Master of Anthropology (M. A.) 2021-23: Scheme and Syllabi

School of Social Sciences
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Vision

- To lead the students through the infinite field of knowledge and build up an institution of excellence for interdisciplinary teaching and research across social sciences.

Mission

- To create a set of world class socially sensitive scholars within social sciences and facilitate dissemination of social scientific knowledge and reflections.
- To enable an assemblage of social science teaching, research and extensions, conceiving interdisciplinarity as a constitution of new objects of study that belong to none of the existing disciplines.
- To facilitate dissemination of social sciences wisdom by providing inputs for public policy debates for empowering people.
- To create an inclusive academic space for students of socially disadvantaged background and to promote teaching and research on issues of marginalization.

Programme Outcomes (PO) of Mahatma Gandhi University

PO 1: Critical Thinking and Analytical Reasoning. Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices,

policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.

PO 2: Scientific Reasoning and Problem Solving. Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

PO 3: Multidisciplinary/Interdisciplinary/Transdisciplinary Approach. Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborativemultidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PO 4: Communication Skills. Ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

PO 5: Leadership Skills. Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an goal, building a team who can help achieve the goal, motivating and inspiring team members to engage with that goal, and using management skills to guide people to the right destination, in a smooth and efficient way.

PO 6: Social Consciousness and Responsibility. Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PO 7: Equity, Inclusiveness and Sustainability. Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.

PO 8: Moral and Ethical Reasoning. Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

PO 9: Networking and Collaboration. Acquire skills to be able to collaborate and network with scholars in an educational institution, professional organisations, research organisations and individuals in India and abroad.

PO 10: Lifelong Learning. Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and selfdirected learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Specific Outcome (PSO)

(1) The students will have ethnographic and theoretical understanding of the current anthropological practices.
(2) They will be able to self-reflexively approach the discipline of anthropology and also achieve commendable knowledge in interdisciplinary thinking.
(3) They will be able to adopt a critical understanding of various theories, concepts, categories, taxonomies, and methodologies in social science disciplines to carry out interdisciplinary inquiries in the study of anthropology as well as other professions.
(4) They will be able to demonstrate that understanding culture is foundational of human existence and social transformation.
(5) They will be sensitive to the plurality of cultural practices and the importance of analytically approaching them to bring human wellbeing.
(6) They will be able to apply the acquired knowledge to involve in activities that would improve the life chances of poor and the vulnerable sections of the society.
(7) They would develop a sustained interest to engage in a cultural critique of continuously changing socio-economic and political processes.
(8) They will have an understanding of the dynamics of Indian culture and intellectual tradition.
(9) They will have advantage in getting placements in governmental and non-governmental organizations as professional social scientists/anthropologists.

MA Anthropology (Semester 1)

Course Code	Course title	Type	Credit
SSM21C01	Political Economy and Cultural Dynamics	Core	4
SSM21C02	Key Concepts in Social Sciences	Core	4
SSM21C51	Social Anthropology	Core	4
SSM21C52	General Anthropology	Core	4
SSM21E01	1. Ethnography	Elective	4
SSM21E04	2. Multiculturalism		

Semester 2

Course Code	Course title	Type	Credit
SSM21C05	Philosophy of Social Sciences	Core	4
SSM21C17	Global Environmental History	Core	4
SSM21C53	Cultureand Civilization Studies	Core	4
SSM21C54	Classical Theories in Anthropology	Core	4
SSM21E02	1. Folkloristics	Elective	4
SSM21C06	2. Visual Histories: Photography and Cultural Mediation		

Semester 3

Course Code	Course title	Type	Credit
SSM21C08	Modern Processes: Colonialism and Capitalism	Core	4
SSM21C09	Social Theory	Core	4
SSM21C55	Biological Anthropology	Core	4
SSM21C56	Indian Anthropology	Core	4
SSM21O51	1. Museum and Culture	Open	4
SSM21O52	2. Dr. Ambedkar and Social Justice		4

Semester 4

Course Code	Course title	Type	Credit
SSM21C12	Social Sciences Methodology	Core	4
SSM21C57	Recent Trends in Anthropological Theory	Core	4
	Kerala and Colonial Representations	Core	4
SSM21E03	1. Indian Archaeology and Epigraphy	Elective	4
SSM21E14	2. Approaches to Development		
SSM21E18	3. Global Social Movements		
SSM21C58	Dissertation and Viva		6

OB Syllabus: MA Anthropology : Semester 1

School Name	**School of Social Sciences**					
Programme	**MA**					
Course Name	**Political Economy and Cultural Dynamics**					
Type of Course	Core					
Course Code	**SSM21C01**					
Course Summary & Justification	This course seeks to impart critical thinking on the various concepts, ideas, terms and theories advanced by scholars on progress/development/change in their original texts. It would deal with political economic reading of Indian society and economy in communion with rest of the world. It also deals with cultural implications of material development and change. The perspective of the course is historical and sociological in nature.					
Semester	1		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome *Upon completion of this course, students will be able to;*	Learning Domains	PSO No.
1	Understand the beginning of political economic perspective in understanding social processes and changes.	U	2,5
2	Evaluate the major theoretical perspectives of studying social and economic change.	E	2,3
3	Analyse the impact of various economic processes in historical perspectives.	An	3,4
4	Evaluate and differentiate the theories of social and economic change, and understand and apply economic theoretical positions of Adam Smith, Karl Marx, Ricardo and other classical theories.	E	2,3
5	Analyse the development of political economy as a perspective in history and anthropology.	An	2,3,4,6
6	Understand Indian perspective of the political economy to understand Indian Economic history in particular.	U	2,3

7	Assess the paradigm shift that happened with the coming of post-development thinking and post-structuralism.	E	2,7
8	Apply modern historiographical trends in understanding social and cultural changes in an interdisciplinary perspective.	Ap	1,7
9	Develop historical craft and research aptitude to write history and anthropology in the perspective of political economy and cultural dynamics.	C	6
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	**CO.No.**
UNIT 1 – INTRODUCTION AND BACKGROUND		14 Hrs	
1.1	Introduction- Understanding Political Economic Perspective, the role of historical and anthropological theories.	5	1
1.2	Political Economic Perspectives of Adam Smith, Ricardo, Quesnay and Marx.	4	1,2
1.3	Understanding trends in economic history and various historiographies.	5	2
UNIT 2 –DISCIPLINARY HISTORY: CLASSICAL POLITICAL ECONOMY.		18 Hrs	
2.1	'The Great Divide' – Neo-Ricardian system --Dependency and world-system analysis.	6	3,8,9
2.2	Analysing contemporary forms of capital and labour – Global Commodity Chains – Flexible production -- Trajectory of the discipline in India – Transmission and translation – Indian economics.	6	3,8,9
2.3	Debates on economic change in colonial India, class character of Indian state and mode of production – On-going researches.	6	4,8,9
UNIT 3- INDIAN ECONOMY AND SOCIETY		18 Hrs	
3.1	M.K. Gandhi, R.C.Dutt and Ambedkar	6	4,8,9
3.2	Colonialism and Indian Society	6	4,8,9
3.3	Cultural dynamics, caste and gender and histories of oppression, slavery and colonization.	6	4,8,9
UNIT 4 –GRAMMER OF CASTE, CLASS AND GENDER IN INDIA.		18 Hrs	
4.1	Economics of discrimination and social exclusion	6	5,8,9
4.2	Social and cultural processes of hierarchy and distinctions	6	5,8,9
4.3	Subaltern Lives- Social and economic implications	6	5,8,9

UNIT 5 – POLITICAL ECONOMY AS CRITICAL SOCIAL THEORY		12 Hrs	
5.1	Capitalism, colonialism, development and post-development	6	6,7,8,9
5.2	Intersectionality as a critical social theory	6	6,7,8,9

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries' screening.
Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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School Name	**School of Social Sciences**
Programme	**MA (History and Anthropology)**

Course Name	**Key Concepts in Social Sciences**					
Type of Course	**Core**					
Course Code	SSM21C02					
Course Summary & Justification	This course is a collection of concepts and categories which are indispensable for interdisciplinary /postdisciplinary pursuit of academic enterprises. The concepts and categories are part of various disciplines of knowledge in social sciences. The course introduces many taxonomies which are part of different theoretical traditions thereby students get exposure to the contours of critical thoughts and systems of knowledge. This course progresses by traversing through lexicons and other scholarly text.					
Semester	1		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	30	30	20			80
Pre-requisite	NIL As per the requirement of the course					

CONo.	**Expected Course Outcome** Upon completion of this course, students will be able to:	**Learning Domains**	**PSO No.**
1.	Students will get familiarized with concepts and categoriesfrequently used in the social scientific discussions	U	1, 2
2.	Students will be enabled to read, engage with and interpret text	U	3
3.	Students' academic efficiency will be enhanced in such a way that as a participant in the ongoing scientific deliberations they will be able to participate in them with better grasp and erudition.	A	1, 4
4.	Students will get exposed to the jargons which are in social scientific discussions.	A	2, 4
5.	Students will be equipped with analytical tools in order to tract the socio-cultural realities which impact upon human life.	An	3
6.	Students will be challenged to critically evaluate the given concepts and to engage in conceiving new theories and models and also evolve emancipatoryprojects to transform the society for a better conditioning of socio-	C	4

	cultural life.		

Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)

Course Description	Hours	CO No.
1. Introduction: Place and Position of Concepts and Categories in Social Sciences.	8	
1.1 Concept, Category, Term, Word, Figure, Notation, Equation Identity, Equivalence(s), Representation, Rational-Irrational, Knowledge, Understanding, Belief.	5	1, 3
1.2Relation between social scientific statements and above set.	3	3,5
2. Aggregate Categories	12	
2.1 Science, The Two Cultures, Social Science, Disciplines, Multidisciplinary, Interdisciplinary	2	1, 4
2.2 State and Society	2	4,5
2.3 Market and Consumer (use value and exchange value) Commodity, Production, Consumption, Utility, Expenditure, Sacrifice, Consumerism	2	4,5
2.4 Public, Private, Personal, Identity, Self	2	4,5
2.5 Structure, System, Function, Agent, Agency, Causality	2	4,5
2.6 Time, Space, Relativity, Temporality, Spatiality	2	4,5
3. Aggregate Concepts	8	
3.1.Universal, Transcendental, Truth, Law, Hypothesis, Proposition, Conclusion, Fact (s), Meaning, Ontology (being, reality, real)	2	1,2
3.2.Nomothetic and Ideographic	1	1,2
3.3.Science, Ideology, Discourse, Language Game	2	1,3
3.4.Local, Global, Homogeneity, Heterogeneity, Determinism, Reductionism, Relativism, Particularism	3	1,2
4. Disaggregating the Social World	8	
4.1.Nature, Culture, Society, Community, Gender, Ethnicity, Race	4	1,5,6
4.2.Nation, Linguistic, Political, Cartographic and Cultural Unites, Nationalities	4	1,5,6
5. The Time Scales	14	

5.1.Synchronic and Diachronic	1	2,5,6
5.2.Static, Dynamic, Stationary, Evolutionary, Change and Shift, Trend, Event, Long Duree	3	2,5,6
5.3.Prehistoric, Paleolithic, Stone and Metal Ages, Megalithic remains	2	2,5,6
5.4.Tradition, Modern, Modernity, Colonialism, postcolonial	2	2,5,6
5.5.Stages of Progress (Marxian Schema)	2	2,5,6
5.6.Stages of Growth (Rostowian Schema)	2	2,5,6
5.7.Developmental Scales	2	2,4,6
6. The Spatial Divides	8	
6.1.North, South, East, Orient, Occident, Orientalism	4	3,5
6.2.Centre, Periphery, Semi-Periphery, Node, World System	4	3,5
7. Hierarchies of the Social World		
7.1.Religion, Varna, Caste	3	4,5,6
7.2.Band, Clan, Tribe, Class	3	4,5,6
7.3.Subject, Citizen, People, Other, Identity, Identification	3	4,5,6
7.4.Domination, Hegemony, Resistance	3	4,5,6
8. Linguistic Turn and Semiotic Terms	10	
8.1.Structuralism, Post-Structuralism, Discourse, Discursive Turn	4	2,5, 6
8.2.Image, Text, Sign, Symbol, Signifir, Signified, Signification, Referent, Inter-textuality, Metaphor, Metonymy, Syntagmatic, Paradigmatic	6	2,5,6

Teaching and Learning Approach	1. Lectures 2. Tutorials 3. Seminars 4. Assignments 5. Book Reviews
Assessment Types	**Mode of Assessment** **A.** Continuous Internal Assessment (CIA)

	1. Internal Text 2. Review of books and Articles 3. Assignments 4. Seminar Presentation B. Semester End examination

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School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	**Social Anthropology**					
Type of Course	**Core**					
Course Code	SSM21C51					
Course Summary & Justification	**This course helps the student to develop an insight to understand society inanthropological perspective.**					
Semester	**1**		**Credits**		**4**	
Total Student Learning Time (SLT)	**Learning approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	**Total hrs**
	Authentic Learning Collaborative Learning Case Based Learning	**30**	**30**		**20**	**80**
Pre-requisite	NIL As per the requirement of the course					
Others	Library, field work, seminars and assignment preparations, test, journals, discussions, etc.					

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome** *Upon completion of this course, students will be able to;*	**Learning Domains**	**PSO No.**
1.	Understand and evaluate the key concepts and theories of SocialAnthropology.	U	1, 2
2.	Develop an anthropological insight to understand different class structures in society.	C	3
3.	Analysevarious social institutions indifferent anthropological perspectives.	An	1, 4

4.	Analyse the elementary structures of kinship.	A	2, 4
5.	Evaluate intersectional relationship between race and gender	E	3
6.	Create an attitude of keen observation towards racial, ethnic and gender issues.	C	4
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

Unit	Course Description	Hours	CO No.
1.	**Concepts of Community, Society and Culture**	**16**	
1.1	Social structure, Social organization, Institution, Association, Social group, Social norms and Values	8	**1, 2**
1.2	Social change, Culture and Civilization	8	**1, 2**
2.	**Sex and Marriage**	**16**	
2.1	Rules of Sexuality and Incest Taboo	4	**3, 4**
2.2	Economic aspects of Marriage, Types of Marriage - Monogamy, Polygamy, Exogamy, Endogamy, Levirate and Sororate	4	**3, 4**
2.3	Family and Houshold - Variations in family form, Rules of residence – Patrilocal, Matrilocal, Bilocal, Avunculocal, and Neolocal	8	**3, 4**
3.	**Kinship and Descent**	**16**	
3.1	Kinship Terminology – Classificatory and Descriptive terms of reference and address	8	**3, 4**
3.2	Kinship behavior – Couvade, Teknonymy, Amitate, Avoidance and Joking relationship	8	**3, 4**
3.3	Kinship Theories – Descent Theory, Alliance Theory, Practice Theory and Theory of Cultural Approach		

4.	**Racism and Neoracism**	**16**	
4.1	Race and Ethnicity	8	**4**
4.2	Racial Formation Theory	8	**4**
5.	**Gender**	16	
5.1	Sex and Gender – Gender issues	8	**2, 6**
5.2	Feminism and Black Feminism	4	**1, 5, 6**
5.3	Intersectionality Theory	4	**1, 5, 6**

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities
Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report B. Semester End examination

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School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	**General Anthropology**					
Type of Course	**Core**					
Course Code	SSM21C52					
Course Summary & Justification	This course has been designed to understand the four major subfields of Anthropology and how they are related.					
Semester	**1**		**Credits**		**4**	
Total Student Learning Time (SLT)	**Learning approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	**Total hrs**
	Authentic Learning Collaborative Learning Case Based Learning	**30**	**30**		**20**	**80**
Pre-requisite	NIL As per the requirement of the course.					
Others	Library, field work, seminars and assignment preparations, test, journals, discussions, etc.					

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome** Upon completion of this course, students will be able to:	**Learning Domains**	**PSO No.**
1.	Understand the four major subfields of anthropology and how they are related.	U	1, 2, 3, 4

2.	Know the evolutionary sequence of humans as understood today by experts	U	1, 2
3.	Realize and analyse the of the biological mechanisms of human inheritance	An, U	1, 4
4.	Develop an understanding and appreciation of the diversity of human culture.	C	2, 4
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

Unit	Course Description	Hours	CO No.
1.	**Meaning and Scope of Anthropology**	**16**	
1.1	Divisions of Anthropology- History of Anthropology	8	**1, 2**
1.2	Relations with other branches of anthropology, social sciences, life sciences, medical sciences and humanities	8	**1, 2**
2.	**Physical anthropology**	**16**	
2.1	Meaning and Scope- Classification, distribution and salient features of primates.	8	**3, 4**
2.2	Man's place in animal kingdom.	8	**3, 4**
3.	**Socio–cultural anthropology**	**16**	
3.1	Concepts of culture- culture trait, culture complex, culture contact, culture shock, culture change and transculturation	8	**3, 4**

3.2	Acculturation, enculturation, socialization, ethnocentrism, cultural relativism.	8	**3, 4**
4.	**Pre-history and pre-historic Archaeology**	**16**	
4.1	Pre-historic Archaeology and Palaeo-anthropology- Features and divisions- Chronology	4	**1, 2**
4.2	Relative and absolute dating methods	4	**1, 2**
4.3	Pleistocene period and its significance in the process of human evolution	8	**1, 2**
5.	**Linguistic Anthropology**	**16**	
5.1	The role of meaning- Linguistic and anthropological perspectives of sociolinguistics- Ethnography of communication	4	**1, 2**
5.2	Human and non-human communication, Verbal and non-verbal Communication	4	**1, 2**
5.3	Language defined, Language universals- Semiotics- Sign and Symbol	4	**1,2**
5.4	Ferdinand de Saussure, Claude Levi Strauss	4	**1,2**

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities

Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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School Name	**School of Social Sciences**

Programme	**M.A. Anthropology**					
Course Name	**Ethnography**					
Type of Course	**Core**					
Course Code	SSM21E01					
Course Summary & Justification	The course gives a theoretical and conceptual framework for the construction and analysis of primary data collected from the field**.**					
Semester	**1**		**Credits**		**4**	
Total Student Learning Time (SLT)	**Learning approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	**Total hrs**
	Authentic Learning Collaborative Learning Case Based Learning	**30**	**30**		**20**	**80**
Pre-requisite	NIL As per the requirement of the course					
Others	Library, field work, seminars and assignment preparations, test, journals, discussions, etc.					

COURSE OUTCOMES (CO)

CONo.	**Expected Course Outcome** Upon completion of this course, students will be able to:	**Learning Domains**	**PSONo.**
1.	Develop an insight to recognize and understand the diversity ofhuman cultures	U, R	1, 2, 3, 4
2.	Analyse relevant methodological tools in anethnographic research project.	An	1, 2

3.	Realize and Analyse the nature of ethnography, its fieldwork practices and interpretation and analysis of ethnographic data.	An, U	1, 4
4.	Analyse and evaluate contemporary issues in ethnography.	An, E, U	2, 4
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

Unit	*Course Description*	*Hours*	*CO No.*
1.	**The Nature of Ethnography**	**16**	
1.1	Prehistory of modern ethnography- Traditions in Ethnography	8	**1, 2**
1.2	Epistemology and Ethnography- Thick and Thin description- Emic and etic perspective.	8	**1, 2**
2.	**Ethnographic Fieldwork Practice**	**16**	
2.1	Access and Entry- Sampling in Ethnography	8	**3, 4**
2.2	Fieldwork Roles- Fieldwork Relationships- Informants- Field notes- Interviewing in Ethnography- Leaving the Field	8	**3, 4**
3.	**Issues in Ethnography**	**16**	
3.1	Gender in the Field - The Visual Image	8	**3, 4**
3.2	Ethical Issues in Ethnography.	8	**3, 4**
4.	**Analysis and Writing in Ethnography**	**16**	
4.1	Reflexivity in Ethnography-	4	**1, 2**
4.2	Auto Ethnography	4	**1, 2**
4.3	Interpreting Ethnographic data- Analysing Ethnographic data	4	**1, 2**
4.4	Ethnography as a Text	4	**1, 2**

5.	**The Limits of Ethnography**	**16**	
5.1	Theories	8	**1, 2**
5.2	Technicalities	8	**1, 2**

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities
Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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SchoolName	**SchoolofSocialSciences**					
Programme	**M. A.History**					
CourseName	**Multiculturalism**					
TypeofCourse	Elective					
CourseCode	SSM21E					
CourseSummary&Justification	This paper gives an introductory outline of multiculturalism in different part of the world. It involves a discussion of the history of the convergence of cultures, syncretism, cultural individualisation, and individuation. The purport is to provide the features of multiculturalism. This course will help students to understand the features of multicultural societies, and how people live with cultural diversity in various parts of the world. This course will discuss various theoretical perspectives on multiculturalism. It also discusses problems with slavery, racism, migration and the issues with religious and sexual minorities.					
Semester			**Credit**		4	
TotalStudentLearningTime(SLT)	LearningApproach	Lecture	Tutorial	Practical	Others	TotalLearningHours
	AuthenticlearningCollaborativelearning Casebasedlearning	30	30	-	20	80
Pre-requisite	NIL Asperthe requirementofthecourse					
Others-Library,fieldwork,seminarandassignmentpreparations,test,journal,discussion etc.						

COURSEOUTCOMES(CO)

CO No.	**ExpectedCourseOutcome**	**LearningDomains**	**PSONo.**
	Uponcompletionofthiscourse,studentswillbeableto;		
1	Comprehend the foundation of various theoretical standpoints of multiculturalism	R&U	1,5
2	Evaluate how multiculturalism is different scholars and how they addressed the issues related to cultural differences.	An&Ap	4,7
3	Analyse how people are marginalised because of their religious, ethnic and gender identities.	E	2,3

4	Students will get familiarised with human rights issues in various parts of the world and struggles connected with the human rights issues.	U&A	1,5,6
5	Analyse the connection between multiculturalism and colonialism and the impact of colonialism on different ethnic groups in Colonies.	I&An	3,6
6	Understand the issues related to immigration in Europe, and Asia and the debates on immigration.	E&Ap	1,6

Remember(R),Understand(U),Apply(A),Analyse(An),Evaluate(E),Create(C),Skill(S),Interest(I)andAppreciation(Ap)

COURSECONTENT

		Hrs	**CO.No.**
UNIT1		12Hrs	
1.1	Introduciton to Multiculturalism: theoretical considerations	4	2,4
1.2	Liberal Multiculturalism	4	3,4
1.3	Pluralistic Multiculturalism	4	1
1.4	Cosmopolitan Multiculturalism		
UNIT 2			
2.1	Colonialism and Multiculturalism	4	1
2.2	Concept of Slavery	4	1
2.3	Racialisation	4	1
UNIT- 3			
3.1	Multiculturalism and Human Rights		
3.2	Issues of Religious Minorities		
3.3	Women's Rights, LGBT queer rights		
UNIT 4			
4.1	Immigration and its Challenges		
4.2	Immigration in Europe		
4.3	Immigration in India		

Readings

Alfred, G. R. (2005) Being Indigenous: Resurgence against Contemporary Colonialism

Banks, J(2010) Multicultural Education: Characteristics and Goals, John Wileys& Sons

Bannerji, H (2000) The Dark Side of the Nation: Essays on Multiculturalism, and Gender, Toronto, Canada: Candian Scholars' Press

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Semester 2

School Name	**School of Social Sciences**

Programme	M.A. Anthropology					
Course Name	Philosophy of Social Sciences					
Type of Course	Core					
Course Code	SSM21C05					
Course Summary & Justification	This course is aimed at orienting the students with a philosophical outlook towards their own discipline of knowledge in order to evaluate its scientific credibility and also build a strong scientific paradigm in terms of its domain of knowledge since the social science knowledge is not a commonsensical description of the phenomenon rather a scientific knowledge and understanding. It also aimed at enabling the students to make necessary paradigm shifts and restructure/ reconstruct its own models of enquiry and theories and taxonomies. This course discusses the nature of social science disciplines and its basic differences from exact sciences and also the nature of its subject matter. The course is a collection of different philosophical concerns and models to construct rational knowledge.					
Semester	2		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	Students will get oriented with how different models of science create scientific knowledge.	U	2,5
2	Student's will be enabled to realize the significance of scientific paradigm and protocol to theorise social phenomenon.	U	2,3
3	Students' will be understood the complexity of social phenomenon and also the complexity of conceiving scientific knowledge for Social Science Disciplines.	An	3,4

4	Students will be able to evaluate the potentialities and weakness of Social Science Disciplines to become a Scientific Discipline of Knowledge.	Ev	2,3
5	Students will be equipped with how to develop analytical tools to interpret socio-cultural realities of the human habitus.	An	2,3,4,6
6	Students will be equipped with how to create theories and models to understand social phenomenon.	An	2,3
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	**CO.No.**
UNIT 1 – Models of Science		16 Hrs	
1.1	Inductivist and Deductivist Approaches	3	1,5,6
1.2	Covering Law model/H-D model	2	1,5,6
1.3	Understanding trends in economic history and various historiographies.	3	1,4,6
1.4	Reconstruction of Scientific Theories and explanation in the philosophy of social science.	2	1,4,6
1.5	Theory and observation.	2	1,6
1.6	Realism and anti-realism.		
1.7	Incommensurability and paradigm shift	2	1,2,5
UNIT 2 – Concept of society		16 Hrs	
2.1	Objectivity in Social sciences.	6	3,8,9
2.2	Subjective nature of the subject matter of social sciences	3	4,5
2.3	Value in social sciences.	2	4,5
2.4	Argument about the unity of natural and social sciences	3	4,5
2.5	Positivism in social sciences.	2	4,5
2.6	Critique of positivism	2	4,5
UNIT 3- INDIAN ECONOMY AND SOCIETY		16 Hrs	
3.1	Social facts	3	3,4,5
3.2	System and Functions.	3	3,4

3.3	Structure and Agency	3.	3,4
3.4	Methodological Holism and Methodological Individualism.	3	3,4
3.5	Explanation and Understanding.	2	3,4
3.6	Self, Subjectivity and Agency.	2	3,4
UNIT 4 –Social action and Interpretative models in social sciences		16 Hrs	
4.1	Action and rules	2	5,6
4.2	Action and intentionality	3	5,6
4.3	Action and rationality.	2	5,6
4.4	Action as text.	2	5,6
4.5	Problems of interpretation and explanation	3	5,6
4.6	Social constructivism.	2	5,6
4.7	Possibility of social sciences	2	5,6
UNIT 5 – Objectivist thesis		16 Hrs	
5.1	Capitalism, colonialism, development and post-development	3	4,5,6
5.2	Intersectionality as a critical social theory	2	4,5,6
5.1	5.1 Critique of objectivism.	2	4,5,6
5.2	5.2 Rationality and objectivism.	2	4,5,6
5.3	5.3 Rationality and realism.	2	4,5,6
5.4	5.4 Assumptions about rational agents.	2	4,5,6
5.5	5.5 Rationality and ‘other’ cultures.	3	4,5,6
5.6	5.6 The relativist position.	3	4,5,6
5.7	5.7 Forms of relativism and Critique of relativism.	2	4,5,6

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** Lectures Tutorials Seminars Assignments Book Reviews
Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) Internal Text Review of books and Articles Assignments Seminar Presentation B. Semester End examination

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School Name	**School of Social Sciences**
Programme	**M.A. Anthropology**
Course Name	**Global Environmental History**
Type of Course	Core
Course Code	SSM21C17

Course Summary & Justification	This course seeks to introduce students to the field of global environmental history. It entails a critical engagement with the various aspects, approaches and thoughts in the field with a clear balance between theoretical readings, empirical case studies and methodologies. It will also enable students to make inquiries into various questions surrounding modernization, development, environmental and climate change from a historical standpoint.					
Semester	1		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	Understand the field of global environmental history	U	2,5
2	Evaluate the major theoretical perspectives and conceptual frameworks for understanding the local and global moorings of environmental history	E	2,3
3	Analyse the impact of various historical process in causing long lasting and irreversible changes to the environment including climate change.	An	3,4
4	Evaluate and differentiate the dominant and alternative approaches and methodologies on environmental history	E	2,3
5	Analyse the development of the field of environmental history over the years from a political economy and Global South standpoint	An	2,3,4,6
6	Apply traditional and modern trends in environmental history in understanding environmental changes and climate histories in India in an interdisciplinary perspective.	Ap	1,7
7	Develop historical craft, critical thinking skills and research aptitude to write from the perspective of environmental history and political ecology	C	6
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 –GLOBAL ENVIRONMENTAL HISTORY		14 Hrs	
1.1	Introduction- The State of the Field of Environmental History	5	1
1.2	Environmental History of the 20th Century World; Human-Nature Interactions	4	1,2
1.3	Critiques of Environmental History	5	2
UNIT 2 – MAJOR THEMES IN GLOBAL ENVIRONMENTAL HISTORY		18 Hrs	
2.1	Colonialism and Empire; Agricultural Transition; Transnational Trade	6	3,4,5
2.2	Industrialization and Energy Transitions; Urbanization and Waste Regimes; Global Diseases; Germs, Plants and Animals	6	3,4,5
2.3	Environmental History of Warfare; Global Environmental Politics; Gender and Environment; Labour and Environment	6	3,4,5
UNIT 3- DOING ENVIRONMENTAL HISTORY		18 Hrs	
3.1	Doing Environmental History; Environmental History as Political Ecology	6	4,6,7
3.2	Environmental History, Ecology and Meaning; Geological Epochs	6	4,6,7
3.3	The Historiography of Environmental History	6	4,6,7
UNIT 4 – MODERNITY, DEVELOPMENT AND ENVIRONMENT		18 Hrs	
4.1	Colonialism, Modernity, and the Nation; Perspectives on Decolonization and Environment;	6	4,5,6
4.2	Famine and Starvation; Visions of the State; The Politics of Conservation; Human-Animal Relations	6	4,5,6
4.3	The Roots of Environmentalism; India's Environmental History	6	4,5,6
UNIT 5 – THE ANTHROPOCENE AND CLIMATE CHANGE: LEGACIES AND CHALLENGES		12 Hrs	
5.1	Conceptual and Historical Perspectives; The Great Acceleration;	6	5,6,7,
5.2	Perspectives and Critiques from the Global South; Fossil Capitalism and Climate Change; Towards a Historical Climate Research	6	5, 6,7

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries' screening.

Assessment Types	**Mode of Assessment** B. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report C. Semester End Examination

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School Name	**School of Social Sciences**
Programme	**M.A. Anthropology**
Course Name	**Culture and Civilisation Studies**
Type of Course	**Core**
Course	SSM21C57

Code						
Course Summary & Justification	The aim of this course is to expose the student to concepts and theories of Anthropology and Sociology.					
Semester	**4**		**Credits**		**4**	
Total Student Learning Time (SLT)	**Learning approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	**Total hrs**
	• Authentic Learning • Collaborative Learning • Case Based Learning	**30**	**30**		**20**	**80**
Pre-requisite	NIL As per the requirement of the course					
Others	Library, field work, seminars and assignment preparations, test, journals,discussions, etc.					

COURSE OUTCOMES (CO)

CO No.	***Expected Course Outcome***	***Learning Domains***	***PSO No.***
	Upon completion of this course, students will be able to;		
1.	Develop an understanding about the Concepts and Theories of Anthropology.	U, R	1, 2, 4, 5
2.	Compare and Understand the Similarities and Differences Between Anthropological School of Thoughts.	U, An, R	6, 7
3.	Analyse and Evaluate the Social Structure, Marriage, Family and Economic Development in Different Anthropological Perspectives.	Ap, An, E	1, 4, 5, 7

4.	Develop an understanding and appreciation of the Theories of Society, Culture, Civilization and Civilizational Study.	An, R, E, U	2, 3
5.	Appreciate the Contribution of Some Great Anthropologists and Sociologists.	R, U	1, 4
6.	Identify a Research Problem and Develop a Research Plan Based on Contemporary Anthropological Concepts and Studies.	Ap, C, S	1, 2, 4, 6, 7
7.	Evaluate and Analyse Caste, Class, Social Integration, Segmentation, Culture and Personality in Different Anthropological Perspectives.	E, An, U, R	1, 4, 5, 7

Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)

COURSE CONTENT

Unit	*Course Description*	*Hours*	*CO No.*
1.	**Culture, Civilization and CivilizationalStudy-Part I.**	**16**	
1.1	Concept of Culture & Society.	4	**1, 2, 6**
1.2	General Meaning of Culture.	4	**1, 2, 6**
1.3	Anthropological Meaning of Culture.	3	**1, 2, 6**
1.4	Nature/Characteristics/Attributes of Culture.	3	**1, 2, 6**
1.5	Differences between Culture and Civilization.	2	**1, 2, 6**
2.	**Society, Culture, Civilization and Civilizational Study-Part II.**	**16**	
1.1	Components of Culture.	4	**3, 4, 5**
1.2	Paradoxes of Culture.	4	**3, 4, 5**
1.3	Man as a Creator of Culture.	4	**3, 4, 5**
1.4	Theories of Integration of Culture.	4	**3, 4, 5**

3.	**Society, Culture, Civilization and Civilizational Study-Part III.**	**16**	
.31	Theories of Civilization.	4	**1, 2, 6**
3.2	Simple/Primitive and Complex/Advanced Societies.	4	**1, 2, 6**
3,3	Civilizational Study in Anthropology.	4	**1, 2, 6**
3.4	ield's Concept of Folk-Urban Continuum,Peasant Society & Great and Little Traditions.	4	**1, 2, 6**
4.	**Post-World War II Anthropology**	**16**	
4.1	New Anthropology & Ethnography	4	**1, 2, 6**
4.2	Fieldwork Tradition in Anthropology and in Indian Context.	8	**1, 2, 6**
4.3	Emic and Etic.	4	**1, 2, 6**
5.	**Impact of Cultural Studies in Anthropology**	16	
5.1	Cultural turn in Anthropology		

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities

Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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School Name	**School of Social Sciences**		
Programme	**M. A. Anthropology**		
Course Name	**Classical Theories in Anthropology**		
Type of Course	**Core**		
Course Code	SSM21C54		
Course Summary & Justification	The aim of this course is to expose the student to concepts and theories of Anthropology and Sociology.		
Semester	2	**Credit**	4

Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	***Expected Course Outcome*** *Upon completion of this course, students will be able to**;***	***Learning Domains***	***PSO No.***
1.	Develop an understanding about the Concepts and Theories of Anthropology.	U, R	1, 2, 4, 5
2.	Compare and Understand the Similarities and Differences Between Anthropological School of Thoughts.	U, An, R	6, 7
3.	Analyse and Evaluate the Social Structure, Marriage, Family and Economic Development in Different Anthropological Perspectives.	Ap, An, E	1, 4, 5, 7
4.	Develop an understanding and appreciation of the Theories of Society, Culture, Civilization and Civilizational Study.	An, R, E, U	2, 3
5.	Appreciate the Contribution of Some Great Anthropologists and Sociologists.	R, U	1, 4
6.	Identify a Research Problem and Develop a Research Plan Based on Contemporary Anthropological Concepts and Studies.	Ap, C, S	1, 2, 4, 6, 7
7.	Evaluate and Analyse Caste, Class, Social Integration, Segmentation, Culture and Personality in Different Anthropological Perspectives.	E, An, U, R	1, 4, 5, 7

Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)

COURSE CONTENT

Unit	*Course Description*	*Hours*	*CO No.*
1.	**Evolutionary School.**	**16**	
1.1	The Legacy of Victorian Era Evolutionism.	4	**1, 2**
1.2	Classical Neo-evolutionists.	4	**1, 2**
1.3	Unilinear Evolution, Multilinear Evolution & Universal Evolution.	4	**1, 2**
1.4	Taylor, Morgan, Bachofen, Julian Steward & Childe and White.	4	**1, 2**
2.	**Diffusional School.**	**16**	
2.1	British School of Diffusionism.	4	**3, 4, 5**
2.2	German School of Diffusionism.	4	**3, 4, 5**
2.3	American School of Diffusionism.	4	**3, 4, 5**
2.4	Contribution of Franz Boas, Wissler & Kroeber.	4	**3, 4, 5**
3.	**Functional School.**	**16**	
3.1	Salient features of Functionalism.	4	**3, 4, 5**
3.2	Malinowski's Theory of Functionalism.	4	**3, 4, 5**
3.3	Theory of Needs & Theory of Law.	4	**3, 4, 5**
3.4	A.R. Radcliff Brown's Concept of Function.	4	**3, 4, 5**
4.	**Structural School**	**16**	
4.1	Elements of Social Structure.	3	**1, 2, 6**

4.2	A.R. Radcliff Brown's Theory of Social Structure.	3	**1, 2, 6**
4.3	Claude Lévi-Strauss's Structuralism .	3	**1, 2, 6**
4.4	Evans-pritchard		
5.	**Culture and Personality School.**	16	
5.1	Meaning and Characteristics of Personality.	4	**1, 2**
5.2	Determinants of Personality.	4	**1, 2**
5.3	Contributions of Ruth Benedict.	4	**1, 2**
5.4	Contributions of Margaret Mead.	4	**1, 2**

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities
Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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Implementation Date	4/10/2021

School Name	**School of Social Sciences**
Programme	**M. A. Anthropology**
Course Name	**Folkloristics**
Type of Course	Elective
Course Code	SSM21E02
Course Summary & Justification	This course is an introductory to the subject folklore and folkloristics and it consists of five modules. It helps the students to have general idea, what the subject folklore is and different academic approaches towards folklore (data).

Semester	2		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome** *Upon completion of this course, students will be able to**;***	**Learning Domains**	**PSO No.**
1	Define and contrast different categories of Folk.	Re, Un	1,2,3,4,7
2	Understand the role of the different approaches in Folklore and its proponents.	Un	1,3,5
3	Locate the discipline 'folkloristics' within the academic environment.	An	1,3,5
4	Examine and evaluate the inter-disciplinary nature of the Folkloristics	An, Ev	3
5	Understand the historical development of the discipline.	Un	2,3,5
6	Relate the idea of 'Folktale'.	Un	4,5,6
7	Translate the concept of Structural Universality of Folklore.	Un	1,2
8	Build a consciousness to trace the importance of Folklore in understanding Society.	Ap	1,3,7
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	**CO.No.**
UNIT 1 – THE CATEGORY OF FOLK		16 Hrs	
1.1	Definition-Folklore, Folklife-Ethnicity- Family and Kinship- Who are Folk?	4	1,3
1.2	concept of folklore- folklife- ethnic groups-family types- natal, conjugal, nuclear, extended (generational), extended (polyandrous)- types of relationships in family –direct, shared, sexual and descent.	6	1,3

1.3	functions of family kinship terms-types of kinship- role of kinship and social organization in the creation transmission and sustenance of folklore and folklife.	6	1,3
UNIT 2 - HISTORY OF FOLKLORISTICS		16 Hrs	
2.1	Folklore studies in Europe, Americas, Africa and India- Changing range and scope of the discipline- Folkloristics as a discipline.	8	3,4,5
2.2	Inter disciplinary and Multi-disciplinary approaches Relationship with Anthropology and Literature- Folklore and History - History in comparative perspective in terms of objectives, Data and Methodology.	8	3,4,5
UNIT 3- APPROACHES IN FOLKLORISTICS		16 Hrs	
3.1	Evolutionists- E.B. Tylor, L. H. Morgan; Diffusionists- Grimm Brothers, Max Muller, TheoderBenfey, KaarleKrohn; Functionalist Perspectives- Malinowski, Rad Cliffe, Brown,William Bascom.	5	2,3,5
3.2	Culture -Personality and Marxist Approach- Margaret Mead, Ruth Benedict, Linton, Abraham Kardiner and Core du Bois; Feminism - Simone De Beauvoir, Elannor Leacock, Michelle Rosaldo, Louise Lamphere and Annette Weiner.	6	2,3,5
3.3	Post-modernism- Jean Baudrillard, Jacques Derrida, Michel Foucault, Clifford Geertz, James Clifford, Nancy Scheper- Hughes; and Post-Colonialism Approach- Edward Said: Orientalism, Gayathri Spivak, Arjun Appadurai.	5	2,3,5
UNIT 4 – FORMALIST APPROACHES TO FOLKLORE		16Hrs	
4.1	Folklore as Folktale- Radlov- Structure of Folktales- Legends and Fairytales- Oral Compositions- Heroic Poems and Prose Narratives.	8	2,6,7
4.2	Jan Vansina's theories- Vladimar Propp and Folktale Morphology- Towards Universality of folklore structure and composition.	8	2,6,7
UNIT 5 – STRUCTURALIST UNIVERSALIZATION		16 Hrs	
5.1	Structural Universality of folklore- Levi Strauss- Critique of Psychological reductionism-	6	7,8
5.2	Structure and meaning of Myths- Symbols and unconscious meanings- Semiotic insights- Lacanian Psycho-semiotics	6	7,8

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Case-based learning, Collaborative learning, Lectures, Seminar, Group activities, Tutorials, Documentaries' screening, Movies' screening
Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 1. Internal test

	2. Review of Book /Article 3. Seminar Presentation 4. Field visit report B. Semester End examination

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School Name	**School of Social Sciences**
Programme	**M.A. Anthropology**
Course Name	**Visual Histories: Photography and Cultural Mediation**
Type of Course	Elective

Course Code	SSM21E06					
Course Summary & Justification	Various visual technologies-painting, photography, cartography, map, cinema - have been central to the constitution and experience of modernity. Photography, as one of the technologies of representation, came to India during the later phase of colonialism; it invariably depicts many complex layers of Indian society. Through a close reading of some key writings on the history, practice and theory of photography, this course will examine the ways in which ideas of culture and modernity have emerged and how photograph visualizes the idea of modern self. More specifically, we will look at the ways in which the subject of modernity is constituted through technology and how ideas of tradition, identity and authenticity are reconfigured. The course sets out as a threshold to enter the burgeoning field of study of visual culture and social life of images.					
Semester	2		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome** *Upon completion of this course, students will be able to;*	**Learning Domains**	**PSO No.**
1	Understand the history and political economy of the Photography.	U	2,5,6,7
2	Identify the technique of representations and the facets of modernity in the late 19th and early 20th century.	U	2,5,6,7
3	Examine the photographically mediated visual culture, in conjunction with the other forms of representational practices which are involved in Literature, Art and Architecture.	E	2,5,6,7
4	Interpret the question of realism and its early forms.	U	2,5,6,7
5	Examine the contemporary 'Photographic Movements' and its different attributes.	An	2,5,6,7
6	Summarize how visual images are imbued with forms of power relationship, subjectivities and resistance.	U	2,5,6,7
7	Value the multiple layers and social signifiers of images by deploying various analytical tools.	E	2,5,6,7

**Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)*

COURSE CONTENT

UNIT		Hrs	CO.No.
1	**INTRODUCTION**	14 Hrs	
1.1	Introduction- History, Photography, Materiality	7	1,2,3
1.2	Language and Visual Literacy: Interface between Verbal and Visual	7	1,2,3
2	**MODERNITY AND TECHNOLOGY, STEREOTYPES**	18 Hrs	
2.1	Modernity and Technology: Disciplining the Subjects	6	2,3,4
2.2	Fixing the Stereotype: Race, Caste, Tribe	6	2,3,4
2.3	Fixing the Stereotype: Gender	6	2,3,4
3	**PHOTOGRAPHY AND COMMODITY CULTURE**	18 Hrs	
3.1	Commercial and Commodity aspects of photographic medium	6	5,7
3.2	Photography as an instrument to reproduce illusion, desire and hallucination	4	5,7
3.3	Ways in which the commercial photography communicate a universal language of commodity culture	4	5,7
3.4	Signified sign-value of the objects, gestures and their sensorial affect	4	5,7
4	**VARIOUS PHOTOGRAPHIC PRACTICES IN INDIA**	18 Hrs	
4.1	The practice of Visual mediation of Social and Social mediation of Visual	5	4,5,6,7
4.2	Photographic representation of social life in the context of Indian modernity, Nationalism and its relationship with sketches, painting and Lithographs etc.	4	4,5,6,7
4.3	Photographic space as a platform for native to articulate their idea of Modern- Props used to enunciate their refashioned identity- Social signifiers and connoted meaning associated with the objects, things, pose, look and gesture of the photographed subjects.	4	4,5,6,7
4.4	How does it delineate the social and hierarchical positions of communities and their cultural capitals, are some of the question to be engaged.	5	4,5,6,7
5	**RECYCLED VISUALS AND DIFFERENT VISUAL TURNS**	12 Hrs	

5.1	Iconography, nation, religion and the contemporary visual field	3	6,7
5.2	Visual turn: Questions of violence and affect	3	6,7
5.3	Screening and discussion	6	6,7

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries' screening.
Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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SchoolName	**SchoolofSocialSciences**
Programme	**MA.History**
CourseName	**Dalit Movements in Postcolonial India**
TypeofCourse	Elective
CourseCode	SSM21E
CourseSummary&Justification	This course intends to provide the students with a critical understanding of the caste formation and the critique of it that developed in modern India spawn by a variety of social movements right from the late Nineteenth Century. The beginnings of the process could be identified in different streams of social movements although their emphasis on the question of caste could have been different. However, late Nineteenth century marks the beginnings of a critical understanding of caste that varied across the Indian sub-continent which in many ways is connected with

	colonialism. With the twentieth century further unleashing and solidifying the nationalist movements, the caste question became more crucial in the public sphere debates creating another stream of movements and critical thinking, producing its own texts and practices. It needs to be stated here that from late Nineteenth century onwards various forms of anti-caste articulations began to emerge from the victims of the lower castes and Dalit communities problematizing caste in different parts of the subcontinent. This course tries to address these multiple engagements with caste through social movements/political movements and textual strategies. These issues will be explored through a variety of readings that include selections from primary and secondary sources that critically examine caste and social movements.					
Semester			**Credit**		4	
TotalStudentLearningTime(SLT)	LearningApproach	Lecture	Tutorial	Practical	Others	TotalLearningHours
	AuthenticlearningCollaborativelearning Casebasedlearning	30	30	-	20	80
Pre-requisite	NIL Asperthe requirementofthecourse					
Others-Library,fieldwork,seminarandassignmentpreparations,test,journal,discussion etc.						

COURSEOUTCOMES(CO)

CO No.	**ExpectedCourseOutcome**	**LearningDomains**	**PSONo.**
	Uponcompletionofthiscourse,studentswillbeableto;		
1	Understandthesocial history of India and role of caste and class with the interface of colonialism.	R&U	1,2
2	Analyse the significance of caste social formation historically.	An&Ap	3, 5
3	Evaluatethechangingprocesses on the conflicting ideas and programmes of the reformers in the nineteenth and twentieth centuries as they engaged with caste in the context of modernity.	E	4, 5
4	Understand the caste mobilizations and social movements as a different politics.	U & A	2, 3
5	Analyse the transformation of socio-economic processes in the making of new social formations.	I &An	4,6
6	Evaluate Dalit movements that challenged the reigning paradigms in understanding nation and caste.	E & Ap	3,6,7

COURSECONTENT

		Hrs	CO.No.
UNIT1– Introduction to caste and social stratification in India		12Hrs	
1.1	Introduction to Caste	4	1, 2
1.2	Caste in Ancient India	4	1, 2
1.3	Caste in Medieval India	4	1,2
UNIT2- Caste in the colonial context.		18Hrs	
2.1	Colonialism and Caste	6	1, 3
2.2	Colonial Ethnography and Archive	6	1, 3
2.3	Caste of mind	6	3, 5
UNIT3- Social movements and caste: negotiating the boundaries		18Hrs	
3.1	Caste and modernity	6	3,5,
3.2	Reformist discources	6	2, 3, 6
3.3	Emergence of middle class and social world	6	2,5
UNIT4–Anti -caste, social movements and nationalism		12Hrs	
4.1	Caste and nationalist movements	4	2,3,4,6
4.2	Caste and communist movements	4	2,3,4,6
4.3	Caste mobilization and social movements	4	4,6
UNIT5- Dalit movements,nation and caste. The contemporary debates		20 Hrs	
5.1	Dalit movements	5	5,6
5.2	Dalit movements and issues of national caste	5	3,4,6
5.3	Dalit movements and ctitique of social sciences	5	2,3,6
5.4	Dalit ctitique of contemporary socio-economic and political structure	5	4.5,6

TeachingandLearningApproach	**ClassroomProcedure(Modeoftransaction)** Authenticlearning,Case-basedlearning,Collaborativelearning,Lectures,Seminar,Groupactivities,Tutorials,DocumentaryScreening
AssessmentTypes	**ModeofAssessment** **A.** ContinuousInternalAssessment(CIA)

	1. Internaltest 2. SeminarPresentation–athemeistobediscussedandidentifiedtoprepareapaperandpresentinthesminar 3. Assignments 4. ReviewofBook/Article B. SemesterEndexamination

Selected Readings

Romila Thapar Social History of Ancient India

D DKosambi, *An Introduction to the Study of Indian History*

RS Sharma *Sudras in Ancient India*

R.C Majumdar *Ancient India*

Louis Dumont Homo Hierarchicus

Suvira*Jaiswal Caste, Origin Functions and Dimensions of Change*

Dipankar Gupta *Social Stratification*

Susan Bayly, *Caste,society and Politics in India from the Eighteenth century to the Modern Age*

Nicholas Dirks, Castes of Mind: *Colonialism and the making of Modern India*

Partha Chatterjee, *Politics of the Governed* Chapters 1-2

Ambedkar, *Who were the Sudras?*

Ambedkar *Annihilation of caste*

Gyan Pandey *Dalit conversion*

Dilip M. Menon *Blindness of Insights*

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SEMESTER 3

School Name	**School of Social Sciences**
Programme	**M. A. Anthropology**
Course Name	**Modern Processes: Colonialism and Capitalism**
Type of Course	Core
Course Code	SSM21C08
Course Summary & Justification	The main objective of this course is to enable the students to pay attention to two concepts that is capitalism and, colonialism that have coded several theories, perspectives, and observations within social sciences: it is conceived as an exercise in economic historiography.

Semester	3		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome** *Upon completion of this course, students will be able to;*	**Learning Domains**	**PSO No.**
1	Examine the relationship between capitalism and colonialism conceptually.	E &An	1,3
2	Critically review the various perspectives on economic changes brought about by capitalism	R & A	3,5
3	Understand the working of colonialism in the world and its various stages in India	U	5,6
4	Analyse the ways in which capitalism advanced the	An	3,5
	European nations		
5	Evaluate the negative impact of colonialism on African and Southeast Asian nations.	E	1,5,6
6	Develop an understanding about how Industrial revolution led to the rise of capitalism and colonialism and exploitation by the western countries	E & U	1,5
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	**CO.No.**
UNIT 1 – COLONIALISM		20 Hrs	
1.1	Definition, Concepts	7	1
1.2	Different perspectives and theories	7	1
1.3	Relationship between colonialism and capitalism	6	1, 3

UNIT 2 - IMPACT OF COLONIALISM		20 Hrs	
2.1	Colonialism that created hybridity	5	3, 5
2.2	Different stages of colonialism in India	5	1,3
2.3	Colonialism in Africa	5	3, 5
2.4	Colonialism in South East Asia	5	3, 5
UNIT 3- CAPITALISM		20 Hrs	
3.1	Origin and definition of capital and capitalism	7	1,2
3.2	Capitalism as mode of production	6	2,6
3.3	Different perspectives on development of capitalism	7	2,4,6
UNIT 4 – CAPITALISM ACROSS NATIONS		20 Hrs	
4.1	Industrial revolution in Europe and USA	5	2,4,6
4.2	Capitalism as exchange and accumulation Capitalism and reconstitution of space and classes	5	2,4,6
4.3	Rise of monopoly capital	5	2,4
4.4	Capitalism and reconstitution of space and classes	5	2,4,6

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Case-based learning, Collaborative learning,Lectures, Seminar, Group activities,Tutorials, Documentary Screening
Assessment Types	**Mode of Assessment** **A.** Continuous Internal Assessment (CIA) 1. Internal test 2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 3. Assignments 4. Review of Book/Article B. Semester End examination

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School Name	**School of Social Sciences**
Programme	**M. A. Anthropology**
Course Name	Social Theory
Type of Course	Core
Course Code	SSM21C09

Course Summary & Justification	This course is a collection of classical (Modern) and contemporary (Postmodern and Postcolonial) social thoughts which are inevitable for the course social theory in order to pursue an interdisciplinary and critical pursuit of academic enterprises. The course introduces many social thoughts which are part of different theoretical traditions thereby students get exposure to the contours of critical thoughts and different systems of social knowledge.					
Semester	3		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learnig Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.						

CO No.	**At the end of the course**	**Taxonomic Level (TL)**
1	Students will get familiarized with different theories which are frequently used in the social scientific discussions.**;**	U
2	2. Students will be enabled to realize the significance of theories to engage and interpret social phenomenon.	U
3	Students' academic efficiency will be enhanced to participate in the ongoing critical scientific deliberations with better graspand reflexivity	U
4	Students will get exposed to theoretical taxonomies of social scientific discussions in such a way to evaluate its potentialitiesand weakness to understand the complexity of social life	EV
5	Students will be equipped with analytical tools in order to tract the socio-cultural realities which impact upon human life.	U
6	Students will be enabled to conceive new theories and models and also create emancipatory projects to transform the society fora better conditioning of socio-cultural life.	An

COURSE CONTENT

UNIT	**Course Description**	**Hrs**	**CO.No.**

1	Classical Social Theory	40 Hrs	
1.1	Enlightenment-Modernity and the emergence of Social Theory. Enlightenment-thinkers and Scientific Methods.	8	1,2,3
1.2	. Marxian Social Theory – Critique of Hegel and Dialectical Idealism – Dialectical Materialism - Mode of Production – Relations in Production – Theory of Class – Theory of Surplus value – Alienated Labour.	12	4,5,6
1.3	Max Weber – Methodological Concerns – *Verstehen &Erklaren*– Modernity and Rationalisation – Bureaucracy – Sociology of Religion.	8	4,5,6
1.4	Emilie Durkheim – Rules of Sociological Method – Social Facts Division of Labour – Social Solidarity – Suicide – Religious Life	8	4,5,6
1.5	Psychoanalytical Theory – Sigmund Freud	6	1,2,3
2	Contemporary Social Theory	40hrs	
2.1	Structuralism – Ferdinand De Saussure	5	1,2,4
2.2	Critical Theory – Frankfurt School and Thinkers	6	4,5,6
2.3	World System Analysis – Immanuel Wallerstein	5	4,5,6
2.4	Ethno methodology – Harold Garfinkel	5	1,2,3
2.5	Reflexive Sociology – Pierre Bourdieu	5	4,5,6
2.6	Feminism – Three Waves in Feminist History – Classifications of Feminism	8	4,5,6
2.7	Post modernism and Post structuralism	6	1,2,4

Teaching and Learning Approach	6. Lectures 7. Tutorials 8. Seminars 9. Assignments 10. Book Reviews
Assessment Types	**Mode of Assessment** **A.** Continuous Internal Assessment (CIA)

	5. Internal Text 6. Review of books and Articles 7. Assignments 8. Seminar Presentation B. Semester End examination

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School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	**Biological Anthropology**					
Type of Course	**Core**					
Course Code	SSM21C55					
Course Summary & Justification	**This course familiarizes the student with origin of life on earth and humanevolution and variation in anthropological perspective.**					
Semester	**3**		**Credits**		**4**	
Total Student Learning Time (SLT)	***Learning approach***	***Lecture***	***Tutorial***	***Practical***	***Others***	***Total hrs***
	Authentic Learning Collaborative Learning Case Based Learning	**30**	**20**	20	**10**	**80**

Course Objective

It is proposed to offer students broad outline of the course of bio-cultural evolution, variation and adaption and basic principles of genetics.

Learning Outcomes

• The students will learn about biological anthropology and its relationship with other branches of anthropology and other related disciplines.

• They will learn about the evolution of human.

• They will also learn about biological evolution and classification of animal kingdom and the place of man in the same.

• Human genetics will be studied in detail and will learn he concept of Race and Racial classifications.

- From the practical component they will learn about how to draw, identify human bones, and take anthropometric measurements tools.

COURSE CONTENT

Unit 1 Biological Anthropology - Meaning and Scope

1.1 Meaning, scope and development of Biological Anthropology - Its relation to sub- fields of Anthropology.
1.2. Recent trends and applications of Biological Anthropology.

Unit 2 Primates and Man's position in Primate order to races

2.1. Classification, Distribution and salient features of primates -- Man's place in the animal kingdom.
2.2. Anatomical and Morphological comparisons between Apes and Man
2.3 Social behaviour of non-human Primates -- Human evolution from Australopithecines to Homosapiens.
2.4. Racial criteria and major divisions of mankind (Risley, Guha, Sarkar, Daniker's, Hoottens, Coons, Garn and Birdselts Classification.)

Unit 3Theories of Evolution and Principles of Human Genetics

3.1. Principles of evolution -- Lamarckism and Neo-Lamarckism -- Darwinism and Neo-Darwinism -- Synthetic theory of evolution.

3.2. Cell Division - Meiosis and genetic significance - Chromosomes and genes- Autosomal dominant, recessive, Co-dominant - Sex linked, sex limited and sex influenced - Multiple alleles and polygenic inheritance.

Unit 4 Biological Anthropology (Practical) -

4.1. Study of Human skeleton: identification and description of different bones of the Skeleton.
4.2. Age and sex determination from Skull and Pelvis.
4.3. Anthropometry and anthropometric instruments, drawing of various views of the Human skull and description of landmarks.

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School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	**Indian Anthropology**					
Type of Course	**Core**					
Course Code	SSM21C56					
urse Summary & Justification	**This course familiarizes the student with Indian Society, the major concepts of Indian Anthropology and the contribution of Some Great Indian Anthropologists.**					
Semester	**3**		**Credits**		**4**	
Total Student earning Time (SLT)	***Learning approach***	***Lecture***	***Tutorial***	***Practical***	***Others***	***Total hrs***
	• Authentic Learning • Collaborative Learning • Case Based Learning	**30**	**30**		**20**	**80**
Pre-requisite	NIL As per the requirement of the course					
Others	Library, field work, seminars and assignment preparations, test, journals, discussions, etc.					

COURSE OUTCOMES (CO)

CO No.	***Expected Course Outcome***	***Learning Domains***	***PSO No.***

	Upon completion of this course, students will be able to;		
1.	Understand and Evaluate the Growth of Anthropology as an Academic Discipline in India.	U, R, E	1, 2, 3, 4
2.	Develop an understanding and appreciation of the Indian Anthropology.	U, An, R	1, 2, 6, 7
3.	Realize and Analyse Caste, Social Integration and Segmentation in Indian Society.	An, U	1, 4, 5, 7
4.	Analyse and Evaluate the Hierarchy and Difference in Indian Society.	An, E, U	2, 4, 5
5.	Develop an Understanding and Appreciation of the Indian Society and Social Structure.	An, E, U	2, 3, 5
6.	Appreciate the Contribution of Some Great Indian Anthropologists and Sociologists.	An, E, U, R	1, 4, 5
7.	Identify a Research Problem and Develop a Research Plan Based on Contemporary Indian Anthropological Studies.	Ap, C, S	1, 3, 6, 7
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

Unit	*Course Description*	*Hours*	*CO No.*
1.	**The Emergence and Growth of Indian Anthropology and Anthropology as an Academic Discipline in India.**	**16**	
1.1	The Formative Phase (1774-1919).	4	**1, 2**

1.2	The Constructive Phase (1920-1949).	4	**1, 2**
1.3	Analytical Period (1950-1990).	4	**1, 2**
1.4	Evaluative Phase (1990 onwards).	4	**1, 2**
2.	**Indian Society.**	**16**	
2.1	Features of Indian Society- Rural.	4	**3, 4, 5**
2.2	Features of Indian Society- Urban.	4	**3, 4, 5**
2.3	Tribal Communities of India.	4	**3, 4, 5**
2.4	Major Caste Groups in India and Jajmani System.	4	**3, 4, 5**
3.	**Hierarchy and Difference in Indian Society.**	**16**	
3.1	Caste, Social Integration and Segmentation.	4	**3, 4, 5**
3.2	Caste and Varna.	4	**3, 4, 5**
3.3	Caste Understanding.	4	**3, 4, 5**
3.4	Caste in Contemporary India.	4	**3, 4, 5**
4.	**pologists of India and Their Contributions in the Field of Anthropology-Part I.**	**16**	
4.1	Sarat Chandra Roy.	3	**1, 2, 6**
4.2	Nirmal Kumar Bose.	3	**1, 2, 6**
4.3	Dhirendra Nath Majumdar.	3	**1, 2, 6**
4.4	M. N. Srinivas.	3	**1, 2, 6**
4.5	L. K. AnanthakrishnaIyer.	2	**1, 2, 6**
4.6	Lalita Prasad Vidyarthi.	2	**1, 2, 6**

5.	**ppologists of India and Their Contributions in the Field of Anthropology-Part II.**	**16**	
5.1	Shyama Charan Dube.	3	**1, 2, 6**
5.2	Verrier Elwin.	4	**1, 2, 6**
5.3	A. Aiyappan.	3	**1, 2, 6**
5.4	IrawatiKarve.	3	**1, 2, 6**
5.5	L. A. Krishna Iyer.	3	**1, 2, 6**

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities
Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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OPEN Course	From the list of open courses approved by the University

OPEN Course Offered by School of Social Sciences	

School Name	**School of Social Sciences**					
Programme	**MA (Open Course for III Semester)**					
Course Name	**Dr Ambedkar and Social Justice**					
Type of Course	Open Course for all disciplines in various schools/departments					
Course Code	SSM21O52					
Course Summary & Justification	This course proposes to discuss, disseminate and sensitize students Dr.Amedkar's philosophy on social justice. His thoughts has multiple aspects which constitutes the thoughts for liberty, equality, fraternity, justice and scientific humanism for the entire humanistic, social, cultural, economic and scientific development. This will enable students to delve into the problems of Indian social world that link with caste, religion and its varied venerations.					
Semester	4		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	To understand Dr. Ambedkar's academic and political thought and his remarkable engagement with India's freedom struggle. The debate with Gandhi on many issues will shed light on the reformative assertions of the people from below. The theoretical and	U	2,5

	methodological engagement of Dr. Ambedkar is an insightful method to make sense of what is India.		
2	Make sense of the structure of Indian society and its graded order.	E	2,3
3	Analyse who were the Shudras, untouchables and the status of women and Adivasis or indigenous Indians.	An	3,4
4	Evaluate to the emancipation of marginalised sections, Ambedkar's approaches—education-social-political movement-constitutional-revivalism of Budhism and gender equality.	E	2,3
5	Analyse the concept of social justice and the bases of it, critically view the constitutional means of social justice.	An	2,3,4,6
6	Understand the structure of political parties in India and its concerns and mostly not addresses the questions of marginality and the vulnerability of the masses.	U	2,3
7	Assess the human rights movements led by Dr. Ambedkar in India	E	2,7
8	Apply Amedkar's thought in understanding Indian society and polity.	Ap	1,7
9	Develop a craft and research aptitude to write history, anthropology, political science, and sociology in Ambedkar's perspective and draw lessons from other subalternists across the globe.	C	6
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	**CO.No.**
UNIT 1 – INTRODUCTION AND BACKGROUND		14 Hrs	
1.1	Introducing Dr. Ambedkar through a biographic sketch. It is a journey from Sathara to the Colombia University. It is a section that teaches life and political philosophy of Dr. Ambedkar.	5	1
1.2	Economic ideas of Ambedkar. Ambedkar's contribution to agricultural economics and monetary economics.	4	1,2
1.3	Understanding Ambedkar's sense of economic and human development.	5	2
UNIT 2 –INDIAN SOCIETY AND Dr. AMBEDKAR		18 Hrs	
2.1	Ambedkar's evaluation of Indian social problems and solutions: Caste system, untouchability, Adivasis and minorities.	6	3,8,9
2.2	Analysing caste system in a comparative perspective: Basavanna, Gandhi, Lohia and Periyar on Indian caste system in relation to	6	3,8,9

	their original writings.		
2.3	Debates on Hinduism and Buddhism, why conversion?	6	4,8,9
UNIT 3- ANNIHILATION OF CASTE AND SOCIAL REFORMS		18 Hrs	
3.1	Hindutva and caste, reform groups—conservative and progressive groups within Brahminical order.	6	4,8,9
3.2	British Colonialism and Indian Society: Ambedkar's perspective	6	4,8,9
3.3	Atrocities against Dalits and minorities and constitutional measures.	6	4,8,9
UNIT 4 – AMBEDKAR AND MAKING OF THE CONSTITUTION OF INDIA.		18 Hrs	
4.1	Ambedkar's role in the constituent assembly	6	5,8,9
4.2	Preamble, fundamental rights and directive principles of state policy	6	5,8,9
4.3	Arguing for a strong centre, judiciary review and constitutional morality.	6	5,8,9
UNIT 5 – POLITICAL PHILOSOPHY OF AMBEDKAR		12 Hrs	
5.1	Ambedkar on state and society	6	6,7,8,9
5.2	Ambedkar's perspective on democracy and justice, and its essential conditions for the successful working of democracy.	6	6,7,8,9

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries' screening.
Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 5. Internal test 6. Review of Book /Article 7. Seminar Presentation 8. Field visit report C. Semester End examination

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School Name	School of Social Sciences					
Programme	Open Course					
Course Name	**MUSEUMS AND CULTURE**					
Type of Course	Open					
Course Code	SSM21O51					
Course type	Open					
Course Summary & Justification	This course considers how museums reveal the social and cultural ideologies of those who build, work in, and visit them. We will study the ways in which art history is (and has been) constructed by museum acquisitions, exhibitions, and installation. We will also consider the ways in which museums are constructed by art/visual history by looking at the world-wide boom in museum architecture, and by examining curatorial practice and exhibition strategies as they affect experience of seeing through its various strategies of exhibition and representation. We will analyse the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication. The course will also give training in museum curatorial training.					
Semester	3		credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	30	30	20			80
Pre-requisite	NIL As per the requirement of the course					

CO No. At the end of the course:Taxonomic Level (TL)

1	Students will get familiarized with concepts on museum and culture		U
2	Students will be enabled to critically engage with objects exhibited at museums		U
3	Students' academic efficiency will be enhanced by introducing students to advanced readings on museums and culture		U
3.	Students will get exposed to the terms and concepts on culture		U
4.	Students will be equipped with analytical tools to undertake research on museum studies		An
5.	Students will be challenged to critically evaluate concepts and objects associated with museums.		Ev
.			

Course Description	**Hours**	**CO No.**
UNIT 1 – MUSEUM STUDIES AN INTRODUCTION	3	1, 2
Introduction- Types of Museums		
UNIT 2 – DIFFERENT ASPECTS OF MUSEUM	3	2,3
Museum as an institution- Museum and Culture		
UNIT 3- MUSEUM SPACE, OBJECTS	3	3, 4
Museum Space as a contested terrain- Museum objects and senses		
UNIT 4 – MUSEUM AND NATIONALISM	3	4,5,6
Museum and Nationalism		
UNIT 5 – MUSEUM AND VISUALITY, CURATORIAL PRACTICES	3	4,5,6
Museum and Visuality-Curatorial Practices.		

Teaching and Learning Approach	11. Lectures 12. Tutorials 13. Seminars 14. Assignments 15. Book Reviews
Assessment Types	**Mode of Assessment** **A.**Continuous Internal Assessment (CIA)

	9. Internal Text 10. Review of books and Articles 11. Assignments 12. Seminar Presentation B.Semester End examination

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SEMESTER 1V

School Name	**School of Social Sciences**
Programme	M.A. Anthropology
Course Name	Social Science Methodology
Type of Course	Core
Course Code:	SSM21C12
Course Summary & Justification	This course is an overview of the methodologicalconcerns in relation to the production of knowledge in Social Sciences Disciplines. Broadly speaking, methodology consists of all the processes and procedures which are involved in the production of scientific knowledge. Hence, all the methodological aspects with an interdisciplinary approach are included in the course. The course introduces different approaches to scientific knowledge construction

	which are part different philosophical schools and that are appropriated by Social Sciences to have its own methodology. This course is inevitable to enable the students to build sound scientific knowledge in Social Sciences.					
Semester	4		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Library, field work, seminars and assignment preparations, test, journals, discussions,						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome *Upon completion of this course, students will be able to;*	Learning Domains	PSO No.
1	Students will get oriented with how scientifically knowledge be constructed in Social Sciences Disciplines.	U	2,5
2	Students will get familiarised with different methodological approaches to engage with knowledge production.	U	2,3
3	Students' are specifically oriented with interdisciplinary approach and hence become able to strengthen their ability to advanceknowledge in their discipline.	An	3,4
4	Students will get exposed to theoretical taxonomies of social scientific discussions in order to evaluate the potentialities and weakness of discipline based methodological approach of their discipline of knowledge.	An	3,4
5	Students will be equipped with methodological tools to produce scientific knowledge.	U	2,3
6	Students will be enabled to conceive new theories and models through an interdisciplinary methodological approach thereby broaden the knowledge in their discipline.	An	3,4
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – Worlds of Science		20 Hrs	
1.1	Common sense and Scientific Knowledge	2	1,2
1.2	Popular knowledge and Scientific Knowledge	2	1,2
1.3	Reasons of the mind – Idealism, Rationalism, Positivism and Empiricism.	4	1,2
1.4	Human Reason and Modern knowledge – Ideology, Value-neutrality, Fact and Value	4	1,2
1.5	Subject and Object; Objectification and Subjectification	3	1,2
1.6	Objectivity and Subjectivity in terms of Methodology	3	1,2
1.7	Against methods	2	1,2
UNIT 2 – Methodological Concern		20 Hrs	
2.1	Disciplinary, Inter-disciplinary, Trans-disciplinary	3	3,6
2.2	Methodological Pluralism and Post-Positivism	3	3,6
2.3	Methodology – Ontology, Epistemology, Theory, Logic and Methods	3	3,6
2.4	Ethics and Aesthetics; Heuristics and Hermeneutics	3	3,6
2.5	Question of Agency and subjectivity of the actor	3	3,6
2.6	Hypothetical Deductive Method and Covering Law Model	3	3,6
2.7	Falsification Thesis	2	3,6
UNIT 3- Theoretical Concern		20 Hrs	
3.1	Meaning of Theory, Theory building, Theory and Taxonomy	3	4,5
3.2	Theory as reductionism	2	4,5
3.3	Micro and Macro theorization	3	4,5
3.4	Ideographic and Nomothetic formulations	3	4,5

3.5	Theory as Frame Work and as Substantive Explanation	3	4,5
3.6	Theory after Linguistic turn and Language Game	3	4,5
3.7	Archaeology and Genealogy; Deconstruction	3	4,5
UNIT 4 –Conducting Research		20 Hrs	
4.1	Qualitative and Quantitative Paradigm of Research	3	5,6
4.2	Research Design, Problematisation and hypothesis building	4	5,6
4.3	Data, Data as Evidence	3	5,6
4.4	Collection of Data - Ethnographic methods, Ethno Methodology and Auto Ethnography	4	5,6
4.5	Justification of methods in terms of Research Problem	3	5,6
4.6	Data Analysis and Presentation	3	5,6
4.7	Possibility of social sciences	2	5,6

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities

Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	**Recent Trends in Anthropological Theories**					
Type of Course	**Core**					
Course Code						
urse Summary & Justification	**The aim of this course is to expose the student to concepts and recent theories and approaches in Anthropology and Social Studies.**					
Semester	**4**		**Credits**		**4**	
Total Student earning Time (SLT)	***Learning approach***	***Lecture***	***Tutorial***	***Practical***	***Others***	***Total hrs***
	• Authentic Learning • Collaborative Learning • Case Based Learning	**30**	**30**		**20**	**80**
Pre-requisite	NIL As per the requirement of the course					
Others	Library, field work, seminars and assignment preparations, test, journals, discussions, etc.					

COURSE OUTCOMES (CO)

CO No.	*Expected Course Outcome*	*Learning Domains*	*PSO No.*
	Upon completion of this course, students will be able to;		
1.	Develop an understanding about the recent Concepts and Theories of Anthropology.	U, R	1, 2, 4, 5
2.	Compare and Understand the Similarities and Differences Between Anthropological School of Thoughts.	U, An, R	6, 7
3.	Analyse and Evaluate theoretical prostitutions of various schools thoughts in Anthropology	Ap, An, E	1, 4, 5, 7
4.	Develop an understanding and appreciation of the theories in post structural and postmodern Anthropology.	An, R, E, U	2, 3
5.	Appreciate the Contribution of Some Great Anthropologists and Sociologists in recent times.	R, U	1, 4
6.	Identify a Research Problem and Develop a Research Plan Based on Contemporary Anthropological Concepts and Studies.	Ap, C, S	1, 2, 4, 6, 7
7.	Evaluate and Analyse recent trends in Anthropological inquiries.	E, An, U, R	1, 4, 5, 7

Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)

COURSE CONTENT

Unit	*Course Description*	*Hours*	*CO No.*
1.	**Symbolic and interpretive anthropological theories**	**16**	

2.	**Post Structural Anthropology**	**16**	
1.1	Michel Foucault	**4**	**3, 4, 5**
1.2	Jacques Derrida	**4**	**3, 4, 5**
1.3	Post modernity	**4**	**3, 4, 5**
3.	**Manchester School and Situational Analysis**	**16**	
.31	Max Gluckman	**4**	**1, 2, 6**
3.2	Victor Turner	**4**	**1, 2, 6**
3,3	F. G. Bailey	**4**	**1, 2, 6**
3.4	Robert Fredrik Barth.	**4**	**1, 2, 6**
4.	**Posthusmism in Anthropolgy**	**16**	
4.1	The Human Animal: Anthropomorphism & anthropocentrism revisited	**4**	**1, 2, 6,7**
4.2	Non-human souls and Multi-species ethnography	**8**	**1, 2, 6,7**
4.3	Transhumanism	**4**	**1, 2, 6,7**
1.1	Interpretive Approach- Clifford Geertz	**4**	**1, 2, 6**
1.2	Symbolic Approach- Victor Turner	**4**	**1, 2, 6**
1.3	Taxonomical Approach- David Schneider	**3**	**1, 2, 6**

Teaching and Learning Approach	***Classroom Procedure (Mode of transaction)*** 12. Authentic learning 13. Case-based learning 14. Collaborative learning 15. Lectures 16. Seminars 17. Tutorials 18. Documentaries' screening 19. Movie screening 20. Book reviews 21. Assignments 22. Group activities

Assessment Types	***Mode of Assessment*** A. Continuous Internal Assessment (CIA) 5. Internal test 6. Review of Book /Article 7. Seminar Presentation 8. Field visit report A. Semester End examination

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Approval Date	16/8/2021
Version	1.0
Approval by	Board of Studies
Implementation Date	4/10/2021

School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	Approaches to Development					
Type of Course	Elective					
Course Code	SSM21C14					
Course Summary & Justification	The aim of this course is to introduce the students to basic concepts, facts, arguments, and causal theories about development. The purpose is also to study and discuss the role of aid, globally and in India. A part of the course focuses on and departs from recent research on development, sustainable development ,gender and participatory democracy.					
Semester	4		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80

Pre-requisite	NIL As per the requirement of the course
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.	

CO No.	**Expected Course Outcome** *Upon completion of this course, students will be able to;*	**Learning Domains**	**PSO No.**
1	Be able to describe the most central global development problems	U, An	2,5
2	Independently formulate and discuss problems within the area	E	2,5,6,7
3	have some knowledge of basic theories and concepts, especially regarding: development, democracy, and the state	An	2,5,6,7
4	Understand the Rise of development-Studies as a discipline	U	2,5,6,7
5	Understand the politics of Aid and conditionality	U	2,3,5,6,7
6	anthropological perspectives on globalisation and the Third World	E	2,3,4,5,6,7
7	Connect gender with development, sustainable development	An, E	2,3,6,7
8	independently and critically analyse and discuss central problems in development	U	2,3,6,7
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

Course Content

		Hrs	**CO.No.**
UNIT-1 Introduction to the development discourse		14 Hrs	
1.1	Rise of development-Studies as a discipline	5	1
1.2	Categorizing developed and underdeveloped- Less developed countries (LDSs)/ developing countries/third world	4	1
1.3	Aid and conditionality, and development in practice.	5	1
UNIT-11 Development, Democracy and the State		16 Hrs	
2.1	Industrialization as development— Social modernization perspective - The west and its ‘mission of development. Policies and strategies of a 'developmental state	6	2
2.2	State vs the market as means to decrease poverty and better peoples' lives	5	2

2.3	social capital,democracy and Development.	5	2
UNIT-III Imperfections of development		16 Hrs	
3.1	Sustainability and development- Social sustainability and environmental sustainability	6	3
3.2	multidimensional aspects of sustainable development and their link to environmental challenges on global, national and local levels	6	3
3.3	Alternative development	4	5
UNIT-IV Gender and development		18 Hrs	
4.1	Woman and development- Woman in development, Gender and Development	6	6
4.2	ecofeminism, Feminist environmentalism and political ecology	6	4,7
4.3	Ethnocentrism and feminist research on development.	6	7
UNIT-V Participatory Development		16 Hrs	
5.1	Democratic Decentralisation, Participatory Development, the challenges and limitations of Participatory development, Empowerment, participatory democracy	4	8
5.2	Participatory institutions, Community participatory development	6	8
5.3	Kerala Model of Development, Panchayathi Raj.	6	8

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries' screening.
Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination

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School Name	**School of Social Sciences**					
Programme	**M.A. Anthropology**					
Course Name	**Indian Archaeology and Epigraphy**					
Type of Course	Elective					
Course Code	SSM21E03					
Course Summary & Justification	This course familiarizes the student with the history of Archaeology and Epigraphy in India along with a discussion of archaeological methods and principles. It seeks to provide a scientific idea about the archaeological and epigraphical richness of the subcontinent through an interdisciplinary approach					
Semester	4		**Credit**		3	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours

	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome** *Upon completion of this course, students will be able to**;***	**Learning Domains**	**PSO No.**
1	Understand the key concepts and theories of Archaeology	U	1,4
2	Develop a historical insight to understand the Indian Archaeology and Epigraphy	C	2,4
3	Analyse various terms, definitions, types and specifics of Archaeology in detail	A	1,4
4	Categorize the principles and methods of Indian Archaeology	An	2,3
5	Compare and contrast the relationship between archaeological sites and monuments in India	U & A	2, 5
6	Interpret the numismatic background of ancient India	U	1
7	Evaluate the iconographical features of Hindu Buddhist and Jainist sculptures	E	5, 7
8	Explain political processes of pre-historic studies and Epigraphy in India	E	2, 5
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

UNIT		**Hrs**	**CO.No.**
1	**Introduction to Archaeology**	10 Hrs	
1.1	Nature and scope of Archaeology- Relation with other sciences	2	
1.2	Archaeology a Science or art	2	2,2
1.3	Terms and definitions	2	1,3
1.4	Types and specifics- Marine archaeology, industrial , classical, salvage, ethno and new archaeologies	2	1
1.5	Recent developments in Archaeology	2	1
2	**Principles and Methods of Archaeology**	21 Hrs	

2.1	Exploration and Excavation	2	3
2.2	Aims and scope of Exploration and Excavation	1	1,3,5
2.3	Methods of Exploration- Manual and scientific	2	3
2.4	Methods of Excavation- Horizontal, vertical and quadrant method	6	2,5,7
2.5	The science of layers- Stratigraphy	7	1,7
2.6	Dating and interpretation of excavated materials	2	5
2.7	Archaeology in India- Pioneering Archaeologists and their contributions	1	1,3
3	**Pre-Historic Studies in India**	15 Hrs	
3.1	Paleolithic Culture in India- Early, Middle and Upper Paleolithic Cultures	2	1
3.2	Mesolithic Culture in India- Extent, sites, characteristics	2	1,2
3.3	Neolithic Culture- Extent, habitation sites, features - Development of cave art	2	3,6
3.4	Chalcolithic Culture and Harappan Civilization- Pre and post Harappan Cultures	2	3,6
3.5	The Iron Age Culture of India	2	1,5
4	**Archaeological Sites and Monuments in India**	12 Hrs	
4.1	Historical values of Sites, Monuments, Epigraphs and Coins	2	1
4.2	Important Sites in India: Vidisa(M.P), Nalanda(Bihar)	2	1
4.3	Arikamedu(Tamil Nadu), Brahmahiri, Chandravalli(Karnataka, Paithan (Mahsarastra), Saranath(UP), Rock paintings- Mirzapur, Bhimbetka	2	1
4.4	Monuments: Asokan Pillars, Sanchi, Amravati, Ajanta-Ellora, Halebidu, Hampi, Badami-Aihole, Pattadakkal, Tanjavur, Delhi, Agra and Bijapur-	6	3,5
5	**Indian Epigraphy**	22Hrs	
5.1	Writing in India- Indus Script- Brahmi script	3	1,6
5.2	Important inscriptions: Rock Edicts of Asoka No.II& III (Gujarat), Hatigumbha Inscription of Kharavela(Orissa)	10	1,5
5.3	Important inscriptions: Allahabad Pillar Inscription of Samudragupta, UttaramerurInscription(Tamil Nadu)	3	1,5
5.4	Numismatics and Iconography- Hindu, Buddhist& Jain Icons	6	5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, case-based learning, collaborative learning, seminar, group activities, Tuorials, Documentary screening

Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report B. Semester End examination

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School Name	**School of Social Sciences**
Programme	**M. A. Anthropology**
Course Name	**Global Social Movements**
Type of Course	Elective
Course Code	SSM21E18

Course Summary & Justification	Our history is replete with instances where powerless people have challenged and questioned hegemonic systems of institutional domination with the power of mobilization and collective action. Through this course, students are going to embark on a journey to understand the multiple ways in which people organize movements to bring about social change. The course seeks to introduce students to the major concepts, theories, and empirical research pertaining to local and global social movements. The discussions will focus on the structural, organizational, and cultural factors facilitating the processes of social movement mobilization, participation, and outcomes in India. In addition to understanding the dominant paradigms, the course will explore alternative perspectives in social movement research.					
Semester	1		**Credit**		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	Understand the vast body of research on social movements, identify the major features of each approach and carefully compare the different approaches to understanding social movements	U	2,5
2	Evaluate the key concepts, theories, and major debates on historical and contemporary research on collective action and social movements	E	2,3
3	Distinguish and compare major theories in the sociology of social movements and be able to articulate the relevance and limitations of each to empirical contexts	An	3,4
4	Apply theoretical, methodological, and analytic skills to engage in social action that can resolve issues related to social and environmental justice	Ap	2,3
5	Develop critical thinking skills that will enable them to engage with their everyday movement realities using sociological knowledge and produce scholarship	S, I	2,3,4,6
6	Encourage you to engage with their community and the larger society to diffuse the ideas learned as part of this course and	C	1,7

	become agents of social change by taking charge of or participating in movements.		
Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – INTRODUCTION TO SOCIAL MOVEMENTS		14 Hrs	
1.1	Mapping the movement landscape and introducing students to the field of social movement studies	5	1
1.2	Introducing the major theories and concepts of social movements, Strain & Breakdown Theories	4	1,2
1.3	The Political Process Model, Resource Mobilization Theory	5	1,2
UNIT 2 –THEORIES OF MOVEMENT AND COLLECTIVE ACTION		18 Hrs	
2.1	Framing process and Social Movements	6	1,2,3
2.2	New Social Movement Theories	6	1,2,3
2.3	Political Economy Approaches, Capitalism and Social Movements, Social Movements in the Global South	6	1,2,3
UNIT 3- ASPECTS OF MOBILIZATION		18 Hrs	
3.1	Movement Emergence, Recruitment of members and participation	6	3,4,5
3.2	Maintaining Commitment, Movement Sustenance, Strategies and Tactics	6	3,4,5
3.3	Movements and other actors, Media and Social Movements, State and Social Movements	6	3,4,5
UNIT 4 – HISTORICAL AND CONTEMPORARY MOVEMENTS IN INDIA		18 Hrs	
4.1	Gender, Queer and Identity Movements in India	6	4,5,6
4.2	Movements Against Development, Working-class Movements	6	4,5,6
4.3	Insurgency, Counterinsurgency and Democracy in India	6	4,5,6
UNIT 5 – MOVEMENT OUTCOMES		12 Hrs	
5.1	Movement Decline, Outcome and Consequences	6	4,5,6
5.2	Conservative and Right-Wing Movements	6	4,5,6

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials, Documentary screening.
Assessment Types	**Mode of Assessment** A. Continuous Internal Assessment (CIA) 5. Internal test 6. Review of Book /Article/Documentary 7. Seminar Presentation 8. Field Project B. Semester End examination

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