

SYLLABUS POLITICAL SCIENCE: YEAR 2020-21



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

UG: Semester I

Course Title: Introduction to Political Science

Credit Units: 4

Course Code: BPS 181

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This course is meant to provide an introduction to Political Science to students who have not had any exposure to the discipline. This is an introductory paper to the concepts, ideas, forms of Government and Political Theories. It seeks to explain the evolution and usage of these concepts and theories, both historically and analytically.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I Introduction to Political Science	25% Weightage	
	<ul style="list-style-type: none"> • Meaning, Nature, Scope and Importance of Political Science • Relationship with other Social Sciences: History, Psychology, Sociology, Economics, and Philosophy • Approaches to study of Political Science • Behavioralism and Post-Behaviouralism 		
2	Module II State	25 %Weightage	
	<ul style="list-style-type: none"> • Meaning, Definition and Elements of State • Origin of the State: Divine Theory, Social Contract theory and Evolutionary Theory of the State 		
3	Module III Sovereignty	25% Weightage	
	<ul style="list-style-type: none"> • Meaning, attributes and Kinds • Theories of Sovereignty: Monistic and Pluralistic • Concept of Sovereignty in the age of Globalization 		

4	Module IV Basic Concepts of Political Science		25% Weightage	
	• Rights: Meaning, Importance, Kinds and Safeguards			
	• Liberty, Equality and Justice: Meaning, Importance and Kinds			
	• Political Obligations: Duties towards the State			
5	Student Learning Outcomes			
	The student will be able to identify the concepts, ideas, forms of Governments and Political Theories and their usage, both historically and analytically			
6	Pedagogy for Course Delivery			
	<ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 			
7	Assessment/ Examination Scheme:			
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	
	100%	NA	70%	
	Theory Assessment (L&T):			
	Components (Drop down)	CIE	Mid Sem.	Attendance
Weightage (%)	10%	15%	5%	70%

Books Recommended:

- 1) Political Theory: Ideas & Concepts, S. Ramaswamy, Delhi, Macmillan, 2002
- 2) Modern Political Theory, S.P Verma, New Delhi, Vikas, 1983
- 3) Principles of Modern, Political Science, J C Johri, Sterling Publishers Pvt. Ltd., 1995.
- 4) Principles of Political Science, A.C. Kapur, New Delhi, Sultan Chand and Sons, 2004.
- 5) Principles of Political Science, N.N. Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
- 6) Political Science Theory, S.C. Pant, Prakashan Kendra, Lucknow, 1998.



UG- 01

Course Title: India Political Thought - 1

Credit Units: 4

Course Code: BPS 182

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective This Course introduces the specific elements of Indian Political thought spanning over two millennia. The basic focus of study is of individual thinkers whose ideas are however framed by specific themes. The Courses as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

Prerequisites: NIL

Course Contents / Syllabus:

1.	Module I Traditions of Pre – Colonial India Political thought	25% Weightage
	<ul style="list-style-type: none">Brahmanic and ShramanicIslamic and SyncreticVed Vyasa (Shantiparva): Rajadharma	
2.	Module II	25% Weightage
	<ul style="list-style-type: none">Manu: Social LawsKautilya: Theory of State	
3.	Module III	25% Weightage
	<ul style="list-style-type: none">Aggannasutta (Digha Nikaya): Theory of KingshipZia Barani: Ideal Polity	
4.	Module IV :	25% Weightage
	<ul style="list-style-type: none">Abul Fazl: MonarchyKabir: Syncretism	
5.	Student Learning Outcomes: The students will be made aware of the history of Political Thought.	
6.	Pedagogy for Course Delivery:	
	<ul style="list-style-type: none">Group DiscussionsPresentationsLectures	

Assessment/ Examination Scheme:				
Theory L/T (%)	Lab/Practical/Studio (%)			End Term Examination
100%	NA			70%
Theory Assessment (L&T):				
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
Weightage (%)	10%	15%	5%	70%

Books Recommended

1. Parekh, Bhiku (1986) ‘Some reflections on the Hindu Tradition of political thought’, in Pantham, Thomas and Deutsch, Kenneth. I. (eds.) Political thought in modern India. New Delhi: Sage,pp. 17 – 31
2. Altekar, A.S. (1958) ‘The Kingship’, in state and Government in Ancient India. (3rd Edition). Delhi: Motilal Banarsidass, pp. 75 – 108.
3. Shakir, Moin (1986) ‘Dynamics of Muslim political thought’, in Pantham, Thomas and Deutsch, Kenneth I. (eds) Political thought in Modern India. New Delhi: Sage,pp. 142 – 160.
4. Pandey, G.C. (1978) Sraman tradition: Its History and contribution to Indian Culture. Ahmedabad, L.D. Institute of Indology, pp. 52 – 73.
5. M. P. Singh, Himanshu Roy (eds.) (2011) *Indian Political Thought: Themes and Thinkers*, Delhi: Pearson
6. V. R Mehta, (1992), *Foundations of Indian Political Thought*, Delhi: Manohar Publications
7. Chandra, Bipin (2018), *History Of Modern India*, New Delhi: Orient Black Swan



UG- 01

Course Title: Nationalism in India

Credit Units: 4

Course Code: BPS 183

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective The purpose of this course is to help students understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at the struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence. In the process, the course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Approaches to the Study of Nationalism in India <ul style="list-style-type: none">NationalistsCambridge SchoolMarxistsSubaltern interpretations	25% Weightage
2.	Module II Reformism and Anti-Reformism in the 19th Century <ul style="list-style-type: none">Major Social and Religious movements among Hindus and MuslimsBrahmo SamajArya SamajDharma SabhasAligarh Movement	25% Weightage
3.	Module III Nationalist Politics and Expansion of its Social Base <ul style="list-style-type: none">Phases of Nationalist Movement and different ideological streams: Moderates and Extremists with Congress and revolutionary radicals:Formation of the Muslim LeagueGandhi and mass mobilization: Khilafat, Non – Co-operation and Civil	25% Weightage

	Disobedience Movement <ul style="list-style-type: none"> • Socialist alternatives: Congress Socialists, Communists • Communalism in Indian Politics 																	
4.	Module IV Social Movements (10 Lectures) <ul style="list-style-type: none"> • The Women's Question: Participations in the National Movement and its Impact • The Caste question: Anti-Brahmanical Politics • Peasant, Tribals and Workers movement 	20% Weightage																
5	Student Learning Outcome: The student would acquire a basic understanding of the beginning and the various phases of Nationalism in India.																	
6	Pedagogy for course Delivery																	
7	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Components (Drop down)</th> <th style="width: 15%;">CIE</th> <th style="width: 15%;">Mid Sem</th> <th style="width: 15%;">Attendance</th> <th style="width: 40%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%	
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Weightage (%)	10%	15%	5%	70%														

Essential Readings

8. Approaches to the Study of Nationalism in India

- a. Bandopadhyay, S. (2004), From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 184 – 191.
- b. Thapar, R. (2000) ‘Interpretations of Colonial History: Colonial, Nationalist, Post-Colonial’, in Desouza, P.R. (ed.) Contemporary India : Transitions. New Delhi: Sage Publications, pp.25-36.

9. Reformism and Anti – Reformism in the 19th Century

- a. Banopadhyay, S. (2004), From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 139-158: 254-247.
- b. Sen, A.P. (2007), ‘The Idea of social reform and its critique among Hindus of Nineteenth Century India’, in Bhattacharya, Sabyasachi.(ed.) Development of Modern Indian Thought and the Social Science. Vol X. New Delhi Oxford University Press.

10. Nationalist politics and Expansion of its Social Base

- a. Banopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279 – 311
- b. Sarkar, S. (1983) *Modern India (1885 – 1847)*. New Delhi: Macmillan

11. Social Movements

- a. Banopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 342-357: 369-381

12. Partition and Independence

- a. Banopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 405-438
- b. Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156

Additional Readings

1. Smith, A.d. (2001) *Nationalism*. Cambridge: Polity Press.
2. Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*, New Delhi: Media House, pp. 71-103
3. Isalm, S. (2006) 'Rashtravaad: EK Siddhanthik Preepreksh', in *Bharat maen algaovadd aur dharm*. New Delhi: Vani Prakashan, pp. 33-51
4. Chatterjee, p. (2010) 'A brief History of Subaltern Studies', in *Chatterjee, Partha Empire & Nation: Essential Writings (1985 – 2005)*. New Delhi: Permanent Black.
5. Sangari, Kand vaid, S. (1989) *Recasting Woman: Essays in Colonial History*. New Delhi: Oxford University Press.
6. Pradhan, Ram Chandra. (2008) *Raj to Swaraj*. New Delhi: Macmillan
7. Chandra, Bipin (2018), *History Of Modern India*, New Delhi: Orinant Black Swan



UG- 01

Course Title: Political Theory: Concepts & Debate

Credit Units: 4

Course Code: BPS 184

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective The purpose of this course is to help students understand and deliberate on the different political theories. This course will also encourage the students to debate on the social practices, challenges, political issues, notion of freedom, importance of equality and rights.

Prerequisites: NIL

Course Contents / Syllabus:

1.	Module I Importance of Freedom	20% Weightage
	<ul style="list-style-type: none">• Negative Freedom• Positive Freedom• Freedom as Emancipation and Development• Important Issue: Freedom of thought, Expression and Dissent	
2.	Module II Significance of Equality	30% Weightage
	<ul style="list-style-type: none">• Formal Equality: Equality of opportunity• Political equality• Egalitarianism: Background inequalities and differential treatment• Important Issue: affirmative action• Indispensability of Justice• Procedural Justice• Distributive Justice• Global Justice• Importance Issue: Capital punishment.	
3.	Module III The Universality of Rights	25% Weightage
	<ul style="list-style-type: none">• Natural Rights• Moral and Legal Rights• Three generations of Rights	

	<ul style="list-style-type: none"> • Rights and Obligations • Important Issue: Right of the girl child 			
4.	Module IV Major Debates	25% Weightage		
	<ul style="list-style-type: none"> • Why should we obey the state? Issues of political obligation and Civil Disobedience. • Are human rights universal? Issue of cultural relativism 			
5	Student Learning Outcome: The student would be able to acquire a basic understanding of the political theory and the basic concepts and debates.			
6	Pedagogy for course Delivery			
7	Assessment/ Examination Scheme:			
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	
	100%	NA	70%	
	Theory Assessment (L&T):			
	Components (Drop down)	CIE	Mid Sem	Attendance
Weightage (%)	10%	15%	5%	70%

Essential Readings:

Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.

O. P. Gauba (2019), *An Introduction to Political Theory*, New Delhi: MACMILLAN

J. C. Johri, (2009), *Principles of Modern Political Science*, New Delhi: Sterling Publishers Pvt. Ltd



FORMAT FOR COURSE CURRICULUM

UG: Semester II

Course Title: Constitutional History of India

Credit Units: 4

Course Code: BPS 281

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

- **Course Objective:** To familiarize students with the constitutional history of India. The significance of this history lies in the origins of the Constitution of the Indian Republic which is rooted in the history of India under the British control.

Prerequisites: NIL

Course Contents / Syllabus:			
1	Module I	15% Weightage	
	<ul style="list-style-type: none"> • The Charter Act of 1833 and 1853 • The Government of India Act 1858 		
2	Module II	25 %Weightage	
	<ul style="list-style-type: none"> • Indian Council Act 1861 • Indian Council Act 1909 		
3	Module III	25% Weightage	
	<ul style="list-style-type: none"> • The Government of India act 1919, effects of the Act, various aspects of Diarchy System, member qualification, power, and defects of the Act • The Government of India act 1935, Central Legislature, Constituent Assembly 		
4	Module IV	25% Weightage	
	<ul style="list-style-type: none"> • Cripps Mission, Wavell Plan and Cabinet Mission • The India Independence Act 1947 • The Constituent Assembly of India 		
5	Module V	10% Weight age	
	<ul style="list-style-type: none"> • Constitutional development in Jammu and Kashmir • Significance of A 370 • Revocation of A 370 and after • Response of J&K people to the removal of A 370 		

6	Student Learning Outcomes New issues with Article 370 and its removal from the Indian Constitution.											
7	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 											
	Assessment/ Examination Scheme:											
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Readings:

- Singh, M.P. (2019), *Outlines of Indian Legal & Constitutional History*, Lexis Nexis: Haryana
- Pylee, M.V. (2011), *Constitutional History of India [1600 — 2010]*, S. Chand & Company: New Delhi
- An Introduction to the Constitution of India, D.D Basu, Prentice Hall, New Delhi. (Latest Edition).
- An Introduction to the Constitution of India, M.V. Pylee, Vikas, New Delhi, 1998.
- Constitutional Development and National Movement in India, V.D. Mahajan, S. Chand and Co, New Delhi, 1986.



UG: Semester II

Course Title: Indian Political Thought – II

Credit Units: 4

Course Code: BPS 282

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that define the modernity of Indian political thought. The objectives are to study general themes that have been produced by thinkers from varied social and temporal contexts.

Prerequisites: NIL

Course Contents / Syllabus:

Course Contents / Syllabus:			
1	Module I Understanding Indian Political Thought	30% Weightage	
	<ul style="list-style-type: none">• Rammohan Roy: Rights• Pandita Ramabai: Gender• Vivekananda: Ideal Society		
2	Module II State	20 %Weightage	
	<ul style="list-style-type: none">• Gandhi: Swaraj• Ambedkar: Social Justice		
3	Module III Sovereignty	20% Weightage	
	<ul style="list-style-type: none">• Tagore: Critique of Nationalism• Iqbal: Self and Community		
4	Module IV Basic Concepts of Political Ideology	30% Weightage	
	<ul style="list-style-type: none">• Savarkar: Hindutva• Nehru: Secularism• M. N. Roy• Lohia: Socialism		
5	Student Learning Outcomes		
	The student will be able to understand the basics of the Indian Political thought in the Modern perspective.		

6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																				
7	Assessment/ Examination Scheme: <table border="1" data-bbox="180 344 1381 490"> <tr> <td data-bbox="180 344 537 418">Theory L/T (%)</td> <td data-bbox="546 344 991 418">Lab/Practical/Studio (%)</td> <td data-bbox="999 344 1381 418">End Term Examination</td> </tr> <tr> <td data-bbox="180 425 537 490">100%</td> <td data-bbox="546 425 991 490">NA</td> <td data-bbox="999 425 1381 490">70%</td> </tr> </table> Theory Assessment (L&T): <table border="1" data-bbox="180 561 1381 823"> <tr> <td data-bbox="180 561 394 724">Components (Drop down)</td> <td data-bbox="403 561 508 724">CIE</td> <td data-bbox="516 561 894 724">Mid Sem</td> <td data-bbox="903 561 1079 724">Attendance</td> <td data-bbox="1087 561 1381 724">End Term Examination</td> </tr> <tr> <td data-bbox="180 730 394 823">Weightage (%)</td> <td data-bbox="403 730 508 823">10%</td> <td data-bbox="516 730 894 823">15%</td> <td data-bbox="903 730 1079 823">5%</td> <td data-bbox="1087 730 1381 823">70%</td> </tr> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
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100%	NA	70%																			
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination																	
Weightage (%)	10%	15%	5%	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, KennethI. (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 Paradigmd: 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 Partha (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: Penguin, 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, Sachinananda (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.
- b. Ramabai, P. (2000), ‘Women’s place in Religion and Society’, Kosambi, M. (ed.) Pandita Ramabai Through her Own Words: Selected Works. N. Delhi:OUP, pp. 150 – 155.
- c. Vivekananda, S. (2007) ‘The Real and the Apparent Man’, Bodhasarananda, S. (ed.) Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp.126 – 129.



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritmand Balved Education Foundation)

UG: Semester II**Course Title: Western Political Thought – I****Credit Units: 4****Course Code: BPS 283**

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This paper studies the classical tradition in political theory with the view to understand how the great masters explained and analyzed political events and problems of their time and prescribed solutions. The legacy of the thinkers is explained with the view to establishing the continuity and change within the western political tradition for better understanding of the students.

Prerequisites: NIL**Course Contents / Syllabus:**

	Module I Ancient Greek Political Thought	25% Weightage	
1	<ul style="list-style-type: none"> Plato – Life & Works, Ideal State, Justice, Education, Communism of Wives & Property, Philosopher King Aristotle – Life & Works, Origin, Nature and Ends of State, Slavery, Classification of Constitutions & Revolutions 		
	Module II Social Contract Thinkers	25 %Weightage	
2	<ul style="list-style-type: none"> Thomas Hobbes: State of nature, Social Contract, Nature and Attributes of State John Locke: State of Nature, Natural Rights, Nature and Functions of State J.J. Rousseau: State of nature, Social Contract and General Will 		
	Module III Machiavelli	25% Weightage	
3	<ul style="list-style-type: none"> Machiavelli – Human nature, Concept of State & Government, Theory of ethics & politics, tips to Successful ruler. 		
	Module IV Liberal Thinkers	25% Weightage	
4	<ul style="list-style-type: none"> J.S Mill – Concept of Liberty, Individual Freedom and Individuality, Democracy and Representative Government T.H. Green – Theory of State, Liberty & Rights 		
5	Pedagogy for Course Delivery <ul style="list-style-type: none"> Presentation Group Discussion Lectures 		
6	Student Learning Outcome: The student would be able to acquire a basic understanding of Western Political thought and the various Ideas of Greek Philosophers.		

7

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
100%	NA	70%

Theory Assessment (L&T):

Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
Weightage (%)	10%	15%	5%	70%

Books Recommended

- I. A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.
- II. The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008
- III. Modern Political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006
- IV. Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.
- V. Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi, 1988
- VI. A History of Political thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritmand Balved Education Foundation)

UG: Semester II

Course Title: Public Administration–I

Credit Units: 4

Course Code: BPS 284

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This paper intends to provide basic conceptual, foundation and theoretical orientation to the undergraduate students with the discipline of Public Administration. This paper provides understanding of the key concepts and the subsystems of Public administration and working of Indian Administration.

Prerequisites: NIL

Course Contents / Syllabus:			
1	Module I Introduction to Public Administration	20% Weightage	
	<ul style="list-style-type: none">• Meaning, Nature, Scope & Importance of Public Administration• Approaches to the Study of Public Administration – Philosophical, Legal & Historical		
2	Module II Principles & Structure of Organizations	30 %Weightage	
	<ul style="list-style-type: none">• Meaning & Principles of Organization. Hierarchy, Unity of Command, Span of Control, Centralization, De- centralization, Co – ordination• Structure of organization, Chief Executive – Types, Functions & Roles.		
3	Module III Personnel and Financial Administration	20% Weightage	
	<ul style="list-style-type: none">• Civil Service – Meaning, Features, Functions, Recruitment, Training, Promotion & Morale• Budgetary Process – Preparation, Enactment & Execution		
4	Module IV Indian Administration Structure	30% Weightage	
	<ul style="list-style-type: none">• Central Secretariat – Cabinet Secretariat – Meaning, Organization & Functions of Chief Secretary• State Secretariat – Organization, Function & role of Chief Secretary.• District and Local Administration – Deputy Commissioner, Chief Executive Officer, Executive Officer, and Panchayat Development Officer (PDO)		
5	Student Learning Outcomes		
	<p>The student would be able to learn the basic understanding of the Public Administration, structure, organization and the various approaches to study of this discipline.</p>		
6	Pedagogy for Course Delivery		
	<ul style="list-style-type: none">• Presentation		

	<ul style="list-style-type: none"> • Group Discussion • Lectures 			
7	Assessment/ Examination Scheme:			
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	
	100%	NA	70%	
	Theory Assessment (L&T):			
	Components (Drop down)	CIE	Mid Sem	Attendance
Weightage (%)	10%	15%	5%	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.
18. Indian, Administration, Hoshir Singh, Kitab Mahal, New Delhi, 2005.



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

UG: Semester III**Course Title: Comparative Governments and Politics – I****Credit Units: 4****Course Code: BPS 381**

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This is a foundation course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

Prerequisites: NIL**Course Contents / Syllabus:**

	Course Contents / Syllabus:		
1	Module I Comparative Government and Politics	20% Weightage	
	<ul style="list-style-type: none"> Nature and Scope Why compare? Going beyond Euro-centrism 		
2	Module II Historical context of Modern Government	30 %Weightage	
	<ul style="list-style-type: none"> Capitalism: Meaning and Development; Globalization State Socialism: Meaning, Growth and Development State Capitalism: Meaning, Growth and Development 		
3	Module III Themes for Comparative Analysis	30% Weightage	
	<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 		
4	Module IV Trends in Comparative Politics	20% Weightage	
	<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 		
4	Student Learning Outcomes		
	The student will be able to identify the concepts and approaches to comparative politics with		

	respect to the global scenario.														
5	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 														
6	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Theory L/T (%)</td> <td style="width: 33%;">Lab/Practical/Studio (%)</td> <td style="width: 33%;">End Term Examination</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%						
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100%	NA	70%													
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Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination											
Weightage (%)	10%	15%	5%	70%											

Essential Readings

I. Comparative Government and Politics

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

II Historical Context of Modern Government

(a) Capitalism

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.

(b) State Socialism

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.

(c) Colonialism and Decolonization

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.

III: Themes for Comparative Analysis

Rutland, Peter. (2007) 'Britain', in Kopstein, J. and Lichbach, M. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

Grant, M. (2009) 'United Kingdom Parliamentary System', in *The UK Parliament*.

Edinburgh: Edinburgh University Press, pp. 24-43.

McCormick, J. (2007) 'Britain', in *Comparative Politics in Transition*. United Kingdom: Wadsworth pp. 98-141

Additional Readings

Munck, G.L. and Richard, S. (2007) (eds.) *Passion, Craft, and Method in Comparative Politics*. Baltimore: The John Hopkins University Press, pp. 32-59.

Kesselman, M. (ed.) (2004) *Introduction to Comparative Politics*. Boston: Houghton Mifflin Co., pp. 5-23; 112-121.

Caramani, D. (ed.) (2008) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23 Frank, A. G. (1966) 'Development of Underdevelopment', *Monthly Review*. Vol. 41, pp. 17-31

Lane, D. (1996) *Rise and Fall of State Socialism: Industrial Society and the Socialist state*.

UK: Polity Press, pp. 1-11

Haus, Ch. (2011) *Comparative Politics: Domestic Responses to Global Challenges*. United Kingdom: Wadsworth, pp. 65-69; 187-218; 429-461

Rothermund, D. (2000) 'The Context of Decolonization', in *The Routledge Companion to Decolonization*. London: Routledge, London, pp. 41-52.

Robbers, G. (ed.) (2007) *Encyclopedia of World Constitutions*. New York: Facts on File- An Imprint of Infodase Publishing, pp. 125-131; 670-78; 972-979.

Kesselman, M. (eds.) (2010) *Introduction to Comparative Politics: Political Challenge and Changing Agendas*. United Kingdom: Wadsworth pp. 48-98; 408-461; 515-569; 620-671.



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

UG- Sem III

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS

4	0	0	0	4
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Course Title: International Relations - I

Credit Units: 4

Course Code: BPS 382

Course Objective This Paper deals with the concepts and dimensions of international relations highlighting the major debates and differences within the different theoretical paradigms. It highlights the various aspects of conflicts and conflict resolution in the specificity of the long period of the post Second World War phase. This paper also provides an insight into the study of foreign policy of India.

1.	Module I Origin and Growth of INR	20 % Weightage
	<ul style="list-style-type: none"> • Meaning, nature (traditional view, modern view and current view) & Scope and Subject- matter • Purpose and significance • IR development as an academic discipline 	
2.	Module II Theories of IR	25 % Weightage
	<ul style="list-style-type: none"> • Realism • Neo-Realism • Liberalism • Neo-Liberalism • Feminism 	
3.	Module III International Security and Peace	30 % Weightage
	<ul style="list-style-type: none"> • Cold War setup: NATO, SEATO, CENTO and Warsaw Pact • Post-Cold War era: Collective Security through UN • War On Terror: Afghanistan and Iraq • Peace-Keeping operations 	
4.	Module IV : International Political Economy	25 % Weightage
	<ul style="list-style-type: none"> • Aid and Development • Debt for Development: OBOR and CPEC • Trade and Protectionism 	

Student Learning Outcomes		
The students will be able to analyze conflicts and conflict resolution post Second World War		

and evaluate the foreign policy of India in today's global scenario.						
Pedagogy for Course Delivery						
<ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 						
Assessment/ Examination Scheme:						
Theory L/T (%)		Lab/Practical/Studio (%)		End Term Examination		
100%		NA		70%		
Theory Assessment (L&T):						
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination		
Weightage (%)	10%	15%	5%	70%		

Books Recommended

13. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
14. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
15. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
16. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
17. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
18. Gujral, I.K., A foreign policy for India, Externla publicity division, MEA, Government of India, Delhi, 1998

19. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
20. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
21. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
22. India's Foreign policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
23. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.



UG: Semester III

Course Title: Western Political Thought – II

Credit Units: 4

Course Code: BPS 383

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective: This paper studies the classical tradition in political theory to understand how the great masters explained and analyzed political events and problems of their time and prescribed solutions. The legacy of the thinkers is explained with the view to establishing the continuity and change within the western political tradition for better understanding of the students.

Prerequisites: NIL

Course Contents / Syllabus:		
1	Module I Utilitarian	20% Weightage
	<ul style="list-style-type: none"> Jeremy Bentham: Utilitarianism, Pleasure & Pain theory J.S. Mill: Modifications of Bentham’s theory, Critique of Utilitarianism 	
2	Module II Idealists	30 %Weightage
	<ul style="list-style-type: none"> Hegel: On Dialects, State and Freedom Mary Wollstonecraft: Feminist Ideas Hannah Arendt: Totalitarianism 	
3	Module III Socialists	30% Weightage
	<ul style="list-style-type: none"> Karl Marx: Materialistic Dialectics and Historical Materialism, Theory of Surplus Value, Class Struggle, Base super structure Relations, Critique of Capitalism V.I. Lenin: Imperialism and Democratic Centralism Mao- Tse-Tung: Role of Peasantry Gramsci: Neo-Marxist 	
4	Module IV Anarchist	20% Weightage
	<ul style="list-style-type: none"> Bakunin and Kropotkin 	
5	Student Learning Outcomes: The student would be able to acquire a basic understanding of Western Political thought Philosophers.and the various Ideas of Greek	

6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																		
7	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Theory L/T (%)</td> <td style="width: 33%;">Lab/Practical/Studio (%)</td> <td style="width: 33%;">End Term Examination</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Components (Drop down)</th> <th style="width: 10%;">CIE</th> <th style="width: 25%;">Mid Sem</th> <th style="width: 15%;">Attendance</th> <th style="width: 35%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%
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Books Recommended

VII. A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.

VIII. The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008

IX. Modern political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006

X. Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.

XI. Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi, 1988

XII. A History of Political Thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.



UG: Semester III

Course Title: Public Administration - II

Credit Units: 4

Course Code: BPS 384

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This course provides a theoretical and practical understanding of the concepts and methods that are employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Prerequisites: NIL

Course Contents / Syllabus:

Course Contents / Syllabus:			
1	Module I	25% Weightage	
	Globalization, Liberalization, Public Administration since World War II, New Public Management, Features of New Public Management, Evaluation of New Public Management		
2	Module II	25 %Weightage	
	Democracy and Good Governance, Features of Good Governance, Evaluation of Good Governance, Right To Information and E-Governance		
3	Module III	25% Weightage	
	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		
4	Module IV	25 %Weightage	
	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		
5	Student Learning Outcomes		

	The student will be able to analyze public policy shaped by economic changes and practical world of development and social change.																				
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																				
7	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Theory L/T (%)</td> <td style="width: 33%;">Lab/Practical/Studio (%)</td> <td style="width: 33%;">End Term Examination</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Components (Drop down)</td> <td style="width: 10%;">CIE</td> <td style="width: 25%;">Mid Sem</td> <td style="width: 15%;">Attendance</td> <td style="width: 35%;">End Term Examination</td> </tr> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
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100%	NA	70%																			
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination																	
Weightage (%)	10%	15%	5%	70%																	

essential Readings

I. Introduction to Policy Analysis

Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall, pp. 30-40.

Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.

IGNOU. *Public Policy Analysis*. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.

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.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.

McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184.

Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

Dye, T.R. (2002) *Understanding Public Policy*. 10th Edition. Delhi: Pearson, pp.11-31.

III. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) *Power*. Basil: Oxford , pp. 28-36.

Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*. U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.

IGNOU. *Public Policy Analysis*. MPA-015, New Delhi: IGNOU, pp. 38-54.

Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp. 346- 368.

V Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

Girden, E.J. (1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*. California University Press. Volume 27, No.11. Available at - www.jstor.org/stable/2644722.

Srivastava, P. (ed.) (2001) *Non Alignment Movement: Extending Frontiers*. New Delhi: Kanishka Publishers, pp. 177-182.

Nayar, B.R and Paul, T.V. (2003) *India in the World Order*. New York: Cambridge University Press, pp. 115-158.

Karunakaran, K.P. (1958) *India in World Affairs*. Vol I. New Delhi: Oxford University Press, Chapter 9 & 10.

I. India and the Global Economic and Political Regimes – Main Issues

Thakur, R. (1994) *The Politics and Economics of India's Foreign Policy*. New Delhi: Oxford University Press, pp.1-32.

Dubey, M. (2007) 'Chapter eight', in *Indian Foreign Policy*, New Delhi: Foreign Service Institute.

Gharekhan, C.R. (2007) 'India and the United Nations' in *Indian Foreign Policy: Challenges and Opportunities*. New Delhi: Foreign Service Institute, pp 193-215.

II. Changing Relations with the US and Russia from Cold War to Post Cold War

(a) United States of America

Hathaway, R. (2003) 'The US-India Courtship: From Clinton to Bush', in Sumit Ganguly (ed.) *India as an Emerging Power*. London: Frank Cass, pp. 6-28.

Bertsch, G.K. and Gahlaut, S. (ed.) (1999) *Engaging India: US- Strategic Relations with the World's Largest Democracy*. New York: Routledge.

(b) Russia

Ollapaly, D. (2003) 'Indo-Russian Strategic Relations: New Choices and Constraints', in Sumit Ganguly (ed.) *India as an Emerging Power*. London: Frank Cass, pp.124-144.

Varma, S.N. (1999) *Foreign Policy Dynamics: Moscow and India*. New Delhi: Deep and Deep, pp. 11-26; 176-203.

III. India China Relations: Challenges and Prospects

Singh, S. (2003) *China-South Asia: Issues, Equations and Policies*. New Delhi: Lancers Books, pp. 123-170.

Dutt, V.P. (2002) *India's Foreign Policy in a Changing World*. New Delhi: Vikas, pp. 203- 225.

IV. India and South Asian States

(a) Pakistan: Challenges and Prospects

Bahadur, K. in Sisodia N.S. and Bhaskar, C.U. (eds.) (2005) *Emerging India*. New Delhi: Promila and Co.

Dixit, J.N. 2002. *India-Pakistan in War and Peace*. London: Routledge, Chapter 10.

(b) Afghanistan, Sri Lanka, Bangladesh, Nepal, Bhutan and Maldives: Main Issues

Murthy, P. (2000) *Managing Suspicion: Understanding India's Relations with Bangladesh, Nepal, Bhutan and Sri Lanka*. New Delhi: Knowledge World, pp. 1-22.

Dutt, V.P. (1999) *India's Foreign Policy in a Changing World*. New Delhi: Vikas, Chapter 5. pp.108-203

Saran, S. (2007) 'India and its Neighbors' in *Indian Foreign Policy*. New Delhi: Foreign Service Institute, pp 239-244.

Muni, S.D. (2003) 'Problem Areas in India's Neighbourhood Policy', *South Asian Survey*, 10(2): pp 185-196.

Bhargava, G.S. (1983) *South Asian Security after Afghanistan*. Toronto: Lexington Books, pp.

107-128.

Kidwai, S. (2005) 'Rebuilding Afghanistan: the Resurgent Role of India and Iran', in Ahmar,

M. (ed.) *The Challenge of Rebuilding Afghanistan*. Karachi: Bureau of Composition, Compilation and Translation Press, pp. 214-219.

Muni, S.D. (2007) 'India's Afghan Policy: Emerging From the Cold', in Warikoo, K. (ed.) *Afghanistan: Challenges and Opportunities. Volume 1- The Crisis*. New Delhi: Pentagon Press, pp. 333-350.

Chandra, A. (2007) 'India and Afghanistan: Renewing Economic Relations', in Warikoo, K. (ed.) *Afghanistan: The Challenge*. New Delhi: Pentagon Press, pp. 163-194.

Warikoo, K. (2007) 'Afghanistan Factor in Kashmir Crisis', in Warikoo, K. (ed.)

Afghanistan: The Challenge. New Delhi: Pentagon Press, pp.195-226. Ghosh, A. et. al. (eds.) (2009) *India's foreign policy*. New Delhi: Pearson.

Pant, H.V. (ed.) (2009) *India's foreign policy in a Unipolar World*. New Delhi: Routledge.

Behera, N.C. (ed.) (2008) *International Relations in South Asia: Search for an Alternative Paradigm*. New Delhi: Sage.

V. Security Challenges of India: An Appraisal

(a) Terrorism

Muni, S.D. (ed.) (2006) *Responding to Terrorism in South Asia*. New Delhi: Manohar, pp. 12- 16.

Vanaik, Achin, (ed.) (2007) *Masks of Empire*. New Delhi: Tulika, pp. 103-128.

Dixit, J.N. (2001) *India's Foreign Policy—Challenge of Terrorism Fashioning Interstate Equations*. New Delhi: Gyan Publishing, Chapters 11, 12 and 13.

Marwah, V. (1997) *Uncivil wars: Pathology of Terrorism in India*. New Delhi: South Asia Books, pp. 4-30.

(b) Energy Security

Noronha, L. and Sudershan, A. (2009) 'Introduction', in *India's Energy Security*, New Delhi: Routledge.

Muni S.D. (2005) *India's Energy Security: Prospect of Cooperation with External Neighbourhood*. New Delhi: Rupa

Singh, B.K. (2010) *India's Energy Security: The Changing Dynamics*. New Delhi: Pentagon Energy Press.

Prasad, L. (2009) *Energy security for India: Some Perspectives*. LAP Lambert Academic Publishing.

(c) Nuclear Policy

Subramanyam, K. (2000) in Thomas, R.G.C. and Gupta, A. (eds.) *India's Nuclear Security*. New Delhi: Vistaar Publications. 'Chapter 3'.

Ganguly, S. (2000) 'Explaining the Indian Nuclear Tests of 1998', in Thomas, R.G.C. and Gupta, A. (eds.) *India's Nuclear Security*. New Delhi: Vistaar Publications.

Ramdas, N. (2003) 'India and the Bomb', in Ramana, M.V. and Rammanohar, C.R. *Prisoners of the Nuclear Dream*. Hyderabad: Orient Longman, pp 53-73.

Sen, A. (2003) 'India and the Bomb', in Ramana, M.V. and Rammanohar, C.R. *Prisoners of the Nuclear Dream*. Hyderabad: Orient Longman, pp 167-188.

VI. India and Regional Organizations – European Union (EU), Association of South East Asian Nations (ASEAN) and South Asian Association of Regional Cooperation (SAARC)

Abhayankar, R.M. (2007) *Indian Foreign Policy*. New Delhi: Foreign Service Institute, Chapter 20.

Research and Information Systems (2002) *India-ASEAN Partnership in an Era of Globalisation: Reflections by Eminent Persons*. pp. 105-110.

Graere, F. and Mattoo, A. (eds.) (2001) *India and ASEAN: The Politics of India's look East policy*. New Delhi: Manohar Publishers, pp 91-114.

Murthy, P. Murthy, P. (2000) *Managing Suspicion: Understanding India's Relations with Bangladesh, Nepal, Bhutan and Sri Lanka*. New Delhi: Knowledge World, pp. 96-138.



UG: Semester IV

Course Title: Contemporary Diplomacy

Credit Units: 4

Course Code: BPS 481

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

In this course, major issues of current international affairs will be discussed so as to acquaint the students with the emerging trends in the global order. Issues that are highlighted in developing countries are covered.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I Instrument of National Interest	25% Weightage	
	National Interest: The Core in International Affairs <ul style="list-style-type: none"> Types of instruments (Diplomacy, Propaganda, Economic Instruments and War): meaning, purpose, effectiveness, consequences Meaning of Diplomacy Nature, purpose and historical development, types Diplomatic Practices: Diplomats, Rights and Privileges, Skills, Assignments 		
2	Module II Diplomacy for Economic Blocks	25% Weightage	
	<ul style="list-style-type: none"> Economic blocs: OECD, OPEC, EU, ASEAN, SAARC, BRICS Free Trade Agreements: Importance & Concerns 		
3	Module III Diplomacy for Collective Environmental Goals	25% Weightage	
	<ul style="list-style-type: none"> Global Environment Conferences: Stockholm, Rio, Johannesburg Agenda 21 Climate change: Kyoto, Copenhagen Sustainability in Developed and Developing Countries 		
4	Module IV Diplomacy for Security and Peace Issues:	25% Weightage	
	<ul style="list-style-type: none"> Disarmament: nuclear proliferation, Weapons of Mass Destruction Security: terrorism (state/non-state actors), Cyber-Crimes Peace Issues: Ethnic Cleansing, Genocide, Civil Wars, 		

	<ul style="list-style-type: none"> Humanitarian Interventions: Refugees, Migration, Human Rights Violations 		
5	Student Learning Outcomes		
	The students would be able to acquire a basic understanding of Contemporary Diplomacy and the role of national interests in the realm of world politics.		
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> Presentation Group Discussion Lectures 		
7	Assessment/ Examination Scheme:		
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
	100%	NA	70%
	Theory Assessment (L&T):		
	Components (Drop down)	CIE	Mid Sem
Weightage (%)	10%	15%	5%
	End Term Examination		

Books Recommended:

- 7) R. J. Vincent 1995 Human rights and International Relations. Cambridge: CUP
- 8) Trevor Samson 2000 Issues in International Relations London: Routledge
- 9) John Vogler and Mark Imber. 1996 Eds. The Environment and International Relations: Global Environmental Change Programme. Londo: Routledge
- 10) Jill Steans. 2006. Gender and International Relation. Cambridge: Polity Press.
- 11) John Baylis and Steven Smith. 2014 Eds. The Globalization of World Politics: An Introduction to International Relations. London: OUP
- 12) James M. Lutz and Brenda J. Nutz Eds. The Global Terrorism. London: Routledge, 2004
- 13) Jennifer M Welsh. 2004. Eds. Humanitarian Interventions and International Relations. Oxford: Oxford University press.
- 14) Monika Szkariat and Katarzyra Mojska. 2016. Eds. New Technologies as a factor of International Relations. Cambridge: Cambridge Scholars Publishing.
- 15) Alexander Betts and Gill Loescher. 2011. Eds. Refiges in International Relations. Oxford: Oxford University Press.



UG: Semester IV

Course Title: Public Policy and Analysis

Credit Units: 4

Course Code: BPS 482

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

The course seeks to provide an introduction to the interface between public policy and administration in India. It emphasizes on decentralization, social welfare and financial accountability from a non western perspective.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I Public Policy	25% Weightage	
	<ul style="list-style-type: none"> • Concept, theories and relevance • Formulation, Implementations and evaluation. 		
2	Module II Decentralization	25 %Weightage	
	<ul style="list-style-type: none"> • Meaning, approaches and perspectives • Administrative, Functional and Fiscal decentralization 		
3	Module III Public Finance	25% Weightage	
	<ul style="list-style-type: none"> • Budget • Budgeting innovations • Macro – economic adjustment 		
4	Module IV Citizens and Administration & Policies of Social Welfare	25% Weightage	
	<ul style="list-style-type: none"> • Bringing people closer to Administration: E – governance • Meaning and forms of public accountability, and Redressal of public grievances: RTI, Lokpal • Education: Sarv Siksha Abhiyan • Health: NRHM • Employment: MNREGA 		
5	Student Learning Outcomes: The students would be able to learn the basic understanding of Public Policy and the various concepts related to the course.		

6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																		
7	Assessment/ Examination Scheme: <table border="1" data-bbox="178 446 1379 589"> <thead> <tr> <th data-bbox="178 446 537 521">Theory L/T (%)</th> <th data-bbox="537 446 989 521">Lab/Practical/Studio (%)</th> <th data-bbox="989 446 1379 521">End Term Examination</th> </tr> </thead> <tbody> <tr> <td data-bbox="178 521 537 589">100%</td> <td data-bbox="537 521 989 589">NA</td> <td data-bbox="989 521 1379 589">70%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" data-bbox="178 662 1379 928"> <thead> <tr> <th data-bbox="178 662 394 824">Components (Drop down)</th> <th data-bbox="394 662 508 824">CIE</th> <th data-bbox="508 662 892 824">Mid Sem</th> <th data-bbox="892 662 1079 824">Attendance</th> <th data-bbox="1079 662 1379 824">End Term Examination</th> </tr> </thead> <tbody> <tr> <td data-bbox="178 824 394 928">Weightage (%)</td> <td data-bbox="394 824 508 928">10%</td> <td data-bbox="508 824 892 928">15%</td> <td data-bbox="892 824 1079 928">5%</td> <td data-bbox="1079 824 1379 928">70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination																	
100%	NA	70%																	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination															
Weightage (%)	10%	15%	5%	70%															

Essential Readings

1. Public Policy

- a. Dye, T.R. (1984) Understanding Public Policy. 5th Edition. USA: Prentice Hall, pp. 1 – 44.
- b. Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 1 – 16.
- c. Dror, Y. (1989) Public Policy: making Reexamined. Oxford: Transaction Publication, pp. 3 – 24, 73 – 128 and 129 – 216.
- d. 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.

2. Decentralization

- a. Meaning, approaches and perspectives
- b. Singh, S. and Sharma, P. (eds.) (2007) ‘Introduction’, in Decentralization: Institutions and Politics in Rural India. New Delhi: Oxford University Press, pp 1 – 36.
- c. Manor, J. (1999) ‘Defining Terms’, in the Political Economy of Democratic Decentralization. Washington D.C: The World Bank, pp.15 – 23.
- d. Administration, functional and Fiscal Decentralization

- e. Jayal, N.G.; Prakash, A. and Sharma, p. (2006) Local Governance in India: Decentralisation and Beyond. New Delhi: Oxford University Press. Pp. 1 – 26.

3. Public Finance

- a. Erik – lane, J. (2005) Public Administration and Public Management: The Principal Agent Perspective. New York: Routledge, pp. 1 – 28 and 48 – 76.
- b. Denhardt, R.B and Denhardt, J.V. (2009) Public Administration. New Delhi: Brooks/Cole, pp. 194 – 230.
- c. Henry, N. (1999) Public Administration and Public Affairs. New Jersey: Prentice Hall, pp 242 – 280.
- d. 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.

4. Citizens and Administration

a. Bringing people closer to Administration: E – governance

- i. 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.

b. Meaning and forms of public accountability and redressal of public grievances: RTI, Lokpal

- i. Mukhopadyay, A. (2005) ‘Social Audit’, in Seminar. No. 551.
- ii. 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.
- iii. 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.



UG: Semester IV

Course Title: Comparative Governments & Politics-II

Credit Units: 4

Course Code: BPS 483

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Prerequisites: NIL

Course Contents / Syllabus:			
	Module I Approaches to Studying Comparative Politics	25% Weightage	
	<ul style="list-style-type: none"> • Traditional Institutional • Political Systems • Political Culture • New Institutionalism 		
	Module II Electoral System	25 %Weightage	
	<ul style="list-style-type: none"> • Definition and procedures: types of electoral systems (first past the post, Proportional Representation, Mixed Representation) • Historical contexts of emergence of the party system and types of parties 		
	Module III Nation – State	25% Weightage	
	<ul style="list-style-type: none"> • What is a nation – state? • Historical evolution in Western Europe and Postcolonial Contexts. • ‘Nation ’Vs State: debate 		
	Module IV Democratization	25% Weightage	
	<ul style="list-style-type: none"> • Process of democratization in postcolonial, post – authoritarian, and post communist countries • Federation and Confederation: Debates around territorial division of power 		
	Student Learning Outcomes		

	The student will be able to identify the concepts, ideas, forms of Governments and Political Theories and their usage, both historically and analytically														
	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 														
	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%						
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Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination											
Weightage (%)	10%	15%	5%	70%											

Essential Readings

Almond, G. A. (ed.) (2000) ‘Comparing Political Systems’, in Gabriel A. et al. (eds.) *Comparative Politics Today: A World View*. New York: Longman, pp. 39-46.

Pennington, M. (2009) ‘Theory, Institutions and Comparative Politics’, in Bara, J. and Pennington, M. (eds.) *Comparative Politics: Explaining Democratic System*. Sage, New Delhi, pp 13-40.

Hall, P. And Taylor, Rosemary C. R. (1996) ‘Political Science and the Three New Institutionalisms, *Political Studies*. XLIV, pp. 936-957.

Rosamond, B. (2005) ‘Political Culture’, in Axford, B. et al. (eds.) *Politics*, London: Routledge, pp. 57-81.

- Howard, M. (2009) 'Culture in Comparative Political Analysis', in Lichback, M. I. and Zuckerman, A. S. (eds.) *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, pp. 134-161.
- Fisher, J. R. (2011) 'Systems Theory and Structural Functionalism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Handbook*. Los Angeles: Sage, pp. 71-80.
- Rakner, L. and Vicky, R. (2011) 'Institutional Perspectives', in Burnell, P. et.al. (eds.) *Politics in the Developing World*. Oxford: Oxford University Press, pp. 53-70.
- Moser, R. G. and Ethan, S. (2004) 'Mixed Electoral Systems and Electoral System Effects Controlled Comparison and Cross-national Analysis', *Electoral Studies*. 23, pp. 575-599.
- Heywood, A. (2002) 'Representation, Elections and Voting', in *Politics*. New York: Palgrave, pp. 223-245.
- Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.
- ole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, John T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.
- Criddle, B. (2003) 'Parties and Party System', in Axtmann, R. (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage, pp. 134-142.
- Heywood, A. (2002) 'Parties and Party System' in *Politics*. New York: Palgrave, pp. 247-268.
- Boix, Ch. and Stokes, S. (eds.) (2007) *Handbook of Comparative Politics*, Oxford: Oxford University Press, pp. 499-521; 522-554
- O'Conner, W. (1994) 'A Nation is a Nation, is a State, is a Ethnic Group, is a...', in Hutchinson, J. and Smith, A. (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.
- McLennan, G. Held, D. and Hall, S. (1984) *The Idea of Modern State*. Philadelphia: Open University Press, ch. 1.
- Heywood, A. (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102
- Newton, K. and Deth, Jan W. V. (2010) 'The Development of the Modern State', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.
- Sorensen, G. (2008) 'Globalization and Nation-State', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 602-624.
- Landman, T. (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.

- Newton, K. and Deth, Jan W. V. (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.
- Haynes, J. (1999) 'State and Society', in *The Third World Politics*. Oxford: Blackwell, pp. 20-38; 39-63.
- Smith, B.C. (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp. 250-274.
- Burgess, M. (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 9-49; 135-161.
- Saxena, R. (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-xl.
- Watts, R. L. (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27; 29-62.
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- Kamrava, M. (2003) *Understanding Comparative Politics: A Frame Work of Analysis*. London: Routledge.
- Ishiyama, J. T. and Breuning, M. (eds.) (2011) *21st Century Political Science: A Reference Handbook*. Los Angeles: Sage.
- Gallagher, M. and Mitchell, P. (eds.) (2005) *The Politics of Electoral System*. Oxford: Oxford University Press
- Caramani, D. (ed.) (2008) *Comparative Politics*. Oxford: Oxford University Press, pp. 85- 107; 263-289; 293-317; 318-347.
- Burnell, P. et. al. (eds.) (2008) *Politics in the Developing World*. New Delhi: Oxford, pp. 223-240; 257-276.
- Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*, London: Palgrave, pp. 17-34.
- Bara, J. and Pennington, M. (eds.) (2009) *Comparative Politics*. New Delhi: Sage, pp. 69-92; 201-226.
- Stepan, A. L., Juan J. and Yadav, Y. (2011) *Crafting State-Nations: India and other Multinational Democracies* .Baltimore: John Hopkins University Press, pp. 1-38.
- Evans, P. et. al. (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, Cambridge, pp. 169-187.
- Axford, Barrie. et al. (eds.) (2005) *Politics*. London: Routledge, pp. 204-220.



UG: Semester IV

Course Title: International Relations-II

Credit Units: 4

Course Code: BPS 484

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective: This Paper deals with the international relations highlighting the major debates and differences within the different theoretical paradigms. It highlights the various aspects of conflicts and conflict resolution in the specificity Zones. This paper also provides an insight into the study of foreign policy of India and Neighbors.

Prerequisites: NIL

Course Contents / Syllabus:			
1	Module I Foreign Policy of Great Powers	25% Weightage	
	<ul style="list-style-type: none"> • Foreign Policy of USA, • Foreign Policy of Russia • Foreign Policy of China • 		
2	Module II India and Regions	25 %Weightage	
	<ul style="list-style-type: none"> • West Asia, • South Asia • South East Asia • ASEAN 		
3	Module III Third World in IR	25% Weightage	
	<ul style="list-style-type: none"> • Defining First, Second and Third World • North – South Dialogue • South – South Cooperation 		
4	Module IV International Politics in Indian Ocean	25% Weightage	
	<ul style="list-style-type: none"> • Geo-Strategic Importance • Indian Ocean: Problems and Prospects 		

	<ul style="list-style-type: none"> • Quest for influence: India, USA & China 		
5	Student Learning Outcomes:		
	The students would be able to learn the basic understanding of International Relations and the various conflicting regions/zones of the world.		
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 		
7	Assessment/ Examination Scheme:		
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
	100%	NA	70%
	Theory Assessment (L&T):		
	Components (Drop down)	CIE	Mid Sem
Weightage (%)	10%	15%	5%
			End Term Examination
			70%

Books Recommended

24. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
25. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
26. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
27. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
28. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
29. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998

30. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
31. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
32. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
33. India's Foreign Policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
34. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.



UG: Semester V

Course Title: Constitution of India

Credit Units: 4

Course Code: BPS 581

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This paper introduces the students to the Constitutions of India with its structural and functional aspect. It is expected that the knowledge acquired in the introductory political theory paper shall be juxtaposed in understanding the fundamental points of this paper.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I Introduction to the Indian Constitution	25% Weightage	
	<ul style="list-style-type: none"> Preamble & its Philosophy Salient features of Indian Constitution 		
2	Module II Key Concepts	25 %Weightage	
	<ul style="list-style-type: none"> Citizenship – Methods of acquiring & losing, Fundamental Rights & Fundamental Duties Directive Principles of State Policy 		
3	Module III Union Government: Organization, Power & functions	25% Weightage	
	<ul style="list-style-type: none"> Legislature: Union Parliament Executive: President, Vice President, Prime Minister & Council of Ministers Judiciary: Supreme Court 		
4	Module IV State Government: Organization, power & functions	25% Weightage	
	<ul style="list-style-type: none"> State legislature State Executive: Governor, Chief Minister & Council of Ministers State judiciary: High Court 		
5	Student Learning Outcomes		
	The students would be able to acquire a basic understanding of the Constitution of India and the various powers and functions of the Government.		
6	Pedagogy for Course Delivery		

- Presentation
- Group Discussion
- Lectures

7

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
100%	NA	70%

Theory Assessment (L&T):

Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
Weightage (%)	10%	15%	5%	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



UG: Semester V

Course Title: Indian Government and Politics

Credit Units: 4

Course Code: BPS 582

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This course maps the working of ‘modern’ institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Prerequisites: NIL

Course Contents / Syllabus:

	Module I Political Parties and the Party System & Elections and the Electoral System	20% Weightage	
	<ul style="list-style-type: none"> National and regional parties; trends in the party system – from the Congress system to the era of multiparty coalitions The nature of and challenges to, the electoral system; social determinants of voting 		
	Module II Federalism and regional aspirations,	30 %Weightage	
	<ul style="list-style-type: none"> Politics of Secession, autonomy and accommodation Debates on secularism; majority and minority communalism 		
	Module III Caste and Politics,	30% Weightage	
	<ul style="list-style-type: none"> Caste in Politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies The nature of political power in India with reference to developmental, welfare, ideology and coercive dimensions. 		
	Module IV	20% Weightage	
	<ul style="list-style-type: none"> Religion and Politics Changing Nature of Indian Politics Identity Politics 		

	Student Learning Outcomes: The students would be able to acquire a basic understanding of the Indian Government and Politics and the various issues and conflict in the domestic politics of India.				
	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 				
	Assessment/ Examination Scheme:				
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination		
	100%	NA	70%		
	Theory Assessment (L&T):				
	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
	Weightage (%)	10%	15%	5%	70%

Essentials Readings

Austin, Granville, Working a Democratic Constitution: The Indian Experience, OUP, Delhi, 1999.

Basu, DD, Introduction to the Constitution of India, New Delhi, Prentice-Hall, 1980.

Bhargava, Rajeev ed., Secularism and its Critics, OUP, New Delhi, 1998.

Brass, Paul R., The Politics of India since Independence, Cambridge University Press and Foundation Books, New Delhi, Second Edition, reprinted 1999

Chandra, Bipan, Mridula Mukherjee and Aditya Mukherjee, India after Independence 1947-2000, Penguin Books, Delhi, 2000

Chaube, S.K., Constituent Assembly of India: Springboard of Revolution, Peoples' Publishing House, New Delhi, 1973.

Chakrabarty, Bidyut, Forging Power, Coalition Politics in India, OUP, New Delhi, 2006.

Chatterjee, Partha, State and Politics in India, OUP, New Delhi, 2004 (paperback)



UG: Semester V

Course Title: World History

Credit Units: 4

Course Code: BPS 583

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This course introduces students to some of the most important theoretical approaches for studying international relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspective.

Prerequisites: NIL

Course Contents / Syllabus:

	Module I Effects of World War - I	25 %Weightage	
	<ul style="list-style-type: none"> World War I: Causes and Consequences Significance of the Bolshevik Revolution 		
	Module II Effects of World War – II	25 %Weightage	
	<ul style="list-style-type: none"> Rise of Fascism/Nazism World War II: Causes and Consequences 		
	Module III Third World Countries and Cold Waves	25 %Weightage	
	<ul style="list-style-type: none"> Cold War: Different Phases Emergence of the Third World Armament, Disarmament and Arms Control Collapse of the USSR The End of the Cold War 		
	Module IV Post Cold War Developments	25 %Weightage	
	<ul style="list-style-type: none"> Post Cold War Developments Emergence of other Power centers of Power ASEAN 		

	<ul style="list-style-type: none"> • BRICS • SAARC • IBSA • SCO 																		
	Student Learning Outcomes																		
	The student will be able to describe analyze and evaluate major political developments and key milestones in world history.																		
5	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																		
6	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Theory L/T (%)</th> <th style="width: 25%;">Lab/Practical/Studio (%)</th> <th style="width: 50%;">End Term Examination</th> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Components (Drop down)</th> <th style="width: 10%;">CIE</th> <th style="width: 25%;">Mid Sem</th> <th style="width: 15%;">Attendance</th> <th style="width: 35%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination																	
100%	NA	70%																	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination															
Weightage (%)	10%	15%	5%	70%															

Essential Readings:

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29- 65.

Carruthers, S.L. (2005) ‘International History, 1900-1945’ in Baylis, J. and Smith, S. (eds.) (2008)

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Scott, L. (2005) ‘International History, 1945-1990’ in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.

- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.
- Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.
- Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.
- Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.



UG: Semester V

Course Title: India's Foreign Policy

Credit Units: 4

Course Code: BPS 584

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

The course introduces the key determining principles of India's foreign policy to students. It highlights the central realities, issues and development pertaining to India's foreign policy at the bilateral, regional and global levels. The course imparts an understanding of India's important bilateral relationships and the country's role in global economic and political regimes. It apprises students of the major security challenges facing the country in the 21st century.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I Determinants and Principles of India's Foreign Policy	25% Weightage	
	<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 		
2	Module II Changing Relations with the US, Russia and China in the 21st Century	25 %Weightage	
	<ul style="list-style-type: none"> • India and US • India and Russia • India and China 		
3	Module III India and Neighbors	25% Weightage	
	<ul style="list-style-type: none"> • Pakistan: Challenges and Prospects • Afghanistan, Sri Lanka, Bangladesh, Nepal, Bhutan and Maldives 		
4	Module IV India and the Security Challenges	25% Weightage	
	<ul style="list-style-type: none"> • Challenges to the India's National Security: • Terrorism • Energy Security • Nuclear Policy 		

	<ul style="list-style-type: none"> Environmental Issues 		
5	Student Learning Outcomes		
	The students would be able to acquire a basic understanding of India's Foreign Policy and the relations with the Great Powers and also with the neighbors.		
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> Presentation Group Discussion Lectures 		
7	Assessment/ Examination Scheme:		
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
	100%	NA	70%
	Theory Assessment (L&T):		
Components (Drop down)	CIE	Mid Sem	Attendance
Weightage (%)	10%	15%	5%
			End Term Examination
			70%

Essential Readings

XIII. Determinants and Principles of India's Foreign Policy

1. Appadorai, A. (1981) Domestic Roots of Foreign Policy. New Delhi: Oxford University Press
2. Bandhopadhyaya, J. (1970) Making of India's Foreign Policy: New Delhi: Allied
3. Rana, A.P. (1976) Imperatives of non Alignment: A Conceptual srtudy of India's Foreign Policy Strategy in the Nehru Period. New Delhi: Macmillan
4. Mishra, K.P. (eds.) (1969) Studies in India's Foreign Policy. New Delhi: Vikas, pp. 90 – 06.
5. Ashok Kapur, A. Jeyaratnam Wilson (1996), The Foreign Policy Of India And Her Neighbours, Palgrave Macmillan

6. V. P. Dutt (1999), *India's Foreign Policy in a Changing World*, New Delhi: NBT

7. David M. Malone (2014), *Does the Elephant Dance?: Contemporary Indian Foreign Policy*: New Delhi: Oxford India Paperback



UG: Semester V

Course Title: Globalization and Society

Credit Units: 4

Course Code: BPS 585

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

This course introduces students to the key debates on the meaning and nature of globalization. It addresses political, economic, social, cultural and technological dimensions of globalization. The course also seeks to impart an understanding of the key contemporary issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and issues pertaining to poverty, development and human security.

Prerequisites: NIL

Course Contents / Syllabus:

Course Contents / Syllabus:			
1	Module I Globalization: Conception and Perspectives	25% Weightage	
	<ul style="list-style-type: none">Political, Cultural and Technological DimensionsGlobal Economy: Its Significance and anchorsGlobal Social Networks/Global Resistances		
2	Module II Sociology of Globalization	25 %Weightage	
	<ul style="list-style-type: none">Democratization of opportunities: Information and CareerTransnational Migration: families, communities, ethnicitiesSeamless Cultural Assimilation: Real time interaction/transaction, Global Civil Society, media/entertain industry and consumption		
3	Module III Globalization in Reverse	25% Weightage	
	<ul style="list-style-type: none">Identity & Social conflictsEconomies of scale: Poverty & InequalityGlobal governance and privacy protection		
4	Module IV Globalization and Its Impact on Society	25% Weightage	
	<ul style="list-style-type: none">Changes in Social Norms and ValuesFrom mono-culture to multi-Culturalism		

	<ul style="list-style-type: none"> • Changes in family structures • Protecting Languages, Culture and Values, Reaffirmation of local Culture 																		
5	Student Learning Outcomes The student will understand the political, economic, social, cultural and technological dimensions of globalization.																		
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																		
6	Assessment/ Examination Scheme: <table border="1" data-bbox="197 639 1398 781"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>70%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" data-bbox="197 857 1398 1122"> <thead> <tr> <th>Components (Drop down)</th> <th>CIE</th> <th>Mid Sem</th> <th>Attendance</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td>10%</td> <td>15%</td> <td>5%</td> <td>70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
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100%	NA	70%																	
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination															
Weightage (%)	10%	15%	5%	70%															

Essential Readings

Held, D. and McGrew, A. (eds.) (2002) *Global Transformations Reader: Politics, Economics and Culture*. 2nd edn. Stanford: Stanford University Press.

Woods, N. (2005) 'International Political Economy in an Age of Globalization',
in Baylis, J. and Smith, S. (eds.) *The Globalization of World Politics*. 3rd edn. New
Delhi: Oxford University Press, pp. 326- 332.

Nicholson, M. (2002) *International Relations: A Concise Introduction*. New York: Palgrave, pp. 18-24. Ravenhill, J. (ed.) (2008) *Global Political Economy*. 2nd edn. New York: Oxford University Press, pp. 18-24.

Willetts, P. (2005) 'Transnational Actors and the International Organizations in Global Politics', in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 425-447.

Goddard, C.R. (2003) 'The IMF', in Goddard, C.R., Cronin, P. and Dash, K.C. (eds.) *International Political Economy: State-Market Relations in a Changing Global Order*. 2nd edn. Boulder: Lynne Rienner.

Picciotto, R. (2003) 'A New World bank for a New Century', in Goddard, C.R., Cronin, P. and Dash, K.C. (eds.) *International Political Economy: State-Market Relations in a Changing Global Order*. 2nd edn. Boulder: Lynne Rienner.

Clegg, L.J. (1996) 'The Development of Multinational Enterprises', in Daniels, P.W. and Lever, W.F. (eds.) *The Global Economy in Transition*. London: Longman, pp. 103-34.

Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New
Delhi: Pearson Education, pp.344-346 and 389-390.

Narlikar, A. (2005) *The World Trade Organisation: A Very Short Introduction*. Oxford: Oxford University Press, pp. 22-98.

Winham, G.R. (2008) 'The Evolution of the Trade Regime', in Ravenhill, J. (ed.) *Global Political Economy*. Oxford: Oxford University
Press, pp. 152-171.

Nicholson, M. (2002) *International Relations: A Concise Introduction*. New York: Palgrave, pp. 185-204.

Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New Delhi:
Pearson Education, pp. 430-450.

Goldstein, J.S. (2003) *International Relations*. New Delhi: Pearson Education, pp. 351 354 and 366-375.

Gordon, L. and Halperin, S. (2003) 'Effective Resistance to Corporate Globalisation', in Gordon, L. and Halperin, S. (eds.) *Global Civil Society and its Limits*. New York: Palgrave Macmillan, pp. 1-24.

O'Brien, R. Goetz, A.M. Scholte, J.C. and Williams, M. (2000) *Contesting Global Governance*. Cambridge: Cambridge University Press, pp. 1-23.

Thomas, C. (2008) 'Globalisation and Development in the South', in Ravenhill, J. (ed.)

Global Political Economy. Oxford: Oxford University Press, pp. 410-447.

Greene, O. (2005) 'Environmental Issues', in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 451-478.

Nicholson, M. (2002) *International Relations: A Concise Introduction*. New York: Palgrave, pp. 175-181.

Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New Delhi: Pearson Education, pp. 430-450.

Howlett, D. (2005) 'Nuclear Proliferation', in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 499-519.

Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New Delhi: Pearson Education, pp.238-250 and 259-263.

Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World politics: Security, Economy, Identity*. 3rd edn. New Delhi: Pearson Education, pp. 275-290.

Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in *Masks of Empire*. New Delhi: Tulika Books, pp. 103-128.

Halliday, F. (2004) 'Terrorism in Historical Perspective', *Open Democracy*, 22 April.[Online] DOI: http://www.opendemocracy.net/conflict/article_1865.jsp
(Accessed: 13 October 2011).

Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S.(eds.) *The Globalization of World Politics*. 3rd edn. New Delhi: Oxford University Press,pp. 645-668.

Nicholson, M. (2002) *International Relations: A Concise Introduction*. New York: Palgrave.

Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New Delhi Pearson Education, pp. 349-350.

Shahrbanou, T. and Chenoy, A. (2007) *Human Security*. London: Routledge, pp. 13-19, 122- 127, and 237-243.

Wade, R.H. (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in Ravenhill, J. (ed.) *Global Political Economy*, Oxford: Oxford University Press, pp. 373-409.

Additional Readings

Brown, C. (2001) *Understanding International Relations*. 2nd edn. Basingstoke: Palgrave.

Woods, N. (1996) *Explaining International Relations since 1945*. Oxford: Oxford University Press.

Castells, M. (2000) *The Rise of the Network Society*. Oxford: Blackwell.

Porter, G. and Brown, J.W. (2002) *Global Environmental Politics*. 3rd edn. Boulder: Westview.

Buzan, B. and Herring, E. (1998) *The Arms Dynamic in World Politics*. London: Lynne Rienner.

Adams, N.B. (1993) *World Apart: The North-South Divide and the International System*.

London: Zed.



UG: Semester VI

Course Title: Feminist Theory and Practice

Credit Units: 4

Course Code: BPS 681

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles.

Prerequisites: NIL

Course Contents / Syllabus:

1	Module I Approaches to understanding Patriarchy	25% Weightage	
	<ul style="list-style-type: none"> Feminist theorizing of the sex/gender distinction; Biologism versus Social Constructivism Understanding Patriarchy and Feminism Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions 		
2	Module II History of Feminism	25 %Weightage	
	<ul style="list-style-type: none"> Origins of Feminism in the West: France, Britain and United States of America Feminism in the Socialist Countries: China, Cuba and USSR Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India 		
3	Module III The Indian Experience: Feminist Perspective	25% Weightage	
	<ul style="list-style-type: none"> Traditional Historiography and Feminist critiques, Social Reforms, Movement and position of women in India, History of Women's struggle in India Family in contemporary India – Patrilineal and Matrilineal practices, Gender relations in the family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights 		

Essential reading

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25- 350. Supplementary Readings: Ray, Suranjita. *Understanding Patriarchy*. Available at: Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

Rowbotham,

4	Module IV Understanding Woman's Work and Labour Division			25% Weightage	
	<ul style="list-style-type: none"> Understanding Woman's Work and Labour-Sexual Division of Labour, Productive and Reproductive labour, Visible-invisible work – Unpaid (reproductive and child care), Underpaid and Paid work, Methods of computing women's work, Female headed households 				
5	Student Learning Outcomes				
	The students would be able to acquire a basic understanding of Feminism and various perspectives related to the issue.				
6	Pedagogy for Course Delivery				
	<ul style="list-style-type: none"> Presentation Group Discussion Lectures 				
7	Assessment/ Examination Scheme:				
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination		
	100%	NA	70%		
	Theory Assessment (L&T):				
	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
	Weightage (%)	10%	15%	5%	70%

Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353. Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatri. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

I. The Indian Experience: Feminist Perspective.

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust



UG: Semester VI

Course Title: Theories of Administration

Credit Units: 4

Course Code: BPS 682

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective:

The course provides an introduction to the discipline of public administration. The emphasis is on administrative theory, including non-western developing country perspectives. An understanding of the classical theories of administration provides a practical context with the link to public policy. The course explores some contemporary social values, including social protection, feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the student some practical hands-on understanding of contemporary administration and policy concerns.

Prerequisites: NIL

Course Contents / Syllabus:		
1	Module I Public administration as a Discipline and Profession	25% Weightage
	<ul style="list-style-type: none"> • Meaning, scope and significance of the subject, public and private administration • Evolution and major approaches 	
2	Module II Administrative theories	25 % Weightage
	<ul style="list-style-type: none"> • Ideal-type bureaucracy • Scientific management • Human relations theory • Rational decision-making 	
3	Module III Development administration	25% Weightage
	<ul style="list-style-type: none"> • Development administration • Rigg's ecological approach 	
4	Module IV Recent Trends	25% Weightage
	<ul style="list-style-type: none"> • New public administration • New public management • Good governance • Feminist perspectives • Revisiting Gandhi's concept of Oceanic Circles 	
5		

	The students would be able to acquire the basic understanding of the theories of the Administration and the various concepts and approaches to study Public Administration.																				
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																				
7	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Theory L/T (%)</td> <td style="width: 33%;">Lab/Practical/Studio (%)</td> <td style="width: 33%;">End Term Examination</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Components (Drop down)</td> <td style="width: 10%;">CIE</td> <td style="width: 25%;">Mid Sem</td> <td style="width: 15%;">Attendance</td> <td style="width: 35%;">End Term Examination</td> </tr> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
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100%	NA	70%																			
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination																	
Weightage (%)	10%	15%	5%	70%																	

Essential readings

- a. Waldo, D. (1968) ‘Public Administration’ in International Encyclopedia of the Social Sciences. (s.n.): Macmillan, pp.145-156. 30
- b. White, D.(2004) ‘Introduction To The Study Of Public Administration’ in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.56-63.
- c. Marini, F. (1998) ‘Public administration’, in Shafritz, J.M. (ed.) International encyclopedia of Public Policy and Administration. Boulder, Colo: Westview, pp 1782-1788.
- d. Wilson, W. (2004) ‘The Study of Administration’, in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp. 22-34.
- e. Goodnow, F. (2004) ‘Politics In Administration’, in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp. 35-37.
- f. Denhardt, B.R. (1992) ‘Public Administration Theory: The State of the Discipline’ in, Lynn, N.B. and Wildavsky, A. (eds.) Public Administration Theory: The State of the Discipline. 1st Edition. New Delhi: EWP, pp 43-72.

- a. Alhson, G.T. (1997) ‘Public and Private Management’, in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 4th Edition. Forth Worth: Hartcourt Brace,TX, pp. 510-529.
- b. Bhattacharya, M. (2008) New Horizons of Public Administration. 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 21-30



UG: Semester VI

Course Title: International Organizations

Credit Units: 4

Course Code: BPS 683

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
4	0	0	0	4

Course Objective: This course provides overview on the major international organizations: their origin and evolution, their role and activities. It also summarizes important conventions and treaties, and recent developments relating to the institutions.

Prerequisites: NIL

Course Contents / Syllabus:		
1	Module I Emergence of International Organizations <ul style="list-style-type: none">• Meaning, Nature and Scope• Evolution and Significance of League of Nations• Emergence and Structure of the United Nations	20% Weightage
2	Module II Peace, Justice and Security <ul style="list-style-type: none">• UNSC• ICJ• IAEA• OPCW• Interpol	30 %Weightage
3	Module III International Socio – Economic Organizations <ul style="list-style-type: none">• WB, IMF, WTO, FAO, UNDP, UNEP, UNIDO, UNESCO, transparency International, Amnesty International	25% Weightage
4	Module IV Crisis and Disaster Management <ul style="list-style-type: none">• UNHCR• WHO• Red Cross• Médecins Sans Frontières (MSF)	25% Weightage
5	Student Learning Outcomes	

	The student would be able to acquire the basic understanding of the International Organizations, their structures, powers and functions.																				
6	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Presentation • Group Discussion • Lectures 																				
7	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Components (Drop down)</th> <th style="width: 10%;">CIE</th> <th style="width: 25%;">Mid Sem</th> <th style="width: 15%;">Attendance</th> <th style="width: 35%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>			Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%		
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100%	NA	70%																			
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination																	
Weightage (%)	10%	15%	5%	70%																	

Essential Reading

Keohane, R.O. and Nye, (1991) 'Trans-governmental Relations and the International Organization' in Smith, M. and Little, R. (eds.) Perspectives on World Politics. New York: Routledge, rpt. 2000, pp. 229-241.

Willetts, P. (2005) 'Transnational Actors and the International Organizations in Global Politics', in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics: An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 425-447.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) International organisations in world politics. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Claude, (1984), Swords into Plowshares: The Progress and Problems of International Organisation (New York: Random House, 1984).

SYLLABUS: YEAR 2021-22



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTRODUCTION TO POLITICAL SCIENCE – BPS184

Course Title: INTRODUCTION TO POLITICAL SCIENCE

Credit Units: 4

Course Level: UG Level

Course Code: BPS181

Course Objectives:

- Enable students to understand the basic of political science.
- Help students to practice theoretical aspects of political science.
- Enable students to strengthen their conceptual understanding.

Pre-requisites: The students must possess fair understanding of political science and theoretical underpinnings.

Course Contents/Syllabus:

	Weightage (%)
Module I Introduction to Political Science	
<ul style="list-style-type: none">• Meaning, Nature, Scope and Importance of Political Science• Relationship with other Social Sciences: History, Psychology, Sociology, Economics, and Philosophy	25%

<ul style="list-style-type: none"> • Approaches to study of Political Science • Behavioralism and Post-Behaviouralism 	
Module II State	
<ul style="list-style-type: none"> • Meaning, Definition and Elements of State • Origin of the State: Divine Theory, Social Contract theory and Evolutionary Theory of the State 	25%
Module III Sovereignty	
<ul style="list-style-type: none"> • Meaning, attributes and Kinds • Theories of Sovereignty: Monistic and Pluralistic • Concept of Sovereignty in the age of Globalization 	25%
Module IV Basic Concepts of Political Science	
<ul style="list-style-type: none"> • Rights: Meaning, Importance, Kinds and Safeguards • Liberty, Equality and Justice: Meaning, Importance and Kinds • Political Obligations: Duties towards the State 	25%

Student Learning Outcomes:

- 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.

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:

- 16) Political Theory: Ideas & Concepts, S. Ramaswamy, Delhi, Macmillan, 2002
- 17) Modern Political Theory, S.P Verma, New Delhi, Vikas, 1983
- 18) Principles of Modern, Political Science, J C Johri, Sterling Publishers Pvt. Ltd., 1995.
- 19) Principles of Political Science, A.C. Kapur, New Delhi, Sultan Chand and Sons, 2004.
- 20) Principles of Political Science, N.N. Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
- 21) Political Science Theory, S.C. Pant, Prakashan Kendra, Lucknow, 1998.
- 22) Political Science Theory, S.N. Dubey, Lakshmi Narain Agarwal, Agra, 2002.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INDIAN POLITICAL THOUGHT- I – BPS182

Course Title: INDIAN POLITICAL THOUGHT- I

Credit Units: 4

Course Level: UG Level

Course Code: BPS182

Course Objectives:

- Enable students to understand the ancient Indian political thought.
- Help students to practice the political philosophy of Kautilya in the contemporary era.
- Enable students to strengthen their knowledge about Indian political thinkers.

Pre-requisites: The students must possess fair understanding of ancient Indian political thought.

Course Contents/Syllabus:

	Weightage (%)
Module I Indian Political Thought	
<ul style="list-style-type: none">• Brahmanic and Shramanic• Islamic and Syncretic• Ved Vyasa (Shantiparva): Rajadharma	25%
Module II	
<ul style="list-style-type: none">• Manu: Social Laws• Kautilya: Theory of State	25%

Module III	<ul style="list-style-type: none"> • Aggannasutta (Digha Nikaya): Theory of Kingship • Zia Barani: Ideal Polity 	25%
Module IV		
	<ul style="list-style-type: none"> • Abul Fazl: Monarchy • Kabir: Syncretism 	25%

Student Learning Outcomes:

- Understand the concepts and philosophical ideas of various thinkers.
- Analyze various differences between Brahmanic and Shramanic traditions.
- Identify, implement and evolve critical thinking on Digha Nikaya.
- Evaluate the political ideas of Zia Barni
- Enable students to understand Kabir's social philosophy

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

35. Parekh, Bhiku (1986) 'Some reflections on the Hindu Tradition of political thought', in Pantham, Thomas and Deutsch, Kenneth. I. (eds.) Political thought in modern India. New Delhi: Sage, pp. 17 – 31
36. Altekar, A.S. (1958) 'The Kingship', in state and Government in Ancient India. (3rd Edition). Delhi: Motilal Banarsidass, pp. 75 – 108.

37. Shakir, Moin (1986) 'Dynamics of Muslim political thought', in Pantham, Thomas and Deutsch, Kenneth I. (eds) *Political thought in Modern India*. New Delhi: Sage, pp. 142 – 160.
38. Pandey, G.C. (1978) *Sraman tradition: Its History and contribution to Indian Culture*. Ahmedabad, L.D. Institute of Indology, pp. 52 – 73.
39. M. P. Singh, Himanshu Roy (eds.) (2011) *Indian Political Thought: Themes and Thinkers*, Delhi: Pearson
40. V. R Mehta, (1992), *Foundations of Indian Political Thought*, Delhi: Manohar Publications
41. Chandra, Bipan (2018), *History Of Modern India*, New Delhi: Orin ant Black Swan



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: NATIONALISM IN INDIA – BPS183

Course Title: NATIONALISM IN INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BPS183

Course Objectives:

- Enable students to understand the basic concept of Nationalism
- Help students to practice the concept of Mahatma Gandhi in our life
- Enable students to strengthen their knowledge of freedom movement of India
- **Pre-requisites:** The students must possess fair understanding of Nationalism and the freedom movement of India

Course Contents/Syllabus:

	Weightage (%)
Module I Approaches to the Study of Nationalism in India	
<ul style="list-style-type: none">• Nationalists• Cambridge School• Marxists• Subaltern interpretations	25%
Module II Reformism and Anti-Reformism in the 19th Century	
<ul style="list-style-type: none">• Major Social and Religious movements among Hindus and Muslims• Brahmo Samaj• Arya Samaj• Dharma Sabha	25%

<ul style="list-style-type: none"> Aligarh Movement 	
Module III Nationalist Politics and Expansion of its Social Base	25%
<ul style="list-style-type: none"> Phases of Nationalist Movement and different ideological streams: Moderates and Extremists with Congress and revolutionary radicals: Formation of the Muslim League Gandhi and mass mobilization: Khilafat, Non – Co-operation and Civil Disobedience Movement Socialist alternatives: Congress Socialists, Communists Communalism in Indian Politics 	
Module IV Social Movements	25%
<ul style="list-style-type: none"> The Women’s Question: Participations in the National Movement and its Impact The Caste question: Anti-Brahmanical Politics Peasants, Tribals and Workers movement 	

Student Learning Outcomes:

- Understand the concepts of Socialist alternative thoughts
- Analyze various movements during the freedom struggle of India.
- Identify the various differences between Muslim League and Indian National Congress
- Evaluate the political philosophy of Mahatma Gandhi
- Enable students to understand the role of Indian National Congress

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. Banopadhyay, S. (2004), *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 184 – 191.
2. Thapar, R. (2000) ‘Interpretations of Colonial History: Colonial, Nationalist, Post-Colonial’, in Desouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage Publications, pp.25-36.
3. Banopadhyay, S. (2004), *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman,pp. 139-158: 254-247.
4. Sen, A.P. (2007), ‘The Idea of social reform and its critique among Hindus of Nineteenth Century India’, in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Science*. Vol X. New Delhi Oxford University Press.
5. Banopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman,pp. 279 – 311
6. Sarkar, S. (1983) *Modern India (1885 – 1847)*. New Delhi: Macmillan
7. Banopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 342-357: 369-381
8. Banopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman,pp. 405-438
9. Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-15



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: POLITICAL THEORY: CONCEPTS & DEBATE – BPS184

Course Title: POLITICAL THEORY: CONCEPTS & DEBATE

Credit Units: 4

Course Level: UG Level

Course Code: BPS184

Course Objectives:

- Enable students to understand the political theory
- Help students to practice political rights in our life.
- Enable students to strengthen their political understanding of state

Pre-requisites: The students must possess fair understanding of political theory and its concepts.

Course Contents/Syllabus:

	Weightage (%)
Module I Importance of Liberty	
<ul style="list-style-type: none">• Liberty: Meaning and Nature, Kinds of Liberty• Freedom as Emancipation and Development• Important Issue: Freedom of thought, Expression and Dissent	25%
Module II Significance of Equality	
<ul style="list-style-type: none">• Formal Equality: Equality of opportunity• Political equality• Egalitarianism: Background inequalities and differential treatment	25%

<ul style="list-style-type: none"> • Important Issue: affirmative action • Indispensability of Justice • Procedural Justice • Distributive Justice • Global Justice • Importance Issue: Capital punishment. 	
Module III The Universality of Rights	25%
<ul style="list-style-type: none"> • Natural Rights • Moral and Legal Rights • Three generations of Rights • Rights and Obligations • Important Issue: Right of the girl child 	
Module IV Major Debates	25%
<ul style="list-style-type: none"> • Why should we obey the state? Issues of political obligation and Civil Disobedience. • Are human rights universal? Issue of cultural relativism • How do we accommodate diversity in plural society? Issues of multiculturalism and toleration. 	

Student Learning Outcomes:

- Understand the concepts of rights
- Analyze various types of justice
- Identify, implement and evolve the idea of liberty
- Evaluate the issue of capital punishment
- Enable students to understand the concept of equality

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
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Essential Readings:

1. Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman
2. Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.
3. O. P. Gauba (2019), *An Introduction to Political Theory*, New Delhi: MACMILLAN
4. J. C. Johri, (2009), *Principles of Modern Political Science*, New Delhi: Sterling Publishers Pvt. Ltd
5. Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26
6. Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.
7. Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.
8. Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.
9. Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.
- 10.
- 11.
- 12.
- 13.
- 14.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: CONSTITUTIONAL HISTORY OF INDIA – BPS281

Course Title: CONSTITUTIONAL HISTORY OF INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BPS281

Course Objectives:

- Enable students to understand the background of the constitutional history
- Help students to practice constitutional ideas
- Enable students to strengthen their understanding regarding various charters and Govt. India Acts

Pre-requisites: The students must possess fair understanding of the constitutional history of India.

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• Regulating Act of 1773, Pitt's India Act of 1784• The Charter Act of 1833 and 1853• The Government of India Act 1858	10%
Module I	
<ul style="list-style-type: none">• Indian Council Act 1861• Indian Council Act 1909	25%

Module III	25%
<ul style="list-style-type: none"> • The Government of India act 1919, effects of the Act, various aspects of Diarchy System, member qualification, power, and defects of the Act • The Government of India act 1935, Central Legislature, Constituent Assembly 	
Module IV	25%
<ul style="list-style-type: none"> • Cripps Mission, Wavell Plan and Cabinet Mission • The India Independence Act 1947 • The Constituent Assembly of India 	
Module V	15%
<ul style="list-style-type: none"> • Constitutional development in Jammu and Kashmir • Significance of A 370 • Revocation of A 370 and after • Response of J&K people to the removal of A 370 	

Student Learning Outcomes:

- 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

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

Readings:

- Singh, M.P. (2019), *Outlines of Indian Legal & Constitutional History*, Lexis Nexis: Haryana
- Pylee, M.V. (2011), *Constitutional History of India [1600 — 2010]*, S. Chand & Company: New Delhi
- An Introduction to the Constitution of India, D.D Basu, Prentice Hall, New Delhi. (Latest Edition).
- An Introduction to the Constitution of India, M.V. Pylee, Vikas, New Delhi, 1998.
- Constitutional Development and National Movement in India, V.D. Mahajan, S. Chand and Co, New Delhi, 1986.



AMITY UNIVERSITY

MADHYA PRADESH

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

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	

<ul style="list-style-type: none"> • Gandhi: Swaraj • Ambedkar: Social Justice 	20%
M Module III Sovereignty	
<ul style="list-style-type: none"> • Tagore: Critique of Nationalism • Iqbal: Self and Community 	20%
MoModule IV Basic Concepts of Political Ideology	
<ul style="list-style-type: none"> • Savarkar: Hindutva • Nehru: Secularism • Lohia: Socialism • M. N. Roy: Humanism 	30%

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

12. Understanding Modern Indian Political Thought

- c. 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 – xxi
- d. 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.

13. Rammohan Roy: Rights

- c. 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.
- d. 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

14. Pandita Ramabai: Gender

- b. 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.

15. Vivekananda: Ideal Society

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

16. Gandhi: Swaraj

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

17. Ambedkar: Social Justice

- c. 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.
- d. 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.

18. Tagore: Critique of Nationalism

- c. 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
- d. 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

19. Iqbal: Community

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

Further Reading

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

20. Savarkar: Hindutva

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

Further Reading

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

21. Nehru: Secularism

- c. 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.
- d. 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.

22. 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.

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- d. 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.
- e. Ramabai, P. (2000), ‘Women’s place in Religion and Society’, Kosambi, M. (ed.) *Pandita Ramabai Through her Own Words: Selected Works*. N. Delhi:OUP, pp. 150 – 155.
- f. Vivekananda, S. (2007) ‘The Real and the Apparent Man’, Bodhasarananda, S. (ed.) *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp.126 – 129.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: WESTERN POLITICAL THOUGHT - I – BPS283

Course Title: WESTERN POLITICAL THOUGHT - I

Credit Units: 4

Course Level: UG Level

Course Code: BPS283

Course Objectives:

- Enable students to understand the Political philosophy of Plato and Aristotle
- Help students to practice the Ideas of Machiavelli
- Enable students to strengthen the understanding of Social Contract Theory

Pre-requisites: The students must possess fair understanding of Western Political thought

Course Contents/Syllabus:

	Weightage (%)
Module I Ancient Greek Political Thought	
<ul style="list-style-type: none">• Plato – Life & Works, Ideal State, Justice, Education, Communism of Wives & Property, Philosopher King• Aristotle – Life & Works, Origin, Nature and Ends of State, Slavery, Classification of Constitutions & Revolutions	25%
Module II Social Contract Thinkers	
<ul style="list-style-type: none">• Thomas Hobbes: State of nature, Social Contract, Nature and Attributes of State• John Locke: State of Nature, Natural Rights, Nature and Functions of State	25%

<ul style="list-style-type: none"> J.J. Rousseau: State of nature, Social Contract and General Will 	
Module III Machiavelli	
<ul style="list-style-type: none"> Machiavelli – Human nature, Concept of State & Government, Theory of ethics & politics, tips to Successful ruler. 	25%
Module IV Liberal Thinkers	
<ul style="list-style-type: none"> J.S Mill – Concept of Liberty, Individual Freedom and Individuality, Democracy and Representative Government T.H. Green – Theory of State, Liberty & Rights 	25%

Student Learning Outcomes:

- Understand the concept of Ideal State
- Analyze various on Social Contract theory
- Identify the functions of the State by Locke
- Evaluate the idea of Individual Liberty
- Enable students to critically analyze the views of Mechiavelli on human nature.

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:

XIV. A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.

- XV. The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008
- XVI. Modern Political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006
- XVII. Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.
- XVIII. Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi, 1988
- XIX. A History of Political thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: PUBLIC ADMINISTRATION - I – BPS284

Course Title: PUBLIC ADMINISTRATION - I

Credit Units: 4

Course Level: UG Level

Course Code: BPS284

Course Objectives:

- Enable students to understand the role of Public administration.
- Help students to understand the practice of state institutions.
- Enable students to strengthen the knowledge of political system.

Pre-requisites: The students must possess fair understanding of Public Administration and the institutions.

Course Contents/Syllabus:

	Weightage (%)
Module I Introduction to Public Administration	
<ul style="list-style-type: none">• Meaning, Nature, Scope & Importance of Public Administration• Approaches to the Study of Public Administration – Philosophical, Legal & Historical	25%
Module II Principles & Structure of Organizations	
<ul style="list-style-type: none">• Meaning & Principles of Organization. Hierarchy, Unity of Command, Span of Control, Centralization, De- centralization, Co – ordination• Structure of organization, Chief Executive – Types, Functions & Roles.	25%

Module III Personnel and Financial Administration	25%
<ul style="list-style-type: none"> • Civil Service – Meaning, Features, Functions, Recruitment, Training, Promotion & Morale • Budgetary Process – Preparation, Enactment & Execution 	
Module IV Indian Administration Structure	25%
<ul style="list-style-type: none"> • Central Secretariat – Cabinet Secretariat – Meaning, Organization & Functions of Chief Secretary • State Secretariat – Organization, Function & role of Chief Secretary. • District and Local Administration – Deputy Commissioner, Chief Executive Officer, Executive Officer, and Panchayat Development Officer (PDO) • Ombudsman or Lokpal: Meaning, duties and powers 	

Student Learning Outcomes:

- Understand the concept of Hierarchy.
- Analyze various roles and functions of the Chief Secretary.
- Identify the principles of Organization.
- Evaluate the functions and powers of the District Officer.
- Enable students to understand the approaches to the Study of Public Administration.

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:

19. Public Administration: Principles & Practice, A.R Tyagi, Atma Ram & Sons, Delhi, 2001.
20. Public Administration, Avasthi & Maheshwari, Lakshmi Narain Agarwal, Agra 2009.
21. Public Administration in Theory & Practice, M.P Shirma & B.L Sadana, Kitab Mahak, Allahabad, 1994.
22. Public Administration, Mohit Bhattacharya, World Press, Kolkata, 2002.
23. Introduction to the study of Public Administration, Leonard. D. White, Eurasia Publishing House, New Delhi, 1982.
24. Public Administration, Vishno Bhagawan, Vidhya Bhushan, S. Chand & Co.Ltd, New Delhi, 2005.
25. Public Administration, Theory & Practice, Sahib Singh & Swinder Singh, New Academic Publishing Co. Jalandhar, 2003.
26. Public Administration, T.K Agarwal, Lakshmi Narain Agarwal, Agra 2005.
27. Public Administration & Public Affairs, Nicholas Henry, Prentice Hall of India, New Delhi, 1999.
28. Public Administration, KK Ghai, Kalyani Publishers, New delhi, 2007.
29. Introduction to the study of Public Administration, L.D White, Macmillian Company, 1955.
30. Public Administration: Concepts and Theories, Rumki Basu, Sterling New Delhi, 1986.
31. Public Administration, Atma Ram and Sons, A. R Tyagi, New Delhi, 1992.
32. Indian Administration, Hosiar Singh, Century Press, Rep, Allahabad.
33. Public Administration in India, Padma Ramachandran, National, New Delhi, 1996.
34. Indian Administration, Avasthi & Avasthi, Laxminarain Agarwal, Agra, 1995.
35. Indian Administration, Shriram Maheshwari, Orient Longman, New Delhi, 1997.
36. Indian, Administration, Hoshir Singh, Kitab Mahal, New Delhi, 2005.



AMITY UNIVERSITY

MADHYA PRADESH

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

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	

<ul style="list-style-type: none"> • Capitalism: Meaning and Development; Globalization • State Socialism: Meaning, Growth and Development • State Capitalism: Meaning, Growth and Development 	25%
Module III Themes for Comparative Analysis	
<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 	25%
Module IV	
<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 	25%

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
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Weightage (%)	15	5	10	70
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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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS - I – BPS382

Course Title: INTERNATIONAL RELATIONS - I

Credit Units: 4

Course Level: UG Level

Course Code: BPS382

Course Objectives:

- Enable students to understand the International politics
- Help students to understand the concept of Cold War
- Enable students to strengthen their knowledge about the theories of IR

Pre-requisites: The students must possess fair understanding of international relations and global politics

Course Contents/Syllabus:

	Weightage (%)
Module I Origin and Growth of IR	
<ul style="list-style-type: none">• Meaning, nature (traditional view, modern view and current view) & Scope and Subject-matter• Purpose and significance• IR development as an academic discipline	25%
Module II Theories of IR	
<ul style="list-style-type: none">• Realism• Neo-Realism• Liberalism	25%

<ul style="list-style-type: none"> • Neo-Liberalism • Feminism • Marxist Perspectives 	
Module III International Security and Peace	25%
<ul style="list-style-type: none"> • Cold War setup: NATO, SEATO, CENTO and Warsaw Pact • Collapse of the USSR and the End of the Cold War • Post-Cold War era: Collective Security through UN • War On Terror: Afghanistan and Iraq • QUAD 	
Module IV : International Political Economy	25%
<ul style="list-style-type: none"> • Aid and Development • Debt for Development: OBOR and CPEC • Trade and Protectionism • Trade War 	

Student Learning Outcomes:

- Understand the concept of collective security
- Analyze the role of various military organizations
- Identify the concept of liberalism and neo-liberalism
- Evaluate the role of Peace-Keeping operations
- Enable students to understand realism and neo-realism

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
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Weightage (%)	15	5	10	70
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Books Recommended

42. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
43. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
44. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
45. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
46. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
47. Gujral, I.K., A foreign policy for India, Externla publicity division, MEA, Government of India, Delhi, 1998
48. India’s Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
49. India’s Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
50. India’s Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
51. India’s Foreign policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
52. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.
53. M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
54. R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
55. S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
56. C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: WESTERN POLITICAL THOUGHT - II – BPS383

Course Title: WESTERN POLITICAL THOUGHT - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS383

Course Objectives:

- Enable students to understand the Western Political thought
- Help students to practice pleasure and pain theory given by Bentham
- Enable students to strengthen their knowledge of Utilitarianism

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

Course Contents/Syllabus:

	Weightage (%)
Module I Utilitarian	
<ul style="list-style-type: none">• Jeremy Bentham: Utilitarianism, Pleasure & Pain theory• J.S. Mill: Modifications of Bentham's theory, Critique of Utilitarianism	25%
Module II Idealists	
<ul style="list-style-type: none">• Hegel: On Dialects, State and Freedom• Mary Wollstonecraft: Feminist Ideas• Hannah Arendt: Totalitarianism	25%

Module III Socialists	25%
<ul style="list-style-type: none"> • Karl Marx: Materialistic Dialectics and Historical Materialism, Theory of Surplus Value, Class Struggle, Base super structure Relations, Critique of Capitalism • V.I. Lenin: Imperialism and Democratic Centralism • Mao- Tse-Tung: Role of Peasantry • Gramsci: Neo-Marxist 	
Module IV Anarchist	25%
<ul style="list-style-type: none"> • Bakunin and Kropotkin • Gandhi 	

Student Learning Outcomes:

- Understand the concepts of Karl Marx
- Analyze the feminist ideas of Mary Wollstonecraft
- Identify the role of peasantry by Mao
- Evaluate the political thought of Gandhi ji
- Enable students to Imperialism and Democratic Centralism

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:

- XX. A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.
- XXI. The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008
- XXII. Modern Political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006
- XXIII. Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.
- XXIV. Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi, 1988
- XXV. A History of Political thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.



AMITY UNIVERSITY

MADHYA PRADESH

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:

37. Public Administration: Principles & Practice, A.R Tyagi, Atma Ram & Sons, Delhi, 2001.

38. Public Administration, Avasthi & Maheshwari, Lakshmi Narain Agarwal, Agra 2009.
39. Public Administration in Theory & Practice, M.P Shurma & B.L Sadana, Kitab Mahak, Allahabad, 1994.
40. Public Administration, Mohit Bhattacharya, World Press, Kolkata, 2002.
41. Introduction to the study of Public Administration, Leonard. D. White, Eurasia Publishing House, New Delhi, 1982.
42. Public Administration, Vishno Bhagawan, Vidhya Bhushan, S. Chand & Co.Ltd, New Delhi, 2005.
43. Public Administration, Theory & Practice, Sahib Singh & Swinder Singh, New Academic Publishing Co. Jalandhar, 2003.
44. Public Administration, T.K Agarwal, Lakshmi Narain Agarwal, Agra 2005.
45. Public Administration & Public Affairs, Nicholas Henry, Prentice Hall of India, New Delhi, 1999.
46. Public Administration, KK Ghai, Kalyani Publishers, New delhi, 2007.
47. Introduction to the study of Public Administration, L.D White, Macmillian Company, 1955
48. Public Administration: Concepts and Theories, Rumki Basu, Sterling New Delhi, 1986.
49. Public Administration, Atma Ram and Sons, A. R Tyagi, New Delhi, 1992.
50. Indian Administration, Hosiar Singh, Century Press, Rep, Allahabad.
51. Public Administration in India, Padma Ramachandran, National, New Delhi, 1996.
52. Indian Administration, Avasthi & Avasthi, Laxminarain Agarwal, Agra, 1995.
53. 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: CONTEMPORARY DIPLOMACY– BPS481

Course Title: CONTEMPORARY DIPLOMACY

Credit Units: 4

Course Level: UG Level

Course Code: BPS481

Course Objectives:

- Enable students to understand the basic concept of Contemporary Diplomacy
- Help students to understand the practice of diplomacy
- Enable students to strengthen the diplomatic functions of the envoy

Pre-requisites: The students must possess fair understanding of Contemporary Diplomacy

Course Contents/Syllabus:

	Weightage (%)
Module I Instrument of National Interest	
National Interest: The Core in International Affairs <ul style="list-style-type: none">• Types of instruments (Diplomacy, Propaganda, Economic Instruments and War): meaning, purpose, effectiveness, consequences• Meaning of Diplomacy• Nature, purpose and historical development, types• Diplomatic Practices: Diplomats, Rights and Privileges, Skills, Assignments	25%

Module II Diplomacy for Economic Blocks	25%
<ul style="list-style-type: none"> • Economic blocs: OECD, OPEC, EU, ASEAN, SAARC, BRICS • Free Trade Agreements: Importance & Concerns 	
Module III Cultural Diplomacy	25%
<ul style="list-style-type: none"> • History, Characteristics and Relevance of Cultural Diplomacy • Methods of Cultural Diplomacy: Exchanges, Sports, Art & Photography, Music, Film & TV • Approaches and Challenges of Cultural Diplomacy 	
Module IV Diplomacy for Security and Peace Issues	25%
<ul style="list-style-type: none"> • Disarmament: nuclear proliferation, Weapons of Mass Destruction • Security: terrorism (state/non-state actors), Cyber-Crimes • Peace Issues: Ethnic Cleansing, Genocide, Civil Wars, • Humanitarian Interventions: Refugees, Migration, Human Rights Violations 	

Student Learning Outcomes:

- Understand the concept of disarmament
- Analyze various peace issues at the international politics
- Identify the conditions of Free Trade Agreements
- Evaluate the role of the economic blocks at the global level
- Enable students to understand the Cyber Crimes

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:

- 23) R. J. Vincent 1995 Human rights and International Relations. Cambridge: CUP
- 24) Trevor Samson 2000 Issues in International Relations London: Routledge
- 25) John Vogler and Mark Imber. 1996 Eds. The Environment and International Relations: Global Environmental Change Programme. Londo: Routledge
- 26) Jill Steans. 2006. Gender and International Relation. Cambridge: Polity Press.
- 27) John Baylis and Steven Smith. 2014 Eds. The Globalization of World Politics: An Introduction to International Relations. London: OUP
- 28) James M. Lutz and Brenda J. Nutz Eds. The Global Terrorism. London: Routledge, 2004
- 29) Jennifer M Welsh. 2004. Eds. Humanitarian Interventions and International Relations. Oxford: Oxford University press.
- 30) Monika Szkariat and Katarzyra Mojska. 2016. Eds. New Technologies as a factor of International Relations. Cambridge: Cambridge Scholars Publishing.
- 31) Alexander Betts and Gill Loescher. 2011. Eds. Refugees in International Relations. Oxford: Oxford University Press.
- 32) Colin Mcinnes and Kelley Lee. 2012. Global Health and International Relations. London: Polity Press
- 33) Martin Slaw; Genocide and International relations, charging Patterns in the Transitions of the Late Modern World, Cambridge University Press, 2013.
- 34) Helena K. Finn 'The Case for Cultural Diplomacy: Engaging Foreign Audiences,' Foreign Affairs, Nov/Dec 2003, Vol. 82, Issue 6, pp. 15-20.
- 35) Bu Liping, 'Educational Exchange and Cultural Diplomacy in the Cold War,' Journal of American Studies (1999), 33: 393-415
- 36) Barbara Keys, 'Spreading Peace, Democracy, and Coca-Cola,' Diplomatic History, Volume 28 - Number 2 - April 2004
- 37) Jeanine A. DeLay 'The Curveball and the Pitch: Sport Diplomacy in the Age of Global Media,' The Journal of the International Institute, Vol.7, No.1, Fall 1999.
- 38) Jeremy Goldberg, 'Sporting Diplomacy: Boosting the Size of the Diplomatic Corps,' The Washington Journal, August 2000
- 39) Naima Prevots, Dance for Export: Cultural Diplomacy and the Cold War, University Press of New England, 1998



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	25%
<ul style="list-style-type: none">• Concept, theories and relevance• Definition, characteristics and models• Public Policy Process in India• Formulation, Implementations and evaluation.	
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 • Education: Sarv Siksha Abhiyan • Health: NRHM • Employment: MNREGA • Ujjwala Yojna 	25%

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
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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: COMPARATIVE GOVERNMENT & POLITICS - II- BPS483

Course Title: COMPARATIVE GOVERNMENT & POLITICS - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS483

Course Objectives:

- Enable students to understand the Approaches to Studying Comparative Politics.
- Help students to analyze political systems
- Enable students to strengthen their knowledge of political culture

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

Course Contents/Syllabus:

	Weightage (%)
Module I Approaches to Studying Comparative Politics	25%
<ul style="list-style-type: none">• Traditional Institutional• Political Systems• Political Culture• New Institutionalism	
Module II Electoral System	

<ul style="list-style-type: none"> • Definition and procedures: types of electoral systems (first past the post, Proportional Representation, Mixed Representation) • Historical contexts of emergence of the party system and types of parties 	25%
Module III Nation – State	
<ul style="list-style-type: none"> • What is a nation – state? • Historical evolution in Western Europe and Postcolonial Contexts. • ‘Nation ’Vs State: debate 	25%
Module IV Democratization	
<ul style="list-style-type: none"> • Process of democratization in postcolonial, post – authoritarian, and post communist countries • Federation and Confederation: Debates around territorial division of power 	25%

Student Learning Outcomes:

- Understand the concept of State
- Analyze various Process of democratization in postcolonial countries
- Identify the types of electoral systems
- Evaluate the role of New Institutionalism
- Enable students to understand representative system

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

Almond, G. A. (ed.) (2000) ‘Comparing Political Systems’, in Gabriel A. et al. (eds.) *Comparative Politics Today: A World View*.

New York: Longman, pp. 39-46.

Pennington, M. (2009) 'Theory, Institutions and Comparative Politics', in Bara, J. and Pennington, M. (eds.) *Comparative Politics: Explaining Democratic System*. Sage, New Delhi, pp 13-40.

Hall, P. And Taylor, Rosemary C. R. (1996) 'Political Science and the Three New Institutionalisms, *Political Studies*. XLIV, pp. 936-957.

Rosamond, B. (2005) 'Political Culture', in Axford, B. et al. (eds.) *Politics*, London: Routledge, pp. 57-81.

Howard, M. (2009) 'Culture in Comparative Political Analysis', in Lichback, M. I. and Zuckerman, A. S. (eds.) *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, pp. 134-161.

Fisher, J. R. (2011) 'Systems Theory and Structural Functionalism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Handbook*. Los Angeles:Sage, pp. 71-80.

Rakner, L. and Vicky, R. (2011) 'Institutional Perspectives', in Burnell, P. et.al. (eds.) *Politics in the Developing World*. Oxford: Oxford University Press, pp. 53-70.

Moser, R. G. and Ethan, S. (2004) 'Mixed Electoral Systems and Electoral System Effects Controlled Comparison and Cross-national Analysis', *Electoral Studies*. 23, pp. 575-599.

Heywood, A. (2002) 'Representation, Elections and Voting', in *Politics*. New York: Palgrave, pp. 223-245.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

ole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, John T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Criddle, B. (2003) 'Parties and Party System', in Axtmann, R. (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage, pp. 134-142.

Heywood, A. (2002) 'Parties and Party System' in *Politics*. New York: Palgrave, pp. 247-268.

Boix, Ch. and Stokes, S. (eds.) (2007) *Handbook of Comparative Politics*, Oxford: Oxford University Press, pp. 499-521; 522-554

O'Conner, W. (1994) 'A Nation is a Nation, is a State, is a Ethnic Group, is a...', in Hutchinson, J. and Smith, A. (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

- McLennan, G. Held, D. and Hall, S. (1984) *The Idea of Modern State*. Philadelphia: Open University Press, ch. 1.
- Heywood, A. (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102
- Newton, K. and Deth, Jan W. V. (2010) 'The Development of the Modern State', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.
- Sorensen, G. (2008) 'Globalization and Nation-State', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 602-624.
- Landman, T. (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.
- Newton, K. and Deth, Jan W. V. (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.
- Haynes, J. (1999) 'State and Society', in *The Third World Politics*. Oxford: Blackwell, pp. 20-38; 39-63.
- Smith, B.C. (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp. 250-274.
- Burgess, M. (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 9-49; 135-161.
- Saxena, R. (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-xl.
- Watts, R. L. (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27; 29-62.
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- Kamrava, M. (2003) *Understanding Comparative Politics: A Frame Work of Analysis*. London: Routledge.
- Ishiyama, J. T. and Breuning, M. (eds.) (2011) *21st Century Political Science: A Reference Handbook*. Los Angeles: Sage.
- Gallagher, M. and Mitchell, P. (eds.) (2005) *The Politics of Electoral System*. Oxford: Oxford University Press
- Caramani, D. (ed.) (2008) *Comparative Politics*. Oxford: Oxford University Press, pp. 85- 107; 263-289; 293-317; 318-347.
- Burnell, P. et. al. (eds.) (2008) *Politics in the Developing World*. New Delhi: Oxford, pp. 223-240; 257-276.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*, London: Palgrave, pp. 17-34.

Bara, J. and Pennington, M. (eds.) (2009) *Comparative Politics*. New Delhi: Sage, pp. 69-92;201-226.

Stepan, A. L., Juan J. and Yadav, Y. (2011) *Crafting State-Nations: India and other Multinational Democracies* .Baltimore: John Hopkins University Press, pp. 1-38.

Evans, P. et. al. (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, Cambridge, pp. 169-187.

Axford, Barrie. et al. (eds.) (2005) *Politics*. London: Routledge, pp. 204-220.

Wiarda, H. J. et al. (eds.) (2005) *Comparative Politics: Critical Concepts in Political Science*. London: Routledge, pp. 150-169; 440-456.42



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS - II– BPS484

Course Title: INTERNATIONAL RELATIONS - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS484

Course Objectives:

- Enable students to understand the concept of Foreign Policy
- Help students to aware about area studies
- Enable students to strengthen their understanding of third world countries

Pre-requisites: The students must possess fair understanding of theories of International Relations.

Course Contents/Syllabus:

	Weightage (%)
Module I Foreign Policy of Great Powers	
<ul style="list-style-type: none">• Foreign Policy of USA,• Foreign Policy of Russia• Foreign Policy of China•	25%
Module II India and Regions	
	25%

<ul style="list-style-type: none"> • West Asia, • South Asia • South East Asia • ASEAN 	
Module III Third World in IR	25%
<ul style="list-style-type: none"> • Defining First, Second and Third World • North – South Dialogue • South – South Cooperation 	
Module IV International Politics in Indian Ocean	25%
<ul style="list-style-type: none"> • Geo-Strategic Importance • Indian Ocean: Problems and Prospects • Quest for influence: India, USA & China 	

Student Learning Outcomes:

- Understand the concepts Geo-Strategic Importance
- Analyze the role of various organizations
- Identify the problems and prospects in Indian Ocean
- Evaluate the foreign policy of USA
- Enable students to understand Quest for influence.

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

57. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
58. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
59. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
60. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
61. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
62. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
63. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
64. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
65. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
66. India's Foreign Policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
67. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.



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	25%
<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 	
Module IV State Government: Organization, power & functions	25%
<ul style="list-style-type: none"> • State legislature • State Executive: Governor, Chief Minister & Council of Ministers • State judiciary: High Court 	

Student Learning Outcomes:

- Understand the concepts fundamental rights
- Analyze various functions and powers of the Legislature
- Identify the role 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:

8. An Introduction to the Constitution of India, D.D Basu, Prentice Hall, New Delhi. (Latest Edition).
9. An Introduction to the Constitution of India, M.V. Pylee, Vikas, New Delhi, 1998.
10. Constitutional questions in India: The President, Parliament and the States, A.G. Noorani, Oxford University Press, Delhi, 2000.

11. Indian Political System, J.C Johari, Anmol Publishers, New Delhi, 1966.
12. Constitutional Development and National Movement in India, V.D. Mahajan, S. Chand and Co, New Delhi, 1986.
13. The Indian Constitution: Cornerstone of a Nation, Granville Austin, Oxford University Press, USA, 1999
14. 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: INDIAN GOVERNMENT AND POLITICS – BPS582

Course Title: INDIAN GOVERNMENT AND POLITICS

Credit Units: 4

Course Level: UG Level

Course Code: BPS582

Course Objectives:

- Enable students to understand the role and powers of the political parties
- Help students to practice electoral System
- Enable students to strengthen their idea of Federalism

Pre-requisites: The students must possess fair understanding of Indian Government and Politics

Course Contents/Syllabus:

	Weightage (%)
Module I Political Parties and the Party System & Elections and the Electoral System	25%
<ul style="list-style-type: none">• National and regional parties; trends in the party system – from the Congress system to the era of multiparty coalitions• The nature of and challenges to, the electoral system; social determinants of voting	
Module II Federalism and Regional Aspirations,	

<ul style="list-style-type: none"> Politics of Secession, autonomy and accommodation Debates on secularism; majority and minority communalism 	25%
Module III Caste and Politics,	
<ul style="list-style-type: none"> Caste in Politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies The nature of political power in India with reference to developmental, welfare, ideology and coercive dimensions. 	25%
Module IV	
<ul style="list-style-type: none"> Religion and Politics Changing Nature of Indian Politics Identity Politics 	25%

Student Learning Outcomes:

- 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

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

Essentials Readings:

- Austin, Granville, Working a Democratic Constitution: The Indian Experience, OUP, Delhi, 1999.
- Basu, DD, Introduction to the Constitution of India, New Delhi, Prentice-Hall, 1980.
- Bhargava, Rajeev ed., Secularism and its Critics, OUP, New Delhi, 1998.
- Brass, Paul R., The Politics of India since Independence, Cambridge University Press and Foundation Books, New Delhi, Second Edition, reprinted 1999
- Chandra, Bipan, Mridula Mukherjee and Aditya Mukherjee, India after Independence 1947-2000, Penguin Books, Delhi, 2000
- Chaube, S.K., Constituent Assembly of India: Springboard of Revolution, Peoples' Publishing House, New Delhi, 1973.
- Chakrabarty, Bidyut, Forging Power, Coalition Politics in India, OUP, New Delhi, 2006.
- Chatterjee, Partha, State and Politics in India, OUP, New Delhi, 2004 (paperback)
- Rajni Kothari, Caste in Indian Politics, Sangam Books Limited, 1970



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: WORLD HISTORY– BPS583

Course Title: WORLD HISTORY

Credit Units: 4

Course Level: UG Level

Course Code: BPS583

Course Objectives:

- Enable students to understand the Effects of World Wars
- Help students to understand the causes and consequences of war
- Enable students to strengthen the knowledge of Third World Countries and Cold War

Pre-requisites: The students must possess fair understanding of world history

Course Contents/Syllabus:

	Weightage (%)
Module I Effects of World War - I	25%
<ul style="list-style-type: none">• World War I: Causes and Consequences• Significance of the Bolshevik Revolution• Establishment of League of Nations and after	
Module II Effects of World War – II	

<ul style="list-style-type: none"> • Rise of Fascism/Nazism • World War II: Causes and Consequences 	25%
Module III Third World Countries and Cold Waves	
<ul style="list-style-type: none"> • Cold War: Different Phases • Emergence of the Third World • Armament, Disarmament and Arms Control • Collapse of the USSR • The End of the Cold War 	25%
Module IV Post Cold War Developments	
<ul style="list-style-type: none"> • Post Cold War Developments • Emergence of other Power centers of Power • ASEAN • BRICS • SAARC • IBSA • SCO 	25%

Student Learning Outcomes:

- Understand the concepts regional organizations
- Analyze various developments in the post cold war era
- Identify the emergence of third world countries
- Evaluate the rise of Nazism
- Enable students to understand the collapse of the USSR

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:

- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.
- Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.
- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29- 65.
- Carruthers, S.L. (2005) ‘International History, 1900-1945’ in Baylis, J. and Smith, S. (eds.) (2008)
- Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.
- Scott, L. (2005) ‘International History, 1945-1990’ in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.
- Scott, L. (2005) ‘International History, 1945-1990’ in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.
- Gill, S. (2005) ‘Contradictions of US Supremacy’ in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.
- Therborn, G. (2006) ‘Poles and Triangles: US Power and Triangles of Americas, Asia and Europe’ in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.



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	25%
<ul style="list-style-type: none"> • Pakistan: Challenges and Prospects • Afghanistan, Sri Lanka, Bangladesh, Nepal, Bhutan and Maldives 	
Module IV India and the Security Challenges	25%
<ul style="list-style-type: none"> • Challenges to the India's National Security: • Terrorism • Energy Security • 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 study 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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: GLOBALIZATION AND SOCIETY– BPS585

Course Title: GLOBALIZATION AND SOCIETY

Credit Units: 4

Course Level: UG Level

Course Code: BPS585

Course Objectives:

- Enable students to understand the concept of Globalization
- Help students to understand the Global economy
- Enable students to strengthen their views on Sociology of Globalization

Pre-requisites: The students must possess fair understanding of Globalization and Society

Course Contents/Syllabus:

	Weightage (%)
Module I Globalization: Conception and Perspectives	
<ul style="list-style-type: none">• Political, Cultural and Technological Dimensions• Global Economy: Its Significance and anchors• Global Social Networks/Global Resistances	25%
Module II Sociology of Globalization	
<ul style="list-style-type: none">• Democratization of opportunities: Information and Career• Transnational Migration: families, communities, ethnicities• Seamless Cultural Assimilation: Real time interaction/transaction, Global Civil	25%

Society, media/entertain industry and consumption	
Module III Globalization in Reverse	25%
<ul style="list-style-type: none"> • Identity & Social conflicts • Economies of scale: Poverty & Inequality • Global governance and privacy protection 	
Module IV Globalization and Its Impact on Society	25%
<ul style="list-style-type: none"> • Changes in Social Norms and Values, Consumerism • From mono-culture to multi-Culturalism • Changes in family structures • Protecting Languages, Culture and Values, Reaffirmation of local Culture 	

Student Learning Outcomes:

- Understand the concept of Transnational Migration
- Analyze various Changes in family structures
- Identify, implement and evolve
- Evaluate the Globalization in reverse
- Enable students to understand multi-Culturalism

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

- Held, D. and McGrew, A. (eds.) (2002) *Global Transformations Reader: Politics, Economics and Culture*. 2nd edn. Stanford: Stanford University Press.
- Nicholson, M. (2002) *International Relations: A Concise Introduction*. New York: Palgrave, pp. 18-24. Ravenhill, J. (ed.) (2008) *Global Political Economy*. 2nd edn. New York: Oxford University Press, pp. 18-24.
- Willetts, P. (2005) 'Transnational Actors and the International Organizations in Global Politics', in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 425-447.
- Goddard, C.R. (2003) 'The IMF', in Goddard, C.R., Cronin, P. and Dash, K.C. (eds.) *International Political Economy: State-Market Relations in a Changing Global Order*. 2nd edn. Boulder: Lynne Rienner.
- Picciotto, R. (2003) 'A New World bank for a New Century', in Goddard, C.R., Cronin, P. and Dash, K.C. (eds.) *International Political Economy: State-Market Relations in a Changing Global Order*. 2nd edn. Boulder: Lynne Rienner.
- Clegg, L.J. (1996) 'The Development of Multinational Enterprises', in Daniels, P.W. and Lever, W.F. (eds.) *The Global Economy in Transition*. London: Longman, pp. 103-34.
- Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New Delhi: Pearson Education, pp.344-346 and 389-390.
- Narlikar, A. (2005) *The World Trade Organisation: A Very Short Introduction*. Oxford: Oxford University Press, pp. 22-98.
- Winham, G.R. (2008) 'The Evolution of the Trade Regime', in Ravenhill, J. (ed.) *Global Political Economy*. Oxford: Oxford University Press, pp. 152-171.
- Nicholson, M. (2002) *International Relations: A Concise Introduction*. New York: Palgrave, pp. 185-204.
- Viotti, P.R. and Kauppi, M.V. (2007) *International Relations and World Politics: Security, Economy, Identity*. 3rd edn. New Delhi: Pearson Education, pp. 430-450.
- Goldstein, J.S. (2003) *International Relations*. New Delhi: Pearson Education, pp. 351 354 and 366-375.
- Gordon, L. and Halperin, S. (2003) 'Effective Resistance to Corporate Globalization', in Gordon, L. and Halperin, S. (eds.) *Global Civil Society and its Limits*. New York: Palgrave Macmillan, pp. 1-24.
- O'Brien, R. Goetz, A.M. Scholte, J.C. and Williams, M. (2000) *Contesting Global Governance*. Cambridge: Cambridge University Press, pp. 1-23.

- Brown, C. (2001) *Understanding International Relations*. 2nd edn. Basingstoke: Palgrave.
- Woods, N. (1996) *Explaining International Relations since 1945*. Oxford: Oxford University Press.
- Castells, M. (2000) *The Rise of the Network Society*. Oxford: Blackwell.
- Porter, G. and Brown, J.W. (2002) *Global Environmental Politics*. 3rd edn. Boulder: Westview.
- Buzan, B. and Herring, E. (1998) *The Arms Dynamic in World Politics*. London: Lynne Rienner.
- Adams, N.B. (1993) *World Apart: The North-South Divide and the International System*. London: Zed.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: FEMINIST THEORY AND PRACTICE – BPS681

Course Title: FEMINIST THEORY AND PRACTICE

Credit Units: 4

Course Level: UG Level

Course Code: BPS681

Course Objectives:

- Enable students to understand the concept of feminist theory
- Help students to Understand Patriarchy
- Enable students to strengthen their ideas on Feminism

Pre-requisites: The students must possess fair understanding of Feminist Theory and Practice

Course Contents/Syllabus:

	Weightage (%)
Module I Approaches to understanding Patriarchy	25%
<ul style="list-style-type: none">• Feminist theorizing of the sex/gender distinction; Biologism versus Social Constructivism• Understanding Patriarchy and Feminism• Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions	
Module II History of Feminism	

<ul style="list-style-type: none"> • Origins of Feminism in the West: France, Britain and United States of America • Feminism in the Socialist Countries: China, Cuba and USSR • Feminist issues and women’s participation in anti-colonial and national liberation movements with special focus on India 	25%
Module III The Indian Experience: Feminist Perspective	
<ul style="list-style-type: none"> • Traditional Historiography and Feminist critiques, Social Reforms, Movement and position of women in India, History of Women’s struggle in India • Family in contemporary India – Patrilineal and Matrilineal practices, Gender relations in the family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights 	25%
Module IV Understanding Woman’s Work and Labour Division	
<ul style="list-style-type: none"> • Understanding Woman’s Work and Labour-Sexual Division of Labour, Productive and Reproductive labour, Visible-invisible work – Unpaid (reproductive and child care), Underpaid and Paid work, Methods of computing women’s work, Female headed households, Wage for House work, Me Too Movement 	25%

Student Learning Outcomes:

- Understand the concepts of Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions
- Analyze the role of women in society
- Identify Patrilineal and Matrilineal practices
- Evaluate the origins of Feminism in the West
- Enable students to Understand Woman’s Work and Labour Division

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
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Essential reading

- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25- 350.
- Ray, Suranjita. *Understanding Patriarchy*. Available at:
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
- Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
- Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
- Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
- Chaudhuri, Maiyatree. (2003) ‘Gender in the Making of the Indian Nation State’, in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Banarjee, Sikata. (2007) ‘Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation’, in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
- Roy, Kumkum. (1995) ‘Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women’, in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28
- Chakravarti, Uma. (1988) ‘Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History’, *Social Scientist*, Volume 16, No. 8.
- Banerjee, Nirmala. (1999) ‘Analysing Women’s work under Patriarchy’ in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
- Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women’s Movement in India*. Delhi: Zubaan, pp. 7-72.
- Shinde, Tarabai (1993) ‘Stri-Purush Tulna’, in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.
- Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: THEORIES OF ADMINISTRATION – BPS682

Course Title: THEORIES OF ADMINISTRATION

Credit Units: 4

Course Level: UG Level

Course Code: BPS682

Course Objectives:

- Enable students to understand the several Theories of Administration
- Help students to understand Administrative theories
- Enable students to strengthen their views on major approaches

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

Course Contents/Syllabus:

	Weightage (%)
Module I Public administration as a Discipline and Profession	
<ul style="list-style-type: none">• Meaning, scope and significance of the subject, public and private administration• Evolution and major approaches	25%
Module II Administrative theories	
<ul style="list-style-type: none">• Ideal-type bureaucracy• Scientific management• Human relations theory	25%

<ul style="list-style-type: none"> • Rational decision-making 	
Module III Development administration	25%
<ul style="list-style-type: none"> • Development administration • Rigg's Ecological Approach 	
Module IV Recent Trends	25%
<ul style="list-style-type: none"> • New public administration • New public management • Good governance • Feminist perspectives • Revisiting Gandhi's concept of Oceanic Circles 	

Student Learning Outcomes:

- Understand the concept of New public administration
- Analyze the role of Development administration
- Identify and implement the Good governance
- Evaluate the Scientific management
- Enable students to Rigg's ecological approach

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

- Waldo, D. (1968) 'Public Administration' in International Encyclopedia of the Social Sciences. (s.n.): Macmillan, pp.145-156. 30
- White, D.(2004) 'Introduction To The Study Of Public Administration' in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.56-63.
- Marini, F. (1998) 'Public administration', in Shafritz, J.M. (ed.) International encyclopedia of Public Policy and Administration. Boulder, Colo: Westview, pp 1782-1788.
- Wilson, W. (2004) 'The Study of Administration', in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp. 22-34.
- Goodnow, F. (2004) 'Politics In Administration', in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp. 35-37.
- Denhardt, B.R. (1992) 'Public Administration Theory: The State of the Discipline' in, Lynn, N.B. and Wildavsky, A. (eds.) Public Administration Theory: The State of the Discipline. 1st Edition. New Delhi: EWP, pp 43-72.
- Alhson, G.T. (1997) 'Public and Private Management', in Shafritz, J.M. and Hyde, A.C. (eds.) Classics of Public Administration. 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
- Bhattacharya, M. (2008) New Horizons of Public Administration. 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 21-30



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL ORGANIZATIONS – BPS683

Course Title: INTERNATIONAL ORGANIZATIONS

Credit Units: 4

Course Level: UG Level

Course Code: BPS683

Course Objectives:

- Enable students to understand the Emergence of International Organizations
- Help students to practice of the United Nations
- Enable students to strengthen their views on Peace, Justice and Security

Pre-requisites: The students must possess fair understanding of International Organizations

Course Contents/Syllabus:

	Weightage (%)
Module I Emergence of International Organizations	
<ul style="list-style-type: none">• Meaning, Nature and Scope• Evolution and Significance of League of Nations• Emergence and Structure of the United Nations	25%
Module II Peace, Justice and Security	
<ul style="list-style-type: none">• UNSC• ICJ• IAEA	25%

<ul style="list-style-type: none"> • OPCW • Interpol 	
Module III International Socio – Economic Organizations	25%
<ul style="list-style-type: none"> • WB, IMF, WTO, FAO, UNDP, UNEP, UNIDO, UNESCO, Amnesty International 	
Module IV Crisis and Disaster Management	25%
<ul style="list-style-type: none"> • UNHCR • WHO • Red Cross Society • Médecins Sans Frontières (MSF) 	

Student Learning Outcomes:

- Understand the concept of Disaster Management
- Analyze the roles and functions of the international organizations
- Identify functions and powers of the financial institutions
- Evaluate the role of WHO
- Enable students to understand the role Médecins Sans Frontières (MSF)

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 Reading

- Keohane, R.O. and Nye, (1991) 'Trans-governmental Relations and the International Organization' in Smith, M. and Little, R. (eds.) Perspectives on World Politics. New York: Routledge, rpt. 2000, pp. 229-241.
- Willetts, P. (2005) 'Transnational Actors and the International Organizations in Global Politics', in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics: An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 425-447.
- Armstrong, D., Lloyd, L. and Redmond, J. (2004) International Organisations in world politics. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.
- Claude, (1984), Swords into Plowshares: The Progress and Problems of International Organisation (New York: Random House, 1984).

SYLLABUS: YEAR 2022-23



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTRODUCTION TO POLITICAL SCIENCE – BPS181

Course Title: INTRODUCTION TO POLITICAL SCIENCE

Credit Units: 4

Course Level: UG Level

Course Code: BPS181

Course Objectives:

- Enable students to understand the basic of political science.
- Help students to practice theoretical aspects of political science.
- Enable students to strengthen their conceptual understanding.

Pre-requisites: The students must possess fair understanding of political science and theoretical underpinnings.

Course Contents/Syllabus:

	Weightage (%)
Module I Introduction to Political Science	25%
<ul style="list-style-type: none">• Meaning, Nature, Scope and Importance of Political Science• Relationship with other Social Sciences: History, Psychology, Sociology, Economics, and Philosophy• Approaches to study of Political Science• Behaviouralism and Post-Behaviouralism	

Module II State	
<ul style="list-style-type: none"> • Meaning, Definition and Elements of State • Origin of the State: Divine Theory, Social Contract theory and Evolutionary Theory of the State 	25%
Mo Module III Sovereignty	
<ul style="list-style-type: none"> • Meaning, attributes and Kinds • Theories of Sovereignty: Monistic and Pluralistic • Concept of Sovereignty in the age of Globalization 	25%
Mo Module IV Basic Concepts of Political Science	
<ul style="list-style-type: none"> • Rights: Meaning, Importance, Kinds and Safeguards • Liberty, Equality and Justice: Meaning, Importance and Kinds • Democracy: meaning and features; theories: Classical, Elitist, Pluralist, Participatory 	25%

Student Learning Outcomes:

- 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.

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:

- 40) Bhargava, Rajeev and Ashok Acharya, *Political Theory: An Introduction*, Pearson Longmann: New Delhi, 2008
- 41) Political Theory: Ideas & Concepts, S.Ramaswamy, Delhi, Macmillan, 2002
- 42) Modern Political Theory, S.P Verma, New Delhi, Vikas, 1983
- 43) Principles of Modern, Political Science, J C Johri, Sterling Publishers Pvt. Ltd., 1995.
- 44) Principles of Political Science, A.C.Kapur, New Delhi, Sultan Chand and Sons, 2004.
- 45) Principles of Political Science, N.N.Agarwal, Vidya Bhushan, Vishnoo Bhawan, R. Chand & Co, New Delhi, 1998.
- 46) Political Science Theory, S.C.Pant, Prakashan Kendra,Lucknow,1998.
- 47) Political Science Theory, S.N.Dubey,LakshmiNarain Agarwal, Agra, 2002.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INDIAN POLITICAL THOUGHT- I – BPS182

Course Title: INDIAN POLITICAL THOUGHT- I

Credit Units: 4

Course Level: UG Level

Course Code: BPS182

Course Objectives:

- Enable students to understand the ancient Indian political thought.
- Help students to practice the political philosophy of Kautilya in the contemporary era.
- Enable students to strengthen their knowledge about Indian political thinkers.

Pre-requisites: The students must possess fair understanding of ancient Indian political thought.

Course Contents/Syllabus:

	Weightage (%)
Module I Indian Political Thought	25%
<ul style="list-style-type: none">• Brahmanic and Shramanic• Islamic and Syncretic• Ved Vyasa (Shantiparva): Rajadharma	
Module II	25%
<ul style="list-style-type: none">• Manu: Social Laws• Kautilya: Theory of State	

Module III	<ul style="list-style-type: none"> • Aggannasutta (DighaNikaya): Theory of Kingship • Zia Barani: Ideal Polity 	25%
Module IV		
	<ul style="list-style-type: none"> • Abul Fazl: Monarchy • Kabir: Syncretism 	25%

Student Learning Outcomes:

- Understand the concepts and philosophical ideas of various thinkers.
- Analyze various differences between Brahmanic and Shramanic traditions.
- Identify, implement and evolve critical thinking on DighaNikaya.
- Evaluate the political ideas of Zia Barani
- Enable students to understand Kabir's social philosophy

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

- Parekh, Bhiku (1986) 'Some reflections on the Hindu Tradition of political thought', in Pantham, Thomas and Deutsch, Kenneth. I. (eds.) Political thought in modern India. New Delhi: Sage, pp. 17 – 31
- Altekar, A.S. (1958) 'The Kingship', in state and Government in Ancient India. (3rd Edition). Delhi: Motilal Banarsidass, pp. 75 – 108.
- Shakir, Moin (1986) 'Dynamics of Muslim political thought', in Pantham, Thomas and Deutsch, Kenneth I. (eds) Political thought in Modern India. New Delhi: Sage, pp. 142 – 160.

71. Pandey, G.C. (1978) *Sraman tradition: Its History and contribution to Indian Culture*. Ahmedabad, L.D. Institute of Indology, pp. 52 – 73.
72. M. P. Singh, Himanshu Roy (eds.) (2011) *Indian Political Thought: Themes and Thinkers*, Delhi: Pearson
73. V. R Mehta, (1992), *Foundations of Indian Political Thought*, Delhi: Manohar Publications
74. Chandra, Bipan (2018), *History Of Modern India*, New Delhi: Oriin ant Black Swan



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: UGLevel

Course Code: BAC193

Course Objectives:

- Enable students to understand the approaches on Early Nationalism
- Help students to know about major social and religious movements
- Enable students to strengthen their views on the Emergence of Congress Party

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

Course Contents/Syllabus:

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

<ul style="list-style-type: none"> • 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:

- Understand the concepts the nationalism in India
- Analyze Indian Independence movement 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 Major Social and Religious movements among Hindus and Muslims.

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. Bandhopadhyay, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004
2. Bayly, C. A. *Indian Society and the Making of the British Empire*.
3. Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857*, Delhi: Tulika, 2013
4. *The British Bridgehead: The New Cambridge History of India. Volume II.1*. Cambridge: Cambridge University Press, 1990.
5. Roy, Tirthankar. *An Economic History of Early Modern India*. London and New York: Routledge, 2013.
6. Subramanian, Lakshmi. *History of India, 1707-1857*. Delhi: Orient Blackswan, 2010.
7. Alavi, Seema, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2007.
8. Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830*. New Delhi: Oxford University Press, 1998
9. Bayly, Susan. *Caste Politics and Indian Society from the Eighteenth Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.
10. Bhattacharya, Sabyasachi, ed. *Rethinking 1857*. Delhi: Orient Longman, 2007.
11. Choudhary, Sushil. *Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar, 2000.
12. Dirks, Nicholas B. *Castes of Mind*. Princeton, New Jersey: Princeton University Press, 2001.
13. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press, 1983.
14. Chaudhary, Latika et. al., eds. *A New Economic History of Colonial India*. London and New York: Routledge, 2016.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: CONSTITUTIONAL HISTORY OF INDIA – BAC194

Course Title: CONSTITUTIONAL HISTORY OF INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BAC194

Course Objectives:

- Enable students to understand the background of the constitutional history
- Help students to practice constitutional ideas
- Enable students to strengthen their understanding regarding various charters and Govt. India Acts

Pre-requisites: The students must possess fair understanding of the constitutional history of India.

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• Regulating Act of 1773, Pitt's India Act of 1784• The Charter Act of 1833 and 1853• The Government of India Act 1858	10%
Module I	
<ul style="list-style-type: none">• Indian Council Act 1861• Indian Council Act 1909	25%
Module III	

<ul style="list-style-type: none"> • The Government of India act 1919, effects of the Act, various aspects of Diarchy System, member qualification, power, and defects of the Act • The Government of India act 1935, Central Legislature, Constituent Assembly 	25%
Module IV	25%
<ul style="list-style-type: none"> • Cripps Mission, Wavell Plan and Cabinet Mission • The India Independence Act 1947 • The Constituent Assembly of India 	
Module V	15%
<ul style="list-style-type: none"> • Constitutional development in Jammu and Kashmir • Significance of A 370 • Revocation of A 370 and after • Response of J&K people to the removal of A 370 	

Student Learning Outcomes:

- 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

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

Readings:

1. Singh, M.P. (2019), *Outlines of Indian Legal & Constitutional History*, Lexis Nexis: Haryana
2. Pylee, M.V. (2011), *Constitutional History of India [1600 — 2010]*, S. Chand & Company: New Delhi
3. D.D Basu, (2020), *An Introduction to the Constitution of India*, Prentice Hall, New Delhi. (Latest Edition).
4. M.V. Pylee, (1998), *An Introduction to the Constitution of India*, Vikas, New Delhi,
5. V.D. Mahajan, (1986), *Constitutional Development and National Movement in India*, S. Chand and Co, New Delhi,



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: POLITICAL THEORY: CONCEPTS & DEBATE-BPS281

Course Title: POLITICAL THEORY: CONCEPTS & DEBATE

Credit Units: 4

Course Level: UG Level

Course Code: BPS281

Course Objectives:

- Enable students to understand the political theory
- Help students to practice political rights in our life.
- Enable students to strengthen their political understanding of state

Pre-requisites: The students must possess fair understanding of political theory and its concepts.

Course Contents/Syllabus:

	Weightage (%)
Module I Importance of Liberty	
<ul style="list-style-type: none">• Liberty: Meaning and Nature, Kinds of Liberty• Freedom as Emancipation and Development• Important Issue: Freedom of thought, Expression and Dissent	25%
Module II Significance of Equality	
<ul style="list-style-type: none">• Formal Equality: Equality of opportunity• Political equality• Egalitarianism: Background inequalities and differential treatment• Important Issue: affirmative action• Indispensability of Justice• Procedural Justice• Distributive Justice• Global Justice	25%

<ul style="list-style-type: none"> • Importance Issue: Capital punishment. 	
Module III The Universality of Rights	25%
<ul style="list-style-type: none"> • Natural Rights • Moral and Legal Rights • Three generations of Rights • Rights and Obligations • Important Issue: Right of the girl child 	
Module IV Major Debates	25%
<ul style="list-style-type: none"> • Why should we obey the state? Issues of political obligation and Civil Disobedience. • Are human rights universal? Issue of cultural relativism • How do we accommodate diversity in plural society? Issues of multiculturalism and toleration. 	

Student Learning Outcomes:

- Understand the concepts of rights
- Analyze various types of justice
- Identify, implement and evolve the idea of liberty
- Evaluate the issue of capital punishment
- Enable students to understand the concept of equality

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:

15. Bhargava, Rajeev and Ashok Acharya, *Political Theory: An Introduction*, Pearson Longmann: New Delhi, 2008
16. Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press.
17. O. P. Gauba (2019), *An Introduction to Political Theory*, New Delhi: MACMILLAN
18. J. C. Johri, (2009), *Principles of Modern Political Science*, New Delhi: Sterling Publishers Pvt. Ltd
19. Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26
20. Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.
22. Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.
23. Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.
24. Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.
25. Andrew Heywood, (2015), *Political Theory: An introduction*, New York: MACMILLAN



AMITY UNIVERSITY

MADHYA PRADESH

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

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	

<ul style="list-style-type: none"> • Gandhi: Swaraj • Ambedkar: Social Justice 	20%
M Module III Sovereignty	
<ul style="list-style-type: none"> • Tagore: Critique of Nationalism • Iqbal: Self and Community 	20%
MoModule: IV Basic Concepts of Political Ideology	
<ul style="list-style-type: none"> • Savarkar: Hindutva • Nehru: Secularism • Lohia: Socialism • M. N. Roy: Humanism 	30%

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 Ambedkar'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

23. Understanding Modern Indian Political Thought

- e. 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
- f. 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.

24. Rammohan Roy: Rights

- e. 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.
- f. Pantham, Thomas (1986) 'The Socio – Religious thought of Rammohanroy', in Panthom, Thomas and Deutsch, Kenneth. (eds.) Political Thought in Modern India. New Delhi: Sage, pp. 32 -52

25. Pandita Ramabai: Gender

- c. 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.

26. Vivekananda: Ideal Society

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

27. Gandhi: Swaraj

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

28. Ambedkar: Social Justice

- e. Rodrgues, Valetian (2007) ' Good Society, rights, Democracy Socialism', in ThoratSukjdeo and Aryama (eds.) Ambedkar in Retrospect – Essays on Economics, politics and Society. Jaipur: IID Sand Rawat Publication.
- f. 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.

29. Tagore: Critique of Nationalism

- e. 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
- f. 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

30. Iqbal: Community

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

Further Reading

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

31. Savarkar: Hindutva

c. 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.

32. Nehru: Secularism

e. 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.

f. 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.

33. Lohia: Socialism

Sinha, Sachinananda(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

g. 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.

h. Ramabai, P. (2000), ‘Women’s place in Religion and Society’, Kosambi, M. (ed.) *Pandita Ramabai Through her Own Words: Selected Works*. N. Delhi:OUP, pp. 150 – 155.

i. Vivekananda, S. (2007) ‘The Real and the Apparent Man’, Bodhasarananda, S. (ed.) *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp.126 – 129.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: WESTERN POLITICAL THOUGHT - I – BPS283

Course Title: WESTERN POLITICAL THOUGHT - I

Credit Units: 4

Course Level: UG Level

Course Code: BPS283

Course Objectives:

- Enable students to understand the Political philosophy of Plato and Aristotle
- Help students to practice the Ideas of Machiavelli
- Enable students to strengthen the understanding of Social Contract Theory

Pre-requisites: The students must possess fair understanding of Western Political thought

Course Contents/Syllabus:

	Weightage (%)
Module I Ancient Greek Political Thought	
<ul style="list-style-type: none">• Plato – Life & Works, Ideal State, Justice, Education, Communism of Wives & Property, Philosopher King• Aristotle – Life & Works, Origin, Nature and Ends of State, Slavery, Classification of Constitutions & Revolutions	25%
Module II Social Contract Thinkers	
<ul style="list-style-type: none">• Thomas Hobbes: State of nature, Social Contract, Nature and Attributes of State• John Locke: State of Nature, Natural Rights, Nature and Functions of State• J.J. Rousseau: State of nature, Social Contract and General Will	25%

Module III Machiavelli	25%
<ul style="list-style-type: none"> • Features of Modern Political Thought • Machiavelli – Human nature, Concept of State & Government, Theory of ethics & politics, tips to Successful ruler. 	
Module IV Liberal Thinkers	25%
<ul style="list-style-type: none"> • J.S Mill – Concept of Liberty, Individual Freedom and Individuality, Democracy and Representative Government • T.H. Green – Theory of State, Liberty & Rights 	

Student Learning Outcomes:

- Understand the concept of Ideal State
- Analyze various on Social Contract theory
- Identify the functions of the State by Locke
- Evaluate the idea of Individual Liberty
- Enable students to critically analyze the views of Machiavelli on human nature.

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. A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.

2. The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008
3. Modern Political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006
4. Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.
5. Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi,1988
6. A History of Political thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: THEORIES OF ADMINISTRATION – BPS284

Course Title: THEORIES OF ADMINISTRATION

Credit Units: 4

Course Level: UG Level

Course Code: BPS284

Course Objectives:

- Enable students to understand theseveral Theories of Administration
- Help students to understand Administrative theories
- Enable students to strengthen their views on major approaches

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

Course Contents/Syllabus:

	Weightage (%)
Module I Public administration as a Discipline and Profession	
<ul style="list-style-type: none">• Meaning, scope and significance of the subject, public and private administration• Evolution and major approaches	25%
Module II Administrative theories	
<ul style="list-style-type: none">• Ideal-type bureaucracy• Scientific management• Human relations theory	25%

<ul style="list-style-type: none"> • Rational decision-making 	
Module III Development administration	25%
<ul style="list-style-type: none"> • Comparative Public Administration • Development administration • Rigg's Ecological Approach 	
Module IV Recent Trends	25%
<ul style="list-style-type: none"> • New Public Administration • New Public Management • Good Governance • Feminist perspectives • Revisiting Gandhi's concept of Oceanic Circles 	

Student Learning Outcomes:

- Understand the concept of New public administration
- Analyze the role of Development administration
- Identify and implement the Good governance
- Evaluate the Scientific management
- Enable students to Rigg's ecological approach

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. Chakrabarty, Bidyut(2017), *Public Administration: From Government to Governance*, Orient Blackswan: New Delhi
2. Waldo, D. (1968) 'Public Administration' in International Encyclopedia of the Social Sciences. (s.n.): Macmillan, pp.145-156. 30
3. White, D.(2004) 'Introduction To The Study Of Public Administration' in Shafritz, J.M. and Hyde, A.C. (eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth, pp.56-63.
4. Marini, F. (1998) 'Public administration', in Shafritz, J.M. (ed.) *International encyclopedia of Public Policy and Administration*. Boulder, Colo: Westview, pp 1782-1788.
5. Wilson, W. (2004) 'The Study of Administration', in Shafritz, J.M. and Hyde, A.C. (eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth, pp. 22-34.
6. Goodnow, F. (2004) 'Politics InAdminstration', in Shafritz, J.M. and Hyde, A.C. (eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth, pp. 35-37.
7. Denhardt, B.R. (1992) 'Public Administration Theory: The State of the Discipline' in, Lynn, N.B. and Wildavsky, A. (eds.) *Public Administration Theory: The State of the Discipline*. 1st Edition. New Delhi: EWP, pp43-72.
8. Alhson, G.T. (1997) 'Public and Private Management', in Shafritz, J.M. and Hyde, A.C. (eds.) *Classics of Public Administration*. 4th Edition. Forth Worth: HartcourtBrace,TX, pp. 510-529.
9. Bhattacharya, M. (2008) *New Horizons of Public Administration*. 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 21-30



AMITY UNIVERSITY

MADHYA PRADESH

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

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	

<ul style="list-style-type: none"> • Capitalism: Meaning and Development; Globalization • State Socialism: Meaning, Growth and Development • State Capitalism: Meaning, Growth and Development 	25%
Module III Themes for Comparative Analysis	
<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 	25%
Module IV Trends in Comparative Politics	
<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 	25%

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
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Essential Readings

1. 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.
2. Roy, A. (2001) 'Comparative Method and Strategies of Comparison', *Punjab Journal of Politics*. Vol. XXV (2), pp. 1-15.
3. Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol 47 (1), pp. 152-160.
4. Monoranjan, M. (1975) 'Comparative Political Theory and Third World Sensitivity', *Teaching Politics*, Nos. 1 & 2, pp. 22-38
5. Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. Vol 31 (4), January 27, pp. PE 2-PE8
6. Dobb, M. (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.
7. Wood, Ellen M. (2002) 'The Agrarian Origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.
8. Hoogvelt, A. (2001) 'History of Capitalist Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.
9. Harrison, G. (2002) 'Globalization', in Blakelay, G. and Bryson, V. (eds.) *Contemporary Political Concepts: A Critical Introduction*. London: Pluto Press, pp. 14-34.
10. Ritzer, G. (2010) 'Globalization and Related Processes I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.
11. 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.
12. Roberts, A. (2004) 'The State of Socialism: A Note on Terminology', *Slavic Review*. Vol. 63 (2), pp. 349-366.
13. Brown, A. (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, HarperCollins (e-Book), pp. 1-25; 587-601



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: CONSTITUTION OF INDIA-BPS382

Course Title: CONSTITUTION OF INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BPS382

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	25%
<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 	
Module IV State Government: Organization, power & functions	25%
<ul style="list-style-type: none"> • State legislature • State Executive: Governor, Chief Minister & Council of Ministers • State Judiciary: High Court 	

Student Learning Outcomes:

- Understand the concepts fundamental rights
- Analyze various functions and powers of the Legislature
- Identify the role 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:

15. An Introduction to the Constitution of India, D.D Basu, Prentice Hall, New Delhi. (Latest Edition).
16. An Introduction to the Constitution of India, M.V. Pylee, Vikas, New Delhi, 1998.
17. Constitutional questions in India: The President, Parliament and the States, A.G. Noorani, Oxford University Press, Delhi, 2000.
18. Indian Political System, J.C Johari, Anmol Publishers, New Delhi, 1966.

19. Constitutional Development and National Movement in India, V.D. Mahajan, S. Chand and Co, New Delhi, 1986.
20. The Indian Constitution: Cornerstone of a Nation, Granville Austin, Oxford University Press, USA, 1999
21. 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: WESTERN POLITICAL THOUGHT - II – BPS383

Course Title: WESTERN POLITICAL THOUGHT - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS383

Course Objectives:

- Enable students to understand the Western Political thought
- Help students to practice pleasure and pain theory given by Bentham
- Enable students to strengthen their knowledge of Utilitarianism

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

Course Contents/Syllabus:

	Weightage (%)
Module I Utilitarian	
<ul style="list-style-type: none">• Jeremy Bentham: Utilitarianism, Pleasure & Pain theory• J.S. Mill: Modifications of Bentham's theory, Critique of Utilitarianism	25%
Module II Idealists	
<ul style="list-style-type: none">• Hegel: On Dialects, State and Freedom• Mary Wollstonecraft: Feminist Ideas• Hannah Arendt: Totalitarianism	25%

Module III Socialists	25%
<ul style="list-style-type: none"> • Karl Marx: Materialistic Dialectics and Historical Materialism, Theory of Surplus Value, Class Struggle, Base super structure Relations, Critique of Capitalism • V.I. Lenin: Imperialism and Democratic Centralism • Mao- Tse-Tung: Role of Peasantry • Gramsci: Neo-Marxist 	
Module IV Anarchist	25%
<ul style="list-style-type: none"> • Bakunin and Kropotkin • Gandhi 	

Student Learning Outcomes:

- Understand the concepts of Karl Marx
- Analyze the feminist ideas of Mary Wollstonecraft
- Identify the role of peasantry by Mao
- Evaluate the political thought of Gandhi
- Enable students to understand Imperialism and Democratic Centralism

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. A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.
2. The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008
3. Modern Political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006
4. Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.
5. Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi, 1988
6. A History of Political thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: PUBLIC ADMINISTRATION - I -BPS384

Course Title: PUBLIC ADMINISTRATION - I

Credit Units: 4

Course Level: UG Level

Course Code: BPS384

Course Objectives:

- Enable students to understand the role of Public Administration.
- Help students to understand the practice of state institutions.
- Enable students to strengthen the knowledge of political system.

Pre-requisites: The students must possess fair understanding of Public Administration and the institutions.

Course Contents/Syllabus:

	Weightage (%)
Module I Introduction to Public Administration	
<ul style="list-style-type: none">• Meaning, Nature, Scope & Importance of Public Administration• Approaches to the Study of Public Administration – Philosophical, Legal & Historical	25%
Module II Basic Concepts and Principles	
<ul style="list-style-type: none">• Organization, Hierarchy, Unity of Command, Span of Control, Centralization, Decentralization, Co – ordination, Delegation, Supervision and Line & Staff	25%

Module III Personnel Administration	25%
<ul style="list-style-type: none"> • Civil Service – Meaning, Features, Functions, Recruitment, Training, Promotion & Morale • Role of Civil Services in Developing societies, Relation with Political Executives, Generalists vs Specialists 	
Module IV Indian Administration Structure	25%
<ul style="list-style-type: none"> • Central Secretariat – Cabinet Secretariat – Meaning, Organization & Functions of Chief Secretary • State Secretariat – Organization, Function & role of Chief Secretary. • District and Local Administration – Divisional Commissioner, Chief Executive Officer and Panchayat Development Officer (PDO) 	

Student Learning Outcomes:

- Understand the concept of Hierarchy.
- Analyze various roles and functions of the Chief Secretary.
- Identify the principles of Organization.
- Evaluate the functions and powers of the District Officer.
- Enable students to understand the approaches to the Study of Public Administration.

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:

55. Public Administration: Principles & Practice, A.R Tyagi, Atma Ram & Sons, Delhi, 2001.
56. Public Administration, Avasthi& Maheshwari, Lakshmi Narain Agarwal, Agra 2009.
57. Public Administration in Theory & Practice, M.P Shurma& B.L Sadana, Kitab Mahak, Allahabad, 1994.
58. Public Administration, Mohit Bhattacharya, World Press, Kolkata, 2002.
59. Introduction to the study of Public Administration, Leonard. D. White, Eurasia Publishing House, New Delhi, 1982.
60. Public Administration, VishnoBhagawan, Vidhya Bhushan, S. Chand &Co.Ltd,New Delhi, 2005.
61. Public Administration, Theory & Practice, Sahib Singh &Swinder Singh, New Academic Publishing Co. Jalandhar, 2003.
62. Public Administration, T.K Agarwal, Lakshmi Narain Agarwal, Agra 2005.
63. Public Administration & Public Affairs, Nicholas Henry, Prentice Hall of India, New Delhi, 1999.
64. Public Administration, KK Ghai, Kalyani Publishers, New delhi, 2007.
65. Indian Administration, Avasthi&Avasthi, Laxminarain Agarwal, Agra, 1995.
66. Indian Administration, Shriram Maheshwari, Orient Longman, New Delhi, 1997.
67. Indian, Administration, Hoshir Singh, Kitab Mahal, New Delhi, 2005.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: PUBLIC ADMINISTRATION – II -BPS481

Course Title: PUBLIC ADMINISTRATION - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS481

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: From Government to Governance, Chakrabarty, Bidyut, Orient Blackswan: New Delhi 2017
2. Public Administration: Principles & Practice, A.R Tyagi, Atma Ram & Sons, Delhi, 2001.
3. Public Administration, Avasthi& Maheshwari, Lakshmi Narain Agarwal, Agra 2009.
4. Public Administration in Theory & Practice, M.P Shurma& B.L Sadana, Kitab Mahak, Allahabad, 1994.
5. Public Administration, Mohit Bhattacharya, World Press, Kolkata, 2002.
6. Introduction to the study of Public Administration, Leonard. D. White, Eurasia Publishing House, New Delhi, 1982.
7. Public Administration, VishnoBhagawan, Vidhya Bhushan, S. Chand &Co.Ltd,New Delhi, 2005.
8. Public Administration, Theory & Practice, Sahib Singh &Swinder Singh, New Academic Publishing Co.Jalandhar, 2003.
9. Public Administration, T.K Agarwal, Lakshmi Narain Agarwal, Agra 2005.
10. Public Administration & Public Affairs, Nicholas Henry, Prentice Hall of India, New Delhi, 1999.
11. Public Administration, KK Ghai, Kalyani Publishers, New delhi, 2007.
12. Introduction to the study of Public Administration, L.D White, Macmillian Company,1955
13. Public Administration: Concepts and Theories, RumkiBasu, Sterling New Delhi, 1986.
14. Public Administration in India, Padma Ramachandran, National, New Delhi, 1996.
15. Indian Administration, Avasthi&Avasthi, Laxminarain Agarwal, Agra, 1995.
16. Indian Administration, Shriram Maheshwari, Orient Longman, New Delhi, 1997.



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MADHYA PRADESH

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

Course structure: INDIAN GOVERNMENT AND POLITICS – BAC494

Course Title: INDIAN GOVERNMENT AND POLITICS

Credit Units: 4

Course Level: UG Level

Course Code: BAC494

Course Objectives:

- Enable students to understand the role and powers of the political parties
- Help students to practice electoral system
- Enable students to strengthen their idea of Federalism

Pre-requisites: The students must possess fair understanding of Indian Government and Politics

Course Contents/Syllabus:

	Weightage (%)
Module I Political Parties and the Party System & Elections and the Electoral System	25%
<ul style="list-style-type: none">• National and regional parties; trends in the party system – from the Congress system to the era of multiparty coalitions• The nature of and challenges to, the electoral system; social determinants of voting	
Module II Federalism and Regional Aspirations,	

<ul style="list-style-type: none"> • Politics of Secession, autonomy and accommodation • Debates on secularism; majority and minority communalism 	25%
Module III Caste and Politics,	
<ul style="list-style-type: none"> • Caste in Politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies • The nature of political power in India with reference to developmental, welfare, ideology and coercive dimensions. 	25%
Module IV	
<ul style="list-style-type: none"> • Religion and Politics • Changing Nature of Indian Politics • Identity Politics 	25%

Student Learning Outcomes:

- 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

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

Essentials Readings:

1. Austin, Granville, Working a Democratic Constitution: The Indian Experience, OUP, Delhi, 1999.
2. Basu, DD, Introduction to the Constitution of India, New Delhi, Prentice-Hall, 1980.
3. Bhargava, Rajeev ed., Secularism and its Critics, OUP, New Delhi, 1998.
4. Brass, Paul R., The Politics of India since Independence, Cambridge University Press and Foundation Books, New Delhi, Second Edition, reprinted 1999
5. Chandra, Bipan, Mridula Mukherjee and Aditya Mukherjee, India after Independence 1947-2000, Penguin Books, Delhi, 2000
6. Chaube, S.K., Constituent Assembly of India: Springboard of Revolution, Peoples' Publishing House, New Delhi, 1973.
7. Chakrabarty, Bidyut, Forging Power, Coalition Politics in India, OUP, New Delhi, 2006.
8. Chatterjee, Partha, State and Politics in India, OUP, New Delhi, 2004 (paperback)
9. Rajni Kothari, Caste in Indian Politics, Sangam Books Limited, 1970



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: COMPARATIVE GOVERNMENT & POLITICS - II- BPS482

Course Title: COMPARATIVE GOVERNMENT & POLITICS - II

Credit Units: 4

Course Level: UG Level

Course Code: BPS482

Course Objectives:

- Enable students to understand the Approaches to Studying Comparative Politics.
- Help students to analyze political systems
- Enable students to strengthen their knowledge of political culture

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

Course Contents/Syllabus:

	Weightage (%)
Module I Approaches to Studying Comparative Politics	25%
<ul style="list-style-type: none">• Traditional Institutional• Political Systems• Political Culture• New Institutionalism	
Module II Electoral System	25%
<ul style="list-style-type: none">• Definition and procedures: types of electoral systems (first past the post, Proportional Representation, Mixed Representation)	

<ul style="list-style-type: none"> • Historical contexts of emergence of the party system and types of parties 	
Module III Nation – State	25%
<ul style="list-style-type: none"> • What is a nation – state? • Historical evolution in Western Europe and Postcolonial Contexts. • ‘Nation ’Vs State: debate 	
Module IV Democratization	25%
<ul style="list-style-type: none"> • Process of democratization in postcolonial, post – authoritarian, and post communist countries • Federation and Confederation: Debates around territorial division of power 	

Student Learning Outcomes:

- Understand the concept of State
- Analyze various Process of democratization in postcolonial countries
- Identify the types of electoral systems
- Evaluate the role of New Institutionalism
- Enable students to understand representative system

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. Almond, G. A. (ed.) (2000) ‘Comparing Political Systems’, in Gabriel A. et al. (eds.) *Comparative Politics Today: A World View*. New York: Longman, pp. 39-46.

2. Pennington, M. (2009) 'Theory, Institutions and Comparative Politics', in Bara, J. and Pennington, M. (eds.) *Comparative Politics: Explaining Democratic System*. Sage, NewDelhi, pp 13-40.
3. Hall, P. And Taylor, Rosemary C. R. (1996) 'Political Science and the Three New Institutionalisms, *Political Studies*. XLIV, pp. 936-957.
4. Rosamond, B. (2005) 'Political Culture', in Axford, B. et al. (eds.) *Politics*, London: Routledge, pp. 57-81.
5. Howard, M. (2009) 'Culture in Comparative Political Analysis', in Lichback, M. I. and Zuckerman, A. S. (eds.) *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, pp. 134-161.
6. Fisher, J. R. (2011) 'Systems Theory and Structural Functionalism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Handbook*. Los Angeles:Sage, pp. 71-80.
7. Rakner, L. and Vicky, R. (2011) 'Institutional Perspectives', in Burnell, P. et.al. (eds.) *Politics in the Developing World*.Oxford: Oxford University Press, pp. 53-70.
8. Moser, R. G. and Ethan, S. (2004) 'Mixed Electoral Systems and Electoral System Effects Controlled Comparison and Cross-national Analysis', *Electoral Studies*. 23, pp. 575–599.
9. Heywood, A. (2002) 'Representation, Elections and Voting', in *Politics*. New York: Palgrave, pp. 223-245.
10. Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*.New Delhi: Sage, pp. 93-119.
11. ole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, John T. and Breuning, M. (eds.)*21st Century Political Science: A Reference Book*. LosAngeles: Sage, pp. 150-158.
12. Criddle, B. (2003) 'Parties and Party System', in Axtmann, R. (ed.) *UnderstandingDemocratic Politics: An Introduction*.London: Sage, pp. 134-142.
13. Heywood, A. (2002) 'Parties and Party System' in *Politics*. New York: Palgrave, pp. 247-268.
14. Boix, Ch. and Stokes, S. (eds.) (2007) *Handbook of Comparative Politics*, Oxford: Oxford University Press, pp. 499-521; 522-554



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MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS - I – BAC493

Course Title: INTERNATIONAL RELATIONS - I

Credit Units: 4

Course Level: UG Level

Course Code: BAC493

Course Objectives:

- Enable students to understand the International politics
- Help students to understand the concept of Cold War
- Enable students to strengthen their knowledge about the theories of IR

Pre-requisites: The students must possess fair understanding of international relations and global politics

Course Contents/Syllabus:

	Weightage (%)
Module I Origin and Growth of IR	25%
<ul style="list-style-type: none">• Meaning, nature (traditional view, modern view and current view) & Scope and Subject-matter• Purpose and significance• IR development as an academic discipline	
Module II Theories of IR	25%
<ul style="list-style-type: none">• Realism• Neo-Realism• Liberalism• Neo-Liberalism• Feminism• Marxist Perspectives	
Module III International Security and Peace	

<ul style="list-style-type: none"> • Cold War setup: NATO, SEATO, CENTO and Warsaw Pact • Collapse of the USSR and the End of the Cold War • Post-Cold War era: Collective Security through UN • War On Terror: Afghanistan and Iraq • QUAD 	25%
Module IV: International Political Economy	
<ul style="list-style-type: none"> • Aid and Development • Debt for Development: OBOR and CPEC • Trade and Protectionism • Trade War 	25%

Student Learning Outcomes:

- Understand the concept of collective security
- Analyze the role of various military organizations
- Identify the concept of liberalism and neo-liberalism
- Evaluate the role of Peace-Keeping operations
- Enable students to understand realism and neo-realism

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. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
2. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
3. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
4. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
5. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
6. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
7. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
8. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
9. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
10. India's Foreign policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
11. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.
12. M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
13. R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
14. S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
15. C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.



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MADHYA PRADESH

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

Course structure: PUBLIC POLICY AND ANALYSIS – BPS581

Course Title: PUBLIC POLICY AND ANALYSIS

Credit Units: 4

Course Level: UG Level

Course Code: BPS581

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	25%
<ul style="list-style-type: none">• Concept, theories and relevance• Definition, characteristics and models• Public Policy Process in India• Formulation, Implementations and evaluation.	
Module II Decentralization	25%
<ul style="list-style-type: none">• Meaning, approaches and perspectives• Administrative, Functional and Fiscal decentralization• Local Self Governance: Rural and Urban	
Module III Public Finance	25%
<ul style="list-style-type: none">• Budget: Concept and Significance• Budgeting innovations• Budget Cycle in India• Various Approaches and Types of Budgeting	
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 • Education: SarvSiksha Abhiyan • Health: NRHM • Employment: MNREGA • UjjwalaYojna 	25%
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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 SarvSiksha 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

18. Dye, T.R. (1984) Understanding Public Policy. 5th Edition. USA: Prentice Hall, pp. 1 – 44.
 19. Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 1 – 16.
 20. Dror, Y. (1989) Public Policy: making Reexamined. Oxford: Transaction Publication, pp. 3 – 24, 73 – 128 and 129 – 216.

21. 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.
22. Manor, J. (1999) 'Defining Terms', in the Political Economy of Democratic Decentralization. Washington D.C: The World Bank, pp.15 – 23.
23. Jayal, N.G.; Prakash, A. and Sharma, P. (2006) Local Governance in India: Decentralisation and Beyond. New Delhi: Oxford University Press. Pp. 1 – 26.
24. Erik – lane, J. (2005) Public Administration and Public Management: The Principal Agent Perspective. New York: Routledge, pp. 1 – 28 and 48 – 76.
25. Denhardt, R.B and Denhardt, J.V. (2009) Public Administration. New Delhi: Brooks/Cole, pp. 194 – 230.
26. Henry, N. (1999) Public Administration and Public Affairs. New Jersey: Prentice Hall, pp 242 – 280.
27. 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.
28. 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.
29. Mukhopadhyay, A. (2005) 'Social Audit', in Seminar. No. 551.
30. 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.
31. 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.



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MADHYA PRADESH

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

Course structure: WORLD HISTORY – BPS582

Course Level:UGLevel

Course Code: BPS582

Course Objectives:

- Enable students to understand theEffects of World Wars
- Help students to understand the causes and consequences of war
- Enable students to strengthen the knowledge of Third World Countries and Cold War

Pre-requisites: The students must possess fair understanding of world history

Course Contents/Syllabus:

	Weightage (%)
Module I Effects of World War – I	25%
<ul style="list-style-type: none">• World War I: Causes and Consequences• Significance of the Bolshevik Revolution• Establishment of League of Nations and after	
Module II Effects of World War – II	25%
<ul style="list-style-type: none">• Rise of Fascism/Nazism• World War II: Causes and Consequences	
Module III Third World Countries and Cold Waves	25%
<ul style="list-style-type: none">• Cold War: Different Phases• Emergence of the Third World• Armament, Disarmament and Arms Control• Collapse of the USSR• The End of the Cold War	
Module IV Post Cold War Developments	

- Post Cold War Developments
- Emergence of other Power centers of Power
- ASEAN
- BRICS
- SAARC
- IBSA
- SCO
- RCEP

25%

Student Learning Outcomes:

- Understand the concepts regional organizations
- Analyze various developments in the post cold war era
- Identify the emergence of third world countries
- Evaluate the rise of Nazism
- Enable students to understand the collapse of the USSR

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. Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp.108-141.

2. Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.
3. Taylor, A.J.P. (1961) *The Origin of the Second World War*. Harmondsworth: Penguin, pp. 29- 65.
4. Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008)
5. Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.
6. Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th ed. Oxford: Oxford University Press, pp. 93-101.
7. Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.
8. Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp. 24-47.
9. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp. 23-37.



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MADHYA PRADESH

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

Course structure: CONTEMPORARY DIPLOMACY- BPS583

Course Title: CONTEMPORARY DIPLOMACY

Credit Units: 4

Course Level: UG Level

Course Code: BPS583

Course Objectives:

- Enable students to understand the basic concept of Contemporary Diplomacy

- Help students to understand the practice of diplomacy
- Enable students to strengthen the diplomatic functions of the envoy

Pre-requisites: The students must possess fair understanding of Contemporary Diplomacy

Course Contents/Syllabus:

	Weightage (%)
Module I Instrument of National Interest	25%
National Interest: The Core in International Affairs <ul style="list-style-type: none"> • Types of instruments (Diplomacy, Propaganda, Economic Instruments and War): meaning, purpose, effectiveness, consequences • Meaning of Diplomacy • Nature, purpose and historical development, types • Diplomatic Practices: Diplomats, Rights and Privileges, Skills, Assignments 	
Module II Diplomacy for Economic Blocks	25%
<ul style="list-style-type: none"> • Economic blocs: OECD, OPEC, EU, ASEAN, SAARC, BRICS • Free Trade Agreements: Importance & Concerns 	
Module III Cultural Diplomacy	25%
<ul style="list-style-type: none"> • History, Characteristics and Relevance of Cultural Diplomacy • Methods of Cultural Diplomacy: Exchanges, Sports, Art & Photography, Music, Film & TV • Approaches and Challenges of Cultural Diplomacy 	
Module IV Diplomacy for Security and Peace Issues	25%
<ul style="list-style-type: none"> • Disarmament: nuclear proliferation, Weapons of Mass Destruction • Security: terrorism (state/non-state actors), Cyber-Crimes • Peace Issues: Ethnic Cleansing, Genocide, Civil Wars, • Humanitarian Interventions: Refugees, Migration, Human Rights Violations 	

Student Learning Outcomes:

- Understand the concept of disarmament
- Analyze various peace issues at the international politics
- Identify the conditions of Free Trade Agreements
- Evaluate the role of the economic blocks at the global level
- Enable students to understand the Cyber Crimes

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. Pant, H. V. (2008), *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*. United Kingdom: Palgrave Macmillan.
2. Joshi, Y., Sowerbutts., Pant, H. V. (2015), *The US Pivot and Indian Foreign Policy: Asia's Evolving Balance of Power*. United Kingdom: Palgrave Macmillan UK.
3. Pant, H. (2016). *Indian Foreign Policy: An Overview*. United Kingdom: Manchester University Press.
4. R. J. Vincent 1995 *Human rights and International Relations*. Cambridge: CUP
5. Trevor Samson 2000 *Issues in International Relations* London: Routledge
6. John Vogler and Mark Imber. 1996 Eds. *The Environment and International Relations: Global Environmental Change Programme*. Londo: Routledge
7. Jill Steans. 2006. *Gender and International Relation*. Cambridge: Polity Press.
8. John Baylis and Steven Smith. 2014 Eds. *The Globalization of World Politics: An Introduction to International Relations*. London: OUP
9. James M. Lutz and Brenda J. Nutz Eds. *The Global Terrorism*. London: Routledge, 2004
10. Jennifer M Welsh. 2004. Eds. *Humanitarian Interventions and International Relations*. Oxford: Oxford University press.
11. Monika Szkariat and Katarzyra Mojska. 2016. Eds. *New Technologies as a factor of International Relations*. Cambridge: Cambridge Scholars Publishing.

12. Alexander Betts and Gill Loescher. 2011. Eds. *Refuges in International Relations*. Oxford: Oxford University Press.
13. Colin McInnes and Kelley Lee. 2012. *Global Health and International Relations*. London: Polity Press
14. Martin Slaw; *Genocide and International relations, charging Patterns in the Transitions of the Late Modern World*, Cambridge University Press, 2013.
15. Helena K. Finn 'The Case for Cultural Diplomacy: Engaging Foreign Audiences,' *Foreign Affairs*, Nov/Dec 2003, Vol. 82, Issue 6, pp. 15-20.
16. Bu Liping, 'Educational Exchange and Cultural Diplomacy in the Cold War,' *Journal of American Studies* (1999), 33: 393-415
17. Barbara Keys, 'Spreading Peace, Democracy, and Coca-Cola,' *Diplomatic History*, Volume 28 - Number 2 - April 2004



AMITY UNIVERSITY
— MADHYA PRADESH —
Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: GLOBALIZATION AND SOCIETY– BPS584

Course Title: GLOBALIZATION AND SOCIETY

Credit Units: 4

Course Level: UG Level

Course Code: BPS584

Course Objectives:

- Enable students to understand the concept of Globalization
- Help students to understand the Global economy

- Enable students to strengthen their views on Sociology of Globalization

Pre-requisites: The students must possess fair understanding of Globalization and Society

Course Contents/Syllabus:

	Weightage (%)
Module I Globalization: Conception and Perspectives	25%
<ul style="list-style-type: none"> • Political, Cultural and Technological Dimensions • Global Economy: Its Significance and anchors • Global Social Networks/Global Resistances 	
Module II Sociology of Globalization	25%
<ul style="list-style-type: none"> • Democratization of opportunities: Information and Career • Transnational Migration: families, communities, ethnicities • Seamless Cultural Assimilation: Real time interaction/transaction, Global Civil Society, media/entertain industry and consumption 	
Module III Globalization in Reverse	25%
<ul style="list-style-type: none"> • Identity & Social conflicts • Economies of scale: Poverty & Inequality • Global governance and privacy protection 	
Module IV Globalization and Its Impact on Society	25%
<ul style="list-style-type: none"> • Changes in Social Norms and Values, Consumerism • From mono-culture to multi-Culturalism • Changes in family structures • Protecting Languages, Culture and Values, Reaffirmation of local Culture 	

Student Learning Outcomes:

- Understand the concept of Transnational Migration
- Analyze various Changes in family structures

- Identify, implement and evolve.....
- Evaluate the Globalization in reverse
- Enable students to understand multi-Culturalism

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. Held, D. and McGrew, A. (eds.) (2002) Global Transformations Reader: Politics, Economics and Culture. 2nd edn. Stanford: Stanford University Press.
2. Nicholson, M. (2002) International Relations: A Concise Introduction. New York: Palgrave, pp. 18-24. Ravenhill, J. (ed.) (2008) Global Political Economy. 2nd edn. New York: Oxford University Press, pp. 18-24.
3. Willetts, P. (2005) 'Transnational Actors and the International Organizations in Global Politics', in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics: An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 425-447.
4. Goddard, C.R. (2003) 'The IMF', in Goddard, C.R., Cronin, P. and Dash, K.C. (eds.) International Political Economy: State-Market Relations in a Changing Global Order. 2nd edn. Boulder: Lynne Rienner.
5. Picciotto, R. (2003) 'A New World bank for a New Century', in Goddard, C.R., Cronin, P. and Dash, K.C. (eds.) International Political Economy: State-Market Relations in a Changing Global Order. 2nd edn. Boulder: Lynne Rienner.
6. Clegg, L.J. (1996) 'The Development of Multinational Enterprises', in Daniels, P.W. and Lever, W.F. (eds.) The Global Economy in Transition. London: Longman, pp. 103-34.
7. Narlikar, A. (2005) The World Trade Organisation : A Very Short Introduction. Oxford: Oxford University Press, pp. 22-98.

8. Winham, G.R. (2008) 'The Evolution of the Trade Regime', in Ravenhill, J. (ed.) Global Political Economy. Oxford: Oxford University Press, pp. 152-171.
9. Nicholson, M. (2002) International Relations: A Concise introduction. New York: Palgrave, pp. 185-204.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS – II- BAC595

Course Title: INTERNATIONAL RELATIONS - II

Credit Units: 4

Course Level: UG Level

Course Code: BAC595

Course Objectives:

- Enable students to understand the concept of Foreign Policy
- Help students to aware about area studies
- Enable students to strengthen their understanding of third world countries

Pre-requisites: The students must possess fair understanding of theories of International Relations.

Course Contents/Syllabus:

	Weightage (%)
Module I Foreign Policy of Great Powers	25%
<ul style="list-style-type: none"> • Foreign Policy of USA • Foreign Policy of Russia • Foreign Policy of China 	
Module II India and Regions	25%
<ul style="list-style-type: none"> • West Asia • South Asia • Indo-Pacific 	
Module III Third World in IR	25%
<ul style="list-style-type: none"> • Defining First, Second and Third World • North – South Dialogue • South – South Cooperation 	
Module IV International Politics in Indian Ocean	25%
<ul style="list-style-type: none"> • Geo-Strategic Importance • Indian Ocean: Problems and Prospects • Quest for influence: India, USA & China 	

Student Learning Outcomes:

- Understand the concepts Geo-Strategic Importance
- Analyze the role of various organizations
- Identify the problems and prospects in Indian Ocean
- Evaluate the foreign policy of USA
- Enable students to understand Quest for influence.

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. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
2. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
3. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
4. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
5. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
6. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
7. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
8. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
9. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
10. India's Foreign Policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
11. Foreign Policy of India, V.N. Khanna, Vikas publishing house Pvt. Ltd. 2007.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: FEMINIST THEORY AND PRACTICE – BPS681

Course Title: FEMINIST THEORY AND PRACTICE

Credit Units: 4

Course Level: UG Level

Course Code: BPS681

Course Objectives:

- Enable students to understand the concept of feminist theory
- Help students to Understand Patriarchy
- Enable students to strengthen their ideas on Feminism

Pre-requisites: The students must possess fair understanding of Feminist Theory and Practice

Course Contents/Syllabus:

	Weightage (%)
Module I Approaches to understanding Patriarchy	

<ul style="list-style-type: none"> • Feminist theorizing of the sex/gender distinction; Biologism versus Social Constructivism • Understanding Patriarchy and Feminism • Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions 	25%
Module II History of Feminism	
<ul style="list-style-type: none"> • Origins of Feminism in the West: France, Britain and United States of America • Feminism in the Socialist Countries: China, Cuba and USSR • Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India 	25%
Module III The Indian Experience: Feminist Perspective	
<ul style="list-style-type: none"> • Traditional Historiography and Feminist critiques, Social Reforms, Movement and position of women in India, History of Women's struggle in India • Family in contemporary India – Patrilineal and Matrilineal practices, Gender relations in the family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights 	25%
Module IV Understanding Woman's Work and Labour Division	
<ul style="list-style-type: none"> • Understanding Woman's Work and Labour-Sexual Division of Labour, Productive and Reproductive labour, Visible-invisible work – Unpaid (reproductive and child care), Underpaid and Paid work, Methods of computing women's work, Female headed households, Wage for House work, Me Too Movement 	25%

Student Learning Outcomes:

- Understand the concepts of Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions
- Analyze the role of women in society
- Identify Patrilineal and Matrilineal practices
- Evaluate the origins of Feminism in the West
- Enable students to Understand Woman's Work and Labour Division

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 reading:

1. Menon, N. (2012). *Seeing Like a Feminist*. India: Penguin Books Limited.
2. Nigam, A., Menon, N. (2013). *Power and Contestation: India Since 1989*. United Kingdom: Zed Books.
3. Menon, N. (2004). *Recovering Subversion: Feminist Politics Beyond the Law*. India: Permanent Black.
4. Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
5. Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
6. Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
7. Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
8. Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
9. Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28
10. Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
11. Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.



AMITY UNIVERSITY
MADHYA PRADESH
Established vide Government of Madhya Pradesh Act No. 27 of 2010

Course structure: INDIA'S FOREIGN POLICY – BPS682

Course Title: INDIA'S FOREIGN POLICY

Credit Units: 4

Course Level: UG Level

Course Code: BPS682

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 (%)
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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 • Nuclear Policy • Environmental Issues 	25%

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

1. 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
2. Rana, A.P. (1976) Imperatives of non Alignment: A Conceptual srudy of India's Foreign Policy Strategy in the Nehru Period. New Delhi: MacmillanMishra, K.P. (eds.) (1969) Studies in India's Foreign Policy. New Delhi: Vikas, pp. 90 – 06.
3. Ashok Kapur, A. Jeyaratnam Wilson (1996),The Foreign Policy Of India And Her Neighbours, Palgrave Macmillan
4. V. P. Dutt (1999), India's Foreign Policy in a Changing World, New Delhi: NBT
5. David M. Malone (2014), Does the Elephant Dance?: Contemporary Indian Foreign Policy: New Delhi: Oxford India Paperback
6. Pant, H. V. (2008), Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System. United Kingdom: Palgrave Macmillan.
7. Joshi, Y., Sowerbutts., Pant, H. V. (2015), The US Pivot and Indian Foreign Policy: Asia's Evolving Balance of Power. United Kingdom: Palgrave Macmillan UK.
8. Pant, H. (2016). Indian Foreign Policy: An Overview. United Kingdom: Manchester University Press.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL ORGANIZATIONS – BPS683

Course Title: INTERNATIONAL ORGANIZATIONS

Credit Units: 4

Course Level: UG Level

Course Code: BPS683

Course Objectives:

- Enable students to understand the Emergence of International Organizations
- Help students to practice of the United Nations
- Enable students to strengthen their views on Peace, Justice and Security

Pre-requisites: The students must possess fair understanding of International Organizations

Course Contents/Syllabus:

	Weightage (%)
Module I Emergence of International Organizations	25%
<ul style="list-style-type: none">• Meaning, Nature and Scope• Evolution and Significance of League of Nations• Emergence and Structure of the United Nations	
Module II Peace, Justice and Security	

<ul style="list-style-type: none"> • UNSC • ICJ • IAEA • OPCW • Interpol 	25%
Module III International Socio – Economic Organizations	
<ul style="list-style-type: none"> • WB, IMF, WTO, FAO, UNDP, UNEP, UNIDO, UNESCO, Amnesty International 	25%
Module IV Crisis and Disaster Management	
<ul style="list-style-type: none"> • UNHCR • WHO • Red Cross Society • Médecins Sans Frontières (MSF) 	25%

Student Learning Outcomes:

- Understand the concept of Disaster Management
- Analyze the roles and functions of the international organizations
- Identify functions and powers of the financial institutions
- Evaluate the role of WHO
- Enable students to understand the role Médecins Sans Frontières (MSF)

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 Reading

1. Keohane, R.O. and Nye, (1991) 'Trans-governmental Relations and the International Organization' in Smith, M. and Little, R. (eds.) *Perspectives on World Politics*. New York: Routledge, rpt. 2000, pp. 229-241.
2. Willetts, P. (2005) 'Transnational Actors and the International Organizations in Global Politics', in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics: An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 425-447.
3. Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International Organizations in world politics*. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.
4. Claude, (1984), *Swords into Plowshares: The Progress and Problems of International Organization* (New York: Random House, 1984).



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure:GANDHI AND THE CONTEMPORARY WORLD – BAC694

Course Title:GANDHI AND THE CONTEMPORARY WORLD

Credit Units:4

Course Level: UG Level

Course Code: BAC694

Course Objectives:

- Elaborate Gandhian thought and examine its practical implications
- Introduce students to key instances of Gandhi’s continuing influence right up to the contemporary period
- Enable students to strengthen their views on Peace, Justice and Security
- Enable them to critically evaluate his legacy.

Pre-requisites: The students must possess fair understanding of Gandhi and Gandhism

Course Contents/Syllabus:

	Weightage (%)
Module I Gandhi on Modern Civilization and Ethics of Development	
a) Conception of Modern Civilization and Alternative Modernity b) Critique of Development: Narmada Bachao Andolan	20%
Module II Gandhian Thought: Theory and Action	

<p>a. Theory of Satyagraha</p> <p>b. Satyagraha in Action</p> <p>i. Peasant Satyagraha: Kheda and the Idea of Trusteeship</p> <p>ii. Temple Entry and Critique of Caste</p> <p>iii. Social Harmony: 1947 and Communal Unity</p>	30%
Module III Gandhi's Legacy	30%
<p>a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)</p> <p>b) The Pacifist Movement</p> <p>c) Women's Movements</p> <p>d) Gandhigiri: Perceptions in Popular Culture</p>	
Module IV Gandhi and his Political Ideas	20%
<p>a) Swaraj</p> <p>b) Swadeshi</p> <p>c) Sarvodaya</p>	

Student Learning Outcomes:

- Understand the Gandhian thought and its practical implications
- Learn about the key instances of Gandhi's continuing influence right up to the contemporary period
- Identify and critically evaluate his legacy.

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

Module I: Gandhi on Modern Civilization and Ethics of Development:

1. B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.
2. K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.
3. D. Hardiman, (2003) 'Narmada BachaoAndolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

Module II: Gandhian Thought: Theory and Action:

1. B. Parekh, (1997) 'Satyagrah', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 51-63.
2. D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp.63-86.
3. D. Hardiman, (1981) 'The Kheda Satyagraha', in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Delhi: Oxford University Press, pp. 86-113.
4. J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp. 93-100.
5. R. Iyer, (2000) 'Chapter 10 and 11', in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 251-344

Module III: Gandhi's Legacy

1. D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.
2. Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) In Search of Answers: Indian Women's Voices from Manushi, London: Zed Press.
3. M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', The Hindu Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>, Accessed: 14.04.2013.

Module IV: Gandhi and the Idea of Political

1. P. Chatterjee, (1986) 'The Moment of Maneuver', in Nationalist Thought and the Colonial World: A derivative discourse?, Delhi: Zed Books.
2. Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', Indian Historical Review, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.
3. D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.
4. A. Parel (ed.) (1997) 'Editor's Introduction', in Gandhi, Hind Swaraj and Other Writings Cambridge: Cambridge University Press

Activities: Module I

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII “ Hind Swaraj” Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Activities: Module II

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, “ Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

Activities: Module III

1. Movie Screenings (Movies like Lage RahoMunna Bhai, Gandhi by Richard Attenborough and Student’s Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Activities: Module IV

1. Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MADHYA PRADESH – BAC695

Course Title: HISTORY OF MADHYA PRADESH

Credit Units: 4

Course Level: UG Level

Course Code: BAC695

Course Objectives:

- Elaborate the History of Madhya Pradesh
- Introduce students to History of Madhya Pradesh
- Enable students to strengthen their views on Art and Architecture and culture
- Enable them to critically evaluate his legacy

Pre-requisites: The students must possess fair understanding of History of Madhya Pradesh

	Weightage (%)
Module I Major events and Major dynasties in the history of Madhya Pradesh.	

<ul style="list-style-type: none"> • Sources: A brief account of the ancient period Kalachuries of Tripuri, Parmars of Malwa, and the Chandellas of Jejakbhuktis • Muslim invasion on Malwa and Bundelkhand Resistance to their dominance, Mughal attack on Malwa and Bundelkhand resistance of Durgawati and her family • Madhya Pradesh in 18 century Chatrasaal and the Mughals 	25%
Module II Contribution of Madhya Pradesh in Freedom Movement	
<ul style="list-style-type: none"> • The revolt of 1857 in M.P. led by leaders • Nationalist Movements in MP: Jhanda Satyagraha, Jungle Satyagraha, Salt Satyagraha, Quit India Movement in MP, Freedom Fighters of MP after 1900 	25%
Module III Major arts and Sculpture of Madhya Pradesh	
<ul style="list-style-type: none"> • Religious and tourist places of Madhya Pradesh. • festivals, Folk music, Folk Arts and Folk literature of Madhya Pradesh. 	25%
Module IV History of Gwalior	
<ul style="list-style-type: none"> • Major Dynasties of Gwalior (Kacchaps, Tomars, Scindias etc) • Muslim Invasion on Gwalior (Delhi Sultanate and Mughals) • Jainism and Sufism in Gwalior • Art and culture of Gwalior 	25%

Student Learning Outcomes:

- Understand the concepts of society, economy, polity and culture
- Analyze the political development of MP
- Identify Religious and cultural life of MP
- Enable students to know about Muslim ideologies

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. History of the Fortress of Gwalior, Shrimant Balwant Row Bhayasaheb, Scindia, The Education Society's Steam Press, Bombay,1892
2. McGraw Hill Education, 'An Introduction to Madhya Pradesh General Knowledge', 2018
3. India's Heritage of Gharana Music - Pandits of Gwalior Hardcover – 1 January 2018, Dr. Meeta Pandit Publisher, Shubhi Publications (1 January 2018)
4. Malwa Through the Ages, Kailash Chand Jain Motilal Banarsidass Publ., 31-Dec-1972
5. Malwa Through the Ages: From the Earliest Times to 1305 A.D.K.C. Jain, 1 January 1972



AMITY UNIVERSITY

MADHYA PRADESH

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

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	25%
India in the mid-18th Century: society, economy, polity and culture	
<ul style="list-style-type: none">• Issues and Debates• Continuity and change	
Module II	

Dynamics of colonial expansion: indigenous states and Company power	25%
<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 	
Module III	25%
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 	

Student Learning Outcomes:

- 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

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:

- 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.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MODERN INDIA II (1858 - 1950) – BAH192

Course Title: HISTORY OF MODERN INDIA II

Credit Units: 4

Course Level: UG Level

Course Code: BAH192

Course Objectives:

- Enable students to understand the Debate on Early Nationalism
- 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	
Popular resistance: Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Deccan Riots 1875)	25%
Module II	
Debate on Early Nationalism; Emergence of Congress Party; Differences between Moderates and Extremists Swadeshi and Revolutionary Movements in 1920s Ambedkar and the Dalit Movement	25%

Module III	25%
Emergence and social base of Gandhian Nationalism	
Intellectual foundations of Gandhian Nationalism	
Rowlatt, Khilafat and Non-Cooperation Movements	
Civil Disobedience Movement of 1930	
Quit India Movement of 1942	
World War II and the post-War crisis	
Partition of India in 1947	
Module IV :	25%
Independence and the emergence of a new State	
Negotiations for Independence	
The Making of the Constitution	
Integration of Princely States	
Land Reforms and the beginning of Planning	

Student Learning Outcomes:

- 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

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

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.
- 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.



Course structure: SOCIAL & CULTURAL HISTORY OF MODERN INDIA – BAH194

Course Title: SOCIAL & CULTURAL HISTORY OF MODERN INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BAH194

Course Objectives:

- Enable students to understand the Law and education
- Help students to understand various religious reform movements
- Enable students to strengthen their views on Assertions of caste identity

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

Course Contents/Syllabus:

	Weightage (%)
Module I	
Law and education Evolution of law and colonial courts Indigenous and colonial education: institutions and medium of instruction	25%
Module II	
Cultural changes, social and religious reform movements: Brahmo Samaj, Prathna Samaj, Ramakrishna, Vivekananda, and Jyotiba Phule: significance and major role in society	25%

Module III	25%
Arya Samaj: Birth, Importance and major role in society	
Wahabi: Movement: Origin and Significance	
Deoband Movement: Origin and Significance Aligarh Movement: Origin and Significance	
Module IV	25%
Caste, Gender, and Community	
Regional, religious and linguistic identities Assertions of caste identity: Sanskritizing and anti-Brahmanical trends; regional variations	

Student Learning Outcomes:

- 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

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
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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.



AMITY UNIVERSITY
 ————— MADHYA PRADESH —————
Established vide Government of Madhya Pradesh Act No. 27 of 2010

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

Course Level:UGLevel

Course Code: BAH291

Course Objectives:

- Enable students to understand theEmergence of New States
- Help students to development of art and architecture
- Enable students to strengthen their views on polity and state craft

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

Course Contents/Syllabus:

	Weightage (%)
Module I Emergence of New States	
Pallavas, Colas, Chalukyas and Pandyas, Statecraft and development of art and architecture-, Bhakti in South India, Women in Early medieval South India	25%
Module II Shifts in Polity and Statecraft	
Palas, Pratiharas and Rashtrakutas, Changes in political divisions and state administration, society and culture, Early Medieval Economy and technology, the Ghaznavi incursions	25%
Module III Towards a Centralized State: The Cholas	
Changes in statecraft and land ownership; Symbols of political power: courtly cultures, Cholas and Maritime Activities in South and Southeast Asia. -Chola Art, The dawn of Vernacular Languages and literature	25%
Module IV Nagaras	
The Vijaynagara Empire; its origin and growth; Questions on the nature of state – Feudal, Segmentary and Centralized, art, literature and culture, Revenue Administration and Political divisions, Decline of Vijaynagara Empire, Bahmani Kingdom; its growth and disintegration	25%

Student Learning Outcomes:

- 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

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

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. Champakalakshmi, 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 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, 2010.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MEDIEVAL INDIA II (1526 - 1707) - BAH292

Course Title: HISTORY OF MEDIEVAL INDIA II (1526 - 1707)

Credit Units: 4

Course Level: UG Level

Course Code: BAH292

Course Objectives:

- Enable students to understand the Foundation of Mughal Empire
- Help students to know about Babar and Humayun
- Enable students to strengthen their views on expansion of Mughal Empire

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

Course Contents/Syllabus:

	Weightage (%)
Module I Foundation and expansion of Mughal Empire	25%
<ul style="list-style-type: none"> • Babar: the Founder of Mughal Empire in India • Humayun: Life and struggle for power • Akbar -The Great: Life, Rise to power, religious policy, Din –e-Ilahi, expansion of Mughal empire 	
Module II Expansion of Mughal Empire	25%
<ul style="list-style-type: none"> • Jahangir: Life and Preiod, Nur Jahan and Sikh challenges • Shah Jahan: Life, Rule and architecture • Aurangzeb; Life and struggle for power, Jat and Marathas challenges 	
Module III Nature of Mughal State	25%
<ul style="list-style-type: none"> • Evolution of administrative institutions: Zabt, Mansab, Zagir; Zamindars and Peasants. 	
Module IV Decline of Mughal Empire	25%
<ul style="list-style-type: none"> • Decline of Mughal Empire; the rise of the Marathas, Sikhs, and Jats, Maratha state under Shivaji and Peshwa. 	

Student Learning Outcomes:

- 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

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

Recommended Readings:

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.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: POLITICAL & ECONOMIC HISTORY OF MEDIEVAL INDIA – BAH293

Course Title: POLITICAL & ECONOMIC HISTORY OF MEDIEVAL INDIA

Credit Units: 4

Course Level: **UG Level**

Course Code: BAH293

Course Objectives:

- Enable students to understand the Urbanization
- Help students to understanding of Political & Economic History
- Enable students to strengthen their views on agrarian economy

Pre-requisites: The students must possess fair understanding of Political & Economic History of Medieval India

Course Contents/Syllabus:

	Weightage (%)
Module I	
Urbanization - The growth of Cities and Towns, Urban Life; Agrarian Economy Extent of Cultivation, Agricultural implements and the cropping pattern;	25%
Module II	
The System of Land Holding and Revenue Assessment and Collection (Iqta, Mansabdari, Jagirdari and Zamindari/Nayankara and Poligar system); Trade and Commerce (Mughal and Coromandal); Agrarian crisis and Peasant Revolts	25%
Module III	
Revenue Administration under the Mughals, Land: Ownership, Usage and Rights, Means of Cultivation and Irrigation, Forms of Labour, Peasant Production in Late Pre-colonial India Agricultural and non-agricultural production, Towns and Trade, Merchant groups and Commerce, Foreign Trade, State and Economy in the Vijayanagara Empire.	25%
Module IV	
New Transport and Communication Systems - Roads, Railways, Canals, Ports, Posts and Telegraph; Articulation of Internal and External Trade; Banking System; Debate on Three stages of Colonialism and the Nature of Finance Capitalist Stage	25%

Student Learning Outcomes:

- 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

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. Alice Thorner "Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India," Economic and Political Weekly, Vol. 17, No. 49, 50, & 51, Dec. 1982, pp. 1961-68, 1993-99, 2061-66.
2. Bagchi, Amiya Kumar, Private Investment in India: 1900-1939, Routledge, London, 2000.
3. Bhattacharya, Sabayasachi. The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872. Orient Blackswan, New Delhi, 2005.
4. Chandra, Bipan, Essays on Colonialism, Orient Blackswan, New Delhi, 2010.
5. Gadgil, D.R., The Industrial Evolution in India in the Recent Times, Oxford University Press, Delhi, 1972.
6. Guha, Ranajit, A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement, Orient Longman, New Delhi, 1982.

- 7.Kumar, Dharma (ed), The Cambridge Economic History of India, Vol. 2, C.1750-c.1970, Cambridge University Press, Cambridge, 1983.
- 8.Morris D. Morris, "Towards a Reinterpretation of Nineteenth Century Indian Economic History," IESHR, 5 (1) March 1968.
- 9.Naoroji, Dadabhai. Poverty and un-British rule in India. Nabu Public Domain Reprints, Breinigsville, 2011.
- 10.Roy, Tirthankar, The Economic History of India, 1857-1947, Oxford University Press, Delhi, 2000.
- 11.Stokes, Eric, The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India, Cambridge University Press, Cambridge, 1980.
- 12.Raychaudhari, Tapan and Irfan Habib, The Cambridge Economic History of India, Vol.I, c.1200-1750, Cambridge University Press, Cambridge, 1982.
13. Dutta,Rajat, (ed.) Rethinking a Millienium; Perspectives on Indian History from the Eighth to the Eighteenth Century : Essays for Harbans Mukhia, Aakar Books, 2008.
14. Dutta,Rajat, 'Merchants and peasants : A study of the structure of local trade in grain in late eighteenth century Bengal',The Indian Economic and Social History Review, Vol.23(4), pp.379-402, December 1986.
- 15.Habib, Irfan, ed., Economic History of Medieval India;1200-1500, Pearson Education India, New Delhi, 2011



AMITY UNIVERSITY
 MADHYA PRADESH
Established vide Government of Madhya Pradesh Act No. 27 of 2010

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 religion • 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 Sultante and consolidation of identities; Rajput and other warrior lineage. 	
Module IV	25%
<ul style="list-style-type: none"> • Gender roles: women bhaktas and rulers • Hindu-Muslim relations reconsidered • Art and architecture: temples – regional styles 	

Student Learning Outcomes:

- Understand the vies 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 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.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS – BAH391

Course Title: INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS

Credit Units:4

Course Level:UGLevel

Course Code: BAH391

Course Objectives:

- Enable students to understand about civilizations
- Help students to know about Indus Valley
- Enable students to strengthen their views on ancient Indian history.

Pre-requisites: The students must possess fair understanding of Indus Valley & Other Contemporary Civilizations

Course Contents/Syllabus:

	Weightage (%)
Module I Reconstructing Ancient Indian history	25%
<p>The Indian subcontinent: landscapes and environments</p> <p>Sources and methods of historical reconstruction</p> <p>Changing historical interpretations</p> <p>Early Indian notions of history</p>	
Module II Indus Valley Civilization	25%
<p>Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline of traditions</p>	
Module III Egyptian Civilization	25%
<p>The Geography and pre-historic background;</p> <p>Polity and state structure;</p> <p>Society and Economy;</p> <p>Culture, Religion and Ideology</p>	
Module IV Mesopotamia Civilization	25%
<p>The Geography and pre-historic Background (with emphasis on the beginning of agriculture, settlement on the Zagros Mountain and Hassuna, Samarra and Halaf culture).</p> <p>Polity, State Structure and role of Temple and Palace as institution of Power.</p> <p>Social life: Class, Gender, Social stratification and Daily life; and Economy:</p>	

Agriculture, Trade and Commerce, Foreign trade; and Urbanization Culture, Religion and Ideology.
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Student Learning Outcomes:

- 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

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:

- Allchin, B., and R. Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking, 1997.
- Chakrabarti, D.K. *India: An Archaeological History*. New Delhi: Oxford University Press, 1999.
- Chakravarti, R. *Exploring Early India up to c. AD 1300*. Delhi: Primus, 2016 (3rd edition).
- Kenoyer, J.M. *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press and American Institute of Pakistan Studies, 1998.
- Ratnagar, S. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.
- Sharma, R.S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983.
- Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass, 1996.
- Singh, U. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman, 2008.
- Thapar, R. *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press, 2000.
- Thapar, R. *Early India: From the Origins to AD 1300*. New Delhi: Penguin, 2003
- David Wengrow. *What Makes Civilization? The Ancient Near East & the Future of the West*. Oxford University Press, 2010.

- Patrick Hunt. *Ten Discoveries That Rewrote History*, Penguin/Plume 2007



AMITY UNIVERSITY

MADHYA PRADESH

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

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:	25%
Society in Vedic period Economic condition in Vedic period Polity reflected in Vedic literature Religious system in Vedic period	
Module II Janapadas and Mahajanapadas	25%
Early monarchical states and Ganasanghas Rise of Magadh Empire Causes for the rise of Jainism and Buddhism, their main teachings	
Module III Rise of Mauryan Empire	25%
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	
Module IV :	25%
Ashoka's Conversion to Buddhism, Dhamma, nature and propagation Art and architecture	

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 the 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 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

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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY – BAH393

Course Title: ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY

Credit Units: 4

Course Level: UG Level

Course Code: BAH393

Course Objectives:

- Enable students to understand the ancient India from the Sunga to 9th century
- Help students to understand the Sunga dynasty
- Enable students to strengthen their views on Kanva dynasty

Pre-requisites: The students must possess fair understanding of ancient India from the Sunga to 9th century

Course Contents/Syllabus:

	Weightage (%)
Module I	

Sunga Dynasty: Pushyamitra Sunga, Agnimitra and Effects of Sunga rule Kanva Dynasy : Vasudeva Kanva, Bhumimitra, and Narayana	25%
Module II	
Satavahanas Dynasty: Satakarni, Hala, GautamiputraSatakarni and its administration Indo-Greeks: Seleucus Nicator ,Megasthenes and Yavanas Parthian Empire: Foundation, Expansion and significance	25%
Module III	
Sakas: Origin, Period, Rulers and Decline Kushanas: Origin, Kings, Significance & Decline	25%
Module IV	
Gupta Empire: state and administration, economy, society, religion, art, literature, science and technology	25%

Student Learning Outcomes:

- 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

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:

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



AMITY UNIVERSITY

MADHYA PRADESH

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

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 study of social structure of India
- Help students to Concept of Samskara
- Enable students to strengthen their views on Marriage as a Sacrament

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

Course Contents/Syllabus:

	Weightage (%)
Module I	

Importance of study of social structure; Understanding the sources for the study of Social structure in India.	25%
Module II	
Origin and Early Stages of Social formation-Concept of Society-Stratification of Society-Historical Growth, distribution of Labour-Concept of Family in Primitive Societies.	25%
Module III	
Social Organizations and Institutions: Concept of Varna-Jati-Ashram System-its origin and historical growth and Impact on Society	25%
Module IV	
Concept of Samskara (Birth, Marriage and Death) Marriage as a Sacrament Forms of Marriage Age of Marriage	25%

Student Learning Outcomes:

- 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.

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
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Weightage (%)	15	5	10	70
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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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF ANCIENT EUROPE – BAH491

Course Title: HISTORY OF ANCIENT EUROPE

Credit Units: 4

Course Level: UG Level

Course Code: BAH491

Course Objectives:

- Enable students to understand the meaning of Renaissance
- Help students to know about Rise and Decline of Spain
- Enable students to strengthen their views on the Ascendancy of France

Pre-requisites: The students must possess fair understanding of History of Ancient Europe

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• Renaissance - Emergence, Nature & Impact.• The Reformation and Counter Reformation- Causes, nature of reformation, results.• Rise of National States - Causes, main monarchies and their growth - Ferdinand, Isabella of Spain, Louis XI of France, England - Henry VII, Holy Roman Empire.	25%

<ul style="list-style-type: none"> • Rise and Decline of Spain - Foreign Policy of Charles V, Philip II, Revolt of Netherland, Thirty Years War, Causes of downfall of Spain. 	
Module II	25%
<ul style="list-style-type: none"> • The Ascendancy of France - Background of religious and civil wars, Domestic policy of Henry IV, Regime of Louis XIII. • France at her Zenith - Domestic and foreign policy of Louis XIV. • England and Industrial Revolution - Queen Elizabeth I, the age of Stuarts, the civil war, Charles II, James II and Glorious revolution, causes of industrial revolution and its effects. • The Age of Enlightened Despotism - Meaning, prominent enlightened despots - Fedrick the great, Maria Theresa, Joseph II of Austria, Catherine II, Weakness of enlightened despotism. 	
Module III	25%
<ul style="list-style-type: none"> • Rise of Modern Russia - Peter the great, Catherine II their foreign policies. • Austrian Empire - War of Austrian succession -Treaty of Aix-LA-Chapple, Causes of seven years war, The treaty of Hubertusberg, Foreign policy of Joseph II. • 3. The Rise of Prussia - Domestic, foreign and religious policy of Frederick the great. 	
Module IV	25%
<ul style="list-style-type: none"> • American War of Independence - Causes, events, results. • Commercial Revolution - Causes of Mercantilism, main thinkers, importance of Mercantilism and Criticism, Causes of its decline. • The Age of Reason - Main intellectuals, salient features of age of reason, impact of the age of reason. France on the eve of resolution - Political, economic, religious and social condition, intellectual revolution. 	

Student Learning Outcomes:

- 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

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:

- Reading in European History - Bernard and Hedges
- A Political & Cultural History of Modern Europe - Hayes
- History of Europe - C.D. Hazen
- A Short History of Europe - J.A.R. Marriot
- Europe - Grant & Temperley
- Europe - L. Mukherji
- Europe - J. Roberts
- History of Europe - V.D. Mahajan
- History of Modern Europe - Sucheta Mahajan
- History of Europe - R.C. Agrawal



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MEDIVAL EUROPE– BAH492

Course Title: HISTORY OF MEDIEVAL EUROPE

Credit Units: 4

Course Level: UG Level

Course Code: BAH492

Course Objectives:

- Enable students to understand the History of Medieval Europe
- Help students to understand the Rise of Feudalism
- Enable students to strengthen their views on Downfall of Roman Empire

Pre-requisites: The students must possess fair understanding of History of Medieval Europe

Course Contents/Syllabus:

	Weightage (%)
Module I	
Downfall of Roman Empire	25%
Causes of Coronations of Charlemagne	
Significance of Coronation	

Administration of Charles the Great.	
Module II	25%
Otto the Great: foundation, expansion and significance	
Frederic Barbarossa: foundation, expansion and significance	
Frederic-II : Life, rule, expansion and significance	
Philip Augustus: Life, rule, expansion and significance	
Module III	25%
Rise of Feudalism, Features, Causes for decline, Chivalry: Meaning and Definition	
Module IV	25%
Rise of Papacy: Investiture Contest between Henry IV & Gregory VII	
Pope Gregory VII & his Papal Theory	
Pope Innocent III	
Crusades: Origin, Causes and Effects	

Student Learning Outcomes:

- 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

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

Suggested Readings:

- Thompson & Johnson, An Introduction to Medieval Europe
- Adams, Civilization during the middle Ages
- Myres, A Short History of Ancient, Medieval and Modern Times, Vol-II
- K. C. Choudhary, The Middle Ages
- A. L. Fisher, The Medieval Europe 2 Volumes
- J. B. Bury, The Cambridge Medieval History
- Virottam, Madhyakalin Europe ka Itihaas
- Dhanpati Pandey, Madhyakalin Europe



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MODERN EUROPE – BAH493

Course Title: HISTORY OF MODERN EUROPE

Credit Units: 4

Course Level: UG Level

Course Code: BAH493

Course Objectives:

- Enable students to understand the French Revolution
- Enable students to strengthen their views on Art and culture
- Help students to understand the Process of capitalist development in industry

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

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• The French Revolution and its European repercussions• Crisis of the Ancient Regime• Intellectual currents• Social classes and emerging gender relations• Phases of the French Revolution 1789-99• Art and culture of the French Revolution• Napoleonic consolidation –reform and empire	25%

Module II	
<ul style="list-style-type: none"> • Capitalist industrialization and social and economic transformation (late 18th century to 1914) • Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia. • Evolution and differentiation of social classes: bourgeoisie, proletariat, landowning classes and peasantry. • Changing trends in demography and urban patterns • Family, gender and process of industrialization 	25%
Module III	
<ul style="list-style-type: none"> • Liberal democracy, working class movements and Socialism in the 19th and 20th Centuries: • The struggle for parliamentary democracy and civil liberties in Britain: popular movements –chartists and suffragettes • The making of democratic and constitutional rights • Forms of protest: food riots in France and England in early nineteenth century, • Early socialist thought, Marxian Socialism 	25%
Module IV	
<ul style="list-style-type: none"> • Tsarist Russia and the coming of the Bolshevik Revolution • Serfdom, Populism and Social Democracy • The Revolution of 1905; the revolutions of 1917: origins, visions, movements • Fascism and Nazism: origins and forms; nature of the fascist state 	25%

Student Learning Outcomes:

- Understand the concept of Intellectual currents
- Analyzevarious Changing trends in demography and urban patterns
- Identify the Revolution of 1905, and 1917
- Evaluate the role of Liberal democracy
- Enable students tounderstand Serfdom, Populism and Social Democracy

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

Berger, S., ed. *Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, 2006.

- Blanning, T.C.W. *The Oxford History of Modern Europe*. Oxford 1996, 2000
- Davies, N. *Europe: A History*. New York: Harper Perennial, 1998.
- Hobsbawm, E. J. *Age of Revolution*. London: Weidenfield and Nicholson 1962; New York: Vintage 1996.
- Hobsbawm, E.J. *Age of Capital 1848-1875*. London: Vintage, 1996.
- McPhee, P. *The French Revolution: 1789-1799*. Oxford: Oxford University Press, 2002.
- Merriman, J. *History of Modern Europe, From Renaissance to the Present in 2 volumes*. New York: W.W. Norton, 2004.

Davies, N., *Europe: A History*. New York: Harper Perennial, 1998.

- Deshpande, A., M. Jha and P. Chawla, eds. *Bisvi Shatabdi Mein Vishwa Itihaaske Pramukh Mudde*. Delhi: 2013.
- Hobsbawm, E.J. *Age of Empire*. London: Weidenfield and Nicholson, 1987; Abacus 2003.
- Hobsbawm, E.J., *Age of Extremes*. New York: Vintage Books, 1996.
- Joll, J., *Europe since 1870: An International History*. London: Penguin, 1970.
- Merriman, J., *History of Modern Europe, volume 2: From the French Revolution to the Present*. New York: WW Norton and Company 2004.
- Vijay, D., M. Bharadwaj and V. Chaudhari. *Adhunik Europe ka Itihas: Avam Evam Dishaen*. Delhi: Directorate of Hindi Medium Implementation 2010;



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INDIAN GOVERNMENT AND POLITICS – BAH494

Course Title: INDIAN GOVERNMENT AND POLITICS

Credit Units: 4

Course Level: UG Level

Course Code: BAH494

Course Objectives:

- Enable students to understand the role and powers of the political parties
- Help students to practice electoral system
- Enable students to strengthen their idea of Federalism

Pre-requisites: The students must possess fair understanding of Indian Government and Politics

Course Contents/Syllabus:

	Weightage (%)
Module I Political Parties and the Party System & Elections and the Electoral System	25%
<ul style="list-style-type: none">• National and regional parties; trends in the party system – from the Congress system to the era of multiparty coalitions• The nature of and challenges to, the electoral system; social determinants of voting	
Module II Federalism and Regional Aspirations,	

<ul style="list-style-type: none"> Politics of Secession, autonomy and accommodation Debates on secularism; majority and minority communalism 	25%
Module III Caste and Politics,	25%
<ul style="list-style-type: none"> Caste in Politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies The nature of political power in India with reference to developmental, welfare, ideology and coercive dimensions. 	
Module IV	25%
<ul style="list-style-type: none"> Religion and Politics Changing Nature of Indian Politics Identity Politics 	

Student Learning Outcomes:

- 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

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

Essentials Readings

- Austin, Granville, Working a Democratic Constitution: The Indian Experience, OUP, Delhi, 1999.
- Basu, DD, Introduction to the Constitution of India, New Delhi, Prentice-Hall, 1980.
- Bhargava, Rajeev ed., Secularism and its Critics, OUP, New Delhi, 1998.
- Brass, Paul R., The Politics of India since Independence, Cambridge University Press and Foundation Books, New Delhi, Second Edition, reprinted 1999
- Chandra, Bipan, Mridula Mukherjee and Aditya Mukherjee, India after Independence 1947-2000, Penguin Books, Delhi, 2000
- Chaube, S.K., Constituent Assembly of India: Springboard of Revolution, Peoples' Publishing House, New Delhi, 1973.
- Chakrabarty, Bidyut, Forging Power, Coalition Politics in India, OUP, New Delhi, 2006.
- Chatterjee, Partha, State and Politics in India, OUP, New Delhi, 2004 (paperback)
- Rajni Kothari, Caste in Indian Politics, Sangam Books Limited, 1970



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS - I – BAH591

Course Title: INTERNATIONAL RELATIONS - I

Credit Units: 4

Course Level: UG Level

Course Code: BAH591

Course Objectives:

- Enable students to understand the International politics
- Help students to understand the concept of Cold War
- Enable students to strengthen their knowledge about the theories of IR

Pre-requisites: The students must possess fair understanding of international relations and global politics

Course Contents/Syllabus:

	Weightage (%)
Module I Origin and Growth of IR	25%
<ul style="list-style-type: none">• Meaning, nature (traditional view, modern view and current view) & Scope and Subject-matter• Purpose and significance• IR development as an academic discipline	
Module II Theories of IR	25%
<ul style="list-style-type: none">• Realism• Neo-Realism• Liberalism• Neo-Liberalism• Feminism	
Module III International Security and Peace	

<ul style="list-style-type: none"> • Cold War setup: NATO, SEATO, CENTO and Warsaw Pact • Post-Cold War era: Collective Security through UN • War On Terror: Afghanistan and Iraq • Peace-Keeping operations 	25%
Module IV : International Political Economy	
<ul style="list-style-type: none"> • Aid and Development • Debt for Development: OBOR and CPEC • Trade and Protectionism 	25%

Student Learning Outcomes:

- Understand the concept of collective security
- Analyze the role of various military organizations
- Identify the concept of liberalism and neo-liberalism
- Evaluate the role of Peace-Keeping operations
- Enable students to understand realism and neo-realism

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. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
2. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
3. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
4. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
5. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
6. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
7. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
8. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
9. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
10. India's Foreign policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
11. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS - II– BAH592

Course Title: INTERNATIONAL RELATIONS - II

Credit Units: 4

Course Level: UG Level

Course Code: BAH592

Course Objectives:

- Enable students to understand the concept of Foreign Policy
- Help students to aware about area studies
- Enable students to strengthen their understanding of third world countries

Pre-requisites: The students must possess fair understanding of theories of International Relations.

Course Contents/Syllabus:

	Weightage (%)
Module I Foreign Policy of Great Powers	
<ul style="list-style-type: none">• Foreign Policy of USA,• Foreign Policy of Russia• Foreign Policy of China•	25%
Module II India and Regions	25%

<ul style="list-style-type: none"> • West Asia, • South Asia • South East Asia • ASEAN 	
Module III Third World in IR	
<ul style="list-style-type: none"> • Defining First, Second and Third World • North – South Dialogue • South – South Cooperation 	25%
Module IV International Politics in Indian Ocean	
<ul style="list-style-type: none"> • Geo-Strategic Importance • Indian Ocean: Problems and Prospects • Quest for influence: India, USA & China 	25%

Student Learning Outcomes:

- Understand the concepts Geo-Strategic Importance
- Analyze the role of various organizations
- Identify the problems and prospects in Indian Ocean
- Evaluate the foreign policy of USA
- Enable students tounderstand Quest for influence.

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

Books Recommended

12. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
13. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
14. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
15. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
16. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
17. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
18. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
19. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
20. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
21. India's Foreign Policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
22. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF USA I- BAH593

Course Title: HISTORY OF USA I

Credit Units: 4

Course Level: UG Level

Course Code: BAH593

Course Objectives:

- Enable students to understand the History of USA
- Help students to know about the Growth of American Colonies
- Enable students to strengthen their views on American democracy

Pre-requisites: The students must possess fair understanding of the History of USA

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
A New World: <ul style="list-style-type: none">• The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves• Revolution: sources, historiography	
Module II	

<p>Limits of American democracy:</p> <ul style="list-style-type: none"> • The Federalist Constitution: Structure and its Critique • Jeffersonian Democracy: Its Limitations • Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes 	25%
Module III	
<p>Early Capitalism and its inequities:</p> <ul style="list-style-type: none"> • Growth of Market Society: Industrial Labour: gender, race, ethnicity • Immigrant Labour: religious, racial, ethnic bias; case history of Irish immigrants <p>U.S. quest for dominance:</p> <ul style="list-style-type: none"> • Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812; Monroe Doctrine 	25%
Module IV	
<p>Slavery:</p> <ul style="list-style-type: none"> • The economics of slavery: South vs. North/Debate • Slave life and culture; nature of female slavery; slave resistance (including female slave resistance) <p>The Civil War:</p> <ul style="list-style-type: none"> • Issues of the War • Interpretations 	25%

Student Learning Outcomes:

- 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

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:

Balleck, B.J. 'When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase'. *Presidential Studies Quarterly*, 22, Fall 1992. ·

- Kailyn, B., D. Wood, J. L. Thomas et.al. *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company, 2000.
- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. I. 5th edition. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar, K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice Hall, 1995.
- Foner, E. *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press, 2000.
- Zinn, H. *A People's History of the United States, 1492-Present*. New York: Harper Collins, 2000



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF FAR EAST I– BAH594

Course Title: HISTORY OF FAR EAST I

Credit Units: 4

Course Level: UG Level

Course Code: BAH594

Course Objectives:

- Enable students to understand the Historical and Geographical Survey
- Help students to know about Hundred Days Reform
- Enable students to strengthen their views on Manchurian Crisis, 1931

Pre-requisites: The students must possess fair understanding of the History of Far East

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">• Historical and Geographical Survey, European Intercourse with China, Opium Trade, First Opium War and Treaty of Nanking, Taiping Rebellion: Second Opium War and Treaty of Tientsin• First Sino-Japanese War and Treaty of Shimonoseki; Hundred Days Reform, Boxer Rebellion.	
Module II	

<ul style="list-style-type: none"> Nationalist Movement and Proclamation of the Republic; Career and Achievements of Sun Yat Sen. China and First World War, Achievements and Failures of Kuomintang Government under Chiang Kai Shek, Manchurian Crisis, 1931 	25%
Module III	
<ul style="list-style-type: none"> Birth and Growth of Communism in China, Cooperation and Conflict between the Communists and Kuomintang, 1921-1945 Sino-Japanese War, 1937; Civil War, 1945-49 and establishment of People's Republic China. 	25%
Module IV	
Cultural Revolution, 1966-68; Foreign Policy of the People's Republic of China.	25%

Student Learning Outcomes:

- Understand about the Treaty of Nanking
- Analyzethe Foreign Policy of the People's Republic of China
- Identify the causes of Growth of Communism in China
- Evaluate theEuropean Intercourse with China
- Enable students tounderstand Cultural Revolution

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

Essential Readings

Chesneaux, J., Secret Societies in China in the Nineteenth and Twentieth Century's, Ann Arbor: University of Michigan Press, 1972.

• Chesneaux, J., Peasant Revolts in China 1840–1949. London: Thames & Hudson, 1973.

• Epstein, I., From Opium War to Liberation. Beijing: New World Press, 1956.

• Franke, W. A Century of the Chinese Revolution 185-1949. Oxford: Blackwell, 1970.

• Kung-chuan Hsiao. A History of Chinese Political Thought. Princeton: Princeton University Press, 1979.

• Bonner-Smith, D., and Lumby, E., The Second China War: 1856-1860, New York: State Mutual Book and Periodical Service Ltd., 1987.

• Garrett, V., Heaven is High and the Emperor Far Away: Mandarins and Merchants in Old Canton, New York: Oxford University Press, 2002.

• Janin, H., The India-China Opium Trade in the 19th Century, Jefferson: McFarland and Co., 1999.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: STUDY OF MUSEOLOGY- BAH595

Course Title: STUDY OF MUSEOLOGY

Credit Units: 4

Course Level: UG Level

Course Code: BAH595

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	

<ul style="list-style-type: none"> • Definition and scope of Museum. • General Principles of Museum. • History of museums / Museum Movement 	25%
Module III	
<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 	25%
Module IV	
<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. 	25%

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
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Essential Readings

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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: STUDY OF MUSEOLOGY- BAH595

Course Title: STUDY OF MUSEOLOGY

Credit Units: 4

Course Level: UG Level

Course Code: BAH595

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	

<ul style="list-style-type: none"> • Definition and scope of Museum. • General Principles of Museum. • History of museums / Museum Movement 	25%
Module III	
<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 	25%
Module IV	
<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. 	25%

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
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Essential Readings

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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF USA II- BAH692

Course Title: HISTORY OF USA II

Credit Units: 4

Course Level: UG Level

Course Code: BAH692

Course Objectives:

- Enable students to understand the Growth of Capitalism
- Help students to understand the Making of Radical Reconstruction
- Enable students to strengthen their views on the New Deal

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

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
The Making of Radical Reconstruction: <ul style="list-style-type: none">• Growth of Capitalism - Big Business: Competition, Consolidation, Monopolism• Worker's Culture; Organization of Labour Unions and Movements (both men and women)	
Module II	

Resistance vs. Reform <ul style="list-style-type: none"> • The Populist Challenge: Agrarian Crisis and Discontent • The Politics of Progressivism: Varieties and Limitations • The New Deal: Response to the Great Depression, Reformism or Economic Experimentation 	25%
Module III	
African-American Movement: <ul style="list-style-type: none"> • Black Leadership: Booker T. Washington; W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X • Civil Rights Movement: Martin Luther King Jr. 	25%
Module IV	
USA in World Politics: <ul style="list-style-type: none"> • Imperial ambition and power: the Spanish-American War; USA and East Asia; USA and Latin America; America in the First World War • America in the Second World War; The Cold War: Strategy of ‘Containment’; Truman Doctrine Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project	25%

Student Learning Outcomes:

- 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

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:

- Balleck, B.J. 'When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase'. *Presidential Studies Quarterly*, 22, Fall 1992. ·
- Kailyn, B., D. Wood, J. L. Thomas et.al. *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company, 2000.
 - Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. I. 5th edition. Massachusetts: Houghton Mifflin Company, 2003.
 - Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
 - Datar, K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
 - Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice Hall, 1995.
 - Foner, E. *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
 - Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press, 2000.
 - Zinn, H. *A People's History of the United States, 1492-Present*. New York: Harper Collins, 2000



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF FAR EAST II– BAH693

Course Title: HISTORY OF FAR EAST II

Credit Units: 4

Course Level: UG Level

Course Code: BAH693

Course Objectives:

- Enable students to understand the Meiji reforms
- Help students to about War Diplomacy
- Enable students to strengthen their views on Japanese hegemony in Far East

Pre-requisites: The students must possess fair understanding of History of Far East

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">• The Opening of Japan-Perry and Harris Mission, The Restoration of the Meiji and reforms of Meiji Era, The Constitutional Movement and the Constitution of 1889• Anglo-Japanese Alliance (1902), Russo-Japanese War (1904-05) and Treaty of Portsmouth; Japanese hegemony in Far East before the First World War and Occupation of Korea.	

Module II	25%
<ul style="list-style-type: none"> Japan and First World War –War Diplomacy, London Declaration, Shantung Ultimatum, Twenty one Demands, Treaties of 1915 and Second Treaties 1916-17, Lansing-Ishii Agreement, Japan in Paris Peace Conference. 	
Module III	25%
<ul style="list-style-type: none"> Political and Economic Development of Japan, 1895-1939; Economic Development, Industrial Growth, Agricultural Development and Foreign Trade. 	
Module IV	25%
<ul style="list-style-type: none"> Japan’s Foreign Policy, 1919-1939, Japan and Second World War, 1939-1945; Defeat and Surrender of Japan. Post War Japan-Japan under American Occupation (1945-51) Democratization, Demilitarization, Socio-Economic reforms; Economic Progress of Japan, 1951-1980. 	

Student Learning Outcomes:

- Understand the concept of London Declaration
- Analyze the Political and Economic Development of Japan
- Identify the Twenty one Demands
- Evaluate the Japan’s Foreign Policy
- Enable students to understand Japan and world wars

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 Reading

- Buckley, R., *Japan Today*, Cambridge, Cambridge University Press, 1990.
- Buckley, R., *US-Japan Alliance Diplomacy 1945–1990*, Cambridge, Cambridge University Press, 1995.
 - Hunter, J., *The Emergence of Modern Japan*, London, Longman, 1991.
 - Mason, R. H. P. and J. G. Caiger., *A History of Japan*, Melbourne, Cassell, 1972.
 - McGrew, A. and C. Brook, (eds) *Asia-Pacific in the New World Order*, London, Routledge, 1998.
 - Megarry, T., (ed.) *The Making of Modern Japan: A Reader*, Dartford, Greenwich University Press, 1995.
 - Reischauer, E. O. and A. M. Craig., *Japan: Tradition and Transformation*, Sydney, Allen & Unwin, 1989.
 - Shively, D. H. and W. H. McCullough, (eds) *The Cambridge History of Japan*, Cambridge, Cambridge University Press, 1999.
 - Waswo, A., *Modern Japanese Society 1868-1994*, Oxford, OUP, 1996.
 - Yamamura, K., *The Economic Emergence of Modern Japan*, CUP, Cambridge, 1997.

HISTORY SYLLABUS: 2021-2022



AMITY UNIVERSITY

MADHYA PRADESH

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

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	

<p>India in the mid-18th Century: society, economy, polity and culture</p> <ul style="list-style-type: none"> • Issues and Debates • Continuity and change 	25%
Module II	
<p>Dynamics of colonial expansion: indigenous states and Company power</p> <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	
<p>Colonial state and ideology: Emergence of the Company State</p> <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%
<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Pedagogy for Course Delivery: The course will use a mix of lectures, case studies, and participants are encouraged to engage in active interaction</p>	

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.

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| <ul style="list-style-type: none">• Choudhary, Sushil. <i>Prelude to Empire: Plassey Revolution of 1757</i>. Delhi: Manohar, 2000.• Dirks, Nicholas B. <i>Castes of Mind</i>. Princeton, New Jersey: Princeton University Press, 2001.• Guha, Ranajit. <i>Elementary Aspects of Peasant Insurgency in Colonial India</i>. New Delhi: Oxford University Press, 1983. | |
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AMITY UNIVERSITY

MADHYA PRADESH

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

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 Sadder 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

- 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)

25%

Module III Growth of Press

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 Act 1878
- The News Paper Act of 1908

25%

<ul style="list-style-type: none"> • 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	
<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 	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 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	
<ul style="list-style-type: none">• Colonialist• Nationalists• Cambridge School	25%

<ul style="list-style-type: none"> • 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"> • Brahma Samaj • Arya Samaj • Dharma Sabha • Aligarh Movement • Wahabi Movement • Deoband Movement • 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 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

- 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.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: CONSTITUTIONAL HISTORY OF INDIA – BAC194

Course Title: CONSTITUTIONAL HISTORY OF INDIA

Credit Units: 4

Course Level: UG Level

Course Code: BAC194

Course Objectives:

- Enable students to understand the background of the constitutional history
- Help students to practice constitutional ideas
- Enable students to strengthen their understanding regarding various Charters and Govt. India Acts

Pre-requisites: The students must possess fair understanding of the constitutional history of India.

Course Contents/Syllabus:

	Weightage (%)
Module I	10%
<ul style="list-style-type: none">• The Charter Act of 1833 and 1853• The Government of India Act 1858	
Module I	

<ul style="list-style-type: none"> • Indian Council Act 1861 • Indian Council Act 1909 	25%
Module III	
<ul style="list-style-type: none"> • The Government of India act 1919, effects of the Act, various aspects of Dyarchy System, member qualification, power, and defects of the Act • The Government of India act 1935, Central Legislature, Constituent Assembly 	25%
Module IV	
<ul style="list-style-type: none"> • Cripps Mission, Wavell Plan and Cabinet Mission • The India Independence Act 1947 • The Constituent Assembly of India 	25%
Module V	
<ul style="list-style-type: none"> • Constitutional development in Jammu and Kashmir • Significance of A 370 • Revocation of A 370 and after • Response of J&K people to the removal of A 370 	15%

Student Learning Outcomes:

- 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

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:

- Singh, M.P. (2019), *Outlines of Indian Legal & Constitutional History*, Lexis Nexis: Haryana
- Pylee, M.V. (2011), *Constitutional History of India [1600 — 2010]*, S. Chand & Company: New Delhi
- An Introduction to the Constitution of India, D.D Basu, Prentice Hall, New Delhi. (Latest Edition).
- An Introduction to the Constitution of India, M.V. Pylee, Vikas, New Delhi, 1998.
- Constitutional Development and National Movement in India, V.D. Mahajan, S. Chand and Co, New Delhi, 1986.



AMITY UNIVERSITY

MADHYA PRADESH

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

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

Pre-requisites: The students 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	Attendance	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 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, 2011History of South India written by Nilakanta Shastri 0.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MEDIEVAL INDIA II (1526 - 1707) - BAH292

Course Title: HISTORY OF MEDIEVAL INDIA II (1526 - 1707)

Credit Units: 4

Course Level: UG Level

Course Code: BAH292

Course Objectives:

- Enable students to understand the Foundation of Mughal Empire
- Help students to know the Mughal History
- Enable students to strengthen their views on expansion of Mughal Empire

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

Course Contents/Syllabus:

	Weightage (%)
Module I Foundation and expansion of Mughal Empire	25%

<ul style="list-style-type: none"> • Babar: the Founder of Mughal Empire in India • Humayun: Life and struggle for power • Akbar -The Great: Life, Rise to power, religious policy, Din –e-Ilahi, expansion of Mughal empire 	
Module II Expansion of Mughal Empire	
<ul style="list-style-type: none"> • Jahangir: Life and Reign, Nur Jahan and Sikh challenges • Shah Jahan: Life, Reign and Architecture • Aurangzeb; Life and struggle for power, Jat and Marathas challenges 	25%
Module III Nature of Mughal State	
<ul style="list-style-type: none"> • Evolution of administrative institutions: Military Administration, Public Welfare Measures Central administration of the Mughals 	25%
Module IV Decline of Mughal Empire	
<ul style="list-style-type: none"> • Decline of Mughal Empire; the rise of the Marathas, Sikhs, and Jats, Maratha state under Shivaji and Peshwa. 	25%

Student Learning Outcomes:

- Understand the concepts of administrative institutions
- Analyze the Foundation and expansion of Mughal Empire
- Identify Sikh challenges during Jahangir
- Evaluate the Nature of Mughal State
- Enable students to understand the Decline of Mughal 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

Recommended Readings:

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.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: POLITICAL & ECONOMIC HISTORY OF MEDIEVAL INDIA – BAH293

Course Title: POLITICAL & ECONOMIC HISTORY OF MEDIEVAL INDIA **Credit Units:** 4

Course Level: **UG Level**

Course Code: BAH293

Course Objectives:

- Enable students to understand Urbanization
- Enable students to understand the Society-Structure and Growth
- Help students to understanding of Political & Economic History
- Enable students to strengthen their views on agrarian economy

Pre-requisites: The students must possess fair understanding of Political & Economic History of Medieval India

Course Contents/Syllabus:

	Weightage (%)
Module I SOCIETY-STRUCTURE AND GROWTH	25%
<ul style="list-style-type: none">• Theories of State: Sultanate, Mughal, Vijayanagar, Marathas• Towns and Town Life and Trade, Merchant groups and Commerce• Artisans and Master-Craftsmen	

<ul style="list-style-type: none"> • Servants and Slaves • Standard of Living • The Ruling Classes - Nobility, Rural Gentry • The Middle Strata • The Commercial Classes 	
Module II ECONOMIC LIFE-PATTERNS AND PROSPECTS	25%
<ul style="list-style-type: none"> • Trend of India's Economy and Prospects during the First Half of the Eighteenth Century • Trade and Commerce (Mughal and Coromandal) • Overseas Trade - Role of Foreign Trading • Companies - Position of Indian Merchants Over-land Trade 	
Module III Revenue and land administration	25%
<ul style="list-style-type: none"> • Holding and Revenue Assessment and Collection (Iqta, Watan System, Mansabdari, Jagirdari and Zamindari/Nayankara and Poligar system) • Land: Ownership, Usage and Rights, Means of Cultivation and Irrigation, Forms of Labour, Peasant Production in Late Pre-colonial India Agricultural and non-agricultural production 	
Module IV Means of Communication	25%
<ul style="list-style-type: none"> • New Transport and Communication Systems - Roads, Railways, Canals, Ports, Posts and Telegraph; Articulation of Internal and External Trade; Banking System; Debate on Three stages of Colonialism and the Nature of Finance Capitalist Stage 	

Student Learning Outcomes:

- 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

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. Alice Thorner "Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India," Economic and Political Weekly, Vol. 17, No. 49, 50, & 51, Dec. 1982, pp. 1961-68, 1993-99, 2061-66.
2. Bagchi, Amiya Kumar, Private Investment in India: 1900-1939, Routledge, London, 2000.
3. Bhattacharya, Sabayasachi. The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872. Orient Blackswan, New Delhi, 2005.
4. Chandra, Bipan, Essays on Colonialism, Orient Blackswan, New Delhi, 2010.
5. Gadgil, D.R., The Industrial Evolution in India in the Recent Times, Oxford University Press, Delhi, 1972.

6. Guha, Ranajit, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, Orient Longman, New Delhi, 1982.
7. Kumar, Dharma (ed), *The Cambridge Economic History of India, Vol. 2, C.1750-c.1970*, Cambridge University Press, Cambridge, 1983.
8. Morris D. Morris, "Towards a Reinterpretation of Nineteenth Century Indian Economic History," *IESHR*, 5 (1) March 1968.
9. Naoroji, Dadabhai. *Poverty and un-British rule in India*. Nabu Public Domain Reprints, Breinigsville, 2011.
10. Roy, Tirthankar, *The Economic History of India, 1857-1947*, Oxford University Press, Delhi, 2000.
11. Stokes, Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, Cambridge, 1980.
12. Raychaudhari, Tapan and Irfan Habib, *The Cambridge Economic History of India, Vol.I, c.1200-1750*, Cambridge University Press, Cambridge, 1982.
13. Dutta, Rajat, (ed.) *Rethinking a Millennium; Perspectives on Indian History from the Eighth to the Eighteenth Century : Essays for Harbans Mukhia*, Aakar Books, 2008.
14. Dutta, Rajat, 'Merchants and peasants : A study of the structure of local trade in grain in late eighteenth century Bengal', *The Indian Economic and Social History Review*, Vol.23(4), pp.379-402, December 1986.
15. Habib, Irfan, ed., *Economic History of Medieval India; 1200-1500*, Pearson Education India, New Delhi, 2011
16. Habib Irfan, *Potentialities of Capitalistic Development in the Economy of Moghul India*, *Journal of Economic History*, Vol. 24, 1969
17. Habib, Irfan. *Agrarian System of Mughal India (1556-1707)*. New Delhi: Oxford University Press, 1999.



AMITY UNIVERSITY

MADHYA PRADESH

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

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	

<ul style="list-style-type: none"> • Sufism: doctrines and practices, state and religion-contradictions and legitimization; • Persian, Sanskrit and Vernacular Interactions - Malfuzat and Premakhyans 	25%
Module III	
<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 	25%
Module IV	
<ul style="list-style-type: none"> • Language and Literature- Ganga Jammuna Tahzib • Art and architecture: temples – regional styles 	25%

Student Learning Outcomes:

- Understand the views 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

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:

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.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS – BAH391

Course Title: INDUS VALLEY & OTHER CONTEMPORARY CIVILIZATIONS **Credit Units:** 4

Course Level: **UG Level**

Course Code: BAH391

Course Objectives:

- Enable students to understand Ancient civilizations
- Help students to know about Indus Valley
- Enable students to strengthen their views on ancient Indian history.

Pre-requisites: The students must possess fair understanding of Indus Valley & Other Contemporary Civilizations

Course Contents/Syllabus:

	Weightage (%)
Module I Reconstructing Ancient Indian history	25%
The Indian subcontinent: landscapes and environments	
Sources and methods of historical reconstruction	
Changing historical interpretations Early Indian notions of history	
Module II Indus Valley Civilization	

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline of traditions	25%
Module III Egyptian Civilization	
The Geography and pre-historic background; Polity and state structure; Society and Economy; Culture, Religion and Ideology	25%
Module IV Mesopotamia Civilization	
The Geography and pre-historic Background (with emphasis on the beginning of agriculture, settlement on the Zagros Mountain and Hassuna, Samarra and Halaf culture). Polity, State Structure and role of Temple and Palace as institution of Power. Social life: Class, Gender, Social stratification and Daily life; and Economy: Agriculture, Trade and Commerce, Foreign trade; and Urbanization Culture, Religion and Ideology.	25%

Student Learning Outcomes:

- Understand the concepts of development of Civilizations
- Analyze various civilizations of the world
- Identify the major features of the Mesopotamian & Egyptian 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

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

1. Books Recommended:

2. Allchin, B., and R. Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking, 1997.
3. Chakrabarti, D.K. *India: An Archaeological History*. New Delhi: Oxford University Press, 1999.
4. Chakravarti, R. *Exploring Early India up to c. AD 1300*. Delhi: Primus, 2016 (3rd edition).
5. Kenoyer, J.M. *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press and American Institute of Pakistan Studies, 1998.
6. Ratnagar, S. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.
7. Sharma, R.S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983.
8. Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass, 1996.
9. Singh, U. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman, 2008.
10. Thapar, R. *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press, 2000.
11. Thapar, R. *Early India: From the Origins to AD 1300*. New Delhi: Penguin, 2003
12. David Wengrow. *What Makes Civilization? The Ancient Near East & the Future of the West*. Oxford University Press, 2010.
13. Patrick Hunt. *Ten Discoveries That Rewrote History*, Penguin/Plume
14. Mesopotamian Civilization: The Material Foundations Daniel T. Potts A&C Black, 01-Jan-1997 - Ethnology - 366 pages



AMITY UNIVERSITY

MADHYA PRADESH

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

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, 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
- 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).



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY – BAH393

Course Title: ANCIENT INDIA FROM THE SUNGA TO 9TH CENTURY **Credit Units:**4

Course Level: **UG Level**

Course Code: BAH393

Course Objectives:

- Enable students to understand the ancient India from the Sunga to 9th century
- Help students to understand the Sunga dynasty
- Enable students to strengthen their views on Kanva dynasty

Pre-requisites: The students must possess fair understanding of ancient India from the Sunga to 9th century

Course Contents/Syllabus:

	Weightage (%)
Module I	
Sunga Dynasty: Pushyamitra Sunga, Agnimitra and Effects of Sunga rule Kanva Dynasy : Vasudeva Kanva, Bhumimitra, and Narayana	25%
Module II	
Satavahanas Dynasty: Satakarni, Hala, Gautamiputra Satakarni and its administration	25%

Indo-Greeks: Seleucus Nicator ,Megasthenes and Yavanas	
Parthian Empire: Foundation, Expansion and significance	
Module III	
Sakas: Origin, Period, Rulers and Decline	25%
Kushanas: Origin, Kings, Significance & Decline	
Module IV	
<p>Gupta Empire:</p> <ul style="list-style-type: none"> • state and administration, economy, society, religion, art,literature, science and technology • Maukharis of Kanauj; • Maitrakas of Valabhi (Saurashtra); • Pushyabhutis • Thaneshwara ruled by Vardhana Dynasty 	25%

Student Learning Outcomes:

- Understand the concepts of state and administration, economy, society, religion, art, literature, science and technology
- Analyzethe rise of Gupta empire
- Identify the significance of the Parthian empire
- Evaluate thereign of the Satavahanas Dynasty
- Enable students tounderstand the Indo-Greek attacks on 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

Essential 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).



AMITY UNIVERSITY

MADHYA PRADESH

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

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	
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	25%

<p>Jain and Buddhist Literature ,Smriti, Puranas etc Indian Perception of Dharma and Darshan V. Legal system in Ancient India</p>	
<p>Module II :Indian Knowledge Tradition Art and Culture</p>	<p>25%</p>
<p>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</p>	
<p>Module III Science, Enviornment and Medical Science</p>	<p>25%</p>
<p>I. Science and Technology II. Enviornmental Conservation Indian View III.Health Consciousness of Ayurveda, Yoga and Naturopathy IV. Indian Numeral System and Mathematics</p>	
<p>Module IV Social and economic structure:</p>	<p>25%</p>
<p>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.</p>	

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



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF EUROPE I– BAH491

Course Title: HISTORY OF EUROPE I

Credit Units: 4

Course Level: UG Level

Course Code: BAH491

Course Objectives:

- Enable students to understand the meaning of Renaissance
- Help students to know about Rise and Decline of Spain
- Enable students to strengthen their views on the Ascendancy of France

Pre-requisites: The students must possess fair understanding of History of Ancient Europe

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">• Renaissance - Emergence, Nature & Impact.• The Reformation and Counter Reformation- Causes, nature of reformation, results.• Rise of National States - Causes, main monarchies and their	

<p>growth - Ferdinand, Isabella of Spain, Louis XI of France, England - Henry VII, Holy Roman Empire.</p> <ul style="list-style-type: none"> • Rise and Decline of Spain - Foreign Policy of Charles V, Philip II, Revolt of Netherland, Thirty Years War, Causes of downfall of Spain. • American 	
<p>Module II</p>	
<ul style="list-style-type: none"> • The Ascendancy of France - Background of religious and civil wars, Domestic policy of Henry IV, Regime of Louis XIII. • France at her Zenith - Domestic and foreign policy of Louis XIV. • England and Industrial Revolution - Queen Elizabeth I, the age of Stuarts, the civil war, Charles II, James II and Glorious revolution, causes of industrial revolution and its effects. • The Age of Enlightened Despotism - Meaning, prominent enlightened despots - Frederick the great, Maria Theresa, Joseph II of Austria, Catherine II, Weakness of enlightened despotism. 	25%
<p>Module III</p>	
<ul style="list-style-type: none"> • Rise of Modern Russia - Peter the great, Catherine II their foreign policies. • Austrian Empire - War of Austrian succession - Treaty of Aix-la-Chapelle, Causes of seven years war, The treaty of Hubertusberg, Foreign policy of Joseph II. • 3. The Rise of Prussia - Domestic, foreign and religious policy of Frederick the great. 	25%
<p>Module IV</p>	
<ul style="list-style-type: none"> • Commercial Revolution - Causes of Mercantilism, main thinkers, importance of Mercantilism and Criticism, Causes of its decline. • The Age of Reason - Main intellectuals, salient features of age of reason, impact of the age of reason. France on the eve of revolution - Political, economic, religious and social condition, intellectual 	25%

revolution.

Student Learning Outcomes:

- 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

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:

- Reading in European History - Bernard and Hedges
- A Political & Cultural History of Modern Europe - Hayes
- History of Europe - C.D. Hazen
- A Short History of Europe - J.A.R. Marriot
- Europe - Grant & Temperley

- Europe - L. Mukherji
- Europe - J. Roberts
- History of Europe - V.D. Mahajan
- History of Modern Europe - Sucheta Mahajan
- History of Europe - R.C. Agrawal



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF EUROPE II– BAH492

Course Title: HISTORY OF EUROPE II

Credit Units: 4

Course Level: UG Level

Course Code: BAH492

Course Objectives:

- Enable students to understand the History of Medieval Europe
- Help students to understand the Rise of Feudalism
- Enable students to strengthen their views on Downfall of Roman Empire

Pre-requisites: The students must possess fair understanding of History of Medieval Europe

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
Downfall of Roman Empire	
Causes of Coronations of Charlemagne	
Significance of Coronation	

Administration of Charles the Great.	
Module II	
Otto the Great: foundation, expansion and significance Frederic Barbarossa: foundation, expansion and significance Frederic-II : Life, rule, expansion and significance Philip Augustus: Life, rule, expansion and significance	25%
Module III	
Rise of Feudalism: Features, Causes for decline. Chivalry: Meaning and Definition	25%
Module IV	
Rise of Papacy: Investiture Contest between Henry IV & Gregory VII Pope Gregory VII & his Papal Theory Pope Innocent III Crusades: Origin, Causes and Effects	25%

Student Learning Outcomes:

- 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

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:

- Thompson & Johnson, An Introduction to Medieval Europe
- Adams, Civilization during the middle Ages
- Myres, A Short History of Ancient, Medieval and Modern Times, Vol-II
- K. C. Choudhary, The Middle Ages
- A. L. Fisher, The Medieval Europe 2 Volumes
- J. B. Bury, The Cambridge Medieval History
- Virottam, Madhyakalin Europe ka Itihaas

•Dhanpati Pandey, Madhyakalin Europe



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS – I BAC 493

Course Title: INTERNATIONAL RELATIONS - I

Credit Units: 4

Course Level: UG Level

Course Code: BAC493

Course Objectives:

- Enable students to understand the International politics
- Help students to understand the concept of Cold War
- Enable students to strengthen their knowledge about the theories of IR

Pre-requisites: The students must possess fair understanding of international relations and global politics

Course Contents/Syllabus:

	Weightage (%)
Module I Origin and Growth of IR	
<ul style="list-style-type: none">• Meaning, nature (traditional view, modern view and current view) & Scope and Subject- matter• Purpose and significance• IR development as an academic discipline	25%
Module II Theories of IR	
<ul style="list-style-type: none">• Realism• Neo-Realism	25%

<ul style="list-style-type: none"> • Liberalism • Neo-Liberalism • Feminism 	
Module III International Security and Peace	
<ul style="list-style-type: none"> • Decolonisation in Asia and Africa • Cold War setup: NATO, SEATO, CENTO and Warsaw Pact • Post-Cold War era: Collective Security through UN • War On Terror: Afghanistan and Iraq • Peace-Keeping operations 	25%
Module IV : International Political Economy	
<ul style="list-style-type: none"> • Aid and Development • Debt for Development: OBOR and CPEC • Trade and Protectionism 	25%

Student Learning Outcomes:

- Understand the concept of collective security
- Analyze the role of various military organizations
- Identify the concept of liberalism and neo-liberalism
- Evaluate the role of Peace-Keeping operations
- Enable students to understand realism and neo-realism

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

23. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
24. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
25. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
26. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
27. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
28. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
29. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
30. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
31. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
32. India's Foreign policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008
33. Foreign Policy of India, V.N. Khanna, vikas publishing house Pvt. Ltd. 2007.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INDIAN GOVERNMENT AND POLITICS – BAC494

Course Title: INDIAN GOVERNMENT AND POLITICS

Credit Units: 4

Course Level: UG Level

Course Code: BAC494

Course Objectives:

- Enable students to understand the role and powers of the political parties
- Help students to practice electoral system
- Enable students to strengthen their idea of Federalism

Pre-requisites: The students must possess fair understanding of Indian Government and Politics

Course Contents/Syllabus:

	Weightage (%)
Module I Political Parties and the Party System & Elections and the Electoral System	25%
<ul style="list-style-type: none">• National and regional parties; trends in the party system – from the Congress system to the era of multiparty coalitions• The nature of and challenges to, the electoral system; social determinants of voting	
Module II Federalism and Regional Aspirations	

<ul style="list-style-type: none"> • Politics of Secession, autonomy and accommodation • Debates on secularism; majority and minority communalism 	25%
Module III Caste and Politics,	
<ul style="list-style-type: none"> • Caste in Politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies • The nature of political power in India with reference to developmental, welfare, ideology and coercive dimensions. 	25%
Module IV	
<ul style="list-style-type: none"> • Religion and Politics • Changing Nature of Indian Politics • Identity Politics 	25%

Student Learning Outcomes:

- 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

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

Essentials Readings

- Austin, Granville, Working a Democratic Constitution: The Indian Experience, OUP, Delhi, 1999.
- Basu, DD, Introduction to the Constitution of India, New Delhi, Prentice-Hall, 1980.
- Bhargava, Rajeev ed., Secularism and its Critics, OUP, New Delhi, 1998.
- Brass, Paul R., The Politics of India since Independence, Cambridge University Press and Foundation Books, New Delhi, Second Edition, reprinted 1999
- Chandra, Bipan, Mridula Mukherjee and Aditya Mukherjee, India after Independence 1947-2000, Penguin Books, Delhi, 2000
- Chaube, S.K., Constituent Assembly of India: Springboard of Revolution, Peoples' Publishing House, New Delhi, 1973.
- Chakrabarty, Bidyut, Forging Power, Coalition Politics in India, OUP, New Delhi, 2006.
- Chatterjee, Partha, State and Politics in India, OUP, New Delhi, 2004 (paperback)
- Rajni Kothari, Caste in Indian Politics, Sangam Books Limited, 1970



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF EUROPE III BAH591

Course Title: HISTORY OF EUROPE -III

Credit Units:4

Course Level:UGLevel

Course Code: BAH591

Course Objectives:

- Enable students to understand the American war of Independence, French Revolution
- Enable students to strengthen their views on Art and culture
- Help students to understand the Process of capitalist development in industry

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

Course Contents/Syllabus:

	Weightage (%)
Module I	

<ul style="list-style-type: none"> • American war of Independence- Causes ,events ,results • The French Revolution and its European repercussions • Crisis of the Ancient Regime • Intellectual currents • Social classes and emerging gender relations • Phases of the French Revolution 1789-99 • Art and culture of the French Revolution • Napoleonic consolidation –reform and empire 	25%
Module II	
<ul style="list-style-type: none"> • Capitalist industrialization and social and economic transformation (late 18th century to 1914) • Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia. • Evolution and differentiation of social classes: bourgeoisie, proletariat, landowning classes and peasantry. • Changing trends in demography and urban patterns • Family, gender and process of industrialization 	25%
Module III	
<ul style="list-style-type: none"> • Liberal democracy, working class movements and Socialism in the 19th and 20th Centuries: <ul style="list-style-type: none"> • The struggle for parliamentary democracy and civil liberties in Britain: popular movements –chartists and suffragettes • The making of democratic and constitutional rights • Forms of protest: food riots in France and England in early nineteenth century, • Early socialist thought, Marxian Socialism 	25%
Module IV	

<ul style="list-style-type: none"> • Tsarist Russia and the coming of the Bolshevik Revolution • Serfdom, Populism and Social Democracy • The Revolution of 1905; the revolutions of 1917: origins, visions, movements • Fascism and Nazism: origins and forms; nature of the fascist state 	25%
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Student Learning Outcomes:

- 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

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

Berger, S., ed. *Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, 2006.

- Blanning, T.C.W. *The Oxford History of Modern Europe*. Oxford 1996, 2000
- Davies, N. *Europe: A History*. New York: Harper Perennial, 1998.
- Hobsbawm, E. J. *Age of Revolution*. London: Weidenfield and Nicholson 1962; New York: Vintage 1996.
- Hobsbawm, E.J. *Age of Capital 1848-1875*. London: Vintage, 1996.
- McPhee, P. *The French Revolution: 1789-1799*. Oxford: Oxford University Press, 2002.
- Merriman, J. *History of Modern Europe, From Renaissance to the Present in 2 volumes*. New York: W.W. Norton, 2004.
- Davies, N., *Europe: A History*. New York: Harper Perennial, 1998.
- Deshpande, A., M. Jha and P. Chawla, eds. *Bisvi Shatabdi Mein Vishwa Itihaaske Pramukh Mudde*. Delhi: 2013.
- Hobsbawm, E.J. *Age of Empire*. London: Weidenfield and Nicholson, 1987; Abacus 2003.
- Hobsbawm, E.J., *Age of Extremes*. New York: Vintage Books, 1996.
- Joll, J., *Europe since 1870: An International History*. London: Penguin, 1970.
- Merriman, J., *History of Modern Europe, volume 2: From the French Revolution to the Present*. New York: WW Norton and Company 2004.
- Vijay, D., M. Bharadwaj and V. Chaudhari. *Adhunik Europe ka Itihas: Avam Evam Dishaen*. Delhi: Directorate of Hindi Medium Implementation 2010;



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF USA I- BAH592

Course Title: HISTORY OF USA I

Credit Units: 4

Course Level: UG Level

Course Code: BAH592

Course Objectives:

- Enable students to understand the History of USA
- Help students to know about the Growth of American Colonies
- Enable students to strengthen their views on American democracy

Pre-requisites: The students must possess fair understanding of the History of USA

Course Contents/Syllabus:

	Weightage (%)
Module I	
A New World: <ul style="list-style-type: none">• The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves• Revolution: sources, historiography	25%
Module II	
Limits of American democracy: <ul style="list-style-type: none">• The Federalist Constitution: Structure and its Critique	25%

<ul style="list-style-type: none"> •Jeffersonian Democracy: Its Limitations •Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes 	
Module III	
<p>Early Capitalism and its inequities:</p> <ul style="list-style-type: none"> •Growth of Market Society: Industrial Labour: gender, race, ethnicity •Immigrant Labour: religious, racial, ethnic bias; case history of Irish immigrants <p>U.S. quest for dominance:</p> <ul style="list-style-type: none"> •Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812; Monroe Doctrine 	25%
Module IV	
<p>Slavery:</p> <ul style="list-style-type: none"> •The economics of slavery: South vs. North/Debate •Slave life and culture; nature of female slavery; slave resistance (including female slave resistance) <p>The Civil War:</p> <ul style="list-style-type: none"> •Issues of the War •Interpretations 	25%

Student Learning Outcomes:

- Understand the concepts of Slavery
- Analyzethe Growth of Market Society
- Identify the causes of the revolution
- Evaluate theImperialism and Changing Diplomacy

- Enable students to understand the causes of the civil war.

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:

1. Balleck, B.J. 'When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase'. *Presidential Studies Quarterly*, 22, Fall 1992.
2. Kailyn, B., D. Wood, J. L. Thomas et.al. *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company, 2000.
3. Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. I. 5th edition. Massachusetts: Houghton Mifflin Company, 2003.
4. Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
5. Datar, K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
6. Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice Hall, 1995.
7. Foner, E. *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
8. Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press, 2000.
9. Zinn, H. *A People's History of the United States, 1492-Present*. New York: Harper Collins, 2000



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF FAR EAST I– BAH593

Course Title: HISTORY OF FAR EAST I

Credit Units: 4

Course Level: UG Level

Course Code: BAH593

Course Objectives:

- Enable students to understand the Historical and Geographical Survey
- Help students to know about Hundred Days Reform
- Enable students to strengthen their views on Manchurian Crisis, 1931

Pre-requisites: The students must possess fair understanding of the History of Far East

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• Historical and Geographical Survey, European Intercourse with China, Opium Trade, First Opium War and Treaty of Nanking, Taiping Rebellion: Second Opium War and Treaty of Tientsin• First Sino-Japanese War and Treaty of Shimonoseki; Hundred Days Reform, Boxer Rebellion.	25%
Module II	
<ul style="list-style-type: none">• Nationalist Movement and Proclamation of the Republic; Career and Achievements of Sun Yat Sen.	25%

<ul style="list-style-type: none"> China and First World War, Achievements and Failures of Kuomintang Government under Chiang Kai Shek, Manchurian Crisis, 1931 	
Module III	
<ul style="list-style-type: none"> Birth and Growth of Communism in China, Cooperation and Conflict between the Communists and Kuomintang, 1921-1945 Sino-Japanese War, 1937; Civil War, 1945-49 and establishment of People's Republic China. 	25%
Module IV	
Cultural Revolution, 1966-68; Foreign Policy of the People's Republic of China.	25%

Student Learning Outcomes:

- 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

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
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Weightage (%)	15	5	10	70
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Essential Readings

1. Chesneaux, J., Secret Societies in China in the Nineteenth and Twentieth Century's, Ann Arbor: University of Michigan Press, 1972.
2. Chesneaux, J., Peasant Revolts in China 1840–1949. London: Thames & Hudson, 1973.
3. Epstein, I., From Opium War to Liberation. Beijing: New World Press, 1956.
4. Franke, W. A Century of the Chinese Revolution 185-1949. Oxford: Blackwell, 1970.
5. Kung-chuan Hsiao. A History of Chinese Political Thought. Princeton: Princeton University Press, 1979.
6. Bonner-Smith, D., and Lumby, E., The Second China War: 1856-1860, New York: State Mutual Book and Periodical Service Ltd., 1987.
7. Garrett, V., Heaven is High and the Emperor Far Away: Mandarins and Merchants in Old Canton, New York: Oxford University Press, 2002.
8. Janin, H., The India-China Opium Trade in the 19th Century, Jefferson: McFarland and Co., 1999.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: STUDY OF MUSEOLOGY- BAH594

Course Title: STUDY OF MUSEOLOGY

Credit Units: 4

Course Level: UG Level

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	

<ul style="list-style-type: none"> • Definition and scope of Museum. • General Principles of Museum. • History of museums / Museum Movement 	25%
Module III	
<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 	25%
Module IV	
<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 Sangrahalya). • Role of Museum in Society. 	25%

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**



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: INTERNATIONAL RELATIONS - II– BAC595

Course Title: INTERNATIONAL RELATIONS - II

Credit Units: 4

Course Level: UG Level

Course Code: BAC595

Course Objectives:

- Enable students to understand the concept of Foreign Policy
- Help students to aware about area studies
- Enable students to strengthen their understanding of third world countries

Pre-requisites: The students must possess fair understanding of theories of International Relations.

Course Contents/Syllabus:

	Weightage (%)
Module I Foreign Policy of Great Powers	
<ul style="list-style-type: none">• Foreign Policy of USA• Foreign Policy of Russia• Foreign Policy of China	25%
Module II India and Regions	
	25%

<ul style="list-style-type: none"> • West Asia, • South Asia • South East Asia • ASEAN 	
Module III Third World in IR	
<ul style="list-style-type: none"> • Defining First, Second and Third World • North – South Dialogue • South – South Cooperation 	25%
Module IV International Politics in Indian Ocean	
<ul style="list-style-type: none"> • Geo-Strategic Importance • Indian Ocean: Problems and Prospects • Quest for influence: India, USA & China 	25%

Student Learning Outcomes:

- Understand the concepts Geo-Strategic Importance
- Analyze the role of various organizations
- Identify the problems and prospects in Indian Ocean
- Evaluate the foreign policy of USA
- Enable students to understand Quest for influence.

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. International systems in world History – Remaking the study of International Relations, Barry Buzan and Richard Little, Oxford University, Press, New York, 2000.
2. International relations, Vinay kumar Malhotra, Anmol Publications, New Delhi, 2012
3. Rajan, M.S., and Shivaj Ganguli, (eds.) India and international System, New Delhi, Vikas, 1981
4. Theoretical Aspects of International Politics, Mahendra Kumar, Shiva Lal Agarwal, Agra, 1967
5. K.P. Mishra and R.S. Beal, International Relations Theory, Vikas Publishers, New Delhi, 1990
6. Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998
7. India's Foreign Policy, Subhas Shukla, Anamika Publishers, New Delhi, 2007
8. India's Foreign & Sub Continental Politics, Vandana Asthana, Kanishka Publishers, New Delhi, 1999
9. India's Foreign Policy & its Neighbours, Dhiraj Shrivastava, ABD Publishers, Jaipur, 2007.
10. India's Foreign Policy of India, Sudhir Pattnaik, Arise Publishers, New Delhi, 2008



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: COLONIALISM STUDIES – BAH691

Course Title: COLONIALISM STUDIES

Credit Units: 4

Course Level: UG Level

Course Code: BAH691

Course Objectives:

- 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

Pre-requisites: The students must possess fair understanding of Colonialism Studies

Course Contents/Syllabus:

	Weightage (%)
Module I	
<ul style="list-style-type: none">• Explaining imperialism, colonialism and nationalism• Approaches to the study of colonialism and nationalism in India:	25%
Module II	
The Early phase of colonialism and its impact: <ul style="list-style-type: none">• Political: expansion and consolidation of British power, ideological justification of colonial rule – ‘civilizing mission’	25%

<ul style="list-style-type: none"> • Economy: Agriculture and land relations, decline of traditional industry and patterns of trade • Society: English education and Middle class • Ideas: debates on Indian Renaissance 	
Module III	
<p>The 1857 Rebellion and the making of the modern Colonial State:</p> <ul style="list-style-type: none"> • 1857 Rebellion: The social base, consequences • Knowing the colonial subjects: issues of race, caste and religion, enumeration through census • Gandhi and mass mobilization: ideas, symbols and techniques; Khilafat, Non-cooperation and Civil Disobedience • Politics of Representation: Constitutional Developments (1858-1935) 	25%
Module IV	
<p>De-colonisation and the Nationalist legacies</p> <ul style="list-style-type: none"> • (a) The immediate context of Decolonisation: World War II, Quit India movement, Indian National Army (INA) struggles • (b) Partition and Independence: The two Nation theory and Partition, Independence and birth of India and Pakistan • (c) Nationalist legacies: The Motilal Nehru Committee Report, constitutionalism and democracy, idea of Swaraj, Secularism and Socialism 	25%

Student Learning Outcomes:

- Understand the approaches to the study of colonialism
- Analyze the Quit India movement
- Identify the major causes of the 1857 Rebellion
- Evaluate the Politics of Representation
- Enable students to understand De-colonisation

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. Alter, Peter, Nationalism, Edward Arnold, first published 1989, Second edition,1994
2. Chandra, Bipan, Essays on Colonialism, Orient Longman Ltd., Hyderabad, 1999.
3. Thapar, Romila, ‘Interpretations of Colonial History: Colonial, Nationalist, Post-colonial’ in Peter Ronald deSouza ed. Contemporary India: Transitions, Sage Publications, New Delhi, 2000, pp.25-36.
4. Islam, Shamsul, ‘The Origins of Indian Nationalism’ in Religious Dimensions of Indian Nationalism, Media House, Delhi, 2004, pp. 71-103.
5. Dipesh Chakrabarty, ‘A Small History of Subaltern Studies’, in Chakrabarty, Dipesh, Habitations of Modernity: Essays in the Wake of Subaltern Studies (Permanent Black 2002) pp. 3-19.
6. Bandyopadhyay, Sekhar, Eighteen Fifty Seven and it Many Histories; in 1857: Essays from Economic and Political Weekly, Delhi: Orient Longman, 2008, pp.1-22.
7. Habib, Irfan, ‘Understanding 1857’ in Sabyasachi Bhattacharya (ed.), Rethinking 1857, Delhi: Orient Longman, 2007, pp.58-66.
8. Bandyopadhyay, Sekhar. From Plassey to Partition, Orient Longman, 2004, Ch. 5.1 The moderate and Economic Nationalism, pp. 227-223.
9. Chandra Bipan, Mridula Mukherjee, Aditya Mukherjee, India After Independence 1947-2000, Penguin Books, New Delhi, 2000



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF USA II- BAH692

Course Title: HISTORY OF USA II

Credit Units: 4

Course Level: UG Level

Course Code: BAH692

Course Objectives:

- Enable students to understand the Growth of Capitalism
- Help students to understand the Making of Radical Reconstruction
- Enable students to strengthen their views on the New Deal

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

Course Contents/Syllabus:

	Weightage (%)
Module I	
The Making of Radical Reconstruction: • Growth of Capitalism - Big Business: Competition, Consolidation,	25%

<p>Monopolism</p> <ul style="list-style-type: none"> • Worker’s Culture; Organization of Labour Unions and Movements (both men and women) 	
Module II	
<p>Resistance vs. Reform</p> <ul style="list-style-type: none"> • The Populist Challenge: Agrarian Crisis and Discontent • The Politics of Progressivism: Varieties and Limitations • The New Deal: Response to the Great Depression, Reformism or Economic Experimentation 	25%
Module III	
<p>African-American Movement:</p> <ul style="list-style-type: none"> • Black Leadership: Booker T. Washington; W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X • Civil Rights Movement: Martin Luther King Jr. 	25%
Module IV	
<p>USA in World Politics:</p> <ul style="list-style-type: none"> • Imperial ambition and power: the Spanish-American War; USA and East Asia; USA and Latin America; America in the First World War • America in the Second World War; The Cold War: Strategy of ‘Containment’; Truman Doctrine <p>Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project</p>	25%

Student Learning Outcomes:

- 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

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. Balleck, B.J. ‘When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase’. *Presidential Studies Quarterly*, 22, Fall 1992. .
2. Kailyn, B., D. Wood, J. L. Thomas et.al. *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company, 2000.
3. Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. I. 5thedition. Massachusetts: Houghton Mifflin Company, 2003.
4. Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12thedn. New York: Pearson Longman, 2006.
5. Datar, K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
6. Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice Hall, 1995.
7. Foner, E. *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2ndedn. 2007.
8. Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: TheFree Press, 2000.
9. Zinn, H. *A People’s History of the United States, 1492-Present*. New York: Harper Collins, 2000



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF FAR EAST II– BAH693

Course Title: HISTORY OF FAR EAST II

Credit Units: 4

Course Level: UG Level

Course Code: BAH693

Course Objectives:

- Enable students to understand the Meiji reforms
- Help students to about War Diplomacy
- Enable students to strengthen their views on Japanese hegemony in Far East

Pre-requisites: The students must possess fair understanding of History of Far East

Course Contents/Syllabus:

	Weightage (%)
Module I	25%
<ul style="list-style-type: none">• The Opening of Japan-Perry and Harris Mission, The Restoration of the Meiji and reforms of Meiji Era, The Constitutional Movement and the Constitution of 1889• Anglo-Japanese Alliance (1902), Russo-Japanese War (1904-05) and Treaty of Portsmouth; Japanese hegemony in Far East before the First World War and Occupation of Korea.	
Module II	

<ul style="list-style-type: none"> • Japan and First World War –War Diplomacy, London Declaration, Shantung Ultimatum, Twenty one Demands, Treaties of 1915 and Second Treaties 1916-17, Lansing-Ishii Agreement, Japan in Paris Peace Conference. 	25%
Module III	
<ul style="list-style-type: none"> • Political and Economic Development of Japan, 1895-1939; Economic Development, Industrial Growth, Agricultural Development and Foreign Trade. 	25%
Module IV	
<ul style="list-style-type: none"> • Japan’s Foreign Policy, 1919-1939, Japan and Second World War, 1939-1945; Defeat and Surrender of Japan. • Post War Japan-Japan under American Occupation (1945-51) Democratization, Demilitarization, Socio-Economic reforms; Economic Progress of Japan, 1951-1980. 	25%

Student Learning Outcomes:

- Understand the concept of London Declaration
- Analyze the Political and Economic Development of Japan
- Identify the Twenty one Demands
- Evaluate the Japan’s Foreign Policy
- Enable students to understand Japan and world wars

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 Reading

1. Buckley, R., Japan Today, Cambridge, Cambridge University Press, 1990.
2. Buckley, R., US-Japan Alliance Diplomacy 1945–1990, Cambridge, Cambridge University Press, 1995.
3. Hunter, J., The Emergence of Modern Japan, London, Longman, 1991.
4. Mason, R. H. P. and J. G. Caiger., A History of Japan, Melbourne, Cassell, 1972.
5. McGrew, A. and C. Brook, (eds) Asia-Pacific in the New World Order, London, Routledge, 1998.
6. Megarry, T., (ed.) The Making of Modern Japan: A Reader, Dartford, Greenwich University Press, 1995.
7. Reischauer, E. O. and A. M. Craig ., Japan: Tradition and Transformation, Sydney, Allen & Unwin, 1989.
8. Shively, D. H. and W. H. McCullough, (eds) The Cambridge History of Japan, Cambridge, Cambridge University Press, 1999.
9. Waswo, A., Modern Japanese Society 1868-1994, Oxford, OUP, 1996.
10. Yamamura, K., The Economic Emergence of Modern Japan, CUP, Cambridge, 1997.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: GANDHI AND THE CONTEMPORARY WORLD BAC694

Course Title: GANDHI AND THE CONTEMPORARY WORLD **Credit Units:**4

Course Level: UG Level

Course Code: BAC694

Course Objectives:

- Elaborate Gandhian thought and examine its practical implications
- Introduce students to key instances of Gandhi's continuing influence right up to the contemporary period
- Enable students to strengthen their views on Peace, Justice and Security
- Enable them to critically evaluate his legacy.

Pre-requisites: The students must possess fair understanding of Gandhi and Gandhism

Course Contents/Syllabus:

	Weightage (%)
Module I Gandhi on Modern Civilization and Ethics of Development	

<ul style="list-style-type: none"> a) Conception of Modern Civilization and Alternative Modernity b) Critique of Development: Narmada BachaoAndolan 	20%
Module II Gandhian Thought: Theory and Action	
<ul style="list-style-type: none"> a. Theory of Satyagraha b. Satyagraha in Action: <ul style="list-style-type: none"> i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947 and Communal Unity 	30%
Module III Gandhi's Legacy	
<ul style="list-style-type: none"> a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b) The Pacifist Movement c) Women's Movements d) Gandhigiri: Perceptions in Popular Culture 	30%
Module IV Gandhi and his Political Ideas	
<ul style="list-style-type: none"> a) Swaraj b) Swadeshi 	20%

c) Sarvodaya

Student Learning Outcomes:

- Understand the Gandhian thought and its practical implications
- Learn about the key instances of Gandhi's continuing influence right up to the contemporary period
- Identify and critically evaluate his legacy.

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

Module I: Gandhi on Modern Civilization and Ethics of Development:

1. B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.
2. K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.
3. D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp.



AMITY UNIVERSITY

MADHYA PRADESH

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

Course structure: HISTORY OF MADHYA PRADESH – BAC695

Course Title: HISTORY OF MADHYA PRADESH

Credit Units: 4

Course Level: **UG Level**

Course Code: BAC695

Course Objectives:

- Elaborate the History of Madhya Pradesh
- Introduce students to History of Madhya Pradesh
- Enable students to strengthen their views on Art and Architecture and culture
- Enable them to critically evaluate his legacy

Pre-requisites: The students must possess fair understanding of History of Madhya Pradesh

	Weightage (%)
Module I Major events and Major dynasties in the history of Madhya Pradesh.	
<ul style="list-style-type: none">• Sources: A brief account of the ancient period Kalachuries of Tripuri, Parmars of Malwa, and the Chandellas of Jejakbhuktis• Muslim invasion on Malwa and Bundelkhand Resistance to their dominance, Mughal attack on Malwa and Bundelkhand resistance of Durgawati and her family• Madhya Pradesh in 18 century Chatrasaal and the Mughals	25%

Module II Contribution of Madhya Pradesh in Freedom Movement	25%
<ul style="list-style-type: none"> • The revolt of 1857 in M.P. led by leaders • Nationalist Movements in MP: Jhanda Satyagraha, Jungle Satyagraha, Salt Satyagraha, Quit India Movement in MP, Freedom Fighters of MP after 1900 	
Module III Major arts and Sculpture of Madhya Pradesh	25%
<ul style="list-style-type: none"> • Religious and tourist places of Madhya Pradesh. • festivals, Folk music, Folk Arts and Folk literature of Madhya Pradesh. 	
Module IV History of Gwalior	25%
<ul style="list-style-type: none"> • Major Dynasties of Gwalior (Kachhaps, Tomars, Scindias etc) • Muslim Invasion on Gwalior (Delhi Sultanate and Mughals) • Jainism and Sufism in Gwalior • Art and culture of Gwalior 	

Student Learning Outcomes:

- Understand the concepts of society, economy, polity and culture
- Analyze the political development of MP
- Identify Religious and cultural life of MP
- Enable students to know about Muslim 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:

1. History of the Fortress of Gwalior By Shrimant Balwant Row Bhayasaheb, Scindia Printed at The Education Society's Steam Press, Bombay,1892
2. McGraw Hill Education, 'An Introduction to Madhya Pradesh General Knowledge', 2018
3. India's Heritage of Gharana Music - Pandits of Gwalior Hardcover – 1 January 2018, Dr. Meeta PanditPublisher, Shubhi Publications (1 January 2018)
4. Malwa Through The Ages, Kailash Chand Jain Motilal Banarsidass Publ., 31-Dec-1972
5. Malwa Through the Ages: From the Earliest Times to 1305 A.D.K.C. Jain, 1 January 1972

Amity University Madhya Pradesh, Gwalior

Minutes of the Board of Studies- HISTORY

Conducted on 8th February 2022

Agenda Item	Description	Remarks
No. 1	Welcome by the Chairperson	The Chairperson welcomed the members of BoS
No. 2	Review of Curriculum (UG Courses)	Changes proposed
(i)		
	I Sem	Title Changed- 1. History of Modern India II is renamed as Nationalism in India with more added contents.
	IV Sem	1. History of Modern Europe Paper 493 Inter -Changed with International Relations I Paper 591
(ii)		Proposed changes in Syllabus Contents Added
1.	I SEM (BAH)	Module I Approaches to the study of Nationalism in India

	1....)	<ul style="list-style-type: none"> • Colonialist • Nationalists • Cambridge School • Marxists • Subaltern interpretations • Debate on Early Nationalism <p>Module II Major Social and Religious movements among Hindus and Muslims</p> <ul style="list-style-type: none"> • Brahmo Samaj • Arya Samaj • Dharma Sabha • Aligarh Movement • Wahabi Movement • Deoband Movement • Prathana Samaj • Vivekananda and Ramakrishna Mission <p>Module III -National Movement in India</p> <ul style="list-style-type: none"> • Socialist alternatives: Congress Socialists, Communists • The Caste question: Anti-Brahmanical Politics <p>Module IV- The Women’s Question: Participations in the National Movement and its Impact.</p>
2.	I Sem (BAH 194)	<ul style="list-style-type: none"> • Added Contents <p>Module I Growth of Modern Education</p> <ul style="list-style-type: none"> • Proposal of Wilberforce • Proposal of Charls Grant • Proposal of Minto • Proposal of Elphinstone

- Macaulay 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
- Evolution of law and colonial courts

Module II

- Land revenue settlements: Permanent settlement, Ryotwari Settlement, Mahalwari Settlement
- Commercialisation of agriculture and its effects
- Popular resistance: Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Deccan Riots 1875)

Module III Growth of Press

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

		<ul style="list-style-type: none"> • 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 <p>Module IV</p> <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
3	II Sem (BAH 291)	<ul style="list-style-type: none"> • Added Contents <p>Module III Muslim Invasions</p> <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) • Lodhi Dynasty (1451-1526)

4	II SEM (BAH 293)	<p>Module I SOCIETY-STRUCTURE AND GROWTH</p> <ul style="list-style-type: none"> • Rural Society Holding and Revenue Assessment and Collection (Iqta, Mansabdari, Jagirdari and Zamindari/Nayankara and Poligar system); • Towns and Town Life and Trade, Merchant groups and Commerce, • Artisans and Master-Craftsmen • Servants and Slaves • Standard of Living • The Ruling Classes - Nobility, Rural Gentry • The Middle Strata • The Commercial Classes
3.	II Sem (BAH 293)	<p>Added Contents</p> <p>Module II ECONOMIC LIFE-PATTERNS AND PROSPECTS</p> <hr/> <ul style="list-style-type: none"> • Trend of India's Economy and Prospects during the First Half of the Eighteenth Century • Trade and Commerce (Mughal and Coromandal); • Overseas Trade - Role of Foreign Trading • Companies - Position of Indian Merchants Over-landTrade <p>Module IV</p> <p>Language and Literature- Ganga Jammuna Tahzib</p> <ul style="list-style-type: none"> • Art and architecture: temples – regional styles
4.	II SEM BAH	<p>Module I: Concept of Bharatvarsha</p> <hr/>

<p>294 IIISEM BAH 394</p>	<p>VI. Understanding Bharatvarsha ,Eternity of synonyms Bharat</p> <p>VII. Indian concept of Time and Space</p> <p>VIII. Indian view of History</p> <p>IX. The glory of Indian Literature: Ved, Vedanga, Upanishads ,Epics Jain and Buddhist Literature ,Smriti, Puranas etcIndian Perception of Dharma and Darshan</p> <hr/> <p>Module II :Indian Knowledge Tradition Art and Culture</p> <p>VI. Evolution of Language and Script</p> <p>VII. Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, Tigalrietc</p> <p>VIII. Salient features of Indian Art&Culture</p> <p>IX. Indian Educational System</p> <p>X. The Ethics of Indian Valor</p> <p>Module III Science, Enviornment and Medical Science</p> <p>V. Science and Technology</p> <p>VI. Enviornmental Conservation Indian View</p> <p>VII. Health Consciousness of Ayurveda, Yoga and Naturopathy</p> <p>VIII. Indian Numeral System and Mathematics</p> <p>Module IV Social and economic structure :</p> <p>Social and economic structure :Concept of VasudhevKutumbakam (Man ,Family ,Society and World)Social stratification,, division of labour,(Varna System), Ashram system,, Samskara, marriage, industry, inland trade and commerce and maritime trade.</p> <hr/>
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HISTORY OF MADHYA PRADESH BAC695

	Weightage
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	(%)
<ul style="list-style-type: none"> • Module I Major events and Major dynasties in the history of Madhya Pradesh. 	25%
<ul style="list-style-type: none"> • A brief account of the ancient period Kalachuries of Tripuri, Parmars of Malwa, and the Chandellas of Jejakbhuktis • Muslim invasion on Malwa Resistance to their dominance ,Mughal attack on Malwa, resistance of Durgawati and her family • Madhya Pradesh in 18th century, Chatrasaal and the Mughals 	
Module II Contribution of Madhya Pradesh in Freedom Movement	25%
<ul style="list-style-type: none"> • The revolt of 1857 in M.P. (contribution of leaders) • Nationalist Movements in MP :<i>Jhanda Satyagraha, Jungle Satyagraha, Salt Satyagraha , Quit India Movement in MP, Freedom Fighters of MP after 1900</i> 	
<i>Module III Major arts and Sculpture of Madhya Pradesh</i>	25%
<ul style="list-style-type: none"> • Religious and tourist places of Madhya Pradesh. • festivals, Folk music, Folk arts and Folk literature of Madhya Pradesh. 	
Module IV History of Gwalior	

<ul style="list-style-type: none"> • Major Dynasties of Gwalior (Kachhaps, Tomars, Scindias etc) • Muslim Invasion on Gwalior (Delhi Sultanate and Mughals) • Jainism and Sufism in Gwalior • Art and culture of Gwalior 	25%
GANDHI AND THE CONTEMPORARY WORLD BAC694	Weightage (%)
Module I Gandhi on Modern Civilization and Ethics of Development	
<ul style="list-style-type: none"> a) Conception of Modern Civilization and Alternative Modernity b) Critique of Development: Narmada Bachao Andolan 	20%
Module II Gandhian Thought: Theory and Action	
<ul style="list-style-type: none"> a. Theory of Satyagraha b. Satyagraha in Action: <ul style="list-style-type: none"> i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947 and Communal Unity 	30%
Module III Gandhi's Legacy	
	30%

<p>a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)</p> <p>b) The Pacifist Movement</p> <p>c) Women's Movements</p> <p>d) Gandhigiri: Perceptions in Popular Culture</p>	
<p>Module IV Gandhi and his Political Ideas</p>	
<p>a) Swaraj</p> <p>b) Swadeshi</p> <p>c) Sarvodaya</p>	<p>20%</p>



French syllabus - Programme d'études pour le français

All U.G. Programmes – Foreign Language

Français - I

Course Code: FLU144

Credit units: 02

Course Objective:

To familiarize students with the French language, with its phonetic system and its accents.

To enable students

- to greet someone in French
- to present and describe oneself and people
- to enter in contact, and begin a conversation
- to talk about one's family, tastes and preferences

Course Contents:

Dossiers 1, 2 – pg 5-24

Dossier 1 : Toi, moi, nous

Actes de Communication :

S'adresser poliment à quelqu'un, entrer en contact, se présenter, présenter quelqu'un, saluer, poser des questions simples pour connaître quelqu'un, épeler et compter

Dossier 2 : En famille

Actes de Communication :

Parler de sa famille, Décrire quelqu'un, exprimer ses goûts, écrire et comprendre un message court, inviter quelqu'un, exprimer la possession, la négation

Grammaire :

1. articles indéfinis, articles définis, masculin et féminin des noms et des adjectifs, pluriel des noms et des adjectifs
2. pronoms sujets et toniques, on, c'est/il est + profession,
3. masculin et féminin des adjectifs de nationalité
4. verbes- être, avoir, aller, 'er' groupe
5. l'interrogation – l'intonation, est-ce que, qui est-ce ? Qu'est-ce que? L'inversion ; où, comment, quand ; quel
6. la négation
7. adjectifs possessifs

Examination Scheme:

	INTERNAL				EXTERNAL	GRAND TOTAL
Components	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	10	5	30	70	100

Text & References:**Text:****Le livre à suivre:**

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

French syllabus - Programme d'études pour le français

All U.G. Programmes – Foreign Language

Français - II

Course Code: FLU244

Credit units: 02

Course Objective:

To furnish the linguistic tools

- to talk about daily activities and sports, to express necessities
- to talk about activities in recent future,
- to have conversations and perform day to day life tasks like enquiring about time, take an appointment
- to enquire about products and place orders in a shop/ restaurant

Course Contents:

Dossiers 3,4 – pg 25-44

Dossier 3 : Quelle journée ! Actes de Communication :

Parler de ses activités quotidiennes, se situer dans le temps, demander l'heure et la date, parler des sports et des loisirs, exprimer la fréquence

Dossier 4 : Vous désirez ? Actes de Communication :

Exprimer la quantité, demander et donner le prix, exprimer la nécessité, la volonté et la capacité, comparer et exprimer ses préférences, s'exprimer au futur proche, prendre rendez-vous, s'exprimer au restaurant/dans les magasins

Grammaire :

1. l'expression du temps
2. les articles contractés, les quantités indéterminées et déterminées
3. les adverbes de fréquences

4. verbes- faire, prendre, venir, pouvoir, vouloir, les verbes pronominaux
5. la comparaison de l'adjectif
6. la négation (suite)
7. le future proche

Examination Scheme:

	INTERNAL				EXTERNAL	GRAND TOTAL
Components	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	100
Weightage (%)	15	10	5	30	70	

Text & References:

Text:

Le livre à suivre:

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

French syllabus - Programme d'études pour le français

All U.G. Programmes – Foreign Language

Français - III

Course Code: FLU344

Credit units: 02

Course Objective:

To enable the students

- to talk about the qualities and defects of people.
- to ask/give directions, to enquire about a lodging.
- to ask and give informations about a certain place.
- to describe events in past tense.

Course Contents:

Dossiers 5,6 – pg 45-64

Dossier 5 : Ici et là

Actes de Communication :

Exprimer l'obligation et l'interdiction, parler des qualités et des défauts de quelqu'un, demander son chemin, indiquer un itinéraire, se situer dans l'espace, se renseigner sur un logement.

Dossier 6 : Ailleurs

Actes de Communication :

S'exprimer au passé composé, raconter un voyage, se situer dans le monde, exprimer le temps (avec indicateurs de temps – il y a, depuis), se renseigner sur un hébergement, exprimer la satisfaction et l'insatisfaction.

Grammaire :

1. les adjectifs démonstratifs
2. les verbes : 'ir groupe' devoir, falloir
3. les prépositions de lieu, de pays
4. l'impératif, le passé composé, forme et accord du participe passé, la négation au passé composé
5. les indicateurs de temps (il y a, depuis)

Examination Scheme:

	INTERNAL				EXTERNAL	GRAND TOTAL
Components	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	100
Weightage (%)	15	10	5	30	70	

Text & References:**Text:****Le livre à suivre:**

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

French syllabus - Programme d'études pour le français

All U.G. Programmes – Foreign Language

Français - IV

Course Code: FLU444

Credit units: 02

Course Objective:

To strengthen the language of the students in both oral and written

To revise the grammar in application and the communication tasks related to topics covered already

To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- talking about personal habits
- narrating events in the past, marking the stages, using appropriate connectors
- holding conversations on telephone
- asking for /giving advices

Course Contents:

Dossier 7 – pg 65-74, Dossiers 1, 2 and 3 (révision) Dossier 7 : au boulot

Actes de Communication :

Parler des habitudes et décrire une situation à l'imparfait, comparer (nom et verbe), qualifier (qui, que) s'exprimer au téléphone, demander et donner un avis.

Dossiers 1, 2, 3 – Révision

Exercices d'écoute, production orale et écrite.

Grammaire :

1. l'imparfait,
2. la comparaison du verbe/du nom ; mieux/meilleur
3. les pronoms relatifs

Examination Scheme:

	INTERNAL				EXTERNAL	GRAND TOTAL
Components	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	
Weightage (%)	15	10	5	30	70	100

Text & References:***Text:*****Le livre à suivre:**

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

French syllabus - Programme d'études pour le français

All U.G. Programmes – Foreign Language

Français - V

Course Code: FLU544

Credit units: 02

Course Objective:

To strengthen the language of the students in both oral and written

To revise the grammar in application and the communication tasks related to topics covered already

To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- narrating events in the past, marking the stages, using appropriate connectors
- expressing causes and consequences, using appropriate logical connectors
- presenting a biography

Course Contents:

Dossier 8 – Pg 75-84 Dossiers 4, 5 and 6 (révision) Dossier 8 : Vivre

ensemble

Actes de Communication :

Exprimer la cause, l'opposition, la conséquence, décrire les étapes d'une action, s'exprimer sur l'environnement, l'écologie, identifier et décrire les différences de comportement, décrire le fonctionnement d'une association, faire la biographie d'une personne.

Dossiers 4, 5, 6 – Révision

Exercices d'écoute, production orale et écrite.

Grammaire :

1. le présent (révision), le passé composé (révision)
2. les pronoms compléments directs, les pronoms compléments indirects
3. les marqueurs chronologiques
4. les articulateurs logiques

Examination Scheme:

	INTERNAL				EXTERNAL	GRAND TOTAL
Components	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	100
Weightage (%)	15	10	5	30	70	

Text & References:**Text:****Le livre à suivre:**

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

French syllabus - Programme d'études pour le français

All U.G. Programmes – Foreign Language

Français - VI

Course Code: FLU644

Credit units: 02

Course Objective:

To provide the students with the linguistic tools to enhance social communication skills and be able

- To approve or disapprove a behavior
- To congratulate somebody
- To express possession

Course Contents: Dossier 1 – pg 7-16,

Dossier 1 : Au fil du temps

Actes de Communication :

Approuver ou désapprouver l'attitude de quelqu'un (désapprouver le comportement des parents)

Féliciter quelqu'un (féliciter un participant dans le courrier des lecteurs) Parler de sa santé (exprimer les problèmes de santé chez le médecin) Accueillir/Interpeller (conversation entre l'invité et l'hôte)

Thèmes abordés :

Les trentenaires (dire si l'on partage les valeurs et les attentes des trentenaires)

Le sport (sport et famille, du sport pour tous les goûts)

La profession : Les psychologues (débat - pour ou contre le besoin d'un psy, la télé-confession)

Grammaire :

1. Le présent (révision)

2. Les prépositions et les verbes
3. Les pronoms possessifs
4. Les verbes réciproques

Examination Scheme:

	INTERNAL				EXTERNAL	GRAND TOTAL
Components	MID-SEM	VIVA-VOCE	ATTENDANCE	TOTAL	END SEMESTER	100
Weightage (%)	15	10	5	30	70	

Text & References:

Text:

Le livre à suivre:

- Carezzi-Vialaneix, Christelle et al. A propos A2 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Carezzi-Vialaneix, Christelle et al. A propos A2 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Mous, Nelly. Réussir le DELF A1. Paris: Les Éditions Didier, 2010.



AMITY UNIVERSITY

MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

COURSE CURRICULUM

UG- I

Course Title: Communication Skills-I

Credit Units: 1

Course Code: BCU 141

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Objective The course is intended to familiarize students with the basics of English language and help them to learn to identify language structures for correct English usage.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Essentials of English Grammar <ul style="list-style-type: none">• Common Errors• Parts of Speech• Collocations, Relative Pronoun• Subject-Verb Agreement• Articles• Punctuation• Sentence Structure- 'Wh' Questions	30% Weightage
2.	Module II Written English Communication <ul style="list-style-type: none">• Paragraph Writing• Essay Writing	30% Weightage
3.	Module III Spoken English Communication <ul style="list-style-type: none">• Introduction to Phonetics	30% Weightage

	<ul style="list-style-type: none"> • Syllable-Consonant and Vowel Sounds • Stress and Intonation 																	
4.	Module IV : Prose “Friends, Romans, Countrymen, lend me your ears” Speech by Marc Antony in Julius Caesar ❖ Comprehension Questions will be set in the End-Semester Exam	10% Weightage																
5.	Student Learning Outcomes: The students should be able to : <ul style="list-style-type: none"> • Identify Common Errors and Rectify Them • Develop and Expand Writing Skills Through Controlled and Guided Activities • To Develop Coherence, Cohesion and Competence in Oral Discourse through Intelligible Pronunciation. 																	
6.	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Flipped classrooms • Workshop • Presentation • Group Discussion • Lectures • Case-studies 																	
	Assessment/ Examination Scheme: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Theory L/T (%)</th> <th style="width: 33%;">Lab/Practical/Studio (%)</th> <th style="width: 33%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table> Theory Assessment (L&T): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Components (Drop down)</th> <th style="width: 15%;">CIE</th> <th style="width: 15%;">Mid Sem</th> <th style="width: 15%;">Attendance</th> <th style="width: 40%;">End Term Examination</th> </tr> </thead> <tbody> <tr> <td>Weightage (%)</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	70%	Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination	Weightage (%)	10%	15%	5%	70%	
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100%	NA	70%																
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination														
Weightage (%)	10%	15%	5%	70%														

Text:

Rosenblum, M. How to Build Better Vocabulary, London: Bloomsbury Publication

Verma, Shalini. Word Power made Handy, S. Chand Publications

High School English Grammar & Composition by Wren & Martin

References: K.K.Sinha , Business Communication, Galgotia Publishing Company.

Additional Reading: Newspapers and Journals



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

COURSE CURRICULUM

UG: Semester II

Course Title: Communication Skills II

Course Code: BCU 241

Credit Units: 1

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Objectives:

To understand the different aspects of communication using the four macro skills – LSRW (Listening, Speaking, Reading, Writing)

Prerequisites: NIL

Course Contents / Syllabus:

1.	Module I Communication	35% Weightage
	<ul style="list-style-type: none">• Process and Importance• Models of Communication (Linear & Shannon Weaver)• Role and Purpose• Types & Channels• Communication Networks• Principles & Barriers	
2.	Module II Verbal Communication	25% Weightage
	Oral Communication: Forms, Advantages & Disadvantages Written Communication: Forms, Advantages & Disadvantages Introduction of Communication Skills (Listening, Speaking, Reading, Writing)	
3.	Module III Non-Verbal Communication	30% Weightage
	<ul style="list-style-type: none">• Principles & Significance of Nonverbal Communication• KOPPACT (Kinesics, Oculistics, Proxemics, Para-Language, Artifacts, Chronemics, Tactilics)	

	<ul style="list-style-type: none"> Visible Code 										
4.	Module IV : Prose	10% Weightage									
	<p>TEXT: APJ Abdul Kalam and Arun Tiwari. <i>Wings of Fire: An Autobiography</i>, Universities Press, 2011</p> <p>Comprehension Questions will be set in the End-Semester Exam</p>										
5.	<p>Student Learning Outcomes:</p> <p>The students should be able to :</p> <ul style="list-style-type: none"> Apply Verbal and Non-Verbal Communication Techniques in the Professional Environment 										
6.	<p>Pedagogy for Course Delivery</p> <ul style="list-style-type: none"> Flipped classrooms Workshop Presentation Group Discussion Lectures Case-studies 										
7.	Assessment/ Examination Scheme:										
	<table border="1"> <thead> <tr> <th>Theory L/T (%)</th> <th>Lab/Practical/Studio (%)</th> <th>End Term Examination</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>NA</td> <td>50%</td> </tr> </tbody> </table>	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	100%	NA	50%				
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination								
	100%	NA	50%								
Theory Assessment (L&T):											
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Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination							
Weightage (%)	30%	15%	5%	70%							

Text: Rosenblum, M. *How to Build Better Vocabulary*, London: Bloomsbury Publication.

*Verma, Shalini. Word Power made Handy, S. Chand Publications.
High School English Grammar & Composition by Wren & Martin*

Reference: *K.K.Sinha , Business Communication, Galgotia Publishing Company.
Alan Pease : Body Language*

Additional Reading: Newspapers and Journals



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritmand Balved Education Foundation)

COURSE CURRICULUM

UG: Semester III

Course Title: Communication Skills-III

Credit Units: 1

Course Code: BCU 341

Course Objective:

To emphasize the essential aspects of effective written communication necessary for professional success.

Prerequisites: NIL

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Contents / Syllabus:		
1.	Module I Vocabulary <ul style="list-style-type: none">• Spellings• Define Vocabulary• Significance of Vocabulary• One Word Substitution, Synonyms & Antonyms and Idioms & Phrases• Define and Differentiate Homonyms, Homophones and Homographs• Vocabulary Drills• Foreign Words	35% Weightage
2.	Module II Formal Letter Writing	35% Weightage

	<ul style="list-style-type: none"> • Block Format • Types of Letters • E-mail • Netiquette 	
3.	Module III Business Memos <ul style="list-style-type: none"> • Format & Characteristics 	20% Weightage

4.	Module IV Literature <ul style="list-style-type: none"> • Stench of Kerosene-Amrita Pritam (Short Story) • A Flowering Tree-A.K. Ramanujan (Short Story) • The Gift of the Magi- O. Henry (Short Story) • Indian Weavers – Sarojini Naidu (Poem) 	10% Weightage
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5.	Student Learning Outcomes: The students should be able to write correctly and properly with special reference to Letter writing.	
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6.	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Flipped classrooms • Workshop • Presentation • Group Discussion • Lectures • Case-studies 	
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7.	Assessment/ Examination Scheme:			
	Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	
	100%	NA	70%	
	Theory Assessment (L&T):			
Components (Drop down)	CIE	Mid Sem	Attendance	End Term Examination
Weightage (%)	10%	15%	5%	70%

Text: Rai, Urmila & S.M. Rai. *Business Communication*, Mumbai: Himalaya Publishing House, 2002.

K.K.Sinha, Business Communication, Galgotia Publishing Company.

Reference: Sanjay Kumar & Pushp Lata, *Communication Skills*, Oxford University Press.

Additional Reading: Newspapers and Journals



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

COURSE CURRICUMUM

UG: Semester IV

Course Title: Communication Skills-IV

Credit Units: 1

Course Code: BCU 441

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Objective:

This course is designed to develop the skills of the students in preparing job search artifacts and negotiating their use in GDs and interviews.

Prerequisites: NIL

Course Contents / Syllabus:

1.	Module I Employment-Related Correspondence <ul style="list-style-type: none">• Resume Writing• Covering Letters• Follow Up Letters	35% Weightage
2.	Module II Dynamics of Group Discussion <ul style="list-style-type: none">• Significance of GD• Methodology & Guidelines	35% Weightage
3.	Module III Interviews <ul style="list-style-type: none">• Types & Styles of Interviews• Fundamentals of facing Interviews• Interview-Frequently Asked Questions	20% Weightage
4.	Module IV Literature <ul style="list-style-type: none">• Pippa Passes by Robert Browning (Poem)• "The Lottery" 1948 – Shirley Jackson (Short Story)• The Eyes Have it- Ruskin Bond (Short Story)	10% Weightage

	<ul style="list-style-type: none"> • Kallu- Ismat Chughtai (Short Story) 	
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5.	Student Learning Outcomes: <ul style="list-style-type: none"> • Develop a resume for oneself • Ability to handle the interview process confidently • Learn the subtle nuances of an effective group discussion 																	
6.	Pedagogy for Course Delivery <ul style="list-style-type: none"> • Flipped classrooms • Workshop • Presentation • Group Discussion • Lectures • Case-studies 																	
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Text: Sharma, R.C. & Krishna Mohan. *Business Correspondence and Report Writing: A Practical approach to Business & Technical Communication*, New Delhi: Tata McGraw Hill & Co. Ltd., 2002.

Rai, Urmila & S.M. Rai. *Business Communication*, Mumbai: Himalaya Publishing House, 2002.

Rizvi, M.Ashraf. *Effective Technical Communication*, New Delhi: Tata McGraw Hill, 2007.

Reference: Brusaw, Charles T., Gerald J. Alred & Walter E. Oliu. *The Business Writer's Companion*, Bedford: St. Martin's Press, 2010.

Lewis, Norman. *How to Read Better and Faster*. New Delhi: Binny Publishing House.

Additional Reading: Newspapers and Journals



COURSE CURRICULUM

UG : Semester V

Course Title : Communication Skills-V

Credit Units: 1

Course Code: BCU 541

Course Objective:

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

- To enable the students to adopt strategies for effective reading and writing skills.
- The course would enhance student's vocabulary, language and fluency. It would also teach the students to deliver professional presentations.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Report Writing	35% Weightage
	<ul style="list-style-type: none">➤ Report Writing<ul style="list-style-type: none">• Purpose/Significance• Types• Format	
2.	Module II Comprehension Skills	25% Weightage
	<ul style="list-style-type: none">• Reading Comprehension-SQ3R Reading Techniques• Summarising and Paraphrasing• Précis Writing• Listening Comprehension	
3.	Module III Presentation Skills <ul style="list-style-type: none">• Discussing the Significance of Audio-visual Aids, Audience and Feedback in Presentation Skills• Analyzing the Significance of Non-Verbal Communication	30% Weightage
4.	Module IV Literature <ul style="list-style-type: none">• Success is Counted Sweetest – Emily Dickinson (Poem)• My Wood - E.M.Forster (Prose)• I have a Dream-Martin Luther King (Prose)	10% Weightage

	<ul style="list-style-type: none"> Spoken English and Broken English-G.B. Shaw (Prose) 															
5.	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> Communicate fluently and sustain comprehension of an extended discourse. Demonstrate ability to interpret texts and observe the rules of good writing. Prepare and present effective presentations aided by ICT tools. <p>Pedagogy for Course Delivery</p> <ul style="list-style-type: none"> Flipped classrooms Workshop Presentation Group Discussion Lectures Case-studies 															
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Text: Jaffe, C.I. *Public Speaking: Concepts and Skills for a Diverse Society*, 4th ed. Belmont, CA: Wadsworth, 2004.

Effective English for Engineering Students, B Cauveri, Macmillan India

Creative English for Communication, Krishnaswamy N, Macmillan

Reference: *A Textbook of English Phonetics*, Balasubramanian T, Macmillan

Additional Reading: Newspapers and Journals



AMITY UNIVERSITY
MADHYA PRADESH

(Established by Ritnand Balved Education Foundation)

COURSE CURRICULUM

UG: Semester VI

Course Title: Communication Skills- VI

Credit Units: 1

Course Code: BCU 641

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
1	0	0	0	1

Course Objective: The main emphasis of this course is to enable students to learn the dynamics of social communication and to demonstrate the ability to learn the nuances of informal communication.

Prerequisites: NIL

Course Contents / Syllabus:		
1.	Module I Social Communication Essentials	30% Weightage
	<ul style="list-style-type: none"> • Small talk/Building rapport • Expand social and Corporate Associations • Informal Communication: Grapevine, Chat 	
2.	Module II Workplace Interpersonal Skills	25% Weightage
	<ul style="list-style-type: none"> • Understanding Social Communication in Workplace environment. • Employee feedback: Assess employee performance and satisfaction. • Simulation ➤ Humour in Communication-Use of 'Puns' ➤ Entertainment and Communication (Infotainment) • Infotainment and Social Media • Entertainment in Journalism ➤ Social Networking 	
3.	Module III Verbal Ability	35% Weightage
	<ul style="list-style-type: none"> • Comprehension • Analogy • Sentence Order • Active and Passive Voice • Error Sorting 	
4.	Module IV Prose	10% Weightage
	<ul style="list-style-type: none"> • Secret of Socrates - Dale Carnegie • My Financial Career-Stephen Leacock • The Luncheon - W. Somerset Maugham • The National Flag - Jawahar Lal Nehru <p>All the four stories will be discussed in one class</p>	

5.	Student Learning Outcomes: <ul style="list-style-type: none"> To communicate contextually in specific personal and professional situations with courtesy. To inject humour in their regular interactions. To strengthen their creative learning process through individual expression and collaborative peer activities. 																	
6.	Pedagogy for Course Delivery <ul style="list-style-type: none"> Flipped classrooms Workshop Presentation Group Discussion Lectures Case-studies 																	
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Text: Krizan, Merrier, Logan & Williams. Effective Business Communication, New Delhi: Cengage, 2011

- Communication and Organizational Culture. Keyton. Joann. Sage Publications**

- Social Communication (Frontiers of Social Psychology). Fiedler, Klaus. Psychology Press**

Reference: Cypherpunks: Freedom and the Future of the Internet. [Assange](#), [Julian Assange](#). OR Books.

Additional Reading: Newspapers and Journals

