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 – 2023-24

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 to 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 thetheoretical 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 in

societalenvironmentalcontexts,anddemonstratetheknowledgeof,andneedforsustainablede velopment

[PO.8]. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of Social sciences

[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 tivitieswiththeengineerin gcommunity and with so nd write effective

reports anddesigndocumentation,makeeffectivepresentations,andgiveandreceiveclearinstructions

[PO.11].**Projectmanagementandfinance**:Demonstrateknowledgeandunderstandingoftheengineerin gandmanagementprinciplesandapplythesetoone'sownwork,asamemberandleaderinateam,tomanag eprojectsandinmultidisciplinaryenvironments

[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 broadestcontextoftechnologicalchange

Programme Specific Outcomes:

PSO1- State the subject knowledge of History andhistoricaltrendsin pasttounderstandthe future.
PSO2-Demonstrateknowledge,appreciationandapplicationofhistoricalresearchmethods and techniques.
PSO3-
Apply,analyze,differentiate,andcritiquetheoriesofhistory,selectapproachestodevelopmentandassessimpact.
Demonstrate knowledge, skills and ingenuity in communicating with a wide range of audiences.

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3
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	2	2										-	-	-
	BCU 641													-	-	-

| | 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"

Sr No	Program Outcome [PO]	Program Outcome	Mapping with SDGs.
1	PO-1	To acquaint the students with the basic historical concept sand theories with a view to understand various social cultural economic and political institutions and processes.	**SDG 4 (Quality Education) a**s it aims to provide comprehensive knowledge about Historical concept and politic
2	PO-2	To introduce Students to practical experience and knowledge acrossother 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, andconsumption.	**SDG 9 (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 frominterpersonal communication to newspaper, radio & television broadcasting to journalism, digital web production, E-contentwriting, and public relation, corporate communication to advertising.	**SDG 8 (Decent Work and Economic Growth) and SDG 11 (Sustainable Cities and Communities)** by preparing students for various cultural, media-based, and artistic activities.
4	PO-4	The means to investigate and learn a range of working involvingactivities from creative production and creation to promotion, marketing, and networking. The history, development and research in the media will be analyzed in various contexts. The social valuesand ethics are in the core of the program.	**SDG 16 (Peace, Justice, and Strong Institutions) and SDG 9 (Industry, Innovation, and Infrastructure)**
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 f____ __ ____	**SDG 8 (Decent Work and Economic Growth) and SDG 4 (QualityEducation)**by preparing students to contribute to various ____fts 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.	**SDG 9 (Industry, Innovation, and Infrastructure) and SDG 4 (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.	**SDG 16 (Peace, Justice, and Strong Institutions) and SDG 10 (Reduced Inequalities)** 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.	**SDG 9 (Industry, Innovation, and Infrastructure) and SDG 4 (Quality Education)** by focusing on ICT skills and literacy.
9	PO-9	To apply the objectivity and critical thinking for communicating to masses through a variety of mediums such as Short Films, Documentary Films, PTC for Television, Advertising and PR Campaign, Event Management, News Paper Production for Print.	**SDG 16 (Peace, Justice, and Strong Institutions) and SDG12 (Responsible Consumption and Production)** by emphasizing objectivity and critical thinking in various media communication forms.
10	PO-1O	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.	**SDG 4 (Quality Education) and SDG16 (Peace, Justice, and Strong Institutions)** 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.	**SDG 9 (Industry, Innovation, and Infrastructure) and SDG 4 (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.	**SDG 9 (Industry, Innovation, and Infrastructure)** 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	NATIONAISM 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

CourseTitle:HISTORY OF MODERN INDIA I   **Credit Units:**4

Course Level:UGLevel   **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 • Issues and Debates • Continuity and change	25%
Module II Dynamics of colonial expansion: indigenous states and Company power • 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 • Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race • Culture and society and its impact on India	25%
Module IV • The colonial army: military culture and recruitment • Peasant resistance to colonial rule: Santhal Uprising (1856) • The Uprising of 1857: Causes	25%

Student Learning Outcomes:

- Understand the concepts of society, economy, polity and culture
- Analyzevarious Dynamics of colonial expansion
- Identify Peasant resistance to colonial rule
- Evaluate the question of Race
- Enable students toknow 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

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

Course Level:UGLevel

Course Code: BAH192

Course Objectives:

- Enable students to understand the growth ofeducation
- 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 IGrowth of Modern Education	25%
• Proposal of Wilberforce • Proposal of Charles Grant • Proposal of Minto • Proposal of Elphinstone • Macaulay's system of Education • Wood's Dispatch of1854 • Hunter Commission Report of 1854 • The Indian University Act of 1904 • Resolution of February1913 • The Saddler University Commission1917-19 • The Hartog Committees of 1929 • Wardha School of Education • Sergent Plan of Education • Radhakrishna Commission • University Grants Comm	

Module II Land Revenue Settlements	**25%**
• 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 IIIGrowth of Press	**25%**
Attitude of East India Company • 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 Act1878 • The News Paper Act of1908 • The Indian Press Act 1910 • Foreign Relation Act1932 • Indian States A(Protection)Act 1934 • Press Trust of India • Press Law Inquiry Committees • Press (Objectionable matter) Act1957 • Press Commission of 1962	
Module IV Independence Era	
• Independence and the emergence of a new State • Negotiations for Independence • The Making of the Constitution • Land Reforms and the beginning of Planning	**25%**

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 theEmergence 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 Scher

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

Course structure: NATIONAISM IN INDIA BAC193

CourseTitle: NATIONAISM IN INDIA

Credit Units:4

Course Level:UGLevel

Course Code: BAC193

Course Objectives:

- Enable students to understand theDebate 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 • Colonialist • Nationalists • Cambridge School • Marxists • Subaltern interpretations • Debate on Early Nationalism	25%
Module II Major Social and Religious movements among Hindus and Muslims • Brahmo Samaj • Arya Samaj • Dharma Sabha • Aligarh Movement • Wahabi Movement • Deoband Movement	25%

<mark>• Prathana Samaj</mark> <mark>• Vivekananda and Ramakrishna Mission</mark>	
Module III National Movement in India • 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	**25%**
Module IV Gandhian Era and Role of Women in National Movement • 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	**25%**

Student Learning Outcomes:
- Analyze the process of Indian Independence and the emergence of a new State
- Identify the Intellectual foundations of Gandhian Nationalism
- Evaluate theDifferences 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. *T..on in Northern India, 1770–1830.* New Delhi: Oxf

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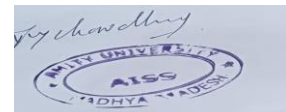
Course structure: HISTORY OF MEDIEVAL INDIA I (900 - 1526) – BAH291

CourseTitle: HISTORY OF MEDIEVAL INDIA I (900 - 1526)   **Credit Units:4**

Course Level: UGLevel   **Course Code: BAH291**

Course Objectives:

- Enable students to understand theEmergence of New States

- Enable students to understand theMuslim Invasions

- Help students to understand the development of art and architecture

	Weightage (%)
Module I Shifts in Polity and Statecraft	
- Evolution of political structures: - Rajputs - Pallavas - Chalukyas - Pandyas - Statecraft and development of art and architecture - Palas, Pratiharas andRashtrakutas, Changes in political divisions and state administration, society and culture	**25%**
Module II Towards a Centralized State: The Cholas	
- Cholas and Maritime Activities in South and Southeast Asia. -Chola Art, - The dawn of Vernacular Languages and literature	**25%**
Module III Muslim Invasions	
- Invasions of Arabs, Invasions of Ghaznavids, Ghorids - Slave Dynasty (1206-1290) - Khilji Dynasty (1290-1321) - Tughlaq Dynasty (1321-1 - Sayyid Dynasty (1414-145	**25%**

• Lodhi Dynasty (1451-1526)	
Module IV Nagaras	
• 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	**25%**

s must possess fair understanding of the History of Medieval India

Pre-requisites: The student

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:
1. B.D. Chattopadhyaya, The Making of Early Medieval India, Oxford University Press, 1995.
2. Karashima, Noboru (ed.), A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014
3. Champaka lakshmi,R. Religion, Tradition and Ideology; Precolonial South India, Oxford University Press, 2011
4. Champakalakshmi, R. Trade, Ideology and Urbanization: South India 300 BC to AD 1300. New Delhi: Oxford University Press, 1996
5. Mahalakshmi, R., The Making of the Goddess; Korravai Durga in the Tamil Traditions, Penguin Books, 2011
6. Jha, D.N., ed. The Feudal   ıl 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 0.

CourseTitle:SOCIAL & CULTURAL HISTORY OF MEDIEVAL INDIA   **Credit Units:4**

Course Level:UGLevel   **Course Code: BAH294**

Course Objectives:

- Enable students to understand theSocial & 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 • 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	25%
Module II • Sufism: doctrines and practices, state and religion-contradictions and legitimization; • Persian, Sanskrit and Vernacular Interactions - Malfuzat and Premakhyans	25%
Module III • Women, Customs and Social Life in the Sultanate and consolidation of identities; Gender roles: women bhaktas and rulers • Hindu-Muslim relations reconsidered	25%
Module IV	
• Language and Literature- Ganga Jammuna Tahzib • Art and architecture: temples – regional styles	25%
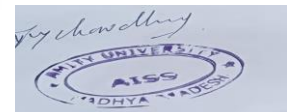
Student Learning Outcomes:

- Understand the views of Tulsidas
- AnalyzeHindu-Muslim relations
- Identify the Social Life of women in the Sultante
- 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 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

<u>**Books Recommended:**</u>
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

CourseTitle:ANCIENT INDIA FROM VEDIC TO MAURYAN AGE   **Credit Units:**4

Course Level:UGLevel   **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, Kallinga 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
- AnalyzeAlexander'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	Attend ance	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   ity Press, 2012 (3rd edition).

CourseTitle:SOCIAL STRUCTURE OF ANCIENT INDIA   **Credit Units:4**

Course Level:UGLevel   **Course Code: BAH394**

Course Objectives:

- Enable students to understand thesocial structure of India

- Enable students to understand theConcept 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 theSocial 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	
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 Buddist Literature ,Smriti, Puranas etcIndian Perception of Dharma and Darshan V. Legal system in Ancient India	25%
Module II :Indian Knowledge Tradition Art and Culture	
I. Evolution of Language and Script II. Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, Tigalristo III. Salient features of Ir	25%

IV. Indian Educational System V. The Ethics of Indian Valor		
Module III Science, Enviornment and Medical Science I. Science and Technology II. Enviornmental Conservation Indian View III. Health Consciousness of Ayurveda, Yoga and Naturopathy IV. Indian Numeral System and Mathematics	**25%**	
Module IV Social and economic structure: 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.	**25%**	

Student Learning Outcomes:

- Understand the concepts of Society-Stratification
- Analyzethe concept of Indian Knowledge Tradition Art and Culture
- Identify Social Organizations and Institutions in ancient India
- Evaluate theEarly Stages of Social formation in India
- Enable students tounderstand 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	Attend ance	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 Com
8.J.N.Banerjee, Comprehensive H

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

CourseTitle:STUDY OF MUSEOLOGY   **Credit Units:**4

Course Level:UGLevel   **Course Code: BAH594**

Course Objectives:

- Enable students to understand theHistory 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 - History, Definition and development of Museology, and Museography - Museology as an Academic Discipline - Museology as a profession - Professional Ethics.	**25%**
Module II - Definition and scope of Museum. - General Principles of Museum. - History of museums / Museum Movement	**25%**
Module III - Types and classification of museums, changing concepts of museums. - Functions of Museums: Collection , Identification, Preservation, Documentation, Presentation (Exhibition), Research, Educational activities	**25%**
Module IV - 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 Sangrahalya) - Role of Museum in Soci	**25%**

Student Learning Outcomes:

- Understand the concepts of Museology
- Analyze the General Principles of Museum
- Identify the several Major Museums of India
- Evaluate theRole of Museum in Society
- Enable students tounderstand 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 MairesseArrondCownISBN-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 2:158	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 2022-23)			
1				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			I	BAH195	TERM PAPER - I	1	1	1
6				BCU141	COMMUNICATION SKILLS - I	1	1	1
7				BSU143	BEHAVIOURAL SCIENCE - I	1	1	1
8				FLU/144	FRENCH - I			1
10				EVS142	ENVIRONMENTAL STUDIES - I	1	1	1
15								
16				BAH291	HISTORY OF MEDIEVAL INDIA - I (900 - 1526)	1	1	1
18				BAH292	HISTORY OF MEDIEVAL INDIA - II (1526 - 1707)	1	1	1
19				BAH293	POLITICAL & ECONOMIC HISTORY OF MEDIEVAL	1	1	1
20				BAH294	SOCIAL& CULTURAL HISTORY OF MEDIEVAL INDIA	1	1	1
21			II	BAH295	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				BAH391	INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS	1	1	1
30				BAH392	ANCIENT INDIA FROM VEDIC TO MAURYAN AGE	1	1	1
31	Amity School of Social Sciences	UG: BA(H) History	III	BAH393	ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY	1	1	1
32				BAH394	SOCIAL STRUCTURE OF ANCIENT INDIA	1	1	1
33				BAH395	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				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			IV	BAH495	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				BAH591	HISTORY OF EUROPE - III			1
58				BAH592	HISTORY OF USA - I			1
59				BAH593	HISTORY OF FAR EAST - I			1
60				BAH594	STUDY OF MUSEOLOGY	1	1	1
61			V	BAH595	INTERNATIONAL RELATIONS - II	1	1	1
62				BAH596	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								
69				BAH691	COLONIALISM STUDIES	1	1	1
72				BAH692	HISTORY OF USA - II			1
73				BAH693	HISTORY OF FAR EAST - II			1
74			VI	BAH694	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	**BA(H) HISTORY**			Total No of Courses relevance to the local, national, regional and global development needs	**39**	**39**	**51**

Total No of Courses relevance to th national, regional and global develo needs in BA(H)HIST ORY

51
39
39

COURSE OUTCOMES

CourseOutcomes:

Course Outcomes:

FIRSTSEMESTER

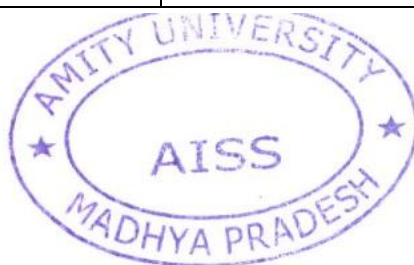| S.No.	Course Code	CourseTitle	Outcome
1	BAH191	HISTORY OF MODERN INDIA	• Understand the concepts of society, economy, polity and culture • Analyze various the Dynamics of colonial expansion • Identify Peasant resistance to colonial rule Evaluate the question of Race • Enable students to know about Imperial ideologies
2	BAH 192	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	BAH 193	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 the British government • Enable students to understand the historical background of Jammu & Kashmir
4	BAH 194	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 JyotibaPhule • Enable students to understand the meaning of Sanskritizing and anti-Brahmanical trends.

SECONDSEMESTER

S.No.	CourseCode	CourseTitle	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 Jahangeer 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 Kabir as Social reformer • Enable students to understand Art and architecture

Third Semester

S.N.	Course Code	CourseTitle	Outcomes
1	BAH391	INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS	• 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	• 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	BAH 393	ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY	• 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 Satavahanas Dynasty • Enable students to understand the Indo- • Greek attacks on India
4	BAH 394	SOCIAL STRUCTURE OF ANCIENT INDIA	• 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

FOURTHSEMESTER

S.No.	Course Code	Course Title	Outcomes
1	BAH 491	HISTORY OF ANCIENT EUROPE	• Understand the concept of Commercial Revolution • Analyze the role of Austrian Empire Identify the Causes of Mercantilism • Evaluate the American War of Independence Enable students to understand the Rise of Modern • Russia
2	BAH 492	HISTORY OF MEDIEVAL EUROPE	• Understand the concept of Coronation Analyze the rule of Otto the Great • Identify Administration of Charles the Great Evaluate the Rise of Papacy • Enable students to understand the Crusades and its Causes and Effects
3	BAH 493	HISTORY OF MODERN EUROPE	• 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 students to understand Serfdom, Populism and Social Democracy
4	BAH 494	INDIAN GOVERNMENT AND POLITICS	• 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 students to understand vote bank politics

FIFTHSEMESTER

S.No	CourseCode	CourseTitle	Outcomes
1	BAH 591	INTERNATIONAL RELATIONS - I	• Understand the concepts of political science and state formation. • Analyze various states' institutions and their functions. Identify, implement, and evolveconceptual understanding of the subject. • Evaluate the different ideologies in the field of political science. • Enable students to understand politics in the surrounding area.
2	BAH 592	INTERNATIONAL RELATIONS - II	• 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.

S.No	CourseCode	CourseTitle	Outcomes
3	BAH 593	HISTORY OF USA I	• 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	BAH 594	HISTORY OF FAR EAST I	• 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	BAH691	COLONIALISM STUDIES	• 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	• Understand the concept of Truman Doctrine • Analyze the Black Leadership • Identify the role of USA in World Politics • Evaluate the Civil Rights Movement • Enable students to understand the Anti-Communist Crusade
3	BAH693	HISTORY OF FAR EAST II	• Understand the concept of London Declaration • Analyze the Political and EconomicDevelopment of Japan • Identify the Twenty-one Demands • Evaluate the Japan's Foreign Policy • Enable students to understand Japan andworld wars

: