

HISTORY OF MEDIEVAL INDIA

1. Course Description

Programme: B.A

Course Code: U26/HIS/DSC/201

Course Type: DSC-2

No. of credits: 5

Max. Hours: 75 Hrs

Hours per week: 5

Max. Marks: 100

2. Course Objectives

- To learn and analyze the transition from ancient to the medieval period.
- To be able to delineate changes in the realm of polity society and economy.
- To study the growth of composite culture and newer forms of art and architecture.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Comprehend the political social economic impact of the advent of a new religion and culture in India. **(UNDERSTAND)**

CO2: Analyze the growth of Culture and Philosophy in Medieval India. **(APPLY)**

CO3: Evaluate the impact of the Mughal rule on Society and Religion in India. **(EVALUATING)**

CO4: Examine the rise of the regional kingdoms. **(ANALYSE)**

CO5: Assess the socio-political contribution of Maratha Confederacy. **(EVALUATING)**

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4. Course Content

MODULE I: - Advent of Islam and its Impact in India **15 hours**

Pre-Medieval India- Rise of Regional States – Rajput's and Pala's-Polity-Society-Culture-Education- Vikramasila and Odantapuri, Establishment of Turkish rule in India the Delhi Sultanate-sources-policies and impact -with special reference to Alauddin Khilji and Mohamad Bin Tughlaq- Evaluation of Delhi Sultanate - Impact on Culture, Language, Literature, Religion, Art and Architecture.

MODULE II: Growth of Indian Philosophy and Religious Movements **15 hours**

Advaita, Dvaita and Vishishta Advaita philosophy - Bhakti movement and Sufism, Women's role in Bhakti movement, Influence of Bhakti movement on social reforms, Bhakti movement in South India- Shaiva Nayanars and Vaishnava Alwars.

MODULE III: Mughal Era **15 hours**

The Political conditions in India on the eve of advent of Mughals – Babur- Sher Shah-Inter-regnum- Sur's administration - Akbar's Rajput and Religious policy and Administration - Shah Jahan's reign –Art and Architecture. Aurangzeb's - policies and Impact, Evaluation of the Mughal Empire in India and Causes for their decline

MODULE IV: Kingdoms of the Deccan and Kalinga **15 hours**

Kakatiya's-The Vijayanagara and the Bahmani's - Deccan Sultanate; Bijapur, Golkonda, Bidar, Berar and Ahmednagar – Rise, Expansion and Disintegration; Eastern Gangas and Gajapatis. Yadavas, Hoysalas, Pandya's and Cheras – their contribution to South Indian Culture. Technological developments and its Impact on structures of society, warfare and administration in early medieval period.

MODULE V: Maratha Confederacy **15 hours**

Rise of the Marathas & the foundation of Swaraj by Shivaji; its expansion under the Peshwas; Mughal – Maratha relations, Maratha Confederacy, Causes of Decline.

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5. References

1. Chandra, Satish., History of Medieval India (800 – 1700) Vol. I & II.
2. Chattopadhyay, B.D., The Making of Early Medieval India. (Delhi, 1994)
3. Habib, Irfan (ed) Medieval India – Research in the History of India, 1200-1750, Delhi,1992
4. Majumdar, R.C. et al (eds), History and Culture of the Indian People Vol. IV & VI
5. Majumdar, R.C, A Comprehensive History of India Vol.III.
6. Nilakantha Shastri, K.A. A History of South India, Madras, 1974 (4th edition)
7. Pandey, A.B., Early Medieval India, Allahabad, 1977.
8. Sherwani H.K. and P.M. Joshi, The History of Medieval Deccan, 1295-1724, Hyderabad,1973.

6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	Underscores attributes of Medieval Indian society, culture, economy and polity so as to understand complexities in India’s progress as a nation.
Regional	Highlights interplay of regional and central powers in shaping country’s characteristic identity.


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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module No. or part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module II	Knowledge Quiz
SD	Module III	Assignment writing
SD	Module IV	Presentation

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Group Discussion
2.	Experiential learning	Field Trip
3.	Problem solving	Assignment -case study

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA I-Written Exam	Written Exam
CO2	CIA II- Written Exam	
CO3	CA 2- Presentation	
CO4	CA 2- Skill test	
CO5	CA 2- Assignment	

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b) Model Question Paper- End Semester Exam

HISTORY OF MEDIEVAL INDIA

SECTION A - INTERNAL CHOICE		5 Q X 10 M = 50		
Question Number	Question	Question	CO	BTL(Bloom's Taxonomy Level)
1	Module 1	Describe the socio-cultural contribution of Delhi Sultanate	CO 1	BL 2
2	Module 1	Explain the administrative military and market reforms of Alauddin Khilji	CO 1	BL 2
3	Module 2	Identify the causes for the rise of Bhakti and Sufi movement	CO 2	BL 3
4	Module 2	Develop an explanation to support Advaita philosophy	CO 2	BL 3
5	Module 3	Give an estimate of Akbar	CO 3	BL 6
6	Module 3	Give a critique of Aurangzeb's policies	CO 3	BL 6
7	Module 4	Examine the causes for the rise of Vijayanagar empire	CO 4	BL 3
8	Module 4	Distinguish between the rule of Rudramma and Ganapati deva	CO 4	BL 3
9	Module 5	Evaluate the contribution of Early Peshwas to empire building	CO 5	BL 6
10	Module 5	Assess the contribution of Shivaji to Maratha identity	CO 5	BL 6

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SECTION B - ANSWER ANY 5 OUT OF 7				5 Q X 2 M = 10 M	
(To compulsorily have ONE question from each module)					
11	Module 1	Razia Sultana	CO 1	BL 1	
12	Module 2	Adi Shankaracharya	CO 2	BL 1	
13	Module 3	Battle of Chunar	CO 3	BL 1	
14	Module 4	Pratap Rudra II	CO 4	BL 1	
15	Module 5	Ashtapradhan	CO 5	BL 1	
16	Module1	Alai Darwaza	CO 1	BL 1	
17	Module5	Shanivar Wada	CO 5	BL 1	

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO1	2	10	2	5
2	15	CO2	2	10	2	5
3	15	CO3	2	10	2	5
4	15	CO4	2	10	2	5
5	15	CO5	2	10	2	5




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9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Apply	15
3	1	Evaluating	15
4	2	Analyse	15
5	1	Evaluating	15

Prepared by	Checked &verified by	Approved by
<p>Name and Signature of the teaching faculty</p>  <p>Rooman Deb</p>	<p>Name and Signature of HoD</p>  <p>Rooman Deb</p>	<p>Name and Signature of Principal</p>  <p>Prof. Uma Joseph</p>

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Panel of Examiners

S.No.	B.A. Course Title	Examiner	Designation Place of Work	Years of Experience	Contact No.	Email Id.
1.	History of Ancient India (Earliest times to Cholas)	G. Ramdhan	Associate Professor			gramdhan1715@gmail.com
2.	History of Medieval India					

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**SEMESTER - II
WESTERN POLITICAL THOUGHT**

1. Course Description

Programme: **B.A**

Course Code: **U26/POL/DSC/201**

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

2. Course Objectives

- **To understand political philosophy in the western context and to critically analyze the ideas of various Western political thinkers from the ancient to the early modern periods.**
- **To reflect on different thinkers' philosophical visions of an ideal political society.**

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Identify the fundamental ideas in the ancient Greek philosophy. **(Understand)**

CO2: Recognize the dominant political views of Medieval Europe. **(Understand)**

CO3: Compare and contrast modern theories of origin of state. **(Analyze)**

CO4: Acquire a critical understanding of Utilitarianism and Dialectics. **(Evaluate)**

CO5: Understand and reflect upon the ideas of Feminist political thinkers. **(Evaluate)**

4. Course Content

MODULE I: Ancient Greek Political Thought (15 Hours)

1. Sophists
2. Plato: Republic – Justice, Communism, Education and Ideal State.
3. Aristotle: Politics – State- Ideal and Polity; Government, Citizenship, Slavery and Revolution.

MODULE II: Medieval and Early Modern Thought (15 Hours)

1. St. Augustine – ‘City of God’.
2. St. Thomas Aquinas – Theory of Law; Sainted Aristotle.
3. Church and State Controversy – Marsilius of Padua.
4. Niccolo Machiavelli – ‘Prince’

MODULE III: Social Contractualists (15 Hours)

1. Thomas Hobbes – Absolute Sovereignty, State and Society.
2. John Locke – Limited Government, Theory of Property.
3. Jean Jacques Rousseau – General Will; Popular Sovereignty; Participatory Democracy.

MODULE IV: Utilitarianism and Dialectics (15 Hours)

1. Jeremy Bentham – Utilitarianism; Hedonism.
2. John Stuart Mill – Liberty and Representative Government.
3. Hegel – History and Dialectic; State.
4. Marx – Historical Materialism: Class War and Proletarian Dictatorship

MODULE V: Feminist Thought (15 Hours)

1. Mary Wollstonecraft: 'A Vindication of the Rights of Woman'
2. Simone de Beauvoir – ‘The Second Sex’
3. Bell Hooks - Intersectionality

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5. References

1. Barker, Ernest (2013). *Greek Political Thought*. Routledge.
2. Ebenstein, William (1967). *Great Political Thinkers*. University of California.
3. Foster & Jones (1949). *Masters of Political Thought*. Houghton Mifflin.
4. Hacker, Andrew (1969). *Political Theory: Philosophy, Ideology, Science*. MacMillan.
5. Sabine, G.H. (1973). *A History of Political Theory*. Dryden Press.
6. Singh, Sukhbir (1980). *History of Political Thought Vol. I*. Rastogi Publications
7. Singh, Sukhbir (1980). *History of Political Thought Vol. II*. Rastogi Publications
8. Roberts, Peri & Peter Sutch (2012). *An Introduction to Political Thought*. Edinburgh University Press

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The course introduces the students to theories of ideal state and government that guide the mission and objectives set by a national government.
Global	The course reflects on the ethics of global politics and the principles that should be guiding the relations between the countries.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

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b) Model Question Paper- End Semester Exam

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DISCIPLINE SPECIFIC CORE

SEMESTER -II

WESTERN POLITICAL THOUGHT

Course Code: U26/POL/DSC/201

Max Marks:60

Credits:5

Time: 2Hrs

SECTION - A

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

OR

2. Discuss with criticism Aristotle's theory of nature and origin of state.

3. Explain why St. Aquinas is also called as Sainted Aristotle.

OR

4. Elaborate on Machiavelli's views on power and rulership in 'The Prince'.

5. Hobbes' Leviathan is an absolute sovereign. Justify the statement.

OR

6. Write an essay on Rousseau's social contract theory.

7. Analyze Bentham's theory of Utilitarianism.

OR

8. Critically discuss Marx's theory of Class War.

9. Discuss Mary Wollstonecraft's ideas on the rights of women.

OR

10. Explain the concept of intersectionality in feminist with reference to Bell Hooks.

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SECTION -B

Answer any Five Questions: 5 x 2 = 10 M

11. Justice
12. Natural Law
13. 'Sexual Contract'
14. General Will
15. Locke on Property
16. Citizenship
17. Dictatorship of the Proletariat

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2


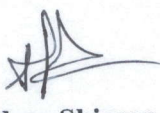
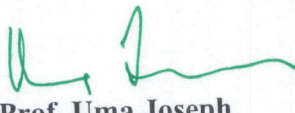
9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Understand	15
3	4	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15

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 Dr. Afshan Shireen	 Dr. Afshan Shireen	 Prof. Uma Joseph

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SEMESTER – II

Development Dynamics and Emerging Trends

1. Course Description

Programme: BA

Course Code: U26/PUB/DSC/201

Course Type: DSC

No. of Credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

2. Course Objectives:

- 1. To study the development of various theories of public administration.
- 2. To analyse the contributions of thinkers and emerging trends and their contemporary relevance.

3. Course Outcomes

On completion of the course, the student will be able to:

CO 1: Understand the contributions of classical thinkers and evaluate their relevance in the current era. (Understand)

CO 2: Understand the contributions of classical and neo-classical theories and their importance in the current day. (Understand)

CO 3: Identify the motivational dynamics and ecological factors in an organization. (Apply)

CO 4: Analyse emerging administrative and managerial perspectives in administration. (Analyse)

CO 5: Identify emerging trends in public administration. (Apply)

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4. Course Content**Module I - Classical Theories****15 HOURS**

- a. Scientific Management – F.W. Taylor.
- b. Theory of Administrative Management – Henry Fayol.
- c. Bureaucracy – Max Weber

Module II – Neo-Classical and Behavioural Theories**15 HOURS**

- a. Theory of Constructive Conflict – M.P Follett.
- b. Human Relations Theory – Elton Mayo.
- c. Theory of Decision Making – Herbert Simon

Module III – Motivational and Ecological Theories**15 HOURS**

- a. Hierarchy of Needs – Abraham Maslow
Theory X & Theory Y - Douglas Mc. Gregor
- b. Development Administration by Weidner
- c. Ecological Theory of F.W. Riggs.

Module IV – Emerging Trends –I**15 HOURS**

- a. Public Choice Approach
- b. New Public Administration - Minnowbrook Conferences I, II and III
- c. Peter Drucker's Contributions to Management

Module V- Emerging Trends - II**15 HOURS**

- a. New Public Management
- b. New Public Service
- d. Sustainable Development Goals and Public Administration

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5. Reference Books:

1. Fadia B. L. and Kuldeep Fadia, *Public Administration: Administrative Thinkers*, Sahitya Bhawan: Agra, 2017.
2. Manoj Sharma, *Administrative Thinkers*, Anmol Publications Pvt. Ltd, New Delhi, 2004.
3. Mohit Bhattacharya, *New Horizons of Public Administration*, Jawahar Publishers and Distributors, 2016.
4. Naidu S.P, *Public Administration: Concepts and Theories*, New Age International Publishers, 2015.
5. Polinaidu S, *Public Administration*, Galgotia Publications Pvt. Ltd, New Delhi, 2008.
6. Ravindra Prasad D, Prasad V. S, Satyanarayana P, Pardhasaradhi Y, *Administrative Thinkers*, Sterling Publishers Private Ltd, New Delhi, 2018.
7. Ravindra Prasad D, Prasad V. S., Satyanarayana P, Pardhasaradhi Y, *Administrative Thinkers*, Sterling Publishers Private Ltd, New Delhi, 2012.
8. Sapru R. K, *Administrative Theories and Management Thought*, Prentice Hall of India, New Delhi, 2006.

6. Syllabus Focus**a) Relevance to Local, regional, National and Global Development Needs**

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
Global	The course equips students with diverse theoretical perspectives and emerging trends in public administration to understand and address complex global administrative challenges.

b) Components on Skill Development / Entrepreneurship Development/ Employability

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 4	Assignment
SD	Module 5	Assignment

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning
5.	Field Trips	Participative Learning


8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Cos	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)	
CO1	} CIA-1	End Semester examination	
CO2			
CO3	} CIA-2 Presentation		
CO4			} CIA-2 Quiz, Written Test, Assignment
CO5			


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b) Model Question Paper – End Semester Exam

Development Dynamics and Emerging Trends

MODEL QUESTION PAPER

Course Code: U26/PUB/DSC/201
Credits: 5

Max Marks: 60
Time: 2 Hrs

SECTION A			5 Q X 10 M = 50 M	
ANSWER ANY ONE QUESTION FROM EACH MODULE				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	How would you apply Taylor's contribution to scientific management in today's administration?	CO 1	BL 2
2	Module 1	What are the contributions of Henry Fayol to the discipline of public administration?	CO 1	BL 2
3	Module 2	Explain Simons phases of decision making	CO 2	BL 2
4	Module 2	What are the contributions of Elton Mayo to the discipline of public administration	CO 2	BL 2
5	Module 3	Identify the characteristic features of Weiner's development administration	CO 3	BL 3
6	Module 3	Identify the five levels of hierarchy of need as said by Abraham Maslow.	CO 3	BL 3
7	Module 4	Compare the features of Minnow brook Conference II and Minnow brook Conference III	CO 4	BL 4
8	Module 4	Highlight Peter Drucker's contributions on Management	CO 4	BL 4
9	Module 5	Explain the features of New Public service	CO 5	BL 3
10	Module 5	Explain Christopher hood's contributions on new public administration.	CO 5	BL 3

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5 Q X 2 M = 10 M

SECTION B

ANSWER ANY FIVE QUESTIONS


Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Mental revolution	CO 1	BL 2
12	Module 2	Constructive conflict	CO 1	BL 2
13	Module 3	Self-Actualization	CO 2	BL 3
14	Module 4	MBO	CO 2	BL 4
15	Module 5	Relevance New Public Management	CO 3	BL 3
16	Any Module	POSDCORB	Relevant CO	BL 2
17	Any Module	Theory Y	Relevant CO	BL 3

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	1	5
2	15	CO-2	2	10	1	5
3	15	CO-3	2	10	1	5
4	15	CO-4	2	10	1	5
5	15	CO-5	2	10	1	5

9. CO-PO Mapping:

CO	PO	PSO	Cognitive Level	Class room sessions(hrs)
1	1	1	Understand	15
2	2	2	Understand	15
3	1	1	Apply	15
4	2	3	Analyse	15
5	1	1	Apply	15

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
TAS. D. Rupali T29/28/2/26	TAS. D. Rupali T29/28/2/26	

PANEL OF EXAMINERS

S.No.	Course	Name and Designation	Place of Work	Years of Experience	Contact No	Email Id
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