantry by Mao 4.Evaluate the political thought of Gandhi ji 5.Enable students to Imperialism and Democratic Centralism
12	BPS384	PUBLIC ADMINISTRATION - II	1.Understand the concept of Globalization 2.Analyze various theories of the State 3.Identify the role of the interest Groups 4.Evaluate the concept of political economy 5.Enable students to understand the Models of Policy Decision Making
Fourth Semester			
13	BPS481	CONTEMPORARY DIPLOMACY	1.Understand the concept of disarmament 2.Analyze various peace issues at the international politics 3.Identify the conditions of Free Trade Agreements 4.Evaluate the role of the economic blocks at the global level 5.Enable students to understand the Cyber Crimes
14	BPS482	PUBLIC POLICY AND ANALYSIS	1.Understand the concept of MNREGA 2.Analyze the role of Lokpal 3.Identify the role and functions of the E-governance 4.Evaluate the role of public finance 5.Enable students to understand the idea of Sarv Siksha Abhiyan
15	BPS483	COMPARATIVE GOVERNMENT & POLITICS - II	1.Understand the concept of State 2.Analyze various Process of democratization in postcolonial countries 3.Identify the types of electoral systems 4.Evaluate the role of New Institutionalism 5.Enable students to understand representative system
16	BPS484	INTERNATIONAL RELATIONS - II	1.Understand the concepts Geo-Strategic Importance 2.Analyze the role of various organizations 3.Identify the problems and prospects in Indian Ocean 4.Evaluate the foreign policy of USA
			5. Enable students to understand Quest for influence.

17	BPS581	CONSTITUTION OF INDIA	<ol style="list-style-type: none"> 1. Understand the concepts fundamental rights. 2. Analyze various functions and powers of the Legislature. 3. Identify the role and functions of judiciary 4. Evaluate the power and functions of the Governor, Chief Minister & Council of Ministers 5. Enable students to understand Directive Principles of State Policy
Fifth Semester			
18	BPS582	INDIAN GOVERNMENT AND POLITICS	<ol style="list-style-type: none"> 1. Understand the concept of caste in politics. 2. Analyze the Changing Nature of Indian Politics. 3. Identify the relation between Religion and Politics. 4. Evaluate the role of communalism in politics. 5. Enable students to understand vote bank politics.
19	BPS583	WORLD HISTORY	<ol style="list-style-type: none"> 1. Understand the concepts regional organizations 2. Analyze various developments in the post cold war era 3. Identify the emergence of third world countries 4. Evaluate the rise of Nazism 5. Enable students to understand the collapse of the USSR
20	BPS584	INDIA'S FOREIGN POLICY	<ol style="list-style-type: none"> 1. Understand the concept of energy Security. 2. Analyze various environmental issues 3. Identify the Challenges to the India's National Security 4. Evaluate the India-US relations 5. Enable students to understand India's Nuclear policy
21	BPS585	GLOBALIZATION AND SOCIETY	<ol style="list-style-type: none"> 1. Understand the concept of Transnational Migration. 2. Analyze various Changes in family structures 3. Identify, implement and evolve Real time interaction/transaction. 4. Evaluate the Globalization in reverse 5. Enable students to understand multi-Culturalism
Sixth Semester			
22	BPS681	FEMINIST THEORY AND PRACTICE	<ol style="list-style-type: none"> 1. Understand the concepts of Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions. 2. Analyze the role of women in society. 3. Identify Patrilineal and Matrilineal practices 4. Evaluate the origins of Feminism in the West 5. Enable students to Understand Woman's Work and Labour Division.
23	BPS682	THEORIES OF ADMINISTRATION	<ol style="list-style-type: none"> 1. Understand the concept of new public administration. 2. Analyze the role of Development administration. 3. Identify and implement the Good governance. 4. Evaluate the Scientific management. 5. Enable students to Rigg's ecological approach.

24	BPS683	INTERNATIONAL ORGANIZATIONS	<ol style="list-style-type: none">1. Understand the concepts of Disaster Management.2. Analyze the roles and functions of the international organizations3. Identify functions and powers of the financial institutions4. Evaluate the role of UNO.5. Enable students to understand the role Médecins Sans Frontières (MSF).
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AMITY UNIVERSITY MADHYA PRADESH, GWALIOR

AMITY INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF HISTORY

Program Education objectives (PEOs)

PEO1: To be Familiar with the History and the process of development in other parts of the world as well as certain other societies, during the same era. Students will describe historical events from multiple perspectives. Students will formulate, sustain, and justify a historical argument using original ideas.

PEO2: To develop ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same. Students will identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.

PEO3: To Sensitivity to different socio-cultural issues and their acquaintance with the historical developments. GA6. Respect for National ethos, human values, and ideals constitutional values.

PEO4: To develop Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.

PEO5: Develop respect for our Heritage and culture and understand the strength of diversity of our country.

PROGRAM EDUCATION OBJECTIVES PROGRAMME OUTCOMES AND

PROGRAMME SPECIFIC OUTCOMES

Bachelor of Arts (Honors) History Academic Year – 2021-22

A. Programme Outcomes:

[PO.1]. Historical Knowledge To acquaint the students with the basic historical concepts and theories with a view to understand various social, cultural economic and political institutions and processes

[PO.2]. Problem analysis: To understand dynamics of change social stratification address problems and learn to manage conflicts.

[PO.3]. Design/development of solutions: To impart in- depth analytical knowledge of history based on critical comprehension of change variables

[PO.4]. Conduct investigations of complex problems: To enable students understand basic nuances of research in social sciences.

[PO.5]. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern IT tools, including prediction and role modelling, to complex political activities with an understanding of the theoretical problems.

[PO.6]. Politics and society: Apply contextual knowledge to assess social, political, health, legal, and cultural issues and the consequent responsibilities relevant to professional welfare practice. To critically analyze the factors that brought about a change in the past

[PO.7]. Environment and sustainability: Understand the impact of the professional engineering solutisocietalandenvironmentalcontexts,anddemonstratetheknowledgeof,andneedforsustainablede velopment

[PO.8]. Ethics: Apply ethical principles and commit to professional ethics and responsibilities andnorms oftheengineeringpractices

[PO.9]. Individual and teamwork: Function effectively as an individual, and as a member or leader indiverseteams,andinmultidisciplinarysettings

[PO.10]. Communication: Communicateeffectivelyoncomplexengineeringactivitieswiththeengineerin gcommunity and with society at large, such as, being able to comprehend and write effective

reports and design documentation, make effective presentations, and give and receive clear instructions

[PO.11]. Project management and finance: Demonstrate knowledge and understanding of the engineer in general management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments

[PO.12]. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

Programme Specific Outcomes:

PSO1- State the subject knowledge of History and historical trends in past to understand the future.

PSO2- Demonstrate knowledge, appreciation and application of historical research methods and techniques.

PSO3-
Apply, analyze, differentiate, and critique theories of history, select approaches to development and assess impact. Demonstrate knowledge, skills and ingenuity in communicating with a wide range of audiences.

PROGRAMME ARTICULATION MATRIX

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
ISEM	BAH191	3	2	3	-	2	2	2	2	2	-			-	-	-
	BAH192	3	1	3	-	3					-			-	-	-
	BAH193	3	3	2	3						3			2	2	-
	BAH194	2	2	2	-						3			-	3	2
	BAH195	2	2	2												
	BCU141	2	2	2	-						3			-	3	2
	EVS142	3	3	1	2						3			3	3	3
	BSU143	2	-	2	-						3			-	3	2
	FLU144	3	3	3	2						2			1	1	-
IISEM	BAH291	3	2	3	2						2			2	3	3
	BAH292	3	1	3	-						-			-	-	-
	BAH293	3	3	2	3						3			2	2	-
	BAH294	2	2	2	-						3			-	3	2
	BAH295	2	2	2							3			3	3	3
	BCU241	3	3	1	2						3			3	3	3
	EVS242	2	-	2	-						3			-	3	2
	BSU243	3	3	3	2						2			1	1	-
	FLU244	3	3	1	2						2			3	3	2
IIISEM	BAH391	3	2	1	3						3			3	3	3
	BAH392	3	3	3	2						-			-	-	-
	BAH393	3	2	2	-						-			-	-	-
	BAH394	3	2	2	2						-				-	-
	BAH395	3	3	2	-						-			-	-	-
	BCU 341	1	2	2	1						1			-	-	-
	BSU 343	3	3	2	-						-			-	-	-
	FLU 344	1	2	2	1						1			-	-	-
IVSEM	BAH491	3	2	1	3						3			3	3	3
	BAH492	3	3	3	2						-			-	-	-
	BAH493	3	2	2	-						-			-	-	-
	BAH494	3	2	2	2						-				-	-
	BAH495	3	3	2	-						-			-	-	-
	BCU 441	1	2	2	1						1			-	-	-
	BSU 443	3	3	2	-						-			-	-	-
	FLU 444	1	2	2	1						1			-	-	-
VSEM	BAH591	3	2	1	3						3			3	3	3
	BAH592	3	3	3	2						-			-	-	-
	BAH593	3	2	2	-						-			-	-	-
	BAH594	3	2	2	2						-				-	-
	BAH595	3	3	2	-						-			-	-	-
	BCU 541	1	2	2	1						1			-	-	-
	BSU 543	3	3	2	-						-			-	-	-
	FLU 544	1	2	2	1						1			-	-	-
VISEM	BAH691	3	2	1	3						3			3	3	3
	BAH692	3	3	3	2						-			-	-	-
	BAH693	3	2	2	-						-			-	-	-
	BAH694	3	3	2	-						-			-	-	-
	BCU 641	1	2	2	1						1			-	-	-

	BSU 643	3	3	2	-						-			-	-	-
	FLU 644	1	2	2	1						1			-	-	-

te: - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low),

2: Moderate (Medium)and

3: Substantial (High)If there is no correlation, put“

AmityUniversityMadhyaPradesh
PO Mapping of BA (H)History syllabus with the SDGs.

SrNo	Program Outcome [PO]	Program Outcome	Mapping with SDGs.
1	PO-1	To acquaint the students with the basic historical concept and theories with a view to understand various social cultural economic and political institutions and processes.	SDG 4 (Quality Education) as it aims to provide comprehensive knowledge about Historical concept and politic
2	PO-2	To introduce Students to practical experience and knowledge across other related mediums. Students learn the way content is generated and used in the multi-platform and digitized environment of media industries. They are trained about the new media techniques to understand the processes of production, distribution, marketing, and consumption.	SDG9 (Industry, Innovation, and Infrastructure) as it focuses on practical experiences in the digitized environment of media industries.
3	PO-3	The course enables students to develop their own focused area of interest. The work-related experiences can potentially lead to a broad spectrum of cultural, media-based, and artistic activities from interpersonal communication to newspaper, radio & television broadcasting to journalism, digital web production, E-content writing, and public relation, corporate communication to advertising.	SDG 8 (Decent Work and Economic Growth) and SDG11 (Sustainable Cities and Communities) by preparing students for various cultural, media-based, and artistic activities.
4	PO-4	This means to investigate and learn a range of work involving activities from creative production and creation to promotion, marketing, and networking. The history, development and research	SDG16 (Peace, Justice, and Strong Institutions) and SDG9 (Industry, Innovation, and Infrastructure) by
		in the media will be analyzed in various contexts. The social values and ethics are in the core of the program.	emphasizing ethics and analyzing media in various contexts.
5	PO-5	Train the students in such a way so that they can acquire knowledge, skills, and leadership quality to contribute to different trades and crafts of all forms of media.	SDG 8 (Decent Work and Economic Growth) and SDG4 (Quality Education) by preparing students to contribute to various trades and crafts in the media sector.

6	PO-6	Provide comprehensive knowledge and skills so that student can work in the field of Print, Electronic and Digital media as well as into academics.	SDG9(Industry,Innovation,andInfrastructure)andSDG4(Quality Education) by preparing students for diverse roles in print, electronic, and digital media, as well as in academics.
7	PO-7	Inculcate concepts of communication, its role and importance in society and to impart the knowledge of Mass communication & Journalism covering a wide area of studies.	SDG16(Peace,Justice,andStrongInstitutions)andSDG10(ReducedInequalities) by emphasizing the role and importance of communication in society.
8	PO-8	Impart skills related to Information Communication Technologies (ICTs), including digital and media literacy and competencies.	SDG9(Industry,Innovation,andInfrastructure)andSDG4(Quality Education) by focusing on ICT skills and literacy.
9	PO-9	To apply the objectivity and critical thinking for communicating to mass through a variety of mediums such as Short Films, Documentary Films, PTC for Television, Advertising and PR Campaign, Event Management, Newspaper Production for Print.	SDG16(Peace,Justice,andStrongInstitutions) and SDG 12 (Responsible Consumption and Production) by emphasizing objectivity and critical thinking in various media communication forms.
10	PO-10	Create awareness to become an enlightened citizen as well as a dynamic professional with commitment to deliver one's responsibilities strictly adhering to highest standard of ethics and professionalism.	SDG4(Quality Education)andSDG16(Peace,Justice,andStrongInstitutions) by promoting awareness, enlightenment, and commitment to ethics and professionalism.
11	PO-11	Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, managing projects and in multidisciplinary environments.	SDG9(Industry,Innovation,andInfrastructure)andSDG4(Quality Education) by focusing on ICT skills and literacy.
12	PO-12	Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	SDG9(Industry,Innovation,andInfrastructure) as it focuses on practical experiences in the digitized environment of media industries

Courses Mapped with various National Missions

Sr. No.	Name of School	Program Name	Semester	Course Code	Course Name	National Mission
	AISS	HISTORY	I	BAH191	HISTORY OF MODERN INDIA I (1707 - 1858)	Digital India (DI)&National Mission on Education through ICT (NMEICT)
	AISS	HISTORY	I	BAH192	SOCIAL & CULTURAL HISTORY OF MODERN INDIA	National Mission on Education through ICT (NMEICT)
	AISS	HISTORY	I	BAC193	NATIONALISM IN INDIA	Make in India
	AISS	HISTORY	II	BAH291	HISTORY OF MEDIEVAL INDIA I (900 - 1526)	National Mission for Natural Language Translation
	AISS	HISTORY	II	BAH294	SOCIAL & CULTURAL HISTORY OF MEDIEVAL INDIA	Make in India, National Mission for Natural Language Translation
	AISS	HISTORY	III	BAH392	ANCIENT INDIA FROM VEDIC TO MAURYAN AGE	Make in India
	AISS	HISTORY	III	BAH394	SOCIAL STRUCTURE OF ANCIENT INDIA	Make in India National Mission on Education through ICT (NMEICT)
	AISS	HISTORY	V	BAH594	STUDY OF MUSEOLOGY	Make in India Skill India / Pradhan Mantri Kaushal Vikas Yojana (PMKVY)



Course structure: HISTORY OF MODERN INDIA I (1707 - 1858) – BAH191

Course Title: HISTORY OF MODERN INDIA I

Credit Units: 4

Course Level: UG Level

Course Code: BAH191

Course Objectives:

- Enable students to understand India in the mid-18th Century
- Help students to understand the Emergence of the Company State
- Enable students to strengthen their views on Modern India

Pre-requisites: The students must possess fair understanding of HISTORY OF MODERN INDIA

Course Contents/Syllabus:

	Weightage (%)
Module I	
India in the mid-18th Century: society, economy, polity and culture <ul style="list-style-type: none">• Issues and Debates• Continuity and change	25%
Module II	
Dynamics of colonial expansion: indigenous states and Company power <ul style="list-style-type: none">• Regional kingdoms: economic and military dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh and Punjab• Variations in development of agriculture, trade and technology	25%
Module III	
Colonial state and ideology: Emergence of the Company State <ul style="list-style-type: none">• Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race• Culture and society and its impact on India	25%
Module IV	
<ul style="list-style-type: none">• The colonial army: military culture and recruitment• Peasant resistance to colonial rule: Santhal Uprising (1856)• The Uprising of 1857: Causes of failures and significance	25%

Student Learning Outcomes:

- Understand the concepts of society, economy, polity and culture
- Analyze various Dynamics of colonial expansion
- Identify Peasant resistance to colonial rule
- Evaluate the question of Race
- Enable students to know about Imperial ideologies

.Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Essential Readings:

- Bandhopadhyay, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004
- Bayly, C. A. *Indian Society and the Making of the British Empire*.
- Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857*, Delhi: Tulika, 2013
- *The British Bridgehead: The New Cambridge History of India. Volume II.1*. Cambridge: Cambridge University Press, 1990.
- Roy, Tirthankar. *An Economic History of Early Modern India*. London and New York: Routledge, 2013.
- Subramanian, Lakshmi. *History of India, 1707-1857*. Delhi: Orient Blackswan, 2010.
- Alavi, Seema, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2007.
- Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830*. New Delhi: Oxford University Press, 1998
- Bayly, Susan. *Caste Politics and Indian Society from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.
- Bhattacharya, Sabyasachi, ed. *Rethinking 1857*. Delhi: Orient Longman, 2007.
- Choudhary, Sushil. *Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar, 2000.
- Dirks, Nicholas B. *Castes of Mind*. Princeton, New Jersey: Princeton University Press, 2001.
- Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.



Course structure: SOCIAL & CULTURAL HISTORY OF MODERN INDIA – BAH192

Course Title: SOCIAL & CULTURAL HISTORY OF MODERN INDIA **Credit Units:** 4

Course Level: UG Level

Course Code: BAH192

Course Objectives:

- Enable students to understand the growth of education
- Help students to understand Land revenue settlements
- Enable students to understand the Growth of Press

Pre-requisites: The students must possess fair understanding of Social & Cultural History of Modern India

Course Contents/Syllabus:

	Weightage (%)
Module I Growth of Modern Education	25%
<ul style="list-style-type: none">• Proposal of Wilberforce• Proposal of Charles Grant• Proposal of Minto• Proposal of Elphinstone• Macaulay's system of Education• Wood's Dispatch of 1854• Hunter Commission Report of 1854• The Indian University Act of 1904• Resolution of February 1913• The Saddler University Commission 1917-19• The Hartog Committees of 1929• Wardha School of Education• Sergent Plan of Education• Radhakrishna Commission• University Grants Commission	

Module II Land Revenue Settlements	25%
<ul style="list-style-type: none"> • Land revenue settlements: Permanent settlement, Ryotwari Settlement, Mahalwari Settlement • Commercialization of agriculture and its effects • Popular resistance: Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Deccan Riots 1875) 	
Module III Growth of Press	25%
<p>Attitude of East India Company</p> <ul style="list-style-type: none"> • Press in Madras Presidency • The Censorship of the Press Act 1799 • Regulation of 1823 • Liberation of Indian Press • Licensing Act of 1857 • Registration Act of 1867 • Vernacular Press Act 1878 • The News Paper Act of 1908 • The Indian Press Act 1910 • Foreign Relation Act 1932 • Indian States A(Protection) Act 1934 • Press Trust of India • Press Law Inquiry Committees • Press (Objectionable matter) Act 1957 • Press Commission of 1962 	
Module IV Independence Era	25%
<ul style="list-style-type: none"> • Independence and the emergence of a new State • Negotiations for Independence • The Making of the Constitution • Land Reforms and the beginning of Planning 	

Student Learning Outcomes:

- Understand the concepts of Law & Education in British India
- Analyze the land revenue settlements in British India
- Identify the Growth of Press
- Evaluate the Emergence of a New State
- Enable students to understand the making of the Constitution

Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Essential Readings:

- Bandhopadhyay, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004
- Bayly, C. A. *Indian Society and the Making of the British Empire*.
- Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857*, Delhi: Tulika, 2013
- *The British Bridgehead: The New Cambridge History of India. Volume II.1*. Cambridge: Cambridge University Press, 1990.
- Roy, Tirthankar. *An Economic History of Early Modern India*. London and New York: Routledge, 2013.
- Subramanian, Lakshmi. *History of India, 1707-1857*. Delhi: Orient Black swan, 2010.
- Alavi, Seema, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2007.
- Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830*. New Delhi: Oxford University Press, 1998
- Bayly, Susan. *Caste Politics and Indian Society from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.
- Bhattacharya, Sabyasachi, ed. *Rethinking 1857*. Delhi: Orient Longman, 2007.
- Choudhary, Sushil. *Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar, 2000.
- Dirks, Nicholas B. *Castes of Mind. Princeton*, New Jersey: Princeton University Press, 2001.
- Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.
- New look at Modern Indian History by B. L. Grover and Alka Mahender Mehta | 1 January 2018
- History of Modern India by Bipan Chandra



AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: NATIONALISM IN INDIA BAC193

Course Title: NATIONALISM IN INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BAC193

Course Objectives:

- Enable students to understand the Debate on Early Nationalism
- Enable students to understand different Approaches
- Enable students to understand Major Social and Religious movements among Hindus and Muslims
- Help students to know about Ambedkar and the Dalit Movement
- Enable students to strengthen their views on the Emergence of Congress Party

Pre-requisites: The students must possess fair understanding of History of Modern India

Course Contents/Syllabus:

	Weightage (%)
Module I Approaches to the study of Nationalism in India	25%
<ul style="list-style-type: none">• Colonialist• Nationalists• Cambridge School• Marxists• Subaltern interpretations• Debate on Early Nationalism	
Module II Major Social and Religious movements among Hindus and Muslims	25%
<ul style="list-style-type: none">• Brahmo Samaj• Arya Samaj• Dharma Sabha• Aligarh Movement• Wahabi Movement• Deoband Movement	

<ul style="list-style-type: none"> • Prathana Samaj • Vivekananda and Ramakrishna Mission 	
Module III National Movement in India	25%
<ul style="list-style-type: none"> • Emergence of Congress Party • Formation of the Muslim League • Differences between Moderates and Extremists • Swadeshi and Revolutionary Movements in 1920s • Socialist alternatives: Congress Socialists, Communists • The Caste question: Anti-Brahmanical Politics • Ambedkar and the Dalit Movement 	
Module IV Gandhian Era and Role of Women in National Movement	25%
<ul style="list-style-type: none"> • Role of Gandhi in Indian National movement: Rowlatt, Khilafat and Non-Cooperation Movements; Civil Disobedience Movement of 1930; Quit India Movement of 1942; Partition of India in 1947 • The Women's Question: Participations in the National Movement and its Impact 	

Student Learning Outcomes:

- Analyze the process of Indian Independence and the emergence of a new State
- Identify the Intellectual foundations of Gandhian Nationalism
- Evaluate the Differences between Moderates and Extremists
- Enable students to understand Swadeshi and Revolutionary Movements in 1920s

Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encourage to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended

- Bandhopadhyay, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004
- Bayly, C. A. *Indian Society and the Making of the British Empire*.
- Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857*, Delhi: Tulika, 2013
- *The British Bridgehead: The New Cambridge History of India. Volume II.1*. Cambridge: Cambridge University Press, 1990..
- Subramanian, Lakshmi. *History of India, 1707-1857*. Delhi: Orient Blackswan, 2010.
- Alavi, Seema, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2007.
- Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830*. New Delhi: Oxford University Press, 1998

- Bayly, Susan. *Caste Politics and Indian Society from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.
- Bhattacharya, Sabyasachi, ed. *Rethinking 1857*. Delhi: Orient Longman, 2007.
- Choudhary, Sushil. *Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar, 2000.
- Dirks, Nicholas B. *Castes of Mind*. Princeton, New Jersey: Princeton University Press, 2001.
- Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.
- Chaudhary, Latika et. al., eds. *A New Economic History of Colonial India*. London and New York: Routledge, 2016.
- Guha, Ranajit and Gayatri Chakaravarti Spivak, eds. *Selected Subaltern Studies*. New York and Oxford: Oxford University Press, 1988.
- Sarkar, Sumit. *Modern India 1885-1947*. Delhi: Macmillan 1983.
- Chandra, Bipan et. al. *India's Struggle for Independence*. New Delhi: Penguin, 1988.



Course structure: HISTORY OF MEDIEVAL INDIA I (900 - 1526) – BAH291

Course Title: HISTORY OF MEDIEVAL INDIA I (900 - 1526)

Credit Units: 4

Course Level: UG Level

Course Code: BAH291

Course Objectives:

- Enable students to understand the Emergence of New States
- Enable students to understand the Muslim Invasions
- Help students to understand the development of art and architecture

	Weightage (%)
Module I Shifts in Polity and Statecraft	
<ul style="list-style-type: none">• Evolution of political structures:• Rajputs• Pallavas• Chalukyas• Pandyas• Statecraft and development of art and architecture• Palas, Pratiharas and Rashtrakutas, Changes in political divisions and state administration, society and culture	25%
Module II Towards a Centralized State: The Cholas	
<ul style="list-style-type: none">• Cholas and Maritime Activities in South and Southeast Asia. -Chola Art,• The dawn of Vernacular Languages and literature	25%
Module III Muslim Invasions	
<ul style="list-style-type: none">• Invasions of Arabs, Invasions of Ghaznavids, Ghorids• Slave Dynasty (1206-1290)• Khilji Dynasty (1290-1321)• Tughlaq Dynasty (1321-1412)• Sayyid Dynasty (1414-1451)	25%

<ul style="list-style-type: none"> Lodhi Dynasty (1451-1526) 	
Module IV Nagaras	25%
<ul style="list-style-type: none"> The Vijaynagara Empire; its origin and growth Nature of State – Feudal, Segmentary and Centralized Art, literature and culture Revenue Administration and Political divisions, Economy Decline of Vijaynagara Empire Bahmani Kingdom; its growth and disintegration 	

Pre-requisites: The student

s must possess fair understanding of the History of Medieval India

Course Contents/Syllabus:

Student Learning Outcomes:

- Understand the Evolution of political structures
- Analyzethe Muslim Invasions
- Identify the Nature of State Feudal, Segmentary and Centralized
- Evaluate the Art, literature and culture of Vijaynagara Empire
- Enable students tounderstand the Bahmani kingdom

Pedagogy for Course Delivery: The course will use a mix of lectures,case studies, and participants are encourage to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attend ance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Recommended Readings:

- B.D. Chattopadhyaya, The Making of Early Medieval India, Oxford University Press, 1995.
- Karashima, Noboru (ed.), A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014
- Champaka lakshmi,R. Religion, Tradition and Ideology; Precolonial South India, Oxford University Press, 2011
- Champakalakshmi, R. Trade, Ideology and Urbanization: South India 300 BC to AD 1300. New Delhi: Oxford University Press, 1996
- Mahalakshmi, R., The Making of the Goddess; Korravai Durga in the Tamil Traditions, Penguin Books, 2011
- Jha, D.N., ed. The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar, 2000.

7. Hall, Kenneth (ed.), *Structure and Society of Early South India: Essays in Honor of Noboru Karashima*, Oxford University Press, 2000.
8. Mukhia, Harbans, (ed), *The Feudalism Debate*, Manohar, 1999.
9. Sharma, R.S. *Early Medieval Indian Society: A Study in Feudalization*. New Delhi: Orient Longman, 2001
10. Thapar, Romila. *Early India: From the Origins to AD 1300*. New Delhi: Penguin, 2003.
11. Subbarayalu, Y, *South India under the Cholas*, Oxford University Press, 2012.
12. Veluthat, Kesavan, *The Early Medieval in South India*, Oxford University Press, 201 *History of South India* written by Nilakanta Shastri O.



Course structure: SOCIAL & CULTURAL HISTORY OF MEDIEVAL INDIA– BAH294

Course Title: SOCIAL & CULTURAL HISTORY OF MEDIEVAL INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BAH294

Course Objectives:

- Enable students to understand the Social & Cultural History
- Help students to understand Bhakti movement
- Enable students to strengthen their views on Sufism

Pre-requisites: The students must possess fair understanding of Social & Cultural History of Medieval India

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">• Bhakti movement: origin, meaning & scope and significance• Kabir: Social reformer and syncretism• Guru Nanak: Birth and Life, Sikhism• Tulsidas: Life, the Rama Bhakti School, and Ramcharitmanas.• Cults: Jagannath and Warkari	
Module II	25%
<ul style="list-style-type: none">• Sufism: doctrines and practices, state and religion-contradictions and legitimization;• Persian, Sanskrit and Vernacular Interactions - Malfuzat and Premakhyans	
Module III	25%
<ul style="list-style-type: none">• Women, Customs and Social Life in the Sultanate and consolidation of identities; Gender roles: women bhaktas and rulers• Hindu-Muslim relations reconsidered	
Module IV	25%
<ul style="list-style-type: none">• Language and Literature- Ganga Jammuna Tahzib• Art and architecture: temples – regional styles	

Student Learning Outcomes:

- Understand the views of Tulsidas
- Analyze Hindu-Muslim relations
- Identify the Social Life of women in the Sultanate
- Evaluate the philosophy of Kabir as Social reformer
- Enable students to understand Art and architecture

Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Books Recommended:

1. Burton Stein, Peasant State and Society in Medieval South India, OUP, New Delhi, 1980
2. Harbans Mukhia, (Ed), The Feudalism Debate, Manohar, 1999.
3. Irfan Habib, Medieval India: The Study of a Civilization, UBT, Delhi, 2007
4. J.S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India. Delhi. Oxford University Press, 1990.
5. Kulke, H. and B.P. Sahu., eds. Interrogating Political Systems: Integrative Processes and States in Pre-modern India. New Delhi: Manohar, 2015.
6. Satish Chandra, Essays on Medieval Indian History, Oxford India Collection, Oxford University Press, 2006
7. Y. Subbarayalu, South India under the Cholas, Oxford University Press, 2012.



Course structure: ANCIENT INDIA FROM VEDIC TO MAURYAN AGE – BAH392

Course Title: ANCIENT INDIA FROM VEDIC TO MAURYAN AGE

Credit Units: 4

Course Level: UG Level

Course Code: BAH392

Course Objectives:

- Enable students to understand the emergence of early historic India
- Help students to know Polity reflected in Vedic literature
- Enable students to strengthen their views on Religious system in Vedic period

Pre-requisites: The students must possess fair understanding of ancient India from Vedic to Mauryan age

Course Contents/Syllabus:

	Weightage (%)
Module I Background to the emergence of early historic India:	
Society in Vedic period Economic condition in Vedic period Polity reflected in Vedic literature Religious system in Vedic period	25%
Module II Janapadas and Mahajanapadas	
Early monarchical states and Ganasanghas Rise of Magadh Empire Causes for the rise of Jainism and Buddhism, their main teachings	25%
Module III Rise of Mauryan Empire	
Alexander's invasion of India and its effects Chandragupta: state and administration, economy, society, religion, art Bindusara: Life, state and administration Ashoka: Life, Rise to power, Kalinga war	25%
Module IV :	
Ashoka's Conversion to Buddhism, Dhamma, nature and propagation Art and architecture	25%

Student Learning Outcomes:

- Understand the concepts of Janapadas and Mahajanapadas
- Analyze Alexander's invasion of India and its effects
- Identify Economic condition in Vedic period
- Evaluate Ashoka's Conversion to Buddhism
- Enable students to understand the Rise of Mauryan Empire

Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Suggested Readings

1. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*, Longman–Pearson, Delhi, 2008.
2. Romila Thapar, *Ashoka and the Decline of the Mauryas*, Oxford University Press, Delhi, 1978.
3. Romila Thapar, *Early India: From the Origins to AD 1300*, Penguin, Delhi, 2003.
4. Brockington, J.L. *The Sacred Thread: A Short History of Hinduism*. New Delhi: Oxford University Press, 1997 (2nd edition).
5. Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. New Delhi: Oxford University Press, 1996.
6. Chakravarti, R. *Exploring Early India up to c. AD 1300*. Delhi: Primus, 2016 (3rd edition). [Available in Hindi]
7. Chakravarti, U. *The Social Dimensions of Early Buddhism*. New Delhi: Oxford University Press, 1987.
8. Chattopadhyaya, B.D. *The Making of Early Medieval India*. New Delhi: Oxford University Press, 1997.
9. Huntington, S. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weather Hill, 1985.
10. Jha, D.N., ed. *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar, 2000.
11. Karashima, N., ed. *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press, 2014.
12. Sharma, R.S. *Indian Feudalism*. Madras: Macmillan, 1980. [Available in Hindi]
13. Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass, 1996.
14. Singh, U. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman, 2008.
15. Thapar, R. *Early India: From the Origins to AD 1300*. New Delhi: Penguin, 2003.
16. Thapar, R. *Asoka and the Decline of the Mauryas*. New Delhi: Oxford University Press, 2012 (3rd edition).



Course structure: SOCIAL STRUCTURE OF ANCIENT INDIA–BAH394

Course Title: SOCIAL STRUCTURE OF ANCIENT INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BAH394

Course Objectives:

- Enable students to understand the social structure of India
- Enable students to understand the concept of Bharat Varsha
- Help students to understand the concept of Indian Knowledge Tradition Art and Culture
- Enable students to understand the Science, Environment and Medical Science
- Enable students to understand the social and economic structure

Pre-requisites: The students must possess fair understanding of Social Structure of Ancient India

Course Contents/Syllabus:

	Weightage (%)
Module I: Concept of Bharatvarsha	25%
I. Understanding Bharatvarsha ,Eternity of synonyms Bharat	
II. Indian concept of Time and Space	
III. Indian view of History	
IV. The glory of Indian Literature: Ved, Vedanga,Upanishads ,Epics Jain and Buddhist Literature ,Smriti, Puranas etc Indian Perception of Dharma and Darshan	
V. Legal system in Ancient India	
Module II :Indian Knowledge Tradition Art and Culture	25%
I. Evolution of Language and Script	
II. Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, Tigalrietc	
III. Salient features of Indian Art&Culture	

IV. Indian Educational System V. The Ethics of Indian Valor	
Module III Science, Environment and Medical Science	25%
I. Science and Technology	
II. Environmental Conservation Indian View	
III. Health Consciousness of Ayurveda, Yoga and Naturopathy IV. Indian Numeral System and Mathematics	
Module IV Social and economic structure:	25%
I. Social and economic structure :Concept of VasudhevKutumbakam (Man ,Family ,Society and World)	
II. Social stratification,division of labour(Varna System), Ashram system,Samskara, marriage III. Industry, inland trade and commerce and maritime trade.	

Student Learning Outcomes:

- Understand the concepts of Society-Stratification
- Analyze the concept of Indian Knowledge Tradition Art and Culture
- Identify Social Organizations and Institutions in ancient India
- Evaluate the Early Stages of Social formation in India
- Enable students to understand the sources of Social and economic structure of India.

Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Readings:

- 1.A.K.Majumdar, Concise History of Ancient India, Vol.III, New Delhi, 1983
- 2.A.L.Bhasham, Wonder that was India
- 3.A.S.Altekar, The Position of Women in Hindu Civilization,
4. A.S.Altekar, Education in Ancient India
- 5.B.P.Roy, Later Vedic Economy
- 6.D.D.Kosambi, Introduction to the Study of Indian History
- 7.H.Chakraborti, Trade and Commerce in Ancient India
- 8.J.N.Banerjee, Comprehensive History of India, Vol.II

- 9.K.A.Nilakanta Sastri, A History of South India, OUP, New Delhi.
- 10.K.M.Kapadia, Marriage and Family in India, Oxford, New Delhi, 1958.
- 11.N.K.Dutta, Origin and Growth of Castes in India, Calcutta, 1931.
- 12.P.H.Prabhu, Hindu Social Organisations, Bombay, 1963.
- 14.R.C.Majumdar, The Vedic Age
- 15.R.N.Saletone, Early Indian Economic History
- 16.Romila Thapar, Ancient Indian Social History: Some Interpretations, New Delhi, 2010



Course structure: STUDY OF MUSEOLOGY- BAH594

Course Title:STUDY OF MUSEOLOGY

Credit Units:4

Course Level:UGLevel

Course Code: BAH594

Course Objectives:

- Enable students to understand the History of Museology
- Help students to know about Museography
- Enable students to strengthen their views on Professional Ethics

Pre-requisites: The students must possess fair understanding of Study of Museology

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none"> • History, Definition and development of Museology, and Museography • Museology as an Academic Discipline • Museology as a profession • Professional Ethics. 	
Module II	25%
<ul style="list-style-type: none"> • Definition and scope of Museum. • General Principles of Museum. • History of museums / Museum Movement 	
Module III	25%
<ul style="list-style-type: none"> • Types and classification of museums, changing concepts of museums. • Functions of Museums: Collection , Identification, Preservation, Documentation, Presentation (Exhibition), Research, Educational activities 	
Module IV	25%
<ul style="list-style-type: none"> • History and philosophy of museums in India and abroad, Museum movement in India. • Major Museum of India (Indian Museum Kolkata, National Museum, National Museum of Natural History, Salarjung Museum, Indira Gandhi Rashtriya Manav Sangrahalaya). • Role of Museum in Society. 	

Student Learning Outcomes:

- Understand the concepts of Museology
- Analyze the General Principles of Museum
- Identify the several Major Museums of India
- Evaluate the Role of Museum in Society
- Enable students to understand the Functions of Museums

Pedagogy for Course Delivery: The course will use a mix of case studies, and participants are encouraged to engage in active interaction through classroom participation.

Lab/ Practical details, if applicable: N/A

Assessment/ Examination Scheme:

Components	Mid term	Attendance	Assignment/ Project/Seminar/Quiz	End term
Weightage (%)	15	5	10	70

Essential Readings

1. Museums of India by Usha Agarwal
2. Key concept in Museology by Desvaltees, Andre, & Francas Mairesse Arrond Cown ISBN-978-2-200 ICOFOM-2010, Paris
3. Interpreting the New Museology, Museum and Society by Ross, Max, Lichfield-2004
4. Introduction to Museology; The European Approach by Dr. Chritiam Muller Straten,
5. Claims & Reality of New Museology; A case Study in Canada by Hauenehild, Andrea
6. New Museology -NET-YouTube Lecture by Devis Peter.
7. A component to Museum studies by Sharon, Macdonald ISBN Wiley Blackwell
8. New Museology by Bedekar.V.H, Museum Association of India, New Delhi.
9. Nigam, M.L : Museums in India
10. Nigam, M.L. : Fundamentals of Museology
11. Ghosh, D.P : Studies in Museology
12. Basu, J.N : Indian Museums and Movement
13. Bhatnagar, Anupama : Museums, Museology and New Museology
14. Baxi, S.J. & Dwivedi, V.P. : Modern Museums

S.No.+A 2458	Name of Institute/School	Programme Name	Semester	Course Code	Course Name	1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University.					
						LOCAL/REGIONAL	NATIONAL	GLOBAL			
BA(H)HISTORY (Academic Session 2021-22)											
1	Amity School of Social Sciences	UG: BA(H)History	I	BAH191	HISTORY OF MODERN INDIA - I (1707 - 1858)	1	1	1			
2				BAH192	SOCIAL & CULTURAL HISTORY OF MODERN INDIA	1	1	1			
3				BAC193	NATIONALISM IN INDIA	1	1	1			
4				BAC194	CONSTITUTIONAL HISTORY OF INDIA	1	1	1			
5				BAH195	TERM PAPER - I	1	1	1			
6				BCU141	COMMUNICATION SKILLS - I	1	1	1			
7				BSU143	BEHAVIOURAL SCIENCE - I	1	1	1			
8				FLU141	FRENCH - I	1	1	1			
10				EV5142	ENVIRONMENTAL STUDIES - I	1	1	1			
15											
16				BAH291	HISTORY OF MEDIEVAL INDIA - I (900 - 1526)	1	1	1			
17				BAH292	TRIPUR OF MEDIEVAL INDIA - I (1526 - 1707)	1	1	1			
18				BAH293	POLITICAL & ECONOMIC HISTORY OF MEDIEVAL INDIA	1	1	1			
19				BAH294	SOCIAL & CULTURAL HISTORY OF MEDIEVAL INDIA	1	1	1			
20				BAH295	TERM PAPER - II	1	1	1			
21				BAH296	TERM PAPER - II	1	1	1			
22				BCU241	COMMUNICATION SKILLS - II	1	1	1			
23				BSU243	BEHAVIOURAL SCIENCE - II	1	1	1			
24				FLU244	FRENCH - II	1	1	1			
25				EV5242	ENVIRONMENTAL STUDIES - II	1	1	1			
26											
28				BAH391	INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS	1	1	1			
29				BAH392	ANCIENT INDIA FROM VEDIC TO MAURYAN AGE	1	1	1			
30				BAH393	ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY	1	1	1			
31				BAH394	SOCIAL STRUCTURE OF ANCIENT INDIA	1	1	1			
32				BAH395	TERM PAPER - III	1	1	1			
33				BAH396	TERM PAPER - III	1	1	1			
34				BCU341	COMMUNICATION SKILLS - III	1	1	1			
35				BSU343	BEHAVIOURAL SCIENCE - III	1	1	1			
36				FLU344	FRENCH - III	1	1	1			
39											
42				BAH491	HISTORY OF ANCIENT EUROPE - I	1	1	1			
43				BAH492	HISTORY OF MEDIEVAL EUROPE - II	1	1	1			
44				BAC493	INTERNATIONAL RELATIONS - I	1	1	1			
45				BAH494	INDIAN GOVERNMENT AND POLITICS	1	1	1			
46				BAH495	TERM PAPER - IV	1	1	1			
47				BAH496	TERM PAPER - IV	1	1	1			
48				BCU441	COMMUNICATION SKILLS - IV	1	1	1			
49				BSU443	BEHAVIOURAL SCIENCE - IV	1	1	1			
50				FLU444	FRENCH - IV	1	1	1			
57											
58				BAH591	HISTORY OF EUROPE - III	1	1	1			
59				BAH592	HISTORY OF USA - I	1	1	1			
60				BAH593	HISTORY OF FAR EAST - I	1	1	1			
61				BAH594	STUDY OF MUSEOLOGY	1	1	1			
62				BAH595	INTERNATIONAL RELATIONS - II	1	1	1			
63				BAH596	SUMMER PROJECT	1	1	1			
64				BCU541	COMMUNICATION SKILLS - V	1	1	1			
65				BSU543	BEHAVIOURAL SCIENCE - V	1	1	1			
66				FLU544	FRENCH - V	1	1	1			
68											
69				BAH691	COLONIALISM STUDIES	1	1	1			
70				BAH692	HISTORY OF USA - II	1	1	1			
71				BAH693	HISTORY OF FAR EAST - II	1	1	1			
72				BAH694	DISSERTATION	1	1	1			
73				BAH695	DISSERTATION	1	1	1			
74				BCU641	COMMUNICATION SKILLS - VI	1	1	1			
75				BSU643	BEHAVIOURAL SCIENCE - VI	1	1	1			
76				FLU644	FRENCH - VI	1	1	1			
77				FLU644	FRENCH - VI	1	1	1			
				ASS	BA(H)HISTORY	Total No of Courses relevance to the local, national, regional and global developmental needs.	39	39	31		

Total No of Courses relevance to the national, regional and global developmental needs in BA(H)HISTORY



COURSE OUTCOMES

Course Outcomes:

FIRST SEMESTER

S.No.	Course Code	Course Title	Outcome
1	BAH191	HISTORY OF MODERN INDIA	Understand the concepts of society, economy, polity and culture Analyze various the Dynamics of colonial expansion Identify Peasant resistance to colonial rule Evaluate the question of Race Enable students to know about Imperial ideologies
2	BAH192	HISTORY OF MODERN INDIA II	Understand the concepts the Integration of Princely States Analyze Indian Independence and the emergence of a new State. Identify the Intellectual foundations of Gandhian Nationalism Evaluate the Differences between Moderates and Extremists Enable students to understand Swadeshi and Revolutionary Movements in 1920s
3	BAH193	CONSTITUTIONAL HISTORY OF INDIA	Understand the concepts Diarchy System in India Analyze various charters and acts passed by the British Government. Identify the role of India Council Acts Evaluate the various missions sent by the British government Enable students to understand the historical background of Jammu & Kashmir
4	BAH194	SOCIAL & CULTURAL HISTORY OF MODERN INDIA	Understand the concepts of Caste, Gender, and Community Analyze various religious movements. Identify Regional, religious and linguistic identities Evaluate the role of Jyotiba Phule Enable students to understand the meaning of Sanskritizing and anti-Brahmanical trends.

SECOND SEMESTER

S.No.	Course Code	Course Title	Outcome
1	BAH291	HISTORY OF MEDIEVAL INDIA I	Understand the concepts Bhakti in South India Analyze various society and culture of South India Identify the Maritime Activities in South and Southeast Asia Evaluate the dawn of Vernacular Languages and literature Enable students to understand the Vijaynagara Empire
2	BAH292	HISTORY OF MEDIEVAL INDIA II	Understand the concepts of administrative institutions Analyze the meaning of various terms like Zabt, Mansab, Zagir; Zamindars and Peasants. Identify Sikh challenges during Jahangir Evaluate the Nature of Mughal State Enable students to understand the Decline of Mughal Empire
3	BAH293	POLITICAL & ECONOMIC HISTORY OF MEDIEVAL INDIA	Understand the concepts of Trade and Commerce Analyze various Means of Cultivation and Irrigation Identify the cropping pattern during the medieval India Evaluate the New Transport and Communication Systems Enable students to understand Banking System
4	BAH294	SOCIAL & CULTURAL HISTORY OF MEDIEVAL INDIA	Understand the vies of Tulsidas Analyze Hindu-Muslim relations Identify the Social Life of women in the Sultante Evaluate the philosophy of Kabiras Social reformer Enable students to understand Art and architecture

Third Semester

S.N.	Course Code	Course Title	Outcomes
1	BAH391	INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS	<ul style="list-style-type: none"> Understand the concepts the development of the Civilizations Analyze various civilizations of the world Identify the major features of the Mesopotamian Civilization Evaluate the Science and Economy of the Indus Civilization Enable students to understand Polity, State Structure and role of Temple and Palace as institution of Power
2	BAH392	ANCIENT INDIA FROM VEDIC TO MAURYAN AGE	<ul style="list-style-type: none"> Understand the concepts of Janapadas and Mahajanapadas Analyze Alexander's invasion of India and its effects Identify Economic condition in Vedic period Evaluate the Ashoka's Conversion to Buddhism Enable students to understand the Rise of Mauryan Empire
3	BAH393	ANCIENT INDIA FROM THE 5TH CENTURY TO 9TH CENTURY	<ul style="list-style-type: none"> Understand the concepts of state and administration, economy, society, religion, art, literature, science and technology. Analyze the rise of Gupta Empire Identify the significance of the Parthian Empire Evaluate the reign of the Satavahana Dynasty Enable students to understand the Indo-Greek attack on India
4	BAH394	SOCIAL STRUCTURE OF ANCIENT INDIA	<ul style="list-style-type: none"> Understand the concepts of Society-Stratification. Analyze the concept of Family in Primitive Societies Identify Social Organizations and Institutions in ancient India Evaluate the Early Stages of Social formation in India Enable students to understand the sources of Social structure of India

FOURTH SEMESTER

S.No	Course Code	Course Title	Outcomes
1	BAH491	HISTORY OF ANCIENT EUROPE	<ul style="list-style-type: none"> Understand the concept of Commercial Revolution Analyze the role of Austrian Empire and identify the Causes of Mercantilism Evaluate the American War of Independence Enable student to understand the Rise of Modern Russia
2	BAH492	HISTORY OF MEDIEVAL EUROPE	<ul style="list-style-type: none"> Understand the concept of Coronation Analyze the rule of Otto the Great Identify Administration of Charles the Great Evaluate the Rise of Papacy Enable student to understand the Crusades and its Causes and Effects
3	BAH493	HISTORY OF MODERN EUROPE	<ul style="list-style-type: none"> Understand the concept of Intellectual currents Analyze various Changing trends in demography and urban patterns Identify the Revolution of 1905, and 1917 Evaluate the role of Liberal democracy Enable student to understand Serfdom, Populism and Social Democracy
4	BAH494	INDIAN GOVERNMENT AND POLITICS	<ul style="list-style-type: none"> Understand the concept caste in politics Analyze Changing Nature of Indian Politics Identify the relation between Religion and Politics Evaluate the role of communalism in politics Enable student to understand vote bank politics

FIFTH SEMESTER

S.No	Course Code	Course Title	Outcomes
1	BAH591	INTERNATIONAL RELATIONS-I	<ul style="list-style-type: none"> Understand the concepts of political science and state formation. Analyze various states' institutions and their functions. Identify, implement and evolve conceptual understanding of the subject. Evaluate the different ideologies in the field of political science. Enable students to understand politics in the surrounding area.
2	BAH592	INTERNATIONAL RELATIONS-II	<ul style="list-style-type: none"> Understand the concepts of political science and state formation. Analyze various states' institutions and their functions. Identify, implement and evolve conceptual understanding of the subject. Evaluate the different ideologies in the field of political science. Enable students to understand politics in the surrounding area.

3	BAH593	HISTORY OF INDIA	<ul style="list-style-type: none"> Understand the concepts of Slavery, Analyze the Growth of Market Society, Identify the causes of the revolution Evaluate the Imperialism and Changing Diplomacy Enable students to understand the causes of the civil war
4	BAH594	HISTORY OF ASIA	<ul style="list-style-type: none"> Understand about the Treaty of Nanking Analyze the Foreign Policy of the People's Republic of China Identify the causes of Growth of Communism in China Evaluate the European Intercourse with China Enable students to understand Cultural Revolution

SIXTH SEMESTER

1			
1	BAH691	COLONIALISM STUDIES	<ul style="list-style-type: none"> • Enable students to understand the Explaining imperialism, colonialism and nationalism • Help students to understand the debates on Indian Renaissance • Enable students to strengthen their views on Gandhi and mass mobilization
2	BAH692	HISTORY OF USA II	<ul style="list-style-type: none"> • Understand the concept of Truman Doctrine • Analyzethe Black Leadership • Identify the role of USA in World Politics • Evaluate theCivil Rights Movement • Enable students to understand the Anti-Communist Crusade
3	BAH693	HISTORY OF FAR EAST II	<ul style="list-style-type: none"> • Understand the concept of London Declaration • Analyzethe Political and Economic Development of Japan • Identify the Twenty one Demands • Evaluate theJapan's Foreign Policy • Enable students tounderstand Japan and world wars •