

**Scheme and Syllabus:
Master of History (M. A.) 2021-23**



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Profile

The School of Social Sciences, Mahatma Gandhi University (hereafter, the School or SSS) was established in 1989 with the objective of advancing teaching and research in social sciences by creating a space of scholarly conversation that transcends the conventional disciplinary divide. The School is committed to the educational empowerment of socially and economically disadvantaged students, especially those from rural background. The School figures in India's academic map for the ABILITY project – a pioneering effort to ensure knowledge access for the visually-impaired students and researcher, which was established with the financial aid from the Government of Kerala. The School is committed to conserving its environs even while undertaking inevitable, new expansion.

The School of Social Sciences is a socially inclusive community with a large representation of women and persons of socially disadvantaged backgrounds. Its faculty members are drawn from varied but interactive knowledge domains as history, political economy, sociology, development and policy studies, and social anthropology. Besides undertaking teaching and research, the faculty are involved in environmental movements, archaeological and anthropological field-exploration and research, and human rights activism. The School of Social Sciences Library, although relatively small with about 13,000 volumes, has to its credit one of the richest collections in theoretical social sciences in southern India, built up assiduously over the years. The Archaeological Museum of the School is already marked high for the quality of its collection and display. The School is currently involved in establishing a sensory museum with the financial support of the Government of Kerala. The working paper series, *Lateral Studies*, of the School has found a space in scholarly literature. The Department of Forests and Wildlife, Government of Kerala, has regularly engaged the School as evaluators of its participatory forest management programmes. SSS has found special mention in international journals and in the India component of the status of research survey conducted by the Social Science Research Council, New York. The School has facilitated the rise of a generation of brilliant, young scholars who are now associated with some of the best centres of social science learning within and outside the country.

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 evidence; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

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

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

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

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

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

PO 8: Moral and Ethical Reasoning. Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use

ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

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

PO 10: Lifelong Learning. Ability to acquire knowledge and skills, including “learning how to learn”, that are necessary for participating in learning activities throughout life, through self-paced and 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)

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

Courses in a Nutshell

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
SSM21E06	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	Museum and Culture	Open	4
SSM21O52	Dr. Ambedkar and Social Justice	Open	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

School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Political Economy and Cultural Dynamics					
Type of Course	Core					
Course Code	SSM21C01					
Course Summary & Justification	This course seeks to impart critical thinking on the various concepts, ideas, terms and theories advanced by scholars on progress/development/change in their original texts. It would deal with political economic reading of Indian society and economy in communion with rest of the world. It also deals with cultural implications of material development and change. The perspective of the course is historical and sociological in nature.					
Semester	1		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – INTRODUCTION AND BACKGROUND		14 Hrs	
1.1	Introduction- Understanding Political Economic Perspective, the role of historical and anthropological theories.	5	1
1.2	Political Economic Perspectives of Adam Smith, Ricardo, Quesnay and Marx.	4	1,2
1.3	Understanding trends in economic history and various historiographies.	5	2
UNIT 2 – DISCIPLINARY HISTORY: CLASSICAL POLITICAL ECONOMY.		18 Hrs	
2.1	‘The Great Divide’ – Neo-Ricardian system --Dependency and world-system analysis.	6	3,8,9
2.2	Analysing contemporary forms of capital and labour – Global Commodity Chains – Flexible production -- Trajectory of the discipline in India – Transmission and translation – Indian economics.	6	3,8,9
2.3	Debates on economic change in colonial India, class character of Indian state and mode of production – On-going researches.	6	4,8,9

UNIT 3- INDIAN ECONOMY AND SOCIETY		18 Hrs	
3.1	M.K. Gandhi, R.C.Dutt and Ambedkar	6	4,8,9
3.2	Colonialism and Indian Society	6	4,8,9
3.3	Cultural dynamics, caste and gender and histories of oppression, slavery and colonization.	6	4,8,9
UNIT 4 – GRAMMER OF CASTE, CLASS AND GENDER IN INDIA.		18 Hrs	
4.1	Economics of discrimination and social exclusion	6	5,8,9
4.2	Social and cultural processes of hierarchy and distinctions	6	5,8,9
4.3	Subaltern Lives- Social and economic implications	6	5,8,9
UNIT 5 – POLITICAL ECONOMY AS CRITICAL SOCIAL THEORY		12 Hrs	
5.1	Capitalism, colonialism, development and post-development	6	6,7,8,9
5.2	Intersectionality as a critical social theory	6	6,7,8,9

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

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

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
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.		U
6.			An
			Ev
Course Description		Hours	CO No.
1 Place and Position of Concepts and Categories in Social Sciences.		8	
1.1 Concept, Category, Term, Word, Figure, Notation, Equation Identity, Equivalence(s), Representation, Rational-Irrational, Knowledge, Understanding, Belief.		5	1,3
1.2 Relation 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
2.3 State and Society Market and Consumer (use value and exchange value) Commodity, Production, Consumption, Utility, Expenditure, Sacrifice, Consumerism(s)		2	4,5
		2	4,5
2.4 Public, Private, Personal, Identity, Self		2	4,5
2.5 Structure, System, Function, Agent, Agency, Causality		2	4,5
2.6 Time, Space, Relativity, Temporality, Spatiality		2	4,5
3 Aggregate Concepts		8	
Universal, Transcendental, Truth, Law, Hypothesis, Proposition, conclusion, Fact (s), Meaning, Ontology (being, reality, real)		2	1,2
3.2 Nomothetic and Ideographic		1	1,2
3.3 Science, Ideology, Discourse, Language Game		2	1,3
3.4 Local, Global, Homogeneity, Heterogeneity, Determinism, Reductionism, Relativism, Particularism		3	1,2

4.Disaggregating the Social World	8	
4.1 Nature, Culture, Society, Community, Gender, Ethnicity, Race	4	1,5,6
4.2 Nation, Linguistic, Political, Cartographic and Cultural Unites, Nationalities	4	1,5,6
5 The Time Scales	14	
5.1 Synchronic and Diachronic	1	2,5,6
5.2Static, Dynamic, Stationary, Evolutionary, Change and Shift Trend, Event, Long duree,	3	2,5,6
5.3 Prehistoric, Paleolithic, Stone and Metal Ages, Megalithic Remains	2	2,5,6
5.4 Tradition, Modern, Modernity, Colonialism, postcolonial	2	2,5,6
5.5 Stages of Progress (Marxian Schema)	2	2,5,6
5.6 Stages of Growth (Restowian Schema)	2	2,5,6
5.7 Developmental Scales	2	2,4,6
6 The Spatial Divides	8	
6.1 North, South, East, Orient, Occident, Orientalism	4	3,5
6.2 Centre, Periphery, Semi-Periphery, Node, World System	4	3,5
7 Hierarchies of the Social World	12	
7.1 Religion, Varna, Caste	3	4,5,6
7.2 Band, Clan, Tribe, Class	3	4,5,6
7.3 Subject, Citizen, People, Other, Identity, Identification	3	4,5,6
7.4 Domination, Hegemony, Resistance	3	4,5,6
8 Linguistic Turn and Semiotic Terms	10	
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

Teaching and Learning Approach	<ol style="list-style-type: none"> 1. Lectures 2. Tutorials 3. Seminars 4. Assignments 5. Book Reviews
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Assessment Types	Mode of Assessment
	<p>A.Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> 1. Internal Text 2. Review of books and Articles 3. Assignments 4. Seminar Presentation <p>B.Semester End examination</p>

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Early India till 185 BCE					
Type of Course	Core					
Course Code	SSM21C03					
Course Summary & Justification	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.					
Semester	1		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – PREHISTORY TO THE HARAPPAN CIVILIZATION		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
UNIT 2 - INDO ARYANS AND THE VEDIC LIFE		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
UNIT 3 - CHIEFDOMS, KINGDOMS AND MATERIAL BACKGROUND OF RELIGIOUS DISSENT		16 Hrs	
3.1	Age of chiefdom and beginning of kingdoms	4	3,4,5,6

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
UNIT 4 – EMERGENCE OF STATE AND FIRST EMPIRE		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
UNIT 5 – HISTORIOGRAPHY-PERCEPTIONS OF THE PAST		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

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

	B.Semester End Examination
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School Name	School of Social Sciences					
Programme	MA					
Course Name	History of Medieval India					
Type of Course	Core					
Course Code	SSM21C04					
Course Summary & Justification	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.					
Semester	1		Credit			4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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 th 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
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – STATE IN MEDIEVAL INDIA		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
UNIT 2 - SOCIETY		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
UNIT 3- ECONOMY		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
UNIT 4 – RELIGION AND CULTURE		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
UNIT 5 – RECENT THEORIES AND PERSPECTIVES ON THE 18TH CENTURY		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, Musaffar Alam- Sanjay Subrahmaniam- Burton Stein- Frank Perlin and The Aligarh Historians.	6	7,8

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

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

COURSE OUTCOMES (CO)

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

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

COURSE CONTENT

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

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

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

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Multiculturalism					
Type of Course	Elective					
Course Code	SSM21E04					
Course Summary & Justification	This paper gives an introductory outline of multiculturalism in different part of the world. It involves a discussion of the history of the convergence of cultures, syncretism, cultural individualisation, and individuation. The purport is to provide the features of multiculturalism. This course will help students to understand the features of multicultural societies, and how people live with cultural diversity in various parts of the world. This course will discuss various theoretical perspectives on multiculturalism. It also discusses problems with slavery, racism, migration and the issues with religious and sexual minorities.					
Semester				Credit	4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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	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)*

COURSE CONTENT

		Hrs	CO.No.
UNIT 1		12 Hrs	
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
UNIT 2			
2.1	Colonialism and Multiculturalism	4	1, 3
2.2	Concept of Slavery	3	2,3
2.3	Racialisation	4	2, 3
UNIT- 3			
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
UNIT 4			
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

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Semester 2

School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Philosophy of Social Sciences					
Type of Course	Core					
Course Code	SSM21C05					
Course Summary & Justification	<p>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.</p>					
Semester	2		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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.
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<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	Students will be enabled to realize the significance of scientific paradigm and protocol to theorise social phenomenon.	U	2,3
3	Students will be understood the complexity of social phenomenon and also the complexity of conceiving scientific knowledge for Social Science Disciplines.	An	3,4
4	Students will be able to evaluate the potentialities and weakness of Social Science Disciplines to become a Scientific Discipline of Knowledge.	Ev	2,3
5	Students will be equipped with how to develop analytical tools to interpret socio-cultural realities of the human habitus.	An	2,3,4,6
6	Students will be equipped with how to create theories and models to understand social phenomenon.	An	2,3
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – Models of Science		16 Hrs	
1.1	Inductivist and Deductivist Approaches	3	1,5,6
1.2	Covering Law model/H-D model	2	1,5,6
1.3	Understanding trends in economic history and various historiographies.	3	1,4,6
1.4	Reconstruction of Scientific Theories and explanation in the philosophy of social science.	2	1,4,6
1.5	Theory and observation.	2	1,6
1.6	Realism and anti-realism.		
1.7	Incommensurability and paradigm shift	2	1,2,5
UNIT 2 – Concept of society		16 Hrs	
2.1	Objectivity in Social sciences.	6	3,8,9

2.2	Subjective nature of the subject matter of social sciences	3	4,5
2.3	Value in social sciences.	2	4,5
2.4	Argument about the unity of natural and social sciences	3	4,5
2.5	Positivism in social sciences.	2	4,5
2.6	Critique of positivism	2	4,5
UNIT 3- INDIAN ECONOMY AND SOCIETY		16 Hrs	
3.1	Social facts	3	3,4,5
3.2	System and Functions.	3	3,4
3.3	Structure and Agency	3.	3,4
3.4	Methodological Holism and Methodological Individualism.	3	3,4
3.5	Explanation and Understanding.	2	3,4
3.6	Self, Subjectivity and Agency.	2	3,4
UNIT 4 – Social action and Interpretative models in social sciences		16 Hrs	
4.1	Action and rules	2	5,6
4.2	Action and intentionality	3	5,6
4.3	Action and rationality.	2	5,6
4.4	Action as text.	2	5,6
4.5	Problems of interpretation and explanation	3	5,6
4.6	Social constructivism.	2	5,6
4.7	Possibility of social sciences	2	5,6
UNIT 5 – Objectivist thesis		16 Hrs	
5.1	Capitalism, colonialism, development and post-development	3	4,5,6

5.2	Intersectionality as a critical social theory	2	4,5,6
5.1	5.1 Critique of objectivism.	2	4,5,6
5.2	5.2 Rationality and objectivism.	2	4,5,6
5.3	5.3 Rationality and realism.	2	4,5,6
5.4	5.4 Assumptions about rational agents.	2	4,5,6
5.5	5.5 Rationality and 'other' cultures.	3	4,5,6
5.6	5.6 The relativist position.	3	4,5,6
5.7	5.7 Forms of relativism and Critique of relativism.	2	4,5,6

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures Tutorials Seminars Assignments Book Reviews
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) 1.Internal Text 2.Review of books and Articles 3.Assignments 4.Seminar Presentation B. Semester End examination

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School Name	School of Social Sciences					
Programme	M.A. History					
Course Name	Global Environmental History					
Type of Course	Core					
Course Code	SSM21C17					
Course Summary & Justification	This course seeks to introduce students to the field of global environmental history. It entails a critical engagement with the various aspects, approaches and thoughts in the field with a clear balance between theoretical readings, empirical case studies and methodologies. It will also enable students to make inquiries into various questions surrounding modernization, development, environmental and climate change from a historical standpoint.					
Semester	1		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 –GLOBAL ENVIRONMENTAL HISTORY		14 Hrs	
1.1	Introduction- The State of the Field of Environmental History	5	1
1.2	Environmental History of the 20 th Century World; Human-Nature Interactions	4	1,2
1.3	Critiques of Environmental History	5	2
UNIT 2 – MAJOR THEMES IN GLOBAL ENVIRONMENTAL HISTORY		18 Hrs	
2.1	Colonialism and Empire; Agricultural Transition; Transnational Trade	6	3,4,5
2.2	Industrialization and Energy Transitions; Urbanization and Waste Regimes; Global Diseases; Germs, Plants and Animals	6	3,4,5
2.3	Environmental History of Warfare; Global Environmental Politics; Gender and Environment; Labour and Environment	6	3,4,5
UNIT 3- DOING ENVIRONMENTAL HISTORY		18 Hrs	
3.1	Doing Environmental History; Environmental History as Political Ecology	6	4,6,7
3.2	Environmental History, Ecology and Meaning; Geological Epochs	6	4,6,7
3.3	The Historiography of Environmental History	6	4,6,7

UNIT 4 – MODERNITY, DEVELOPMENT AND ENVIRONMENT		18 Hrs	
4.1	Colonialism, Modernity, and the Nation; Perspectives on Decolonization and Environment;	6	4,5,6
4.2	Famine and Starvation; Visions of the State; The Politics of Conservation; Human-Animal Relations	6	4,5,6
4.3	The Roots of Environmentalism; India’s Environmental History	6	4,5,6
UNIT 5 – THE ANTHROPOCENE AND CLIMATE CHANGE: LEGACIES AND CHALLENGES		12 Hrs	
5.1	Conceptual and Historical Perspectives; The Great Acceleration;	6	5,6,7,
5.2	Perspectives and Critiques from the Global South; Fossil Capitalism and Climate Change; Towards a Historical Climate Research	6	5, 6,7

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials , Documentaries’ screening.
Assessment Types	Mode of Assessment 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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School Name	School of Social Sciences						
Programme	M. A. History						
Course Name	Modern India						
Type of Course	Core						
Course Code	SSM21C07						
Course Summary & Justification	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.						
Semester	2			Credit	4		
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30		20	80	
Pre-requisite	NIL As per the requirement of the course						
<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.
UNIT 1 – THE EIGHTEENTH CENTURY INDIA		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
UNIT 2 - RESPONSES TO COLONIALISM		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
UNIT 3- EMERGENCE OF INDIAN NATIONALISM		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
UNIT 4 – AGE OF GANDHIAN POLITICS		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
UNIT 5 – PATH TO FREEDOM AND PARTITION		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

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

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	History of Pre-Colonial Kerala					
Type of Course	Core					
Course Code	SSM21C16					
Course Summary & Justification	This course intends to give the students a general idea of Kerala History over different phases by conceiving Cultural History on a continuous process rather than a compilation of facts in a chronological basis. It seeks to understand the available works, the concepts, approach and theories that had gone into its writings, to initiate the students to know Kerala's past.					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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 cultural past of the land and its people	R & U	1,5
2	Analyse the economic and political processes associated with social formations	An & Ap	4,7
3	Evaluate the changing processes involved in the evolution of landscape	E	2,3

4	Develop an understanding about the theories and methods used in the study of cultural history	U & A	1,5,6
5	Interpret the linkages associated with the material cultures and social formations	I & An	3,6
6	Examine the transformation of socio-economic processes in the making of new social formations	E & Ap	1,6
<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.
UNIT 1 – Perspectives of Cultural History		12 Hrs	
1.1	Approaches	4	2,4
1.2	Methods	4	3,4
1.3	Sources of Kerala history	4	1
UNIT 2 - Geography and prehistoric culture		18 Hrs	
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
UNIT 3- The Nature of the Social formation		26 Hrs	
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 Cera chiefdom	5	2,6
UNIT 4 –The dissolution of the social formation of the Clans and Chiefdoms		12 Hrs	
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
UNIT 5- State and Society		12 Hrs	
5.1	State and Society under Perumals	4	5,6
5.2	State and Society during the age of Swaroopams	4	2,3

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

REFERENCES

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- *Elamkulam P N 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*
- *P J 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 S C Malik (ed)*
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School Name	School of Social Sciences					
Programme	M. A. Folkloristics					
Course Name	Folkloristics					
Type of Course	Elective					
Course Code	SSM21E02					
Course Summary & Justification	This course is an introductory to the subject folklore and folkloristics and it consists of five modules. It helps the students to have general idea, what the subject folklore is and different academic approaches towards folklore (data).					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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 Folklore in understanding Society.	Ap	1,3,7
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – THE CATEGORY OF FOLK		16 Hrs	
1.1	Definition-Folklore, Folklife-Ethnicity- Family and Kinship- Who are Folk?	4	1,3
1.2	concept of folklore- folklife- ethnic groups-family types- natal, conjugal, nuclear, extended (generational), extended (polyandrous)- types of relationships in family –direct, shared, sexual and descent.	6	1,3
1.3	functions of family kinship terms-types of kinship- role of kinship and social organization in the creation transmission and sustenance of folklore and folklife.	6	1,3
UNIT 2 - HISTORY OF FOLKLORISTICS		16 Hrs	
2.1	Folklore studies in Europe, Americas, Africa and India- Changing range and scope of the discipline- Folkloristics as a discipline.	8	3,4,5
2.2	Inter disciplinary and Multi-disciplinary approaches Relationship with Anthropology and Literature- Folklore and History - History in comparative perspective in terms of objectives, Data and Methodology.	8	3,4,5
UNIT 3- APPROACHES IN FOLKLORISTICS		16 Hrs	
3.1	Evolutionists- E.B. Tylor, L. H. Morgan; Diffusionists- Grimm Brothers, Max Muller, Theoder Benfey, Kaarle Krohn; Functionalist Perspectives- Malinowski, Rad Cliffe, Brown,William Bascom.	5	2,3,5
3.2	Culture -Personality and Marxist Approach- Margaret Mead, Ruth Benedict, Linton, Abraham Kardiner and Core du Bois; Feminism - Simone De Beauvoir, Elannor Leacock, Michelle Rosaldo, Louise Lamphere and Annette Weiner.	6	2,3,5
3.3	Post-modernism- Jean Baudrillard, Jacques Derrida, Michel Foucault, Clifford Geertz, James Clifford, Nancy Scheper- Hughes; and Post-Colonialism Approach- Edward Said: Orientalism, Gayathri Spivak, Arjun Appadurai.	5	2,3,5
UNIT 4 – FORMALIST APPROACHES TO FOLKLORE		16 Hrs	

4.1	Folklore as Folktale- Radlov- Structure of Folktales- Legends and Fairytales- Oral Compositions- Heroic Poems and Prose Narratives.	8	2,6,7
4.2	Jan Vansina's theories- Vladimar Propp and Folktale Morphology- Towards Universality of folklore structure and composition.	8	2,6,7
UNIT 5 – STRUCTURALIST UNIVERSALIZATION		16 Hrs	
5.1	Structural Universality of folklore- Levi Strauss- Critique of Psychological reductionism-	6	7,8
5.2	Structure and meaning of Myths- Symbols and unconscious meanings- Semiotic insights- Lacanian Psycho-semiotics	6	7,8

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

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School Name	School of Social Sciences		
Programme	M. A. History		
Course Name	Visual Histories: Photography and Cultural Mediation		
Type of Course	Elective		
Course Code	SSM21C06		
Course Summary & Justification	Various visual technologies-painting, photography, cartography, map, cinema - have been central to the constitution and experience of modernity. Photography, as one of the technologies of representation, came to India during the later phase of colonialism; it invariably depicts many complex layers of Indian society. Through a close reading of some key writings on the history, practice and theory of photography, this course will examine the ways in which ideas of culture and modernity have emerged and how photograph visualizes the idea of modern self. More specifically, we will look at the ways in which the subject of modernity is constituted through technology and how ideas of tradition, identity and authenticity are reconfigured. The course sets out as a threshold to enter the burgeoning field of study of visual culture and social life of images.		
Semester	2	Credit	4

Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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 th and early 20 th 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
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>			

COURSE CONTENT

	Hrs	CO.No.
UNIT 1 –INTRODUCTION	14 Hrs	
1.1	Introduction- History, Photography, Materiality	7
		1,2,3

1.2	Language and Visual Literacy: Interface between Verbal and Visual	7	1,2,3
UNIT 2 –MODERNITY AND TECHNOLOGY, STEREOTYPES		18 Hrs	
2.1	Modernity and Technology: Disciplining the Subjects	6	2,3,4
2.2	Fixing the Stereotype: Race, Caste, Tribe	6	2,3,4
2.3	Fixing the Stereotype: Gender	6	2,3,4
UNIT 3- PHOTOGRAPHY AND COMMODITY CULTURE		18 Hrs	
3.1	Commercial and Commodity aspects of photographic medium	6	5,7
3.2	Photography as an instrument to reproduce illusion, desire and hallucination	4	5,7
3.3	Ways in which the commercial photography communicate a universal language of commodity culture	4	5,7
3.4	Signified sign-value of the objects, gestures and their sensorial affect	4	5,7
UNIT 4 – VARIOUS PHOTOGRAPHIC PRACTICES IN INDIA		18 Hrs	
4.1	The practice of Visual mediation of Social and Social mediation of Visual	5	4,5,6,7
4.2	Photographic representation of social life in the context of Indian modernity, Nationalism and its relationship with sketches, painting and Lithographs etc.	4	4,5,6,7
4.3	Photographic space as a platform for native to articulate their idea of Modern- Props used to enunciate their refashioned identity- Social signifiers and connoted meaning associated with the objects, things, pose, look and gesture of the photographed subjects.	4	4,5,6,7
4.4	how does it delineate the social and hierarchical positions of communities and their cultural capitals, are some of the question to be engaged.	5	4,5,6,7
UNIT 5 – RECYCLED VISUALS AND DIFFERENT VISUAL TURNS		12 Hrs	
5.1	Iconography, nation, religion and the contemporary visual field	3	6,7
5.2	Visual turn: Questions of violence and affect	3	6,7
5.3	Screening and discussion	6	6,7

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

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SEMESTER 3

School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Modern Processes: Colonialism and Capitalism					
Type of Course	Core					
Course Code	SSM21C08					
Course Summary & Justification	The main objective of this course is to enable the students to pay attention to two concepts that is capitalism and, colonialism that have coded several theories, perspectives, and observations within social sciences; it is conceived as an exercise in economic historiography.					
Semester	3			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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	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
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – COLONIALISM		20 Hrs	
1.1	Definition, Concepts	7	1
1.2	Different perspectives and theories	7	1
1.3	Relationship between colonialism and capitalism	6	1, 3
UNIT 2 - IMPACT OF COLONIALISM		20 Hrs	
2.1	Colonialism that created hybridity	5	3, 5
2.2	Different stages of colonialism in India	5	1,3
2.3	Colonialism in Africa	5	3, 5
2.4	Colonialism in South East Asia	5	3, 5
UNIT 3- CAPITALISM		20 Hrs	
3.1	Origin and definition of capital and capitalism	7	1,2
3.2	Capitalism as mode of production	6	2,6
3.3	Different perspectives on development of capitalism	7	2,4,6

UNIT 4 – CAPITALISM ACROSS NATIONS		20 Hrs	
4.1	Industrial revolution in Europe and USA	5	2,4,6
4.2	Capitalism as exchange and accumulation Capitalism and reconstitution of space and classes	5	2,4,6
4.3	Rise of monopoly capital	5	2,4
4.4	Capitalism and reconstitution of space and classes	5	2,4,6

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

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Social Theory					
Type of Course	Core					
Course Code	SSM21C09					
Course Summary & Justification	This course is a collection of classical (Modern) and contemporary (Postmodern and Postcolonial) social thoughts which are inevitable for the course social theory in order to pursue an interdisciplinary and critical pursuit of academic enterprises. The course introduces many social thoughts which are part of different theoretical traditions thereby students get exposure to the contours of critical thoughts and different systems of social knowledge.					
Semester	3			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning	30	30	-	20	80

	Case based learning					
Pre-requisite	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 & 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

Teaching and Learning Approach	<ul style="list-style-type: none"> 6. Lectures 7. Tutorials 8. Seminars 9. Assignments 10. Book Reviews
Assessment Types	<p>Mode of Assessment</p> <p>A.Continuous Internal Assessment (CIA)</p> <ul style="list-style-type: none"> 5. Internal Text 6. Review of books and Articles 7. Assignments 8. Seminar Presentation <p>B.Semester End examination</p>

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Implementation Date	4/10/2021

School Name	School of Social Sciences						
Programme	M. A. History						
Course Name	Historiography of Colonial India						
Type of Course	Core						
Course Code	SSM21C10						
Course Summary & Justification	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.						
Semester	3			Credit	4		
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning	30	30		20	80	

	Case based learning					
Pre-requisite	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.
UNIT 1 – HISTORICAL CONSCIOUSNESS IN EARLY INDIA		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
UNIT 2 - HISTORICAL TRADITIONS IN MEDIEVAL INDIA		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
UNIT 3- HISTORIOGRAPHICAL TRENDS IN COLONIAL INDIA		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
UNIT 4 – CONTEMPORARY PERSPECTIVES		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
UNIT 5 – SOME DEBATES IN INDIAN HISTORY		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

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

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School Name	School of Social Sciences						
Programme	M. A.						
Course Name	History and Theory						
Type of Course	Core						
Course Code	SSM21C11						
Course Summary & Justification	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						
Semester	3			Credit	4		
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours	
	Authentic learning Collaborative learning Case based learning	30	30		20	80	
Pre-requisite	NIL As per the requirement of the course						
<i>Others- Library, field work, seminar and assignment preparations, test, journal, discussion etc.</i>							

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – 1. PRELIMINARIES		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
UNIT 2 - Classical Theories of History		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 – Ibn Khaidhun’s Mukhadhima and the Holistic Theory.	5	2
UNIT 3- Western Empiricism and Rationalism		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
UNIT 4 – Modern Theories		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
UNIT 5 – 5. Post – Modern Theories		16 Hrs	
5.1	Critique of grant 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 – Godamer – Semiotics – Theories of Meanings and Symbols. Alternative Histories – Subaltern and Post colonial Histories	6	8

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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)	

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

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

1	Students will get familiarized with concepts on museum and culture		U
2	Students will be enabled to critically engage with objects exhibited at museums		U
3	Students' academic efficiency will be enhanced by introducing students to advanced readings on museums and culture		U
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
.			
Course Description		Hours	CO No.
UNIT 1 – MUSEUM STUDIES AN INTRODUCTION		3	1, 2
Introduction- Types of Museums			
UNIT 2 – DIFFERENT ASPECTS OF MUSEUM		3	2,3
Museum as an institution- Museum and Culture			
UNIT 3- MUSEUM SPACE, OBJECTS		3	3, 4
Museum Space as a contested terrain- Museum objects and senses			
UNIT 4 – MUSEUM AND NATIONALISM		3	4,5,6
Museum and Nationalism			
UNIT 5 – MUSEUM AND VISUALITY, CURATORIAL PRACTICES		3	4,5,6
Museum and Visuality-Curatorial Practices.			

Teaching and Learning Approach	11. Lectures 12. Tutorials 13. Seminars 14. Assignments 15. Book Reviews
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) 9. Internal Text 10. Review of books and Articles 11. Assignments 12. Seminar Presentation B. Semester End examination

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School Name	School of Social Sciences					
Programme	MA (Open Course for III Semester)					
Course Name	Dr Ambedkar and Social Justice					
Type of Course	Open Course for all disciplines in various schools/departments					
Course Code	SSM21O52					
Course Summary & Justification	This course proposes to discuss, disseminate and sensitize students Dr. Amedkar's philosophy on social justice. His thoughts has multiple aspects which constitutes the thoughts for liberty, equality, fraternity, justice and scientific humanism for the entire humanistic, social, cultural, economic and scientific development. This will enable students to delve into the problems of Indian social world that link with caste, religion and its varied venerations.					
Semester	4		Credit			4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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 Ambedkar's thought in understanding Indian society and polity.	Ap	1,7
9	Develop a craft and research aptitude to write history, anthropology, political science, and sociology in Ambedkar's perspective and draw lessons from other subalternists across the globe.	C	6
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No
UNIT 1 – INTRODUCTION AND BACKGROUND		14 Hrs	
1.1	Introducing Dr. Ambedkar through a biographic sketch. It is a journey from Sathara to the Colombia University. It is a section that teaches life and political philosophy of Dr. Ambedkar.	5	1
1.2	Economic ideas of Ambedkar. Ambedkar's contribution to agricultural economics and monetary economics.	4	1,2
1.3	Understanding Ambedkar's sense of economic and human development.	5	2
UNIT 2 – INDIAN SOCIETY AND Dr. AMBEDKAR		18 Hrs	

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

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars, Tutorials, Documentaries' screening.
Assessment Types	Mode of Assessment A.Continuous Internal Assessment (CIA) 1.Internal test 2.Review of Book /Article

	3.Seminar Presentation 4.Field visit report B.Semester End examination
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Semester 4

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

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<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
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 –	Worlds of	20 Hrs	
Science			
1.1	Common sense and Scientific Knowledge	2	1,2
1.2	Popular knowledge and Scientific Knowledge	2	1,2
1.3	Reasons of the mind – Idealism, Rationalism, Positivism and Empiricism.	4	1,2
1.4	Human Reason and Modern knowledge – Ideology, Value-neutrality, Fact and Value	4	1,2

1.5	Subject and Object; Objectification and Subjectification	3	1,2
1.6	Objectivity and Subjectivity in terms of Methodology	3	1,2
1.7	Against methods	2	1,2
UNIT 2 – Methodological Concern		20 Hrs	
2.1	Disciplinary, Inter-disciplinary, Trans-disciplinary	3	3,6
2.2	Methodological Pluralism and Post-Positivism M	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
UNIT 3- Theoretical Concern		20 Hrs	
3.1	Meaning of Theory, Theory building, Theory and Taxonomy	3	4,5
3.2	Theory as reductionism	2	4,5
3.3	Micro and Macro theorization	3	4,5
3.4	Ideographic and Nomothetic formulations	3	4,5
3.5	Theory as Frame Work and as Substantive Explanation	3	4,5
3.6	Theory after Linguistic turn and Language Game	3	4,5
3.7	Archeology and Genealogy; Deconstruction	3	4,5
UNIT 4 – Conducting Research		20 Hrs	

4.1	Qualitative and Quantitative Paradigm of Research	3	5,6
4.2	Research Design, Problematisation and hypothesis building	4	5,6
4.3	Data, Data as Evidence	3	5,6
4.4	Collection of Data - Ethnographic methods, Ethno Methodology and Auto Ethnography	4	5,6
4.5	Justification of methods in terms of Research Problem	3	5,6
4.6	Data Analysis and Presentation	3	5,6
4.7	Possibility of social sciences	2	5,6

<i>Teaching and Learning Approach</i>	<p><i>Classroom Procedure (Mode of transaction)</i></p> <ol style="list-style-type: none"> 1. Authentic learning 2. Case-based learning 3. Collaborative learning 4. Lectures 5. Seminars 6. Tutorials 7. Documentaries' screening 8. Movie screening 9. Book reviews 10. Assignments 11. Group activities
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<i>Assessment Types</i>	<i>Mode of Assessment</i> A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article 3. Seminar Presentation 4. Field visit report A. Semester End examination
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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Modern Historiography					
Type of Course	Core					
Course Code	SSM21C13					
Course Summary & Justification	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.					
Semester	4		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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
<i>*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)</i>			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – INTRODUCTION AND BACKGROUND		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
UNIT 2 - MODERN WESTERN HISTORIOGRAPHY		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
UNIT 3- TRENDS IN WESTERN HISTORIOGRAPHY		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
UNIT 4 – HISTORIOGRAPHY IN MODERN INDIA		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
UNIT 5 – CRITIQUES OF MAINSTREAM HISTORIOGRAPHY		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

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

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Kerala and Colonial Representation					
Type of Course	Core					
Course Code	SSM21C14					
Course Summary & Justification	This course intends to give the students a general idea of colonial representation of Kerala and its critique. It seeks to understand the available works and the concept and how Kerala progressed to a modern day society.					
Semester	4		Credit			4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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 colonial past of the land and its people	R & U	1,5
2	Analyse the economic and political processes associated with colonial past of Kerala	An & Ap	4,7
3	Evaluate the changing processes involved in the evolution of modern Kerala	E	2,3

4	Develop an understanding about the theories and methods used in the study of colonial history of Kerala	U & A	1,5,6
5	Interpret the linkages associated with colonialism and Resistance movements	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.
UNIT 1 – Historiographic Critique		12 Hrs	
1.1	Colonial Historiography and Representation of 19th C Kerala	4	2,4
1.2	Nationalist History and Understanding Colonial Rule	4	3,4
1.3	Marxist Historiography and Understanding social structure- New Waves in Historiography-Subaltern, Women and Environmental Historiography.	4	1
UNIT 2 - Transition to Colonialism		20 Hrs	
2.1	Debate on Transition: Political disunity- Reformative consciousness- Colonial exploitation	5	3
2.2	Plantation- Debate on Understanding early resistances- Out of National consciousness- Individual interests, Pre-political Movements.	5	3,5
2.3	Out of National consciousness- Individual interests, Pre-political Movements.	5	2,6
2.4	Colonial representations of 19th century Kerala- Barbaric - Castiests- Kinship- industrially backward	5	3
UNIT 3- Reform and Social Change		21 Hrs	
3.1	Social Reform Movements- On the question of Matriliny, Questioning Caste hierarchy	6	2,5,
3.2	Major movements- VaikundaSwami- Narayana Guru- Ayyankali	6	2,6
3.3	Women’s reform movements	3	2,5
3.4	New waves of thinking and Left Movements-Kesari Balakrishna Pillai, EMS, K. Damodaran-Political awakening	6	3,6

UNIT 4 – Colonialism and Resistance in 20th Century		12 Hrs	
4.1	Peasant Movements and Nationalism- Malabar Rebellion a Debate	4	2,3,6
4.2	Gandhian Movement a Critique- Communist Movement in Kerala	4	2,4,6
4.3	Aikya Kerala Movement- Political Development- Development of the State.	4	2,4,5
UNIT 5- Colonial Representations and Post-colonial critique		12 Hrs	
5.1	Colonial Institutions as site of Subjectification	4	5,6
5.2	Narrative and truth claims- Gendered understanding of social order	4	2,3
5.3	Postcolonial critique of colonial environmental narratives.	4	2,5,6

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, Case-based learning, Collaborative learning, Lectures, Seminar, Group activities, Tutorials, Documentary Screening
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) 5. Internal test 6. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 7. Assignments 8. Review of Book/Article B. Semester End examination

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Indian Archaeology and Epigraphy					
Type of Course	Elective					
Course Code	SSM21E03					
Course Summary & Justification	This course familiarizes the student with the history of Archaeology and Epigraphy in India along with a discussion of archaeological methods and principles. It seeks to provide a scientific idea about the archaeological and epigraphical richness of the subcontinent through an interdisciplinary approach					
Semester	3			Credit	3	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30	-	20	80
Pre-requisite	NIL As per the requirement of the course					
<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
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – Introduction to Archaeology		10 Hrs	
1.1	Nature and scope of Archaeology- Relation with other sciences	2	
1.2	Archaeology a Science or art	2	2,2
1.3	Terms and definitions	2	1,3
1.4	Types and specifics- Marine archaeology, industrial , classical, salvage, ethno and new archaeologies	2	1
1.5	Recent developments in Archaeology	2	1
UNIT 2 - Principles and Methods of Archaeology		21 Hrs	
2.1	Exploration and Excavation	2	3
2.2	Aims and scope of Exploration and Excavation	1	1,3,5
2.3	Methods of Exploration- Manual and scientific	2	3
2.4	Methods of Excavation- Horizontal, vertical and quadrant method	6	2,5,7

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

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities, Tuorials, Documentary screening
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) 1. Internal test 2. Review of Book /Article

	3. Seminar Presentation 4. Field visit report B. Semester End examination
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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Approaches to Development					
Type of Course	Elective					
Course Code	SSM21E14					
Course Summary & Justification	The aim of this course is to introduce the students to basic concepts, facts, arguments, and causal theories about development. The purpose is also to study and discuss the role of aid, globally and in India. A part of the course focuses on and departs from recent research on development, sustainable development ,gender and participatory democracy.					
Semester	4		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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 problems	U, An	2,5
2	Independently formulate and discuss problems within the area	E	2,5,6,7
3	have some knowledge of basic theories and concepts, especially regarding: development, democracy, and the state	An	2,5,6,7
4	Understand the Rise of development-Studies as a discipline	U	2,5,6,7
5	Understand the politics of Aid and conditionality	U	2,3,5,6,7
6	anthropological perspectives on globalisation and the Third World	E	2,3,4,5,6,7
7	Connect gender with development, sustainable development	An, E	2,3,6,7

8	independently and critically analyse and discuss central problems in development	U	2,3,6,7
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

Course Content

		Hrs	CO.No.
UNIT-1 Introduction to the development discourse		14 Hrs	
1.1	Rise of development-Studies as a discipline	5	1
1.2	Categorizing developed and underdeveloped- Less developed countries (LDSs)/ developing countries/third world	4	1
1.3	Aid and conditionality, and development in practice.	5	1
UNIT-11 Development, Democracy and the State		16 Hrs	
2.1	Industrialization as development— Social modernization perspective - The west and its 'mission of development. Policies and strategies of a 'developmental state	6	2
2.2	State vs the market as means to decrease poverty and better peoples' lives	5	2
2.3	social capital, democracy and Development.	5	2
UNIT-III Imperfections of development		16 Hrs	
3.1	Sustainability and development- Social sustainability and environmental sustainability	6	3
3.2	multidimensional aspects of sustainable development and their link to environmental challenges on global, national and local levels	6	3
3.3	Alternative development	4	5
UNIT-IV Gender and development		18 Hrs	
4.1	Woman and development- Woman in development, Gender and Development	6	6
4.2	ecofeminism, Feminist environmentalism and political ecology	6	4,7
4.3	Ethnocentrism and feminist research on development.	6	7
UNIT-V Participatory Development		16 Hrs	

5.1	Democratic Decentralisation, Participatory Development, the challenges and limitations of Participatory development, Empowerment, participatory democracy	4	8
5.2	Participatory institutions, Community participatory development	6	8
5.3	Kerala Model of Development, Panchayathi Raj.	6	8

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, Lectures, Case-based learning, Collaborative learning, Group activities, Seminars , Tutorials , Documentaries' screening.
Assessment Types	Mode of Assessment 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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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Global Social Movements					
Type of Course	Elective					
Course Code	SSM21E18					
Course Summary & Justification	Our history is replete with instances where powerless people have challenged and questioned hegemonic systems of institutional domination with the power of mobilization and collective action. Through this course, students are going to embark on a journey to understand the multiple ways in which people organize movements to bring about social change. The course seeks to introduce students to the major concepts, theories, and empirical research pertaining to local and global social movements. The discussions will focus on the structural, organizational, and cultural factors facilitating the processes of social movement mobilization, participation, and outcomes in India. In addition to understanding the dominant paradigms, the course will explore alternative perspectives in social movement research.					
Semester	1		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

COURSE CONTENT

		Hrs	CO.No.
UNIT 1 – INTRODUCTION TO SOCIAL MOVEMENTS		14 Hrs	
1.1	Mapping the movement landscape and introducing students to the field of social movement studies	5	1
1.2	Introducing the major theories and concepts of social movements, Strain & Breakdown Theories	4	1,2
1.3	The Political Process Model, Resource Mobilization Theory	5	1,2
UNIT 2 –THEORIES OF MOVEMENT AND COLLECTIVE ACTION		18 Hrs	
2.1	Framing process and Social Movements	6	1,2,3
2.2	New Social Movement Theories	6	1,2,3
2.3	Political Economy Approaches, Capitalism and Social Movements, Social Movements in the Global South	6	1,2,3
UNIT 3- ASPECTS OF MOBILIZATION		18 Hrs	
3.1	Movement Emergence, Recruitment of members and participation	6	3,4,5
3.2	Maintaining Commitment, Movement Sustenance, Strategies and Tactics	6	3,4,5

3.3	Movements and other actors, Media and Social Movements, State and Social Movements	6	3,4,5
UNIT 4 – HISTORICAL AND CONTEMPORARY MOVEMENTS IN INDIA		18 Hrs	
4.1	Gender, Queer and Identity Movements in India	6	4,5,6
4.2	Movements Against Development, Working-class Movements	6	4,5,6
4.3	Insurgency, Counterinsurgency and Democracy in India	6	4,5,6
UNIT 5 – MOVEMENT OUTCOMES		12 Hrs	
5.1	Movement Decline, Outcome and Consequences	6	4,5,6
5.2	Conservative and Right-Wing Movements	6	4,5,6

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

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School Name	School of Social Sciences					
Programme	M. A. History					
Course Name	Dissertation and Viva					
Type of Course	Core					
Course Code	SSM21C15					
Course Summary & Justification	The dissertation is aimed to familiarize students with independent research, various methodologies and analysis.					
Semester	1		Credit		4	
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	30	30		20	80
Pre-requisite	NIL As per the requirement of the course					
<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	Identify a research problem, critically review the relevant literature, and find appropriate sources for exploring it.	U, Ap	2,5
2	Applying various methodological techniques and approaches for the inquiry and systematically analyse the data.	Ap, An	2,3
3	Write a dissertation based on the analysis of data and by highlighting the major findings.	E, C	3,4
4	Orally present the major findings of the dissertation before an external evaluator.	E, S	
*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I)			

Model Question Papers

Model Question Paper

I Semester Regular Examination SSM21C01: Political Economy and Cultural Dynamics

Time: Three Hours

Maximum: 60 Marks

Section –A

Answer any **Three** Questions in section- A (2x15=30)

1. Compare mercantilism and physiocracy and elaborate on the key differences.
2. Analyse the significance of Adam Smith's idea of invisible market in the context of a neoliberal world.
3. Critically reflect on how cultural factors influence the production, accumulation, and distribution of wealth in Indian society.

Section –B

Write short essay of any **Two** questions in Section – B (3x10=30)

4. Describe Adam Smith's idea of division of labour and specialisation and explain its contribution to overall efficiency.
5. Distinguish between Smith and Ricardo's approach to wealth production.
6. Explain Malthus's theory of population.
7. Reflect on Scholastic's view on price and interests.
8. Explain how Smith used the example of pin factory to propose his theory of growth and wealth production.

Model Question Paper

MA History, I Semester (Core)
SSM21C03: Early India Till 185 BCE

Time: 3 Hours

Maximum Marks: 60 Marks

I. Answer all of the following, Each question carries 10 marks. (3 X 10=30)

1. Are there studies in Harappan Civilization? Discuss.
2. Describe the typology and extent of Neolithic cultures of Early India.
3. Explain the social transformation from Vedic to later Vedic age.

**II. Answer any four of the following. Each question carries 5 marks.
(4 X 5=20)**

4. Distinguish between Neolithic and Mesolithic cultures of India.
5. Briefly describe the rise of the Mahajanapada- Magadha.
6. Discuss the major rock art paintings of Early India. What are their significance?
7. Summarize the impact of heterodox religions in the 6th BCE Early India.
8. Discuss the foreign relations of Mauryan empire.
9. Elucidate the values mentioned in Ashoka's inscriptions.
10. What are the teachings of Jainism and Buddhism.

III. Answer all questions. Each question carries 2 marks each. (2 x 5=10)

11. Assmaka
12. Great Granary
13. Ajivikas
14. Upanishads and Aryanyakas
15. 2nd Urbanisation

Model Question Paper

First Semester, MA History
SSM21C04: History of Medieval India

Time: 3 Hours

Maximum Marks :60

1. Answer the 4 Questions. Each Question carries 10 marks. (4 x 10= 40)

1. Critically discuss the historiographical debates on 18th century.
2. Trace the evolution and growth of Sufi movement in medieval India.
3. Differentiate the revenue assessment during Delhi sultanate and Mughal empire.
4. Trace the various theories on the decline of Mughal empire.

II. Answer any four of the following. Each question carries 5 marks

(4 x5 =20)

5. What are the characteristics of a bureaucratic state according to Max Webber.
6. Describe the provincial administration of Delhi sultanate and Mughal empire.
7. Briefly write down the major highlights in the field of science and technology of medieval India.
8. Write a short note on the trade and trading communities of medieval India.
9. What is Mansabdari System of Akbar.

Model Question Paper

I Semester Regular Examination SSM21E01: Ethnography

Time: Three Hours

Maximum: 60 Marks

I. Answer any 5 of the following.

Each question carries 8 marks: 5x8=40

1. Compare and contrast ethnography with other qualitative research methods, such as case study and phenomenology. Highlight their distinct features and applications.
2. Explain the concept of "thick description" as proposed by Clifford Geertz. Why is it considered a cornerstone of ethnographic analysis?
3. Compare the advantages and limitations of using interviews and field notes as primary data collection methods in ethnography. In what situations would each method be more suitable?
4. How does the concept of "reflexivity" influence the data collection and analysis process in ethnographic research? Provide examples of how a researcher's subjectivity can impact the findings.
5. Explain the term "emic" and "etic" perspectives in ethnography. How can these perspectives contribute to a more holistic understanding of a culture?
6. Discuss the challenges and considerations that arise when conducting cross-cultural ethnographic research. How can researchers navigate biases and assumptions when studying cultures different from their own?

II. Answer any one of the following. (20x1=20)

7. Define ethnography and explain its key characteristics. Provide an example of a research topic that would benefit from an ethnographic approach.
8. Discuss the importance of participant observation in ethnographic research. How does the researcher's role evolve over time in the field?

Model Question Paper
II Semester Regular Examination
SSM21C05: Philosophy of Social Sciences

Time: Three Hours

Maximum: 60 Marks

I. Answer any **two** of the following. (2x15=30)

1. Define Agency and Discuss how important is agency in methodological individualism.
2. Do you think that Positivism is sufficiently capable of explaining social phenomena? Analyse.
3. What is meant by social constructivism? How far it is true to say that contemporary social theorizing largely follows social constructivism?
4. Differentiate realism and rationalism and evaluate the contributions of Critical Realism in social science thinking. (Co 4, E)

II. Answer any **two** of the following. (3x10=30)

5. Do you think that Thomas Kuhn's *Structure of Scientific Revolutions* revolutionised social scientific thinking? Evaluate.
6. what is social fact?
7. Define Induction, Deduction and Hypothetico-deductive model.
8. Is Objectivity possible in Social science? Analyse.
9. Distinguish between Methodological Individualism and Holism. Do you think that they are mutually exclusive?

Model Question Paper
II Semester Regular Examination
SSM21C17: Global Environmental History

Time: Three Hours

Maximum: 60 Marks

I. Answer any **two** of the following. (2x15=30)

5. Examine the arguments presented in the book, *Something New Under the Sun* and explain how that challenges mainstream understanding surrounding global environmental history.
6. Using examples explain the three chief areas of environmental history.
7. Critically explore how rethinking environmental history challenges the existing literature surrounding the causes of global environmental change.

II. Answer any **two** of the following. (3x10=30)

4. Define the term Anthropocene and explain how it expands your understanding of climate change.
5. Demonstrate your understanding of the term green capitalism using an example.
6. Apply the concept *environmentalism of the poor* to analyse the impasse between environment and development in India.
7. Critically engage and elaborate on the relationship between capitalism and climate change from a Global South Standpoint.
8. According to McNeil, what are the features of environmental history writing in India? Why do you think the state occupies a central role in India's environmental historiography?

Model Question Paper

Second Semester Examination (Model Question) SSM21CO7: Modern India

Time 3 Hours

Maximum Marks: 60 Marks

Answer any two. 15 marks each

1. Write an essay on the nature of economic exploitation of India during colonial period.
2. Do you agree with the statement that “India is only a geographical expression and not a nation”. Substantiate your answer.
3. Analyze the relationship between the constitutional reforms and the demand of self-government.

Answer any Six .

5 Marks Each.

4. Write a note on feminist criticism of social reform movement in India.
5. Evaluate the impact of Birsa Munda Revolt.
6. Discuss the theories of Indian Nationalism.
7. What is safety- Valve theory.
8. Examine the nature of peasant movement in early 20th century in India.
9. Khilafat and Non Cooperation movements coincided with the Hindu- Muslim unity as Gandhi demanded. Comment
10. Quit India Movement.
11. Analyze the impact of colonial legislature and political participation of Indians

Model Question Paper

Second Semester Examination (Model Question)
SSM21C16: History of Pre- Colonial Kerala

Time : 3 Hours

Maximum Marks: 60 Marks

**I. Answer the following. Each question carries 10 marks.
(3 x 10=30)**

1. What do you mean by 'Great transformation' in Kerala History? Examine its features.
2. Do you think that Kerala had strong pre - historic cultures? Illustrate with examples.
3. Explain the nature of state formation in pre modern Kerala.

**II. Answer any 4 of the following. Each question carries 5 marks.
(4 x 5= 20)**

4. What are the major sources for writing history of pre colonial Kerala?
5. Discuss the idea of the Second Chera developed by MGS Narayanan and analyse how his arguments differ from that of Elamkulam.
6. Trace the features of megalithic cultures of Early Kerala.
7. Analyse the contribution of P M Rajan Gurukkal in understanding history of pre-colonial Kerala.
8. Summarise the nature of people and their means of subsistence in clans and chiefdoms.
9. Distinguish the forms of exchange in clans and chiefdoms.
10. What do you mean by Tinais? Explain.

**III. Answer all questions. Each question carries 2 marks.
(5 x 2 = 10)**

11. What are the main characteristics of rock art in Kerala.
12. Discuss the difference between the concept of exchange and trade by taking examples from pre-modern Kerala history.
13. Ventar, Velir and Kilar/Kizhar .
14. Angadis, Amiltam and Umanar.
15. Vanpulam and Menpulam.

Model Question Paper

III Semester Regular Examination SSM21C08: Modern Processes Capitalism & Colonialism

Time: Three Hours

Maximum: 60 Marks

I. Answer any **two** of the following. (2x15=30)

1. Examine the arguments presented in the book, *Something New Under the Sun* and explain how that challenges mainstream understanding surrounding global environmental history.
2. Using examples explain the three chief areas of environmental history.
3. Critically explore how rethinking environmental history challenges the existing literature surrounding the causes of global environmental change.

II. Answer any **two** of the following. (3x10=30)

4. What is social fact? Critically analyse the contribution of Durkheim to social theory.
5. Do you think that critical political economy of communication has any potential to understand neoliberal social world? Examine.
6. Apply the concept *environmentalism of the poor* to analyse the impasse between environment and development in India.
7. Critically engage and elaborate on the relationship between capitalism and climate change from a Global South Standpoint.
8. According to McNeil, what are the features of environmental history writing in India? Why do you think the state occupies a central role in India's environmental historiography?

Model Question Paper
III Semester Regular Examination
SSM21C09: Social Theory

Time: Three Hours

Maximum: 60 Marks

I. Answer any **two** of the following. (2x15=30)

9. Critically reflect on the feminist standpoint.
10. Analyse the utility of an intersectional feminist theoretical lens in understanding the overlapping systems of social inequality experienced by people.
11. Demonstrated your understanding of world-system theory using examples.

II. Answer any **two** of the following. (3x10=30)

1. What is social fact? Critically analyse the contribution of Durkheim to social theory.
2. Do you think that critical political economy of communication has any potential to understand neoliberal social world? Examine.
3. Discuss the contribution of Garfinkel in social theory?
4. Reflect on the significance of feminist theorizing in terms of bringing the experiences of people at the margins to the centre of knowledge production.
5. How do you relate Enlightenment Modernity and the emergence of Social Theory?
6. Write a note on Marx's concept of labour and alienation?
7. Give a brief account of Max Weber's idea of rationalisation?

Model Question Paper

Third Semester Examination
SSM21C11: History and Theory

Time: 3 Hours

Maximum Marks: 60 Marks

I. Answer the following questions. Each question carries 10 marks. (3 x 10=30)

1. Critically analyse the new dimensions of History writing.
2. Define the discipline history and explain the nature, scope, uses, abuses and its relationship with other social sciences.
3. How far is Subaltern Studies is influenced by post structuralist theories? Examine.

II. Answer any four of the following. Each question carries 5 marks. (4 X 5=20)

4. Trace the trajectory of the shift in writing history from political to socio-cultural. What are the theoretical frames that helped to effectuate such a change.
5. Evaluate the contributions of Ibn Khaldun and Mukhadhima to historical theory.
6. Examine the new trends in writing global history.
7. Briefly explain the salient feature of Hegel's dialectics and philosophy of history.
8. Elucidate the Marxian concept of historical materialism.
9. Toynbee is no more considered an influential thinker in historiography. Do you agree?
10. Examine the contribution of 3rd generation of Annales school to historiography.

III. Answer all questions. Each question carries 2 marks. (2x 5 = 10 Marks)

11. The Prison Notebook
12. Dependency Theory
13. Ying Yang Theory
14. Michael Foucault
15. The Royal Touch

Model Question Paper
Third Semester Examination
SSM21C10: Historiography of Colonial India

Time: 3 hours

Maximum Marks: 60 Marks

I. Answer the 4 questions. Each question carries 10 marks. (4 x 10= 40)

1. What is the difference between externalized and embedded histories?
2. How colonialism is penetrated in nationalist historiography? How far it is relevant to understand historical traditions in India.
3. Are there any difference between colonial and Neo Cambridge historiography? Elaborate.
4. Define Subaltern historiography. How far did it succeed in analyzing colonialism in appropriating cultural sphere in analyzing colonialism?

II. Answer any 4 questions. Each question carries 5 marks. (4 x 5= 20)

5. Discuss the historiography of feudalism in India.
6. What is meant by orientalism? Examine.
7. Trace the conception of colonialism in early Marxist historiography.
8. What is history from Below?
9. Analyse the debates on 18th century and its transition.
10. Identify the relevance of environmental history in India

Model Question Paper
IV Semester Regular Examination
SSM21C12: Kerala and Colonial Representation

Time: Three Hours

Maximum: 60 Marks

I. Answer any **two** of the following. (2x15=30)

1. Examine the ways in which colonial and nationalist historiography represented Kerala.
2. Analyse the debate on social reform in Kerala history and examine whether it was only a form of caste reform.
3. What was the nature of early resistance against colonialism in Kerala? Why did they fail?
4. Colonialism was more than political domination. Do you agree? Substantiate your argument using the concept of colonial subjectification.

II. Answer any **two** of the following. (3x10=30)

5. Evaluate the debate centred around the Aikya Kerala Movement.
6. How do you view postcolonial writings on Kerala history?
7. Examine the colonial representation of environment of Kerala and how far was it crucial in designing their forest policies?
8. Write a note on gendered critique of colonialism.
9. Write a note on left intellectual movement in Kerala.

Model Question Paper

Fourth Semester Examination (Model Question)
SSM21C13: Modern Historiography

Time : 3 Hours

Maximum Marks: 60 Marks

**I. Answer all questions. Each question carries 10 marks each
(4 x 10= 40)**

1. Trace the growth of historiography in India.
2. Differentiate and write the contributions of all 4 generations of Annales school of Historiography.
3. Discuss impact of Emmanuel Le Roy Ladurie in history writing.
4. Identify characteristics of modernism and post modernism.

**II. Answer any 4 questions. Each question carries 5 marks.
(4 x 5= 20)**

5. What was the impact of the ideas of Michael Foucault in modern historiography?
6. "Subaltern Studies is the Indian version of History from Below". Substantiate the statement.
7. Discuss the major theme of E.P Thompson's *Making of the English Working Class*.
8. How does oral history contribute to the new trend in writing history.
9. Write a short note on Ferdinand Braudel and his concept of time.
10. How did Giambattista Vico defend the criticism of Cartesianism.

Model Question Paper

MA History and Anthropology (Elective)
Fourth Semester Examination (Model Question Paper)
SSM21E03 Indian Archaeology and Epigraphy

Time: 3 Hours

Maximum: 60 Marks

I. Answer any two of the following. Each question carries 15 marks. (2 x 15=30)

1. What is Archaeology? How does Archaeology become an interdisciplinary study?
2. What are the various dating methods in archaeology?
3. Critically differentiate exploration and excavation. What are the principles of archaeology?

II. Answer any 4 of the following. Each question carries 5 marks each. (6 x5= 30)

4. Explain Paleolithic, Mesolithic and Neolithic cultures of India.
5. Write down about the various Director Generals and their contributions to Archaeological Survey of India?
6. Write the features of any one archaeological site in India.
7. What is Stratigraphy? Write down its principles.
8. Discuss the importance of epigraphy in Indian archaeology.
9. Write down the relevance of Numismatics.
10. Trace the historical journey of Archaeological Survey of India.