

## Master of History (M. A.) 2021-23: Programme Structure and Syllabi



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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 collaborative multidisciplinary/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 self-directed 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)**

By the end of the two-year programme, students will be able to:

1. Demonstrate an advanced, critical and interdisciplinary understanding of the study of history and its various methodologies.
2. Develop a deeper understanding to explain, engage with and critique various historical schools of thoughts with a focus on social, cultural, political, economic, subaltern, global/world, gender and environmental approaches.
3. 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 history as well as other professions.
4. Apply an interdisciplinary perspective to explore the history of Indian economic development, postcolonial nation-building and modernization and the subsequent changes it has created in the society, culture, ecology, and politics to better understand and offer solutions to contemporary problems in Indian society.
5. Demonstrate a comprehensive understanding of the various events and periods in Indian history. The programme will enable students to have a comprehensive understanding of ancient, medieval and modern history.
6. Develop critical thinking and writing skills to contribute to historiography and articulate their arguments using the craft of academic research and writing. The clear focus on writing as part of the programme will certainly equip students to make scholarly contributions to the fields of Indian history specifically and social sciences broadly.
7. Apply modern historiographical trends in understanding social and cultural changes in an interdisciplinary perspective.

### Semester1

Course Code	Course title	Type	Credit
SSM21C01	Political economy and Cultural Dynamics	Core	4
SSM21C02	Key Concepts in Social Sciences	Core	4
SSM21C03	Early India till 185 BCE	Core	4
SSM21C04	History of Medieval India	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
SSM21C07	Modern India	Core	4
SSM21C16	History of pre-colonial Kerala	Core	4
SSM21E02	1. Folkloristic	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
SSM21C10	Historiography of Colonial India	Core	4
SSM21C11	History and Theory	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
SSM21C13	Modern Historiography	Core	4
SSM21C14	Kerala and Colonial Representations	Core	4
SSM21C15	Dissertation and Viva	Core	6
SSM21E03	1. Indian Archaeology and Epigraphy	Elective	4
SSM21E14	2. Approaches to Development		
SSM21E18	3. Global Social Movements		

Semester 1

<b>School Name</b>	School of Social Sciences						
<b>Programme</b>	M. A. History						
<b>Course Name</b>	Political Economy and Cultural Dynamics						
<b>Type of Course</b>	Core						
<b>Course Code</b>	SSM21C01						
<b>Course Summary &amp; Justification</b>	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.						
<b>Semester</b>	1			<b>Credit</b>	4		
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30		20	80	
<b>Pre-requisite</b>	NIL As per the requirement of the course						
<i>Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>							

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

## COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – INTRODUCTION AND BACKGROUND</b>		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
<b>UNIT 2 –DISCIPLINARY HISTORY: CLASSICAL POLITICAL ECONOMY.</b>		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

<b>UNIT 3- INDIAN ECONOMY AND SOCIETY</b>		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
<b>UNIT 4 –GRAMMER OF CASTE, CLASS AND GENDER IN INDIA.</b>		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
<b>UNIT 5 – POLITICAL ECONOMY AS CRITICAL SOCIAL THEORY</b>		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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries’ screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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<b>School Name</b>	<b>School of Social Sciences</b>					
Programme	M.A. History					
<b>Course Name</b>	<b>Key Concepts in Social Sciences</b>					
Type of Course	Core					
<b>Course Code</b>	<b>SSM21C02</b>					
Course type	Core					
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	1		credit		4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	30	30	20			80
<b>Pre-requisite</b>	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 and categories		U
2	students will be enabled to read, engage with and interpret text		U
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.		U

4.	Students will get exposed to the jargons which are in social scientific discussions. Students will be equipped with analytical tools in order to tract the socio-cultural realities which impact upon human life.		U U
5.	Students will be challenged to evaluate critically the given concepts and to engage in conceiving new theories and models and also evolve emancipatory projects to transform the society for a better conditioning of socio-cultural life.		An
6.			Ev
<b>Course Description</b>		<b>Hours</b>	<b>CO No.</b>
1Place and Position of Concepts and Categories inSocial Sciences.		8	
1.1Concept, 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	
2.2 Science, The Two Cultures, Social Science, Disciplines, Multidisciplinary, Interdisciplinary,		2	1,4
2.3State and Society Market and Consumer (use value and exchange value) Commodity, Production, Consumption, Utility, Expenditure, Sacrifice, Consumerism(s)		2 2	4,5 4,5
2.4Public, Private, Personal, Identity, Self		2	4,5
2.5Structure, System, Function, Agent, Agency, Causality		2	4,5
2.6Time, Space, Relativity, Temporality, Spatiality		2	4,5
3Aggregate Concepts		8	
Universal, Transcendental, Truth, Law, Hypothesis, Proposition, conclusion, Fact (s), Meaning, Ontology (being, reality, real)		2	1,2
3.2Nomothetic and Ideographic		1	1,2
3.3Science, Ideology, Discourse, Language Game		2	1,3
3.4Local, 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
4.2Nation, Linguistic, Political, Cartographic and Cultural Unites, Nationalities	4	1,5,6
5The Time Scales	14	
5.1Synchronic and Diachronic	1	2,5,6
5.2Static, Dynamic, Stationary, Evolutionary, Change and Shift Trend, Event, Long duree,	3	2,5,6
5.3Prehistoric, Paleolithic, Stone and Metal Ages, Megalithic Remains	2	2,5,6
5.4Tradition, Modern, Modernity, Colonialism, postcolonial	2	2,5,6
5.5Stages of Progress (Marxian Schema)	2	2,5,6
5.6Stages of Growth (Restowian Schema)	2	2,5,6
5.7Developmental Scales	2	2,4,6
6The Spatial Divides	8	
6.1North, South, East, Orient, Occident, Orientalism	4	3,5
6.2Centre, Periphery, Semi-Periphery, Node, World System	4	3,5
7Hierarchies of the Social World	12	
7.1Religion, Varna, Caste	3	4,5,6
7.2Band, Clan, Tribe, Class	3	4,5,6
7.3Subject, Citizen, People, Other, Identity, Identification	3	4,5,6
7.4Domination, Hegemony, Resistance	3	4,5,6
8Linguistic Turn and Semiotic Terms	10	
1. Structuralism, Post-Structuralism, Discourse, Discursive Turn	4	2,5,6
2. Image, Text, Sign, Symbol, Signifir, Signified, Signification, Referent, Inter-textuality, Metaphor, Metonymy, Syntagmatic, Paradigmatic	6	2,5,6

<b>Teaching and Learning Approach</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Tutorials</li> <li>3. Seminars</li> <li>4. Assignments</li> <li>5. Book Reviews</li> </ol>
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<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p>A.Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> <li>1. Internal Text</li> <li>2. Review of books and Articles</li> <li>3. Assignments</li> <li>4. Seminar Presentation</li> </ol> <p>B.Semester End examination</p>
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<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>M. A. History</b>					
<b>Course Name</b>	<b>Early India till 185 BCE</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	SSM21C03					
<b>Course Summary &amp; Justification</b>	This course aims to impart an understanding of the central concepts and theories pertaining to the study of Early India up to the period of 185 B.C.E.					
<b>Semester</b>	1		<b>Credit</b>		4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Gain knowledge about the events, concepts and theories about the time period till 185 B.C.	U	2,5
2	Develop critical thinking regarding the history of early India till the period of the end of Mauryan period	An & E	1,6

3	Interpret the socio-economic processes of the period reflected in the political discourse of the period	E	3,4
4	Understand the various aspects of state formation, urbanization, development of religion and its impact on the socio-political fabric of the period	U & R	1,5
5	Problematise the historical data of the period and critically evaluate the various factors that form the social formation as well as the cultural, economic and political processes.	A	5,6
6	Develop an analytical capability to assess and gain a critical perspective about the particular time period in Indian history.	A & E	4,7
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

### COURSE CONTENT

	Hrs	CO.No.
<b>UNIT 1 – PREHISTORY TO THE HARAPPAN CIVILIZATION</b>	16 Hrs	
1.1	Prehistory-Stone age-Paleolithic ,Mesolithic,Neolithic age	4   1, 2
1.2	Harappan society and settlement patterns	4   1, 2
1.3	Town planning and Art	4   1, 2
1.4	Technology and Urbanization	4   1, 2
<b>UNIT 2 - INDO ARYANS AND THE VEDIC LIFE</b>	16 Hrs	
2.1	Vedic society and literature	4   3, 5
2.2	Rigvedic to Later Vedic period	4   3, 5
2.3	Rituals and Redistributive functions	4   3, 5
2.4	Political organizations (1500-600 BCE)	4   3, 4, 5
<b>UNIT 3 - CHIEFDOMS, KINGDOMS AND MATERIAL BACKGROUND OF RELIGIOUS DISSENT</b>	16 Hrs	

3.1	Age of chiefdom and beginning of kingdoms	4	3,4,5,6
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3.2	Lineage society	4	3,4,5,6
3.3	States and urban centres	4	3,4,5,6
3.4	Rise of heterodox sects-Buddhism, Jainism and other minor sects	4	3,4,5,6
<b>UNIT 4 – EMERGENCE OF STATE AND FIRST EMPIRE</b>		16 Hrs	
4.1	State Society	3	2,3,4
4.2	Rise of Mauryan Empire	3	2,3,4
4.3	Extent of the empire	2	2,3,4
4.4	Organisation of the Mauryan state	3	2,3,4
4.5	Asoka and concept of Dhamma	3	2,3,4
4.6	Decline of the Mauryan empire	2	2,3,4
<b>UNIT 5 – HISTORIOGRAPHY-PERCEPTIONS OF THE PAST</b>		16 Hrs	
5.1	Colonial constructs-Early Orientalists,missionaries and Utilitarians	4	1, 2, 6
5.2	Nationalist historiography	4	1, 2, 6
5.3	Marxist history and debates	4	1, 2, 6
5.4	Reconsidering the periodization	4	1, 2, 6

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

	B.Semester End Examination
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## REFERENCES

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<b>School Name</b>	School of Social Sciences					
<b>Programme</b>	MA					
<b>Course Name</b>	History of Medieval India					
<b>Type of Course</b>	Core					
<b>Course Code</b>	SSM21C04					
<b>Course Summary &amp; Justification</b>	This course familiarizes the student with the major developments in the Medieval Period of Indian History. Its understanding and interpretation illustrate the nature of social forces, complexity of causation and interdependence of change and continuity. A brief background to the period in a nutshell is also envisaged.					
<b>Semester</b>	1			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the historiographical traditions of Medieval India.	Un	1,4,5,7
2	Analyse the Central Asian invasions and its impact in Indian Society- Arab Invasion of Sind, Advent of Turks.	An	1,2,3,4
3	List the events that lead to the establishment of Delhi Sultanate and Mughal empire.	Re	1,2,3,4
4	Understand the emergence of state and society under Delhi Sultanate, Mughals, Vijayanagara empire and Bahmani Sultanate. Perceive the nature of State and Sovereignty.	Un, Ev	1,2,3,4

5	Evaluate the developments in the field of Economy, Art and Architecture, Painting, Music.	Ev	1,2,3,4,6
6	Analyse the impact of Islam in India and its reflection in religious and cultural milieu- Bhakti Movement, Sufism, Language and Literature, Art and Architecture.	An, Ev	1,2,3,4,6
7	Interpret the role and contribution of Marathas and Sikhs.	Un	1,2,3,4,6
8	Discuss and evaluate the debates over 18 <sup>th</sup> century transition in Indian Society.	Cr, Ev	1,2,3,4,5,6,7
9	Develop a historical consciousness among the students for making them understand the trends and undercurrents of the society.	Cr	1,2,3,4,6,7
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

## COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – STATE IN MEDIEVAL INDIA</b>		18 Hrs	
1.1	Sources for Medieval Indian History	3	1
1.2	Delhi Sultanate – Sultan, Nobility and Ulema-The Mughal State : Patrimonial Bureaucratic State- Revenue System- Mansabdari- Provincial Government(Suba, Sarkar, Pargana)	8	2,3,4
1.3	South Indian Kingship- Segmentary or Military Feudal? –Ritual and Politics in Kingship- Regional States - Rajput Polity- Swarajya and Chatrapati concept among Marathas.	7	4,7
<b>UNIT 2 - SOCIETY</b>		18 Hrs	
2.1	The Village community- Landlords, tenants and labourers- Service and rent-organizations of occupations and social positions (Zamindar, Raiyat, Balutedari)- Role of the Village Headman	8	4
2.2	Caste and Social stratification- Caste as occupational division and ideology	5	4
2.3	Women in medieval society.	5	4
<b>UNIT 3- ECONOMY</b>		14 Hrs	
3.1	Artisan group and their organization of production	4	4,5
3.2	Local trade and market- overland and overseas trade- Forms of exchange and coinage- trade routes- trading groups	6	4,5

3.3	Urban centres( Forts,Qasbas, Nagaram) Coastal towns( Bandar and Pattanam)- features of urbanism	4	4,5
<b>UNIT 4 – RELIGION AND CULTURE</b>		18 Hrs	
4.1	Spread of Islam- Din Ilahi- Coming of Christianity- Sikhism- Indigenous sects- Saivism and Vaisnavism	6	5,6
4.2	Bhakti and Sufi Movements- Temple centres and pilgrimages- Literature in Persian, Sanskrit and Regional languages	6	5,6
4.3	Music, Art, Sculpture, Architecture- Science and Technology	6	5,6
<b>UNIT 5 – RECENT THEORIES AND PERSPECTIVES ON THE 18TH CENTURY</b>		12 Hrs	
5.1	The transition out of Medieval- Decline of the Mughals and successor states.	6	7,8
5.2	Debates over 18th century- problems- politics- economic expansion- port folio capitalism- Tributary states- Foreign invasions- Views of Bernard Cohn, C A Bayly, MusaffarAlam- Sanjay Subrahmaniam- Burton Stein- Frank Perlin and The Aligarh Historians.	6	7,8

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries’ screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>M.A. History</b>					
<b>Course Name</b>	<b>Ethnography</b>					
<b>Type of Course</b>	<b>Core</b>					
<b>Course Code</b>	<b>SSM21E01</b>					
<b>Course Summary &amp; Justification</b>	The course gives a theoretical and conceptual framework for the construction and analysis of primary data collected from the field.					
<b>Semester</b>	<b>1</b>			<b>Credits</b>		<b>4</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>	<b>Total hrs</b>
	Authentic Learning Collaborative Learning Case Based Learning	<b>30</b>	<b>30</b>		<b>20</b>	<b>80</b>
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<b>Others</b>	Library, field work, seminars and assignment preparations, test, journals discussions, etc.					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to:</i>		
<b>1.</b>	Develop an insight to recognize and understand the diversity of human cultures	U, R	1, 2, 3, 4
<b>2.</b>	Analyse relevant methodological tools in an ethnographic research project.	An	1, 2

<b>3.</b>	Realize and analyse the nature of ethnography, its fieldwork practices and interpretation and analysis of ethnographic data.	An, U	1, 4
<b>4.</b>	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

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



4.3	Interpreting Ethnographic data- Analysing Ethnographic data	4	<b>1, 2</b>
4.4	Ethnography as a Text	4	<b>1, 2</b>
<b>5.</b>	<b>The Limits of Ethnography</b>	<b>16</b>	
5.1	Theories	8	<b>1, 2</b>
5.2	Technicalities	8	<b>1, 2</b>

<b><i>Teaching and Learning Approach</i></b>	<p><b><i>Classroom Procedure (Mode of transaction)</i></b></p> <ol style="list-style-type: none"> <li>1. Authentic learning</li> <li>2. Case-based learning</li> <li>3. Collaborative learning</li> <li>4. Lectures</li> <li>5. Seminars</li> <li>6. Tutorials</li> <li>7. Documentaries' screening</li> <li>8. Movie screening</li> <li>9. Book reviews</li> <li>10. Assignments</li> <li>11. Group activities</li> </ol>
<b><i>Assessment Types</i></b>	<p><b><i>Mode of Assessment</i></b></p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> <li>1. Internal test</li> <li>2. Review of Book /Article</li> <li>3. Seminar Presentation</li> <li>4. Field visit report</li> </ol> <p>A. Semester End examination</p>

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<b>SchoolName</b>	<b>SchoolofSocialSciences</b>					
<b>Programme</b>	<b>M. A.History</b>					
<b>CourseName</b>	<b>Multiculturalism</b>					
<b>TypeofCourse</b>	Elective					
<b>CourseCode</b>	SSM21E					
<b>CourseSummary&amp;Justification</b>	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.					
<b>Semester</b>				<b>Credit</b>		4
<b>TotalStudentLearningTime(SLT)</b>	LearningApproach	Lecture	Tutorial	Practical	Others	TotalLearningHours
	AuthenticlearningCollaborativelearningCasebasedlearning	30	30	-	20	80
<b>Pre-requisite</b>	NIL Aspertherequirementofthecourse					
<i>Others-Library,fieldwork,seminarandassignmentpreparations,test,journal,discussion etc.</i>						

### **COURSEOUTCOMES(CO)**

<b>CO No.</b>	<b>ExpectedCourseOutcome</b>	<b>LearningDoomains</b>	<b>PSO No.</b>
	<i>Uponcompletionofthiscourse,studentswillbeableto;</i>		
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) and Appreciation(Ap)*

### COURSECONTENT

		Hrs	CO.No.
<b>UNIT1</b>		12Hrs	
1.1	Introduciton to Multiculturalism: theoretical considerations	4	2,4
1.2	Liberal Multiculturalism	4	3,4
1.3	Pluralistic Multiculturalism	4	1,2
1.4	Cosmopolitan Multiculturalism		1, 2
<b>UNIT 2</b>			
2.1	Colonialism and Multiculturalism	4	1, 3
2.2	Concept of Slavery	3	2,3
2.3	Racialisation	4	2, 3
<b>UNIT- 3</b>			
3.1	Multiculturalism and Human Rights	3	3, 4
3.2	Issues of Religious Minorities	3	4, 5
3.3	Women's Rights, LGBT queer rights	3	4, 5

<b>UNIT 4</b>			
4.1	Immigration and its Challenges	3	3, 6
4.2	Immigration in Europe	3	4,6
4.3	Immigration in India	3	5, 6

### Readings

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

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

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## Semester 2

<b>School Name</b>	<b>School of Social Sciences</b>
<b>Programme</b>	M. A. History
<b>Course Name</b>	Philosophy of Social Sciences
<b>Type of Course</b>	Core
<b>Course Code</b>	SSM21C05
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	2		<b>Credit</b>		4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

### COURSE CONTENT

		<b>Hrs</b>	<b>CO.No.</b>
<b>UNIT 1 – Models of Science</b>		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
<b>UNIT 2 – Concept of society</b>		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
<b>UNIT 3- INDIAN ECONOMY AND SOCIETY</b>		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

<b>UNIT 4 –Social action and Interpretative models in social sciences</b>		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
<b>UNIT 5 – Objectivist thesis</b>		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



<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lectures Tutorials Seminars Assignments Book Reviews
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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<b>School Name</b>	<b>School of Social Sciences</b>		
<b>Programme</b>	<b>M.A. History</b>		
<b>Course Name</b>	<b>Global Environmental History</b>		
<b>Type of Course</b>	Core		
<b>Course Code</b>	SSM21C17		
<b>Course Summary &amp; Justification</b>	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.		
<b>Semester</b>	1	<b>Credit</b>	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
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 –GLOBAL ENVIRONMENTAL HISTORY</b>		14 Hrs	
1.1	Introduction- The State of the Field of Environmental History	5	1
1.2	Environmental History of the 20 <sup>th</sup> Century World; Human-Nature Interactions	4	1,2
1.3	Critiques of Environmental History	5	2
<b>UNIT 2 – MAJOR THEMES IN GLOBAL ENVIRONMENTAL HISTORY</b>		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
<b>UNIT 3- DOING ENVIRONMENTAL HISTORY</b>		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
<b>UNIT 4 – MODERNITY, DEVELOPMENT AND ENVIRONMENT</b>		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
<b>UNIT 5 – THE ANTHROPOCENE AND CLIMATE CHANGE: LEGACIES AND CHALLENGES</b>		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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries’ screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> A.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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<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>M. A. History</b>					
<b>Course Name</b>	<b>Modern India</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	SSM21C07					
<b>Course Summary &amp; Justification</b>	This course surveys the history of Modern India from 19th century till 20th century. It discusses the history of the period as well as the historiographical trends and debates on colonialism and nationalism.					
<b>Semester</b>	2		<b>Credit</b>		4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Evaluate the nature of the early resistance movements against the British and the 1857 Revolt.	E	1,4
2	Understand the historiographical debates and discussions on Indian national movements.	U	6,7
3	Analyse the colonial strategies adopted by East India Company and British Empire.	An	1,4
4	Understand the concept Colonial Modernity and the creation of public sphere and examine the Socio religious reform movements and evaluate of Women's movements of the period.	U, E	2,4
5	Understand the theories regarding the formation of Indian National Congress, Partition of Bengal and the Swadeshi Movement, Moderates, and Extremists.	U	2,3
6	List out administrative reforms introduced by the British government in India.	R	1,4



7	Analyze the Gandhian Era in Indian freedom struggle.	An	1,4
8	Evaluate the growth of revolutionary terrorism in India and abroad- the Communist Party of India and Congress Socialist Party, Trade Union Movement, All India Kisan Sabha and Peasant Movements, Non-Brahmin and Dalit Movements.	E	2,4
9	Analyse the Post- Second World War development in the National Movement.	An	4
10	Analyse the Debate on the origin and growth of communalism in India.	An	2,3
11	Identify a research problem and develop a research plan on the basis of contemporary historical studies on national movement.	Ap, C	3,6
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – THE EIGHTEENTH CENTURY INDIA</b>		12 Hrs	
1.1	Ascendancy of British power in India-The East India Company	3	1,3
1.2	The Anglo- French struggles in the South-Colonial Expansion	4	1
1.3	Economic policies	5	1,3
<b>UNIT 2 -RESPONSES TO COLONIALISM</b>		18 Hrs	
2.1	Social and Religious Reforms-Peasant and tribal uprisings	8	4
2.2	The revolt of 1857-Understanding reforms and rebellions	5	1,3
2.3	Debates and different historiographical schools	5	2,11
<b>UNIT 3- EMERGENCE OF INDIAN NATIONALISM</b>		16 Hrs	
3.1	Different theories on Nationalism and Historiography of Indian Nationalism	6	2,5,11
3.2	Genesis of Indian National Congress-The Moderates and Economic Nationalism	6	3,5
3.3	Hindu Revivalism-Extremist and Swadeshi Movement-Foundation of Muslim league	4	10
<b>UNIT 4 –AGE OF GANDHIAN POLITICS</b>		16 Hrs	

4.1	Reforms and Self-Government 1909-1919	6	3,6
4.2	Gandhi's Arrival-Khilafat and Non-Cooperation Movement-Civil Disobedience Movement	6	7
4.3	Act of 1935-Muslim Alienation	4	6,10
<b>UNIT 5 – PATH TO FREEDOM AND PARTITION</b>		18 Hrs	
5.1	Non-Brahmin and Dalit movements	6	8
5.2	Working class Movement- Quit India Movement-Nationalism and Women's Question-Popular movements of 1940s	6	8
5.3	Freedom and Partition	6	10

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries' screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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<b>SchoolName</b>	<b>SchoolofSocialSciences</b>					
<b>Programme</b>	<b>M. A.History</b>					
<b>CourseName</b>	<b>HistoryofPre-ColonialKerala</b>					
<b>TypeofCourse</b>	Core					
<b>CourseCode</b>	SSM21C16					
<b>CourseSummary&amp;Justification</b>	ThiscourseintendstogivestudentsageneralideaofKeralaHistoryoverdifferentphasesbyconceivingCulturalHistoryonacontinuousprocessratherthanacompiletionoffactsinachronologicalbasis.Itseekstounderstandtheavailableworks,theconcepts,approachandtheoriesthatadgoneintoitswritings,toinitiatethestudentstoknowKerala'spast.					
<b>Semester</b>	2			<b>Credit</b>		4
<b>TotalStudentLearningTime(SLT)</b>	LearningApproach	Lecture	Tutorial	Practical	Others	Total LearningHours
	AuthenticlearningCollaborativelearning Casebasedlearning	30	30	-	20	80
<b>Pre-requisite</b>	NIL Aspertherequirementofthecourse					
<i>Others-Library,fieldwork,seminarandassignmentpreparations,test,journal,discussion etc.</i>						

### COURSEOUTCOMES(CO)

CO No.	ExpectedCourseOutcome	LearningDomaains	PSONo.
	<i>Uponcompletionofthiscourse,studentswillbeableto;</i>		
1	Understandtheculturalpastofthelandanditspeople	R&U	1,5
2	Analysetheeconomicandpoliticalprocessesassociatedwithsocialformations	An&Ap	4,7
3	Evaluatethechangingprocessesinvolvedinthe evolutionoflandscape	E	2,3
4	Developanunderstandingaboutthetheoriesand methodsusedinthestudyofculturalhistory	U&A	1,5,6
5	Interpretthelinkagesassociatedwiththematierial culturesandsocialformations	I&An	3,6

6	Examine the transformation of socio-economic processes in the making of new social formations	E&Ap	1,6
*Remember(R), Understand(U), Apply(A), Analyse(An), Evaluate(E), Create(C), Skill(S), Interest(I) and Appreciation(Ap)			

## COURSE CONTENT

		Hrs	CO.No.
<b>UNIT1–Perspectives of Cultural History</b>		12Hrs	
1.1	Approaches	4	2,4
1.2	Methods	4	3,4
1.3	Sources of Kerala history	4	1
<b>UNIT2-Geography and prehistoric culture</b>		18Hrs	
2.1	Archaeology of the Landscape	3	3
2.2	Pre-Historic evidences of the Stone Ages	3	3,5
2.3	The Iron Age Societies and their Remains	3	2,6
	Typology and Extent	3	3
<b>UNIT3-The Nature of the Social formation</b>		26Hrs	
3.1	The social formation of Clans and Chiefdoms and its features	6	2,5,
3.2	Eco Systems, Clans and means of subsistence	5	2,6
3.3	Material Cultures, forms of exchange and transmarine contacts	5	2,5

3.4	The Structure of the chiefdom polity	5	2,5
3.5	The power structure of the Cer chiefdom	5	2,6
<b>UNIT4–The dissolution of the social formation of the Clans and Chiefdoms</b>		12Hrs	
4.1	The changing processes-Indications of a dissolution crisis-Shift in the Dominant economy	3	2,3,6
4.2	Emergence of paddy fields and the expansion of organised Agriculture	3	2,4,6
4.3	The Emerging social form of labour appropriation-Formation of a new Political structure	3	2,4,5
4.4	.Towards the Making of a New Social formation	3	1,3

<b>UNIT5- State and Society</b>		12Hrs	
5.1	State and Society under Perumals	4	5,6
5.2	State and Society during the age of Swaroopams	4	2,3

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Case-based learning, Collaborative learning, Lectures, Seminar, Group activities, Tutorials, Documentary Screening
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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- *Elamkulam PN Kunjan Pillai- Studies in Kerala History*
- *Kesavan Veluthat- Brahmin Settlements in Kerala - Early Medieval South India*
- *Rajan Gurukkal- Kerala Temple and the Medieval Agrarian System*
- *Raghava Varrier and Rajan Gurukkal- Kerala Charithram*
- *PJ Cherian (ed)- Perspectives on Kerala History*
- *MGS Narayanan- Perumals of Kerala;*
  - Cultural Symbiosis of Kerala;
  - Kerala Carithrathile Irulatanja Silakal;
  - Aspects of Aryanisation
- *MGS Narayanan and Kesavan Veluthat- Bhakthi Movement in South India in SC Malik (ed)*

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Implementation Date	4/10/2021

<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>M. A. Folkloristics</b>					
<b>Course Name</b>	<b>Folkloristics</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	SSM21E02					
<b>Course Summary &amp; Justification</b>	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).					
<b>Semester</b>	2			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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	Ap	1,3,7



Folklore in understanding Society.		
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>		

## COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – THE CATEGORY OF FOLK</b>		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
<b>UNIT 2 - HISTORY OF FOLKLORISTICS</b>		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
<b>UNIT 3- APPROACHES IN FOLKLORISTICS</b>		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
<b>UNIT 4 – FORMALIST APPROACHES TO FOLKLORE</b>		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
<b>UNIT 5 – STRUCTURALIST UNIVERSALIZATION</b>		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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Case-based learning, Collaborative learning, Lectures, Seminar, Group activities, Tutorials, Documentaries' screening, Movies' screening
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>M. A. History</b>					
<b>Course Name</b>	<b>Visual Histories: Photography and Cultural Mediation</b>					
<b>Type of Course</b>	Elective					
<b>Course Code</b>	SSM21					
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	2			<b>Credit</b>	4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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 19 <sup>th</sup> and early 20 <sup>th</sup> 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
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 –INTRODUCTION</b>		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
<b>UNIT 2 –MODERNITY AND TECHNOLOGY, STEREOTYPES</b>		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
<b>UNIT 3- PHOTOGRAPHY AND COMMODITY CULTURE</b>		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
<b>UNIT 4 – VARIOUS PHOTOGRAPHIC PRACTICES IN INDIA</b>		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
<b>UNIT 5 – RECYCLED VISUALS AND DIFFERENT VISUAL TURNS</b>		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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries’ screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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- Geeta Kapur, “When Was Modernism in Indian Art”, *Journal of Arts & Ideas*, (27-28)



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- Ranjini Majumdar and Shikha Jhingan. 1997. The Power of the Image series: *Whatever Happened to the Vamp*, 30 mins.
- *Kitchen Stories*, 95 mins, 2003.
- SabeenaGadihoke, *Three Women and a Camera*, 56 mins.
- Nishta Jain, *City of Photos*, 60 mins, 2005 (Farnham: Ashgate, 2012), Chapter 1-2.

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<b>SchoolName</b>	<b>SchoolofSocialSciences</b>
<b>Programme</b>	<b>MA.History</b>
<b>CourseName</b>	<b>Dalit Movements in Postcolonial India</b>
<b>TypeofCourse</b>	Elective
<b>CourseCode</b>	SSM21E
<b>CourseSummary&amp;Justification</b>	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.					
<b>Semester</b>		<b>Credit</b>			4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others-Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the social 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	Evaluate the changing processes 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

#### COURSE CONTENT

	Hrs	CO.No.

<b>UNIT1– Introduction to caste and social stratification in India</b>		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
<b>UNIT2- Caste in the colonial context.</b>		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
<b>UNIT3- Social movements and caste: negotiating the boundaries</b>		18Hrs	
3.1	Caste and modernity	6	3,5,
3.2	Reformist discourses	6	2, 3, 6
3.3	Emergence of middle class and social world	6	2,5
<b>UNIT4–Anti -caste, social movements and nationalism</b>		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
<b>UNIT5- Dalit movements,nation and caste. The contemporary debates</b>		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 critique of social sciences	5	2,3,6
5.4	Dalit critique of contemporary socio-economic and political structure	5	4.5,6

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Case-based learning, Collaborative learning, Lectures, Seminar, Group activities, Tutorials, Documentary Screening
<b>Assessment Types</b>	<b>Mode of Assessment</b>

	<p><b>A. Continuous Internal Assessment (CIA)</b></p> <ol style="list-style-type: none"> <li>1. Internal test</li> <li>2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>3. Assignments</li> <li>4. Review of Book/Article</li> </ol> <p><b>B. Semester End Examination</b></p>
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### **Selected Readings**

Romila Thapar *Social History of Ancient India*

D D Kosambi, *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**

<b>School Name</b>	<b>School of Social Sciences</b>
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<b>Programme</b>	<b>M. A. History</b>					
<b>Course Name</b>	<b>Modern Processes: Colonialism and Capitalism</b>					
<b>Type of Course</b>	Core					
<b>Course Code</b>	SSM21C08					
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	3			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
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 South east 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
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – COLONIALISM</b>		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
<b>UNIT 2 - IMPACT OF COLONIALISM</b>		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
<b>UNIT 3- CAPITALISM</b>		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
<b>UNIT 4 – CAPITALISM ACROSS NATIONS</b>		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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Case-based learning, Collaborative learning, Lectures, Seminar, Group activities, Tutorials, Documentary Screening
<b>Assessment Types</b>	<b>Mode of Assessment</b>  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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<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>M. A. History</b>					
<b>Course Name</b>	Social Theory					
<b>Type of Course</b>	Core					
<b>Course Code</b>	SSM21C09					
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	3			<b>Credit</b>		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>						

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 grasp and reflexivity	U
4	Students will get exposed to theoretical taxonomies of social scientific discussions in such a way to evaluate its potentialities and 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 for a 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 – <i>Verstehen &amp; Erklaren</i> – 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

<b>Teaching and Learning Approach</b>	6. Lectures 7. Tutorials 8. Seminars 9. Assignments 10. Book Reviews
<b>Assessment Types</b>	<b>Mode of Assessment</b>  <b>A. Continuous Internal Assessment (CIA)</b> 5. Internal Text 6. Review of books and Articles 7. Assignments 8. Seminar Presentation  <b>B. Semester End examination</b>

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<b>School Name</b>	<b>School of Social Sciences</b>
<b>Programme</b>	<b>M. A. History</b>
<b>Course Name</b>	<b>Historiography of Colonial India</b>
<b>Type of Course</b>	Core

<b>Course Code</b>	SSM21C10						
<b>Course Summary &amp; Justification</b>	The paper aims at the development of analytical skills and accumulation of significant knowledge about Indian Historiography in its different perspectives. The paper is selective and intends to convey to the students the different genres of historical practice in India.						
<b>Semester</b>	3			<b>Credit</b>	4		
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30		20	80	
<b>Pre-requisite</b>	NIL As per the requirement of the course						
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>							

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the different types of ancient literatures and analyse the debate on the beginning of historical consciousness in India.	U, An	2,5
2	Assess the evolution of medieval historiography in India with the introduction of different new methods and traditions.	E	2,5,6,7
3	Examine the factors and circumstances behind the emergence of colonial historiography in India.	An	2,5,6,7
4	Explain the emergence of Cambridge School of Historiography.	U	2,5,6,7
5	Understand the origin and development of a nationalist historiography as a counter force against colonial historiography.	U	2,3,5,6,7
6	Evaluate the contributions of Marxist Historians to Indian Historiography.	E	2,3,4,5,6,7
7	Examine and estimate the paradigm shifts in Indian Historiography-History from below –Subaltern Studies, Gender, Environmental History, and Dalit historiography.	An, E	2,3,6,7
8	Explain the historiographical debates and discussions on different periods of Indian History.	U	2,3,6,7
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – HISTORICAL CONSCIOUSNESS IN EARLY INDIA</b>		14 Hrs	
1.1	Indian perceptions of History- Historical Consciousness in Vedic texts-gatha.	5	1
1.2	Buddhist and Jain texts and the changing expressions of Historical Consciousness.	4	1
1.3	Itihasa- Purana traditions- Vamsanucharitas-Prasastis and Dynastic Chronicles- The concept of Time in India.	5	1
<b>UNIT 2 -HISTORICAL TRADITIONS IN MEDIEVAL INDIA</b>		16 Hrs	
2.1	Historical Consciousness in the accounts of Travellers, Traders and Geographers.	6	2
2.2	Attempts at legitimization of the new polity- The Court Historians-Biographies and Autobiographies- Gazetteers and Letters.	5	2
2.3	Historical Works under Vijayanagara- Regional Histories and Local traditions.	5	2
<b>UNIT 3- HISTORIOGRAPHICAL TRENDS IN COLONIAL INDIA</b>		16 Hrs	
3.1	Construction of the Concept of the ‘Orient’-Portuguese and Dutch writings- Asiatic Society and the work of the Indologists.	6	3
3.2	Imperialist History and Colonial Ethnography-Euro-centric Image-Oriental Despotism, Asiatic Mode of Production.	6	3
3.3	The work of Nationalist Historians-Critique of Orientalism and Imperialism- Construction of the nation- Communalist Interpretations.	4	5
<b>UNIT 4 –CONTEMPORARY PERSPECTIVES</b>		18 Hrs	
4.1	Marxist attempts at reconstructing India’s past.	6	6
4.2	Others- social Science perspectives- Cambridge School- History from Below-Subaltern Studies and the emergence of Post-Colonial Perceptions.	6	4,7
4.3	Gender History- Dalit History- Environmental History.	6	7
<b>UNIT 5 – SOME DEBATES IN INDIAN HISTORY</b>		16 Hrs	
5.1	Aryan Debate.	4	8
5.2	State Formation- Indian feudalism.	6	8
5.3	Decline of Mughal Empire- Eighteenth Century in India: Transition debate.	6	8



<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries' screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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<b>Programme</b>	<b>M. A.</b>						
<b>Course Name</b>	<b>History and Theory</b>						
<b>Type of Course</b>	Core						
<b>Course Code</b>	SSM21C11						
<b>Course Summary &amp; Justification</b>	This course will introduce various theoretical traditions in historical writing, their contexts, crafts and ideological implication etc. This will enable students to understand the historical narrative, conceptual schemes, technical terms and theories that used to write historical events and practices						
<b>Semester</b>	3			<b>Credit</b>	4		
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30		20	80	
<b>Pre-requisite</b>	NIL As per the requirement of the course						
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>							

### COURSE CONTENT

		<b>Hrs</b>	<b>CO.No.</b>
<b>UNIT 1 – 1. PRELIMINARIES</b>		14 Hrs	
1.1	Definition of the discipline History-Nature and Scope- Uses and Abuses of History-Relations with other Social Sciences	5	1
1.2	Basics in Historical Method- Heuristics- Criticism ; Internal- external –Synthesis-Induction and deduction	4	1
1.3	Hypothesis-Foot Notes- Bibliography –Index –Charts and Maps.	5	1
<b>UNIT 2 - Classical Theories of History</b>		16 Hrs	
2.1	The European versions –The Greek Theory of History – Herodotus and Thucydides –Roman Historians-Livy, Tacitus, Xenophen and Polybius –Jewish and Christian Teleology –St. Augustine	6	2
2.2	The Non-European versions - The Chinese Theory of Alternative forces ; The Yin and Yang- the Indian concept of past : Puranic Genealogies –The Canonical Perceptions of the Jain and Buddhists Chronicles.	5	2

2.3	The Persian Theory – IbnKhaidhun’s Mukhadhima and the Holistic Theory.	5	2
<b>UNIT 3- Western Empiricism and Rationalism</b>		16 Hrs	
3.1	Idealism –Hegel and the Dialectics –Teleological Hegalianism and History	6	3
3.2	Positivism –Theories of Facts – Objectivity –Subjectivity and Theories of Truth-Value judgements -Bias and Prejudices –Realism - Causation and Generalisation – Interpretation and Explanation –Is History an Art or Science?	6	3
3.3	Historical Materialism –Deterministic and evolutionary Theories- Critiques of Determinism and Evolutionism Critical Theory – Marxist structuralism. Idealist and Grand Narratives, Spengler and Toynbee- Annales :Theory of Total History –Marc Bloch and Lucian Febre – Braudel’s Theory of Long Duree – Structure Conjecture and Event.	4	5
<b>UNIT 4 –Modern Theories</b>		18 Hrs	
4.1	World systems Theory – Immanuel Wallerstein Global perceptions – Gunder Frank and Samir Amin.	6	6
4.2	Later annals – Locality Theory – History of Mentalities and Emotions ,Landurie , Chartier and Revell – The History of everyday life	6	4,7
4.3	Social History- History of Society –Linguistic approach – Experience and Practice –Questions of Culture.	6	7
<b>UNIT 5 – 5. Post – Modern Theories</b>		16 Hrs	
5.1	Critique of grand Theories – The new Narrative History – Deconstruction – History from below.	4	8
5.2	The Theory of New History – Power and Discourse – Theory of Discontinuity and Rupture.	6	8
5.3	Hermeneutics and Effective History – Gadamer – Semiotics – Theories of Meanings and Symbols. Alternative Histories – Subaltern and Post colonial Histories	6	8

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    - Timothy W Luke.1990. *Foucault and the Discourse of power : Developing a genealogy of the Political culture concept in Social Theory and Modernity*. New Delhi.

OPEN Course	From the list of open courses approved by the University
OPEN Course Offered by School of Social Sciences (for students from other departments/schools)	

<b>School Name</b>	School of Social Sciences					
<b>Programme</b>	Open Course					
<b>Course Name</b>	<b>MUSEUMS AND CULTURE</b>					
<b>Type of Course</b>	Open					
<b>Course Code</b>	SSM21O51					
<b>Course type</b>	Open					
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	3			credit		4
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	30	30	20			80
<b>Pre-requisite</b>	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

4.	Students will get exposed to the terms and concepts on culture		U
5.	Students will be equipped with analytical tools to undertake research on museum studies		An
6.	Students will be challenged to critically evaluate concepts and objects associated with museums.		Ev
.			
<b>Course Description</b>		<b>Hours</b>	<b>CO No.</b>
<b>UNIT 1 – MUSEUM STUDIES AN INTRODUCTION</b>		3	1, 2
Introduction- Types of Museums			
<b>UNIT 2 – DIFFERENT ASPECTS OF MUSEUM</b>		3	2,3
Museum as an institution- Museum and Culture			
<b>UNIT 3- MUSEUM SPACE, OBJECTS</b>		3	3, 4
Museum Space as a contested terrain- Museum objects and senses			
<b>UNIT 4 – MUSEUM AND NATIONALISM</b>		3	4,5,6
Museum and Nationalism			
<b>UNIT 5 – MUSEUM AND VISUALITY, CURATORIAL PRACTICES</b>		3	4,5,6
Museum and Visuality-Curatorial Practices.			

<b>Teaching and Learning Approach</b>	<ul style="list-style-type: none"> <li>11. Lectures</li> <li>12. Tutorials</li> <li>13. Seminars</li> <li>14. Assignments</li> <li>15. Book Reviews</li> </ul>
<b>Assessment Types</b>	<p><b>Mode of Assessment</b></p> <p><b>A.Continuous Internal Assessment (CIA)</b></p> <ul style="list-style-type: none"> <li>9. Internal Text</li> <li>10. Review of books and Articles</li> <li>11. Assignments</li> <li>12. Seminar Presentation</li> </ul> <p><b>B.Semester End examination</b></p>

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<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	<b>MA (Open Course for III Semester)</b>					
<b>Course Name</b>	<b>Dr Ambedkar and Social Justice</b>					
<b>Type of Course</b>	Open Course for all disciplines in various schools/departments					
<b>Course Code</b>	SSM21052					
<b>Course Summary &amp; Justification</b>	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.					
<b>Semester</b>	4			<b>Credit</b>	4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours

	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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 methodological engagement of Dr. Ambedkar is an insightful method to make sense of what is India.	U	2,5
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 Buddhism 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
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

## COURSE CONTENT

		Hrs	CO.No
<b>UNIT 1 – INTRODUCTION AND BACKGROUND</b>		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
<b>UNIT 2 –INDIAN SOCIETY AND Dr. AMBEDKAR</b>		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 their original writings.	6	3,8,9
2.3	Debates on Hinduism and Buddhism, why conversion?	6	4,8,9
<b>UNIT 3- ANNIHILATION OF CASTE AND SOCIAL REFORMS</b>		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
<b>UNIT 4 – AMBEDKAR AND MAKING OF THE CONSTITUTION OF INDIA.</b>		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
<b>UNIT 5 – POLITICAL PHILOSOPHY OF AMBEDKAR</b>		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
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<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries' screening.
<b>Assessment Types</b>	<b>Mode of Assessment</b> 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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Implementation Date	2017

**Semester 4**

<b>School Name</b>	<b>School of Social Sciences</b>					
<b>Programme</b>	M. A. History					
<b>Course Name</b>	Social Science Methodology					
<b>Type of Course</b>	Core					
<b>Course Code:</b>	SSM21C12					
<b>Course Summary &amp; Justification</b>	<p>This course is an overview of the methodological concerns 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 of 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.</p>					
<b>Semester</b>	4		<b>Credit</b>		4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
Library, field work, seminars and assignment preparations, test, journals, discussions,						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		

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 advance knowledge 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
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – Worlds of Science</b>		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
<b>UNIT 2 – Methodological Concern</b>		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	3	3,6
2.7	Falsification Thesis	2	3,6
<b>UNIT 3- Theoretical Concern</b>		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	Archeology and Genealogy; Deconstruction	3	4,5
<b>UNIT 4 –Conducting Research</b>		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

<p><b><i>Teaching and Learning Approach</i></b></p>	<p><b><i>Classroom Procedure (Mode of transaction)</i></b></p> <ol style="list-style-type: none"> <li>1. Authentic learning</li> <li>2. Case-based learning</li> <li>3. Collaborative learning</li> <li>4. Lectures</li> <li>5. Seminars</li> <li>6. Tutorials</li> <li>7. Documentaries' screening</li> <li>8. Movie screening</li> <li>9. Book reviews</li> <li>10. Assignments</li> <li>11. Group activities</li> </ol>
<p><b><i>Assessment Types</i></b></p>	<p><b><i>Mode of Assessment</i></b></p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> <li>1. Internal test</li> <li>2. Review of Book /Article</li> <li>3. Seminar Presentation</li> <li>4. Field visit report</li> </ol> <p>A. Semester End examination</p>

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<b>School Name</b>	<b>School of Social Sciences</b>						
<b>Programme</b>	<b>M. A. History</b>						
<b>Course Name</b>	<b>Modern Historiography</b>						
<b>Type of Course</b>	Core						
<b>Course Code</b>	SSM21C13						
<b>Course Summary &amp; Justification</b>	This course tends to give an overview of the theoretical aspects of the discipline of history. This course prepares the student for writing professional history. It familiarizes students with the idea of history and different historiographical trends in the modern world and also help them to know the importance of studying history.						
<b>Semester</b>	4			<b>Credit</b>	4		
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	

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

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the beginning of historical consciousness in the pre-modern world.	U	2,5
2	Evaluate the major theoretical perspectives in Medieval historiography.	E	2,3
3	Analyse the impact of scientific revolution in global perspective to the development of historiography.	An	3,4
4	Evaluate and differentiate the theories of Positivism, Marxism, Annales School, Discourse Analysis and Postcolonial theory.	E	2,3
5	Analyse the development of historiography in Modern India	An	2,3,4,6
6	Understand the recent developments and post-modern Challenges on Historiography.	U	2,3
7	Assess the paradigm shift that happened with the coming of Postmodern interventions.	E	2,7
8	Apply modern historiographical trends in interdisciplinary history.	Ap	1,7
9	Develop historical sense and research aptitude to write history.	C	6
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – INTRODUCTION AND BACKGROUND</b>		14 Hrs	
1.1	Introduction- The Past, History, and Historiography- Premodern Western Historiography.	5	1
1.2	Traditional Chinese Historiography- Premodern Arab Historiography.	4	1,2

1.3	Representation of Past in Precolonial India.	5	2
<b>UNIT 2 -MODERN WESTERN HISTORIOGRAPHY</b>		18 Hrs	
2.1	Historical perceptions during Enlightenment –Vico, Hume and Herder.	6	3,8,9
2.2	Romanticism, Nationalism and narrative histories – Legacy of Hegel.	6	3,8,9
2.3	Positivism and History as a Science – Rankean positivism – Critiques of Positivism: Dilthey, Croce and Colling wood.	6	4,8,9
<b>UNIT 3- TRENDS IN WESTERN HISTORIOGRAPHY</b>		18 Hrs	
3.1	Marxist Historiography.	6	4,8,9
3.2	The <i>Annales</i> School- History from Below.	6	4,8,9
3.3	Cultural History, Gender History and Histories of Oppression, Slavery and Colonization.	6	4,8,9
<b>UNIT 4 –HISTORIOGRAPHY IN MODERN INDIA</b>		18 Hrs	
4.1	Colonial Historiography- Nationalist Historiography.	6	5,8,9
4.2	Indian Marxist Historiography- The Cambridge School.	6	5,8,9
4.3	Subaltern Historiography- Some important themes in Indian Historiography.	6	5,8,9
<b>UNIT 5 – CRITIQUES OF MAINSTREAM HISTORIOGRAPHY</b>		12 Hrs	
5.1	Early critiques- Structuralism and Post-Structuralism.	6	6,7,8,9
5.2	Post-modernism and history- Post-Colonialism.	6	6,7,8,9

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

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<b>School Name</b>	<b>School of Social Sciences</b>						
<b>Programme</b>	<b>M. A. History</b>						
<b>Course Name</b>	Approaches to Development						
<b>Type of Course</b>	Elective						
<b>Course Code</b>	SSM21C14						
<b>Course Summary &amp; Justification</b>	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.						
<b>Semester</b>	4			<b>Credit</b>	4		
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30		20	80	
<b>Pre-requisite</b>	NIL As per the requirement of the course						
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>							

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Be able to describe the most central global development	U, An	2,5



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

## Course Content

		Hrs	CO.No.
<b>UNIT-1 Introduction to the development discourse</b>		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
<b>UNIT-11 Development, Democracy and the State</b>		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
<b>UNIT-III Imperfections of development</b>		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
<b>UNIT-IV Gender and development</b>		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
<b>UNIT-V Participatory Development</b>		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

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

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<b>School Name</b>	<b>School of Social Sciences</b>						
<b>Programme</b>	<b>M. A. History</b>						
<b>Course Name</b>	<b>Indian Archaeology and Epigraphy</b>						
<b>Type of Course</b>	Elective						
<b>Course Code</b>	SSM21E03						
<b>Course Summary &amp; Justification</b>	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						
<b>Semester</b>	3			<b>Credit</b>	3		
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80	

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

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – Introduction to Archaeology</b>		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
<b>UNIT 2 - Principles and Methods of Archaeology</b>		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
<b>UNIT 3- Pre-Historic Studies in India</b>		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
<b>UNIT 4 – Archaeological Sites and Monuments in India</b>		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, Pattadakal, Tanjavur, Delhi, Agra and Bijapur-	6	3,5
<b>UNIT 5 – Indian Epigraphy</b>		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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Authentic learning, case-based learning, collaborative learning, seminar, group activities, Tuorials, Documentary screening
<b>Assessment Types</b>	<b>Mode of Assessment</b> A. Continuous Internal Assessment (CIA)

	<ol style="list-style-type: none"> <li>1. Internal test</li> <li>2. Review of Book /Article</li> <li>3. Seminar Presentation</li> <li>4. Field visit report</li> </ol> <p>B. Semester End examination</p>
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<b>SchoolName</b>	<b>SchoolofSocialSciences</b>
<b>Programme</b>	<b>M.A.History</b>
<b>CourseName</b>	<b>History of Development</b>

<b>Type of Course</b>	Elective					
<b>Course Code</b>	SSM21E					
<b>Course Summary &amp; Justification</b>	The course has the twin-objective of providing a conceptual understanding of the linkages between economic processes and social relationships and of imparting an empirical understanding of how these unfolded in the context of England, Western Europe and the United States of America					
<b>Semester</b>				<b>Credit</b>	4	
<b>Total Student Learning Time (SLT)</b>	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others - Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>						

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Introduce various theoretical perspectives on the development of capitalism	R&U	1,5
2	Understand how capitalism emerged as a mode of production and its impact on different parts of the world	An&Ap	4,7
3	Make the students familiarise various views on the concept of 'development'.	E	2,3
4	Analyse how people are affected by the notion of Development and the issues related to 'development'.	U&A	1,5,6
5	Analyse the impact of the industrial revolution in Britain and its role in the capitalist development in different parts of the world.	I&An	3,6
6	Understand how the United States of America become a capitalist nation and the division of agricultural South and manufacturing North	E&Ap	1,6
7	Evaluate the issues of Great Depression and the resurgence of economy		

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

### COURSECONTENT

		Hrs	CO.No.
<b>UNIT1-</b>		12Hrs	
1.1	Linkages between agriculture, industry and trade	4	2,4
1.2	Marxist and Braudelian views of development of capitalism	4	3,4
1.3	Capitalism: the origins of the word -- Capitalism as exchange and accumulation --- Capitalism as mode of production	4	1
UNIT 2			
2.1	Shifting views of development -		
2.2	-- The development ideal and its pursuit -		
2.3	Capitalist development as 'advance of progress through evil' — Development as devastation		
2.4	-Transition debate(Dobb-Sweezy)		
UNIT 3			
3.1	Great Britain, the first industrial nation —		
3.2	Enclosures and the rise of capitalism – Growth of towns and urban classes		
3.3	Industrial revolution		
3.4	Impact of Chartist movement		
UNIT 4			
4.1	Western Europe – Mercantile capitalism, old imperialism, and accumulation		
4.2	Industrialization and Capitalism in France and Germany.		
UNIT 5			
5.1	United States of America, the world's most advanced capitalist nation ---.		
5.2	– Native Americans and the New World – The division into agricultural south and manufacturing north- The rise of monopoly capital		
5.3	The Great Depression and the resurgence of the economy		

## Reading List

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<b>School Name</b>	<b>School of Social Sciences</b>						
<b>Programme</b>	<b>M. A. History</b>						
<b>Course Name</b>	<b>Global Social Movements</b>						
<b>Type of Course</b>	Elective						
<b>Course Code</b>	SSM21E18						
<b>Course Summary &amp; Justification</b>	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.						
<b>Semester</b>	1			<b>Credit</b>	4		
<b>Total Student</b>	Learning	Lecture	Tutorial	Practical	Others	Total	

Learning Time (SLT)	Approach					Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
<b>Pre-requisite</b>	NIL As per the requirement of the course					
<i>Others- Library, fieldwork, seminar and assignment preparations, test, journal, discussion etc.</i>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
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 become agents of social change by taking charge of or participating in movements.	C	1,7
<b>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</b>			

### COURSE CONTENT

		Hrs	CO.No.
<b>UNIT 1 – INTRODUCTION TO SOCIAL MOVEMENTS</b>		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
<b>UNIT 2 –THEORIES OF MOVEMENT AND COLLECTIVE ACTION</b>		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
<b>UNIT 3- ASPECTS OF MOBILIZATION</b>		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
<b>UNIT 4 – HISTORICAL AND CONTEMPORARY MOVEMENTS IN INDIA</b>		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
<b>UNIT 5 – MOVEMENT OUTCOMES</b>		12 Hrs	
5.1	Movement Decline, Outcome and Consequences	6	4,5,6
5.2	Conservative and Right-Wing Movements	6	4,5,6

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

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