

# **Syllabus of 4 + 1 Year Integrated UG and PG Programme**

**w. e. f 2024-25 Academic Year**



**GRADUATE SCHOOL**

**Mahatma Gandhi University**

**P. D. Hills P O**

**Kottayam, Kerala**

**[www.gs.mgu.ac.in](http://www.gs.mgu.ac.in)**

**[www.mgu.ac.in](http://www.mgu.ac.in)**

## Schools offering Majors

SL.No	School/Centre
1	School of Bio Sciences
2	School of Chemical Sciences
3	School of Computer Sciences
4	School of Environmental Sciences
5	School of Gandhian Thought and Development Studies
6	School of International Relations and Politics
7	School of Pure and Applied Physics
8	School of Social Sciences

Sl. No.	Major	Intake
<b>SCIENCE</b>		
1	Bio Sciences	6**
2	Chemistry	6
3	Computer Science	6
4	Environmental Science	6
5	Physics	6
<b>SOCIAL SCIENCES</b>		
1	Development Studies	5
2	Gandhian Studies	5
3	History	10
4	International Relations and Politics	10

**Majors offered and Intake** \*1 seat shall be sanctioned over and above the intake in each major in the 3rd semester for students who opt for a change of major after two semesters.

\*\*Progression to PG Shall be based on the specialization selected by students as Biochemistry (2 seats) Biotechnology (2 seats) and Microbiology (2 seats) based on merit.

### **Schools offering Minors/MDCs/AECs/VACs/SECs**

<b>SL.No</b>	<b>School/Centre</b>
1	School of Artificial Intelligence And Robotics
2	School of Behavioural Sciences
3	School of Biosciences
4	School of Chemical Sciences
5	School of Computer Sciences
6	School of Data Analytics
7	School of Energy Materials
8	School of Environmental Sciences
9	School of Food Science And Technology
10	School of Gandhian Thought And Development Studies
11	School of Gender Studies
12	School of Indian Legal Thought
13	School of International Relations And Politics
14	School of Letters
15	School of Mathematics And Statistics
16	School of Nanoscience And Nano Technology
17	School of Pedagogical Sciences
18	School of Polymer Science And Technology
19	School of Pure And Applied Physics
20	School of Social Sciences
21	School of Tourism Studies
22	International and Inter University Centre for Nanoscience and Nanotechnology
23	K N Raj School of Economics

**Scheme for 4 + 1 Integrated UG and PG Programme**  
**Graduate School**  
**Mahatma Gandhi University**  
**School of Social Sciences (History)**

Course Code	Title	Credits	Hours per Week		Level	Type
			Theo ry	Prac tical		
SEMESTER I						
MG1DSCUHS101	Understanding History	4			Foundat ion (100-199)	Major
MG1DSCUSS121	Key Concepts in Social Sciences	4			“	Minor A
MG1DSCUSS141	Invitation to Sociology	4			“	Minor B
MG1MDCUSS101	Open the Social Sciences	3			“	MDC
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER II						
MG2DSCUHS101	India Before Gandhi	4			“	Major
MG2DSCUSS121	Invitation to Political Economy	4			“	Minor A
MG2DSCUSS141	Sociology of India	4			“	Minor B
MG2MDCUSS101	Environment and Society	3			“	MDC
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER III						
MG3DSCUHS201	History of Economic Thought	4			Interme diate (200-299)	Major
MG3DSCUHS202	History of Early India	4			“	Major
MG3DSCUHS203	Medieval India	4			“	Major

MG3DSCUSS221	Dalit History	4			“	Minor A
MG3MDCUSS201	Philosophy of Science	3			“	MDC
MG3VACUSS201	Dr. Ambedkar and Social Justice	3			“	VAC
<b>SEMESTER IV</b>						
MG4DSCUHS201	India after Gandhi	4			“	Major
MG4DSCUHS202	Introduction to Historiography	4			“	Major
MG4DSCUHS203	Kerala and Colonial Representation	4			“	Major
MG4DSCUSS221	Formation of Human Settlements	4			“	Minor A
MG4SECUSS201	Practice of Oral History	3			“	SEC
MG4VACUSS202	Public History	3			“	VAC
MG4INTUHS200	Internship/Fieldwork	2				
<b>SEMESTER V</b>						
MG5DSCUHS301	Global Environmental History	4			Higher (300-399)	Major
MG5DSCUHS302	Modern Processes: Capitalism and Colonialism	4			“	Major
MG5DSCUHS303	Social Sciences Methodology	4			“	Major
MG5DSCUHS304	History and Theory	4			“	Major
MG5SECUSS301	Qualitative Methods	3			“	SEC

MG5VACUSS301	Climate Change and Social Action	3			“	VAC
<b>SEMESTER VI</b>						
MG6DSCUHS301	Theory and Social History	4			“	Major
MG6DSCUHS302	Subaltern Studies: Voice of the Voiceless	4			“	Major
MG6DSCUHS303	Philosophy of Social Science	4			“	Major
MG6DSEUHS304	Modern Historiography	4			“	Major (E)
MG6DSEUHS305	Dr. Ambedkar and Social Justice	4			“	Major (E)
MG6SECUSS301	Digital History	3			“	SEC
<b>Total Credits</b>		<b>133</b>				

<b>SEMESTER VII</b>						
MG7DSCUHS401	Recent Trends in Historiography	4			Advanced (400-499)	Major
MG7DSEUHS402	Ethnography	4			“	Major (E)
MG7DSEUHS403	Political Economy and Cultural Dynamics	4			“	Major (E)
MG7DSCUSS421	Orientalism	4			“	Minor A/B
MG7DSEUSS441	Global Social Movements	4			“	Minor A/B (E)
MG7DSEUSS442	Environmental Sociology	4			“	Minor A/B (E)
<b>SEMESTER VIII</b>						
MG8DSCUHS401	Media and Culture	4			“	Major
MG8DSEUHS402	Approaches to Development	4			“	Major (E)

MG8DSEUHS403	Multiculturalism	4			“	Major (E)
MG8RPHUHS400	Research Project	12			“	Research Project
		4			“	Major*
		4			“	Major*
		4			“	Major*
<b>Total Credits</b>		<b>44</b>				
<b>SEMESTER IX</b>						
MG09DSCUHS501	Museum and Culture	4			PG Level (500-599)	Major
MG09DSCUHS502	Indian Archaeology and Epigraphy	4			“	Major
MG09DSCUHS503	HISTEM in Modern India (History of Science, Technology, Environment and Medicine)	4			“	Major
MG09DSCUHS504	Theory and History of Development	4			“	Major
MG09DSCUHS505	Decolonization and Third World History	4			“	Major
<b>SEMESTER X</b>						
MG10RPHUHS500	Research Project	20			“	Research Project
		4			“	Major**
		4			“	Major**
		4			“	Major**
		4			“	Major**
		4			“	Major**
<b>Total Credits</b>		<b>40</b>				

\*Only for 4-Years Honours Students


\*\*Only for students who opt for theory courses instead of Research Project

*Note: General foundations courses shall be offered by different schools. Students can flexibly choose courses across disciplines.*

<b>Level</b>	Foundation (100-199)	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)
--------------	-------------------------	---------------------------	---------------------	-----------------------	--------------------------

<b>Type</b>	Major	Minor	MDC	SEC	VAC	AEC
-------------	-------	-------	-----	-----	-----	-----



	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p style="text-align: center;"><b>Graduate School</b></p>
	<p style="text-align: center;"><b>4 + 1 Integrated UG and PG Programme</b></p>

<b>School</b>	School of Social Sciences		
<b>Programme</b>	<b>History</b>		
<b>Course Title</b>	<b>Understanding History</b>		
<b>Course Type</b>	DSC		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1DSCUHS101		
<b>Course Overview</b>	<p>The course is structured to furnish students with a foundational understanding of historical studies. It aims to impart knowledge regarding the principles and methodologies employed by historians in the examination and interpretation of the past. Students will gain insight into the essence of history, its various typologies, and the significance of historical inquiry. The overarching goal is to foster the development of critical thinking capabilities, analytical acumen, and a comprehensive grasp of historical research methodologies. Furthermore, the course affords students the opportunity to acquaint themselves with digital humanities and AI tools relevant to historical scholarship.</p>		
<b>Semester</b>	I	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	60		10
<b>Pre-requisite</b>	No prerequisites needed for this course.		

--	--

### 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	Mastery of the concepts of Past, History, and Historiography, with an ability to discern and analyse different perspectives within historical studies.	U, R	1
2	Profound comprehension of the discipline of history, including its inherent nature and the diverse typologies of historical narratives.	U	2
3	Recognition of the societal relevance of history and proficiency in utilizing AI tools within historical research. Application of various theoretical frameworks to elucidate historical phenomena and interpret the past effectively.	A, Ev	3, 4
4	Capability to scrutinize and assess the historical process, particularly in relation to power dynamics within society.	An	4
5	Critical evaluation of historical methodology and the pursuit of objectivity within the discipline of history.	C	5

### COURSE CONTENT

<b>Module 1 : Understanding History</b>	15 Hours	<b>CO No</b>
I. Past, History and Historiography II. Perspectives in History III. History is the science of man in time		<b>1, 2</b>
<b>Module 2: Nature and Types of History</b>	15 Hours	<b>2, 3</b>
I. Nature of History II. Types of History: Political, Economic, Social, Cultural III. Intellectual History, Gender History IV. Subaltern History, Local History		
<b>Module 3: Relevance of Historical Studies</b>	20 Hours	<b>3, 4</b>

I. Social Relevance of History II. Contemporary Relevance of Historical Studies III. Methodologies: Ontology, Epistemology, and Causation IV. Objectivity Vs Subjectivity		
<b>Module 4: Historical Studies in the Modern Age</b>	20 Hours	<b>4, 5</b>
I. Intersectionality: Need for inter/multi/transdisciplinary lens. II. Digital Humanities: AI in Historical Studies III. Face Recognition tools in Historiophoty		


<b>Mode of Transaction</b>	<b>Classroom activities</b> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• In-class Activities</li> <li>• Seminars</li> <li>• Presentations</li> <li>• Group Discussions</li> <li>• Art projects</li> <li>• Tutorials</li> <li>• Documentary screenings</li> </ul> <b>Archives/Sites</b> <ul style="list-style-type: none"> <li>• Archives/Field visits</li> </ul> <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Presentation</b> <b>40% - Exam</b>

### Learning Resources

Carr, E.H. (1961). *What is History*, New YORK: Vintage Books.

- Collingwood, R.G. (1994). *The Idea of History*, New York: Oxford University Press.
- Marwick, Arthur (1989). *The Nature of History*, Macmillan.
- Marwick, Arthur (2003). *The New Nature of History*, Palgrave.
- Kundu, Abhijit (2015). *The Social Sciences: Methodologies and Perspectives*, Pearson, Fourth Impression.
- Burke, Peter (1990). *The French Historical Revolution: The Annales School, 1929-89*, Polity press.
- Aymard, Maurice & Harbans Mukhia (1988). *French Studies in History, Vol. 1 The Inheritance*, New Delhi: Orient Longman Limited.
- Aymard, Maurice & Harbans, Mukhia (1990). *French Studies in History, Vol. 2, Departures*, New Delhi: Orient Longman.
- Bloch, Marc (1973). *Royal Touch: Sacred Monarchy and Scrofula in England and France*, Routledge & Kegan Paul.
- Baudel, Fernand (1996). *The Mediterranean and the Mediterranean world in the Age of Philip II*, University of California Press.
- Crymble, Adam (2021). *Technology and the Historian: Transformations in the Digital Age*. Vol.I, University of Illinois Press.
- Milligan, Ian (2022). *The Transformation of Historical Research in the Digital Age*, Cambridge University Press.
- Upadhyay, Shashi, Bhushan (2016). *Historiography in the Modern World: Western and Indian Perspective*, Oxford University Press.
- Lemon, M.C. (1980). *Philosophy of History: A Guide for Students*, London: Routledge.
- Ali, B. Sheik (1980). *History: Its Theory and Method*, New Delhi: Macmillan Publication.
- Sreedharan, E. (2003). *A Textbook of Historiography*, New Delhi: Orient Longman.

<b>Relevance of Learning the Course/ Employability of the Course</b>
The course will equip students to understand history from the perspective of the disciplinary and practical sense. It enables students to read historical text and make sense of their own understanding of History. It will have a grip in the making and unmaking of history as a discipline and political practice.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Social Sciences		
<b>Programme</b>	<b>History</b>		
<b>Course Title</b>	<b>Key Concepts in Social Sciences</b>		
<b>Course Type</b>	DSC		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1DSCUSS121		
<b>Course Overview</b>	<p>This course aims to impart a thorough grasp of the vocabulary and ideas pertinent to History and related social sciences. It delves into terms concerning society, environment, methodology, and research methodologies. Central to the course is the exploration of interdisciplinary connections, temporal dynamics, spatial considerations, and their intrinsic relevance to historical analysis. Moreover, students will delve into an array of social theories and their application in historical scholarship, fostering a nuanced understanding of historical concepts and methodologies.</p>		
<b>Semester</b>	I	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	60		10
<b>Pre-requisite</b>	No prerequisites needed for this course.		

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Attain a comprehensive understanding of the terms and concepts pertinent to History and other social sciences, encompassing society, environment, methodology, and research.	U, R	<b>1</b>
2	Develop a profound comprehension of interdisciplinary connections, temporal and spatial considerations, and their significance in historical inquiry.	U	<b>2</b>
3	Acquire knowledge of diverse social theories and their application in historical analysis, fostering a nuanced understanding of historical phenomena.	A, Ev	<b>3</b>
4	Demonstrate the ability to integrate social theories into historical studies, enhancing analytical capabilities and scholarly inquiry.	An	<b>4</b>
5	Critically evaluate concepts, methods and methodologies of social sciences.	C	<b>5</b>

**COURSE CONTENT**

<b>Module 1: Position of Concepts and Categories</b>	15 Hours	<b>CO No.</b> <b>1, 2</b>
I. Word, Term, Concepts, Categories II. Representation, Rational-Irrational, Belief, Knowledge and Understanding		1, 2
<b>Module 2: Aggregate Concepts</b>	15 Hours	<b>2, 3</b>
I. Ontology, Axiology, Epistemology II. Science, Social Science, Disciplines, Multi-disciplinary, Inter-disciplinary and interdisciplinary. III. Structure, System, Function, Agent, Agency, and Causality IV. Time, Space, Temporality and Spatiality		
<b>Module 3: Making Sense of Social World</b>	20 Hours	<b>3, 4</b>

I. Nature, Culture, Society, Class, Caste, Community, Gender, Ethnicity and Race		
II. Equality, Inequality, Graded Inequality, Stratification		
III. Modernity, colonialism and postcolonial		
<b>Module 4: Theory and Perspectives</b>	20 Hours	<b>4, 5</b>
I. Social Theory: Classical and Critical Theory		
II. Structuralism, Post-structuralism, Discourse Analysis.		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• In-class Activities</li> <li>• Seminars</li> <li>• Presentations</li> <li>• Group Discussions</li> <li>• Art projects</li> <li>• Tutorials</li> <li>• Documentary screenings</li> </ul> <b>Library</b> <ul style="list-style-type: none"> <li>• Books and articles</li> </ul> <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Presentation</b> <b>40% - Exam</b>


### Learning Resources

- Aoyama, Yuko, et al. (2011). *Key Concepts in Economic Geography*. London: Sage Publication.
- Acharyya, R. (2019). *Research Methodology for Social Sciences*. Taylor and Francis Group. Imprint Routledge India: London.
- Barthes, Roland. (1977). *Image-Music-Text*, Trans. S. Heath. Fontana: London.
- Barthes, Roland. (1973). *Mythologies*, Trans. Annette Lavers. New York: Haper Collins.
- Barker, Chris. (2000). *Cultural Studies: Theory and Practice*. London: Sage Publication.
- Bhattacharjee, A. (2012). *Social Science Researcher: Principle, Methods and Practices*. USA: Textbook Collection.
- Brooker, Peter. (2003). *A Glossary of Cultural Theory*. New York: Oxford University Press.
- Clifford, Nicholas. (2008). (ed) *Key Concepts in Geography*. London: Sage Publication.
- Evan, Mary. (2012). *Gender: The Key concepts*. London: Routledge.
- Gallaher, Carolyn et al. (2009). *Key Concepts in Political Geography*. London: Sage Publication.
- Heywood, Andrew. (2012). *Key concepts in Politics*. Palgrave Hammond, Michael. *Research Methods: The Key Concepts*. London: Routledge.
- Hodge, Robert & Kress, Gunther. (1988). *Social Semiotics*. Oxford: Blackwell.
- Kothari, C. R. (1985). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publication (P)Limited.
- Latham, Alan, et al. (2009). (eds.) *Key Concepts in Urban Geography*. California: Sage publication.
- Raju, Saraswati et. al. (eds.) (2006). *Colonial and Post-Colonial Geographies of India*. New Delhi: Sage Publication.
- Smith, Susan, et al. (eds.) (2009). *The Sage Handbook of Social Geographies*. London: Sage publication.
- Key concepts –Cambridge University Press, [www.cambridge.org](http://www.cambridge.org)

Relevance of Learning the Course/ Employability of the Course
---

<p>The course will equip students to understand concepts of social sciences to understand and apply concepts and theories into history and its professional practices. It enables students to read historical text and make sense of their own understanding of History through varied concepts. The course is highly relevant and employable due to its comprehensive coverage of essential concepts and methodologies, interdisciplinary approach, and the development of critical skills applicable in numerous professional contexts. Graduates will be well-prepared for careers in academia, research, public service, and various other fields that value a deep understanding of historical and social dynamics.</p>
--



	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme	History		
Course Title	Invitation to Sociology		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUSS141		
Course Overview	One of the major goals of this course is to introduce students to the world of sociology. Together, we will examine the basic concepts, theories, and methods of sociology. This course will enable you to explore your everyday life using a sociological lens. Having a sociological perspective will help you understand how our lives are embedded and influenced by the larger social, historical, and economic forces.		
Semester	I	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	50 Hours	10 Hours	
Pre-requisite	No prerequisites		

**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, and describe the major concepts, theoretical frameworks, and basic research methodologies used in sociology.	U, R	1, 2
2	Apply their understanding of sociological concepts, theories, and methods to personal experiences, popular media, and current events in order to recognize the difference between sociological reasoning and personal opinion.	U, A	3
3	Critically examine, interpret, and explain the influence of major social institutions and structures of inequality.	Ev, An	2, 4
4	Explain social phenomena through written, verbal, and creative communication.	Ev	4
5	Explain how the skills they learned in class will be applicable in their future careers, as well as discuss the work that sociologists do in both academic and applied settings.	Ev, C	5

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

**COURSE CONTENT**

<b>Module 1: Introduction</b>	<b>15 Hours</b>	<b>CO No</b>
I. Sociological Imagination II. History of Sociology III. Theoretical Perspectives IV. Sociological Research		<b>1, 2</b>
<b>Module 2: Society, Culture and Social Interactions</b>	<b>15 Hours</b>	<b>2,3</b>
I. Culture <ul style="list-style-type: none"> <li>A. What is Culture?</li> <li>B. Theories and Elements of Culture</li> <li>C. Cultural Change</li> </ul> II. Society and Social Interactions		

<ul style="list-style-type: none"> <li>A. Types and Theoretical Perspectives on Society</li> <li>B. Social Construction of Reality</li> </ul>		
III. Socialization <ul style="list-style-type: none"> <li>A. Nature vs. Nurture</li> <li>B. Theories of Self-development</li> </ul> Agents of Socialization		
<b>Module 3: Social Institutions, Social Stratification and Inequality</b>	<b>15 Hours</b>	<b>3,4</b>
I. Institutions <ul style="list-style-type: none"> <li>A. Education</li> <li>B. Health and Medicine</li> <li>C. Family</li> <li>D. Work and the Economy</li> <li>E. Religion</li> <li>F. Government and Politics</li> </ul> II. Social Systems of Stratification <ul style="list-style-type: none"> <li>A. Class</li> <li>B. Caste</li> <li>C. Gender and Sexuality</li> <li>D. Age</li> <li>E. Disability</li> </ul> III. Social Inequality <ul style="list-style-type: none"> <li>A. Inequality in India</li> </ul> I. Global Inequality		
<b>Module 4: Social Movements, Environment and Social Change</b>	<b>15 Hours</b>	<b>4,5</b>
I. Population, Urbanisation and the Environment II. Collective Action and Social Movements <ul style="list-style-type: none"> <li>A. Aspects and Types of Movements</li> </ul> III. Sociology of India and Keralam IV. Field Project		

<b>Mode of Transaction</b>	<b>Classroom activities</b>
	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. In-class activities</li> <li>3. Group Project</li> <li>4. Quizzes</li> <li>5. Presentations</li> <li>6. Art Project</li> </ol>


	<p><b>Field activities</b></p> <p>1. Field Observation Assignment</p> <p><b>Lab based activities</b></p>
<b>Mode of Assessment</b>	<p><b>20% - Participation in In-class activities</b></p> <p><b>20% - Group Project</b></p> <p><b>20% - Assignments</b></p> <p><b>40% - Exam</b></p>

### Learning Resources

1. Mills, C. W (1956/76). Excerpt from *The Sociological Imagination*. OUP, pp.3-11.
2. Giddens, A., Duneier, M., Appelbaum, R., & Carr, B. (2009). *Introduction to sociology*. New York: WW Norton & Company.
3. Griffiths, H., Keirns, N., Strayer, E., Cody-Rydzewski, S., Scaramuzzo, G., Sadler, T & Jones, F. (2015). *Introduction to sociology*. OpenStax.
4. Ritzer, G. (2015). *Essentials of sociology*. Sage Publications.
5. Mukherjee, R. (1973). Indian sociology: Historical development and present problems. *Sociological bulletin*, 22(1), 29-58.
6. Khare, R. S. (1990). Indian sociology and the cultural other. *Contributions to Indian Sociology*, 24(2), 177-199.

<b>Relevance of Learning the Course/ Employability of the Course</b>
<p>The course will equip students with a sociological lens to understand their everyday experiences and actively participate in bringing about social change. The transferrable skills gained through the course in the form of critical thinking, writing, presentation and analytical skills will prepare students for academic research as well as seek gainful employment.</p>

## 1. Syllabus Template for Designing Courses

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme	History		
Course Title	Open the Social Science*		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUSS101		
Course Overview	This course gives an overview of the social science as a discipline and then delves into its evolution, major disputes, concepts, and critiques. It enables students to have an extensive knowledge of the subject, allowing them to engage and evaluate the discipline. Each module delves thoroughly into numerous domains of social science, providing useful insights into the subject and society in detail.		
Semester		Credit	
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60	10	
Pre-requisite			

**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 what social science discipline is.	U,R	1
2	To explain the evolution of the social science along with various social phenomenon.	U,A	2
3	To critically examines the debates in social science, their influences, and how they have evolved over time.	Ev, An	3
4	To identify the major critiques in social science that address subjectivity and cultural biases.	An	4
5	To critically analyse and evaluate the field of social sciences, including its challenges, interdisciplinary approach, and theoretical diversity.	C	5

**COURSE CONTENT**

<b>Module1:</b> <b>Understanding Social Science</b>	15 Hours	<b>CO No.</b> <b>1, 2</b>
1.1What is Social Science 1.2Meaning and Definition 1.3Nature and Scope of Social Science 1.4Critical and Normative Social Science		
<b>Module 2: Evolution of the Social Science</b>	15 Hours	2, 3
2.1The age of Enlightenment 2.2The age of Revolutions 2.3Empiricism an overview 2.4Characteristics of Positivism 2.5Hegelian Idealism		
<b>Module 3: Major Debates in Social Science</b>	20 Hours	3, 4
3.1Nature vs Nurture 3.2Structure vs Agency 3.3Qualitative vs Quantitative 3.4Objectivity vs Subjectivity 3.5Universal vs Particular 3.6Feminist perspectives 3.7Postcolonial perspectives		
<b>Module 4: Social Science as a Critique</b>	20 Hours	4, 5

- 4.1 Social Stratification
- 4.2 Scientific Methods
- 4.3 Critical Consciousness and Social Change
- 4.4 Social Constructionism

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Tutorials</li> <li>3. Seminars</li> <li>4. Book reviews</li> <li>5. Assignments</li> <li>6. Group discussion</li> <li>7. Presentations</li> </ol> <b>Field activities</b>  <b>Lab based activities</b>
<b>Mode of Assessment</b>	20% Class activities 20%Group Project 20%Assignment 20%Exam

### Learning Resources

Immanuel Wallerstein (Ed.). (1996). *Open the social sciences: Report of the Gulbenkian Commission on the restructuring of the social sciences*. Stanford University Press.

Immanuel Kant. "An answer to the question: What is enlightenment? (1784)." *Practical philosophy* (1996): 11-22.

Kuhn, T. S. (1997). *The structure of scientific revolutions* (Vol. 962). Chicago: University of Chicago press.


Harding, S. G. (Ed.). (1987). *Feminism and methodology: Social science issues*. Indiana University Press.

Young, Robert JC. *Post-Colonialism: A very short introduction*. Oxford University Press, 2020.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

The course provides a systematic learning experience that allows students to gain in-depth knowledge of social science, hence improving their awareness of the world. It encourages critical thinking abilities, which contribute to personal development and a sense of accomplishment. It provides a thorough grasp of human behaviour, societies, civilizations, and the social system. This expertise is useful in public relations, social services, education, and healthcare. Knowledge of social dynamics is valuable in today's globalized environment, when cross-cultural communication is essential.
--



	<b>MAHATMA GANDHI UNIVERSITY</b>  <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme	History		
Course Title	India Before Gandhi		
Course Type	Major		
Course Level	100-199		
Course Code	MG2DSCUHS101		
Course Overview	This course sheds light on the historical process of the making of India up to its independence from colonial intervention. At a general level, this course is structured to give requisite information about different aspects of the making of modern India in the context of colonialism, and nationalism.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60	10	
Pre-requisite	No prerequisites are needed for this course		

### 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 acquire a better knowledge of colonial intervention which destructed Indigenous governance and economic system.	R,U	<b>4, 5</b>
2	understand the expansion of British rule in India	U	<b>4, 5</b>
3	analyse the economic policies of British administration in India	An	<b>1, 4</b>
4	recognize the importance of the colonial educational system and social reform movements.	E	<b>4,5</b>
5	Critically evaluate and compare the programmes, ideologies, and strategies adopted by various leaders and organizations.	E,C	<b>1, 2,3, 4</b>

## COURSE CONTENT

<b>Module 1 Arrival of Europeans and the Changing Situation</b>	<b>10 Hours</b>	<b>Co No</b>
1.1 Establishment of European domains in India. 1.2 Consolidation of British Power and Early Resistance. 1.3 Revolt of 1857 and transfer of power. 1.4 Britain and Early Legislations-Govt. of India Act 1858-Indian Council Acts of 1862 and 1892.		<b>1, 2</b>
<b>Module 2 British Paramountcy and Economic Policies</b>	<b>20 Hours</b>	<b>2, 3</b>
2.1 Changing land relations and revenue administration. 2.2 Commercialization of Agriculture. 2.3 Decline of Indian industries. 2.4 Peasant revolts and Tribal revolts. 2.5 Economic critique and the foundation of Indian Nationalism.		
<b>Module 3 English Education and Social Reform Movements</b>	<b>15 Hours</b>	<b>3, 4</b>

3.1 Oriental Learning and The Asiatic Society of Bengal 3.2 The Charter Act of 1813-Macaulay's Minutes-Wood's Dispatch 3.3 Reform Movements and New Social Consciousness 3.4 Non-Brahmin Movements.		
<b>Module 4 Indian National Movement</b>	<b>25 Hours</b>	<b>4, 5</b>
4.1 The early phase of the National Movement (1885-1915) 4.2 The age of Gandhi and mass struggles. 4.3 The question of self-rule and Muslim Alienation 4.4 Gandhi-Ambedkar debate 4.5 Working Class Movements and Popular Movements of the 1940s 4.6 Nationalism and Women's Question 4.7 Freedom and Partition		

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Seminars</li> <li>3. Tutorials</li> <li>4. Group Discussions</li> <li>5. Book/Article review and discussion</li> </ol> <b>Field activities:</b> <ol style="list-style-type: none"> <li>1. Archival visit</li> </ol> <b>Lab based activities:</b>
<b>Mode of Assessment</b>	<b>20% - Participation in class activities</b> <b>20% - Group Project</b> <b>20% - Assignments and presentations</b> <b>40% - Exam</b>

## Learning Resources

Alavi, Seema(ed.), *The Eighteenth Century in India*, New Delhi, Oxford University Press, 2002.

Amin, Shahid, *Event, Metaphor, Memory: Chauri Chaura, 1922-1992.*, Oakland, University of California Press, 1995.

Bandopadhyaya, Sekhar, *From Plassey to Partition: A History of Modern India*, Hyderabad, Orient Black Swan, 2008.

Bose, Sugata, and Ayesha Jalal, *Modern South Asia: History, Culture and Political Economy*, England, Routledge, 2017.

Brown, Judith, *Gandhi's Rise to Power: Indian Politics 1915-1922*, England, Cambridge University Press, 1972.

Chandra, Bipan, et al, *India's Struggle for Independence*, New Delhi, Penguin Books, 1989

Chandra, Bipan, *History of Modern India*, Hyderabad, Orient Black Swan, 2009.

Chatterjee, Partha, *Nationalist thought and the Colonial World: A Derivative Discourse*, Minnesota, University of Minnesota Press, 1993.

Chatterjee, Partha, *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton, Princeton University Press, 1993.

Datta, Pradip Kumar, *Carving Blocs: Communal Ideology in Early Twentieth Century Bengal*, England, Oxford University Press, 1999.

Hassan, Mushirul, *India Partitioned: The Other Face of Freedom*, Lotus Collection, 1995.

Hassan, Mushirul, *Nationalism and Communal Politics in India, 1885-1930*, Delhi, Manohar, 1991.

Ludden, David, *India and South Asia: A Short History*, London, Oneworld Publications, 2002.

Mahajan, Sucheta, *Independence and Partition: The Erosion of Colonial Power in India*. New Delhi, Sage Publications, 2000.

Mani, Lata, *Contentious Traditions: The Debate on Sati in Colonial India*, Berkeley, University of California Press, 1998.

Marshall, Peter(ed.), *The Eighteenth Century in India: Evolution or Revolution*, England, Oxford University Press, 2005.

Menon, Visalakshi, *From Movement to Government: The Congress in the United Provinces, 1937-42*. Sage Publications, 2003.

Metclaf, Barbara.D., Islamic Revival in British India: Deoband,1860-1900, NewDelhi, Oxford University Press, 2002.

Muldoon, Andrew, Empire, Politics and the Creation of 1935 Act: Last Act of the Raj, England, Routledge Publications, 2009.

Pandey, Gyanendra, The Ascendancy of the Congress in Uttar Pradesh: Class, Community and Nation in Northern India,1920-1940, New Delhi, Anthem Press, 2002.

Pandian, MSS., Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present, New Delhi, Permanent Black, 2007.

Sarkar, Sumit, and Tanika Sarkar (ed.), Caste in Modern India: A Reader (2vols.), New Delhi, Permanent Black, 2014.


Sarkar, Sumit, and Tanika Sarkar (ed.), Women and Social Reform in Modern India: A Reader (2 vols), Bloomington, Indiana University Press, 2008.

Sarkar, Sumit, Modern India: 1885-1947, New Delhi, Macmillam, 1983.

Sarkar, Sumit, Swadeshi Movement in Bengal, Delhi, People's Publishing House,1973.

Sarkar, Tanika, Hindu wife, Hindu Nation, Bloomington, Indiana University Press, 2001.

<b>Relevance of Learning the Course/ Employability of the Course</b>
This course enables students to acquire essential knowledge on main concepts and notions of political history, social and cultural development in India. The course has been a transformative experience for students, offering valuable insights that have contributed significantly to their personality development and understanding of democratic values and citizenship. This course is not only enriching the knowledge but also shapes learner's perspectives on various aspects of life, society, and governance.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Social Sciences		
<b>Programme</b>	<b>History</b>		
<b>Course Title</b>	<b>Invitation to Political Economy</b>		
<b>Course Type</b>	Minor		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG2DSCUSS121		
<b>Course Overview</b>	<p>This course in political economy serves two primary objectives. Firstly, it endeavours to instill comprehension regarding the orientation and preoccupations inherent in political economy, tracing the evolution of the discipline and its intricate linkages with adjacent social science disciplines. Secondly, it endeavours to acquaint students with fundamental concepts and theories of political economy, facilitating an understanding of the multifaceted dynamics within economies. Central to this course is the cultivation of an economist's mode of thinking, emphasizing the rational economic agent, or <i>homo economicus</i>.</p>		
<b>Semester</b>	I	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	65 Hours		5 Hours
<b>Pre-requisite</b>	No prerequisites		

--	--

### 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 Political economy that addresses concerns ranging from its historical development to its interconnectedness with disciplines like history, sociology, and anthropology.	U, R	1,2
2	Critically delves into concepts of value and labor, including the division of labor, the Labor Theory of Value, the labor process, and the Theory of Surplus-Value.	U, A	2
3	Assess on the emergence of demand and supply analysis, exploring utility, production, consumption, and exchange dynamics.	Ev, An	2, 3
4	To analyse modules serve to elucidate the complex interactions between economic agents and market forces	An	3
5	To apply concepts and theories of economic science and grasp the fundamental dynamics of economies and societies.	Ev	4
6	To apply and explain how the skills they learned in class will be applicable in their future careers, as well as discuss the work that Economists do in both academic and applied settings.	Ev, C	4

### COURSE CONTENT

<b>Module 1 : Introduction to Political Economy</b>	10 Hours	<b>CO No</b>
---	----------	--------------

I. Concerns of Political Economy II. Development of the Discipline III. Interconnections with the disciplines of history, sociology, and anthropology.		1, 2
<b>Module 2: Political Economy of Labour</b>	15 Hours	2, 3
I. Value and Labour II. Division of Labour III. Labour Theory of Value IV. Labour Process V. Theory of Surplus Value		
<b>Module 3: Neo-classical Political Economy</b>	20 Hours	3, 4
I. The Emergence of Demand & Supply analysis II. Utility, Production, Consumption, and Exchange III. Methodological Individualism		
<b>Module 4 : Heterodox Economics</b>	20 Hours	4, 5
I. Institutional Economics II. Feminist Economics III. Ecological Economics IV. Green Economics		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. In-class activities</li> <li>3. Group Project</li> <li>4. Quizzes</li> <li>5. Presentations</li> <li>6. Field Project</li> </ol> <b>Field activities</b> <ol style="list-style-type: none"> <li>1. Field Observation Assignment</li> </ol> <b>Lab based activities</b>
----------------------------	---



<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Assignments</b> <b>40% - Exam</b>
---------------------------	--

## Learning Resources

### Books

Adam Smith. 2003 [1776]. *An Inquiry into the Nature and Causes of the Wealth of Nations*. New York: Bantam Classics [Read Chapter 1 to 3 of Book I].

Harry Braverman. 1979 [1974]. *Labour and Monopoly Capital: The Degradation of Work in the Twentieth Century*. Trivandrum: Social Scientist Press.

Karl Marx. 1977 [1867]. *Capital: A Critique of Political Economy*. Moscow: Progress Publishers.

Krishna Bharadwaj. 1994. *Classical Political Economy and Rise to Dominance of Supply and Demand Theories*. Hyderabad: Universities Press [Read 'Preface' and Lecture One: 'On the Great Divide in Economic Theory'].

Leo Huberman. 1976 [1937]. *Man's Worldly Goods*. New Delhi: People's Publishing House.

Schumacher, E.F. *Small is Beautiful: A Study of Economics as if People Mattered*. London: Blond and Briggs, 1973.

### Journals

*Economic and Political Weekly and Social Scientist* (current issues and back-volumes) are available in SSS Library.

Brown, C. (2005). "Is there an institutional theory of distribution?" *Journal of Economic Issues* 39(4): 915-931.

Feminist Economics and economic inequality • Perrons, D. (2015). "Gendering the inequality debate." *Gender & Development* 23(2): 207-222.


Ecological Economics and economic inequality • Jorgenson, A., Schor, J., & Huang, X. (2017). "Income inequality and carbon emissions in the United States: a state-level analysis, 1997–2012." *Ecological Economics* 134: 40-48.

Cato, Mary Scott. "Green Economics: Putting the Planet and Politics Back into Economics." Cambridge *Journal of Economics* 36, no.5 (2012):1033-1049.

Try J-Stor to access the following journals: *History of Political Economy*, *Monthly Review*, *Science and Society*, *Past and Present*, *Journals of Peasant Studies*, *Journal of Agrarian Change*, and *New Left Review*.

<b>Relevance of Learning the Course/ Employability of the Course</b>
It provides an intimate understanding of Political economy that encompasses a spectrum of

concerns that span its historical development and interconnectedness with disciplines such as history, sociology, and anthropology. At its core lies an examination of value and labor, elucidated through concepts like the division of labor and the Labor Theory of Value, which underpins the labor process and the theory of surplus-value. Furthermore, it make students a sense of various modes of economic thinking that are holistic as well as agents oriented.

	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p style="text-align: center;"><b>Graduate School</b></p>
	<p style="text-align: center;"><b>4 + 1 Integrated UG and PG Programme</b></p>

<b>School</b>	School of Social Sciences		
<b>Programme</b>	<b>History</b>		
<b>Course Title</b>	<b>Sociology of India</b>		
<b>Course Type</b>	Minor		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG2DSCUSS141		
<b>Course Overview</b>	<p>This course introduces students to sociological approaches to the study of modern India. Using a sociological perspective students will develop a critical understanding of Indian society and social life along the determinants of caste, gender, tribe, religion and region. The course will aid to instil a nuanced understanding of the meanings, contexts and experiences of social change, social structure and social institutions in the country and will do so by exploring questions such as:</p> <p>What is culture? And how is it defined in contemporary Indian society? How, as a society, do we construct and maintain social norms? How is caste socially constructed and maintained in our society? How does climate change affect people differently? Why and how do people organize social movements to bring about changes in society? Etc.</p>		
<b>Semester</b>	II	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	

	55 Hours	5 Hours
<b>Pre-requisite</b>	No Prerequisites required.	

### 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 and explain the major concepts, theoretical frameworks, and basic research methodologies used in sociology.	U, R	1, 2
2	Critically examine social structures and institutions in India (including caste, class, tribe, gender, and religion) and analyse how they mediate everyday life and development experiences.	Ev, An	2
3	Apply their understanding of sociological concepts, theories, and methods to personal experiences, popular media, and current events in order to recognize the difference between sociological reasoning and personal opinion.	U, A	2,3
4	Analyze cultural interrelationships and interdependencies across place and time with specific reference to the Indian context.	An	3
5	Explain social phenomena through written, verbal, and creative communication.	E	4
6	Explain how the skills they learned in class will be applicable in their future careers, as well as discuss the work that sociologists do in both academic and applied settings.	E, C	4

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

### COURSE CONTENT

<b>Module 1: Basic Concepts and Theories</b>	<b>15 Hours</b>	<b>CO No</b>
--	-----------------	--------------

I. Structure and Agency II. Capitalism III. Social Stratification IV. Bureaucracy and Rationalization V. Power		<b>1, 2</b>
<b>Module 2: Indian Society</b>	<b>15 Hours</b>	<b>2,3</b>
I. Castes in India: Structures, Changes and Everyday Experiences II. Classes in India: Definition, Consciousness and Agency III. Gender Relations and Everyday Experiences IV. Tribe: Marginalization, Identity and Resistance		
<b>Module 3: Social Change in India</b>	<b>15 Hours</b>	<b>3,4</b>
I. Social Change in Modern India II. Development and Scientific Temper III. Planning Indian Modernity IV. Building a Postcolonial Nation V. Economic Reforms and Neoliberal Policies in India		
<b>Module 4: Sociology of Kerala</b>	<b>15 Hours</b>	<b>4,5</b>
I. Kerala Model of Development and It's Critiques II. Marriage and Family III. Social Inequality IV. Social Movements V. Field Project		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. In-class activities</li> <li>3. Group Project</li> <li>4. Assignments</li> <li>5. Presentations</li> </ol> <b>Field activities</b> <ol style="list-style-type: none"> <li>1. Field Visits and Observations</li> </ol> <b>Lab based activities</b>
<b>Mode of</b>	<b>20% - Participation in In-class activities</b>


<b>Assessment</b>	<b>20% - Group Project</b> <b>30% - Assignments</b> <b>30% - Exam</b>
-------------------	---

## Learning Resources

1. Mills, C. W (1956/76). Excerpt from *The Sociological Imagination*. OUP, pp.3-11.
2. Marx, Karl and Friedrich Engels [1888]. Excerpt from *The Communist Manifesto*. Marxists Internet Archive (marxists.org)
3. Tumin, Melvin (1953). Some Principles of Stratification: A Critical Analysis, *American Sociological Review* 18(4): 387-394.
4. Weber, Max (1925/2014). Excerpt from Bureaucracy, in Edles and Appelrouth's *Sociological Theory in the Classical Era* (3<sup>rd</sup> edition).
5. Foucault, Michel (1979/2014). The Politics of Health in the Eighteenth Century, trans. Richard Lynch, *Foucault Studies* 18: 113-127.
6. Gupta, Akhil (2001). Governing Population: The Integrated Child Development Services Program in India, in Thomas Blom Hansen and Finn Stepputat (eds.) *States of Imagination: Ethnographic Explorations of the Postcolonial State*. Durham: Duke University Press.
7. Ambedkar, B.R. (1916). Castes in India: Their Mechanism, Genesis and Development in V. Rodrigues (ed.) *The Essential Writings of B. R. Ambedkar*. New Delhi: OUP, pp.241-261.
8. Deshpande, Satish, (2006). Mapping the 'Middle': Issues in the Analysis of the 'Non-Poor' Classes in India, in Mary. John et al (eds.) *Contested Transformations: Changing Economies and Identities in Contemporary India*. New Delhi: Tulika Books, 215-236.
9. Geetha, V. (2007). Patriarchy: A History of the Term, Chapter 1 of her *Patriarchy*. Calcutta: STREE, pp. 4-29.
10. AKKAI PADMASHALI, G. V. (2022). *A Small Step in a Long Journey: A Memoir By Akkai Padmashali*. Zubaan.
11. Shekhar, Hansda Sowendra (2015). Story from his *The Adivasi Will not Dance: Stories*. New Delhi: Speaking Tiger.
12. McDuie-Ra, Duncan and Kikon, Dolly (2016). Tribal communities and coal in Northeast India: The politics of imposing and resisting mining bans, *Energy Policy* 99: 261-269.
13. Srinivas, M.N. 1995. 'Westernization' in *Social change in modern India*. New Delhi: Orient Blackswan, pp. 45-94.
14. Chatterjee, Nilanjana and Nancy E. Riley (2001). Planning an Indian Modernity: The Gendered Politics of Fertility Control, *Signs* 26(3): 811-845.
15. Kothari, Smitu (1996). Whose Nation? The Displaced as Victims of Displacement, *Economic and Political Weekly* 31(24):1476-1485.
16. Jamil, Ghazala (2014). The Capitalist Logic of Spatial Segregation: A Study of Muslims in Delhi, *Economic and Political Weekly* 49(3): 52-58.
17. Raman, K. R. (2010). The Kerala model: Situating the critique. In *Development, democracy and the state* (pp. 11-32). Routledge.

18. Bijoy, C. R. (2003). The adivasis of India-A history of discrimination, conflict, and resistance. *PUCL Bulletin*, 1-7.
19. Kurien, J. (1995). The Kerala model: Its central tendency and the outlier. *Social Scientist*, 70-90.
20. Kunhaman, M. (1985). The tribal economy of Kerala: An intra-regional analysis. *Economic and Political Weekly*, 466-474.
21. Arunima, G. (1996). Multiple meanings: Changing conceptions of matrilineal kinship in nineteenth-and twentieth-century Malabar. *The Indian Economic & Social History Review*, 33(3), 283-307.
22. Devika, J. (2010). Egalitarian developmentalism, communist mobilization, and the question of caste in Kerala State, India. *The Journal of Asian Studies*, 69(3), 799-820.
23. Devika, J. (2006). Negotiating women's social space: public debates on gender in early modern Kerala, India. *Inter-Asia Cultural Studies*, 7(1), 43-61.

<b>Relevance of Learning the Course/ Employability of the Course</b>
The skills students learned in class will be applicable in their future careers, as well as discuss the work that sociologists do in both academic and applied settings.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme	History		
Course Title	Environment and Society		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2MDCUSS101		
Course Overview	This course seeks to offer students a comprehensive view of the interactions between human society and the natural environment. The onset of Anthropocene and the rise in adverse weather events force us all to reconsider the ways in which we organise our everyday lives. The severity of environmental degradation that has happened in modern times forces us to carefully explore and recalibrate the relationship between economy, environment and society. With the help of a multidimensional and multidisciplinary approach, this course will cover some of the pressing environmental issues of our times, its impacts on human and the non-human world and possible solutions.		
Semester	II	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	40	5	
Pre-requisite	No prerequisites needed for this course.		



**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 human/nature environmental transactions from pre-history to our present condition.	U, R	1
2	Critically explore theories about nature and social organizations and how they have affected our relationships with the natural environment.	U	2
3	Assess the recent history of massive human expansion and the resulting environmental degradation.	A, Ev	3
4	Analyse and write about the most current issues on sustainability, climate change, social vulnerability, clean energy, and environmental regulation.	An	4
5	Apply the knowledge gained from the course and develop creative interventions to address contemporary environmental issues affecting Kerala society.	C	5

\*(Learning Domains: Remember (R ), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

**COURSE CONTENT**

<b>Module 1: Introduction</b>	<b>10 Hours</b>	<b>CO No</b>
I. Ideas of Nature II. History of Human-Nature Interactions III. Economic Growth and Environmental Externalities IV. Managing Nature: Various Perspectives V. Living in the Anthropocene		<b>1, 2</b>
<b>Module 2: Environment as a Public Good</b>	<b>10 Hours</b>	<b>2,3</b>
I. Common Pool Resources II. Tragedy of Commons (Garett Hardin) III. Revisiting Tragedy of Commons (Elinor Ostrom) IV. Values and Justice		
<b>Module 3: Environmental Movements</b>	<b>10 Hours</b>	<b>3,4</b>
I. History of Modern Environmentalism II. Political Ecology and Resource Conflicts		

III. Environmental Justice		
IV. Environmentalism of the Poor		
V. Field Immersion		
<b>Module 4: Contemporary Environmental Challenges</b>	<b>15 Hours</b>	<b>4,5</b>
I. Global Climate Change and Social Vulnerability		
II. Intersection of Climate and Social Inequalities		
III. Industrialization and Environmental Degradation		
IV. Human-Animal Conflicts		
V. Just Transition and Sustainability		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• In-class Activities</li> <li>• Seminars</li> <li>• Presentations</li> <li>• Group Discussions</li> <li>• Art projects</li> <li>• Tutorials</li> <li>• Documentary screenings</li> </ul> <b>Field activities</b> <ul style="list-style-type: none"> <li>• Field work</li> </ul> <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Presentation</b> <b>40% - Exam</b>

### Learning Resources

Hardin, Garrett. 2009. 'The Tragedy of Commons' Journal of Natural Resources Policy Research 1(3): 243-253.

Harper, Charles, and Monica Snowden. *Environment and society: Human perspectives on environmental issues*. Routledge, 2017.

Hawken, Paul, Amory Lovins, and L. Hunter Lovins, *Natural Capitalism*, Boston, Little, Brown and Company, 1999.


Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.

Martinez-Alier, Joan. 2003. *The Environmentalism of the poor: a study of ecological conflicts and valuation*. Edward Elgar Publishing.

Robbins, Paul, John G. Hintz, and Sarah A. Moore. *Environment and society: a critical introduction*. John Wiley & Sons, 2022.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

The course will equip students to understand and tackle contemporary environmental problems, both local and global. The mounting threat from climate change makes it pertinent to discuss the ways in which environmental factors facilitate and hinder our daily lives. Understanding the linkage between environment and society is crucial for setting the context and background for such discussions to unfold in policy settings as well as the social sector. In this context, this course offers students the conceptual, theoretical and analytical toolkits to critically examine the human impacts on our environment and vice versa.
--

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	History of Economic Thought		
Course Type	Major		
Course Level	200-299		
Course Code	MG3DSCUHS201		
Course Overview	History of Economic Thought is an intellectual inventory of the economic ideas of thinkers and social scientists from early to the present day. A course in the History of Economic Thought provides scholars with a broader perspective on the development of Economics. It also gives an account of policy shifts proposed by economists in response to the economic problems of their times. In brief, it is a fundamental course in history and economics disciplines.		
Semester	I	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60 Hours	5 Hours	
Pre-requisite	No prerequisites		

## 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	Upon completion of this course, students will be able to;  Describe the meaning, purpose, scope of the history of Economic thought, and differentiate classical school and neoclassical schools of economic thinking.	U, R	1
2	The History of Economic Thought is an intellectual inventory of economic ideas from thinkers and social scientists spanning from ancient times to the present day.	U, A	2
3	A course in the History of Economic Thought provides scholars with a broader perspective on the development of Economics.	Ev, An	3
4	The course gives an account of policy shifts proposed by economists in response to the economic problems of their times.	An	3,4
5	This course is a basic requirement in History and Economics program, offering essential insights into the field's historical development.	Ev	4,5

## COURSE CONTENT

<b>Module 1: Early Economic Ideas</b>	10 Hours	<b>CO No.</b>
Economic Thought of Ancients, Medieval Scholars and Mercantilist Pamphleteers- The Greeks-Plato and Aristotle, the Romans, Hebrews, the Indians-Buddhist, Vedic and Kautilya- Scholastics- St. Thomas Aquinas- Mercantilists -Thomas Mun.		<b>1, 2</b>
<b>Module 2: Classical and Neoclassical Thoughts</b>	15 Hours	<b>2, 3</b>
Physiocrats, classical and Neo-classical schools- Francois Quesnay- Classicists- Adam Smith, David Ricardo, Thomas Robert Malthus, J.B. Say and J.S. Mill - Neo-		

classicists: Alfred Marshall, A.C.Pigou and the Marginalists- Jevons, Walras, Menger.		
<b>Module 3: The Socialists and Statist Thoughts</b>	20 Hours	<b>3, 4</b>
Economic Thought of Socialists, Institutionalists and Keynesians. Utopian Socialists: St. Simon, Prudhon and Robert Owen- Scientific Socialists- Marx and Engels - institutionalists: Thorstein Veblen, J.R Commons and Mitchell, John Maynard Keynes and the formations of Macro Economics.		
<b>Module 4: Indian Economic Ideas</b>	20 Hours	<b>4, 5</b>
Modern Indian Economic Thought- Dadabhai Naoroji, Mahatma Gandhi, Dr. BR Ambedkar, JC Kumarappa, Jawaharlal Nehru, Amartya Sen, Prabhat Patnaik, Utsa Patnaik, and Abhijit Banarjee.		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. In-class activities</li> <li>3. Group Project</li> <li>4. Quizzes</li> <li>5. Presentations</li> <li>6. Project</li> </ol> <b>Field activities</b> <ol style="list-style-type: none"> <li>1. Text based Assignment</li> </ol> <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Assignments</b> <b>40% - Exam</b>

### Learning Resources

Serepanti, Ernesto and Zamagni, Stefano (2005): An Outline of the History of Economic Thought, Oxford: OUP

Robbins, Lionel (2004): A History of Economic Thought- The LSE Lectures, (ed. by Steven G. Medema and Warren J. Samuels), New Delhi: OUP

Schumpeter, Joseph. A (1963): History of Economic Analysis, London: George Allen and Unwin Ltd.

Hicks, J.R (1973): A Theory of Economic History, London: OUP

Ghosh, Rama (ed.) (1989): Development of Economic Thought And Theories, New Delhi:Deep & Deep Publications.

Heilbroner, Robert L (1969): The Worldly Philosophers, London: Allen Lane The Penguin Press.Sciences

Hausman, Daniel M.(ed.) (2008): The Philosophy of Economics- An Anthology, Cambridge: CUP

Sen, A.K. (2005): The Argumentative Indian, London: Penguin.

Banerjee, Abhijit. V and Duflo, Esther (2011): Poor Economics: A Radical Thinking of the Way to Fight Global Poverty, New York: Public Affairs.

Banerjee, Abhijit V and Duflo, Esther (2019): Good Economics for Hard Times: Public Affairs.

Haney, Lewish (1979): History of Economic Thought, New Delhi: Surjeet Publications.

Roll, Eric (2004): A History of Economic Thought, London: Faber and Faber


Madan, G.R (1981): Economic Thinking in India, New Delhi: S.Chand & Company Ltd.

Sweezy, Paul.M (1991): The Theory of Capitalist Development-Principles of Marxian Political Economy, New York: MR and Calcutta and New Delhi: K.P Bagchi & company.

Jadhav, Narendra (2014) Ambedkar: Awakening India's Social Conscience, New Delhi, Konark Publishers.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

Understanding the History of Economic Thought provides a comprehensive intellectual inventory of economic ideas from ancient times to the present, enhancing analytical skills valuable for careers in academia, research, and policy analysis. It gains a broader perspective on the development of Economics prepares scholars for roles in education, consulting, and economic forecasting, where a deep understanding of economic history is crucial. The course offers essential knowledge that enriches understanding of the evolution and context of economic theories, making it invaluable for positions in think tanks, financial institutions, and government agencies. As a fundamental requirement in any Economics study program, this course enhances employability by providing foundational insights that are critical for advanced economic analysis and strategic decision-making roles.
---

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	History of Early India		
Course Type	Major		
Course Level	200-299		
Course Code			
Course Overview	This course seeks to provide an overview of the basic ideas and theories for the study of Early India. It allows the learners to gain a comprehensive understanding of India's historical past. Early Indian history sheds light on the origins of numerous cultural traditions, languages, religions, and social institutions that still exist today. It enables people to connect with their heritage and understand the growth of their identity. Studying early Indian history is critical for comprehending Indian society's varied growth.		
Semester	III	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60	00	
Pre-requisite	No Pre-requisites		

## **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 the events, thoughts, and ideologies concerning early India.	U,R	1, 2
2	To critically understand the early Indian history up to the beginning of the Maryann India, along with a detailed account of personalities, archeological remains, and texts.	U,A	2, 4
3	To analyse the socio-economic dynamics and political discourse in the early India.	E, An	3
4	To identify the state formation, urbanization, religious development, and their impact on the socio-political structure of early India.	An	4
5	To critically asses the evolution of chiefdoms and the transition from lineage to state.	E,An	4, 5

### COURSE CONTENT

<b>Module 1</b>  <b>Prehistoric Period</b>	15Hours	CO No 1
I Palaeolithic Age II.Mesolithic Period III.Neolithic Period IV.Iron Age		
<b>Module 2</b>  <b>The Harappan Civilization</b>	15Hours	CO No 2,3

I. Harappan Life and Settlement Patterns II. Major features of Harappan Sites III. Society, Economy and Religion IV. Decline of Harappan Civilization		
<b>Module 3</b>  <b>Vedic Age</b>	15Hours	CO No 3, 4
I. Vedic Literature II. Administration of the Early Vedic Period IV. Vedic Society and Economy IV. Differences between the Early Vedic and Later Vedic periods		
<b>Module 4</b>  <b>The Rise of Chiefdoms</b>	15Hours	Co No 3,4,5
I. Magadha Empire II. Lineage Society III. States and Urban Centres IV. Persian-Greek arrival		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Tutorials</li> <li>3. Seminars</li> <li>4. Book reviews</li> <li>5. Assignments</li> <li>6. Group discussion</li> <li>7. Presentations</li> </ol> <b>Field activities</b>  <b>Lab based activities</b>
	<b>Mode of Assessment</b> 20% Class activities 20% Group Project

	20%Assignment 20%Exam
--	--------------------------

## Learning Resources

Kosambi, D. D. (1994). The culture and civilisation of ancient India in historical outline. S. Chand Publishing.

Kosambi, D. D. (2023). An introduction to the study of Indian history. Popular Prakashan.

Sharma, R. S. (1991). Aspects of political ideas and institutions in ancient India. Motilal Banarsidass Publ..

Sharma, R. S. (2006). India's ancient past. Oxford University Press.


Thapar, R. (2015). The Penguin history of early India: From the origins to AD 1300. Penguin UK.

Thapar, R. (1999). From lineage to state: Social formations in the mid-first millennium BC in the Ganga Valley. Oxford University Press.

Basham, A. L., & Basham, A. L. (Eds.). (1975). A cultural history of India (p. 275). New Delhi: Oxford University Press.

## Relevance of Learning the Course/ Employability of the Course

The course offers a systematic learning experience that allows students to get a thorough understanding of ancient Indian history. Early India was a center for trade and commerce, both inside the subcontinent and with other regions. Examining its economic history exposes the evolution of trade routes, economic activities, and their impact on global trade networks. Studying early Indian history promotes the preservation of archaeological sites and artefacts, which are valuable for historical research and cultural heritage. Students may pursue a career as archaeologists or historians. Students may also serve as professors or lecturers in schools, colleges, or universities.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	History of Medieval India		
Course Type	Major		
Course Level	200-299		
Course Code	MG3DSCUHS203		
Course Overview	<p>This course will cover the period from the 11th to the 18th centuries, including the rise and fall of empires, the development of art, literature, and architecture, and the impact of Islam on Indian society. It helps student to understand how to classify Indian history into various successive chronological periods. Course enables the leaner to understand and analyse the socio-political and economic transformation of India in a historical perspective.</p>		
Semester	III	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work	
	60	0	
Pre-requisite	No pre-requisites are needed for this course.		

--	--

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand and analyse the socio- economic and political transformation of India in a chronological order.	R, U, An	1
2	Think critically and construct historical narratives based on a historiographical engagement and describe significant developments within the historical contexts of the medieval period.	E, C, S	2
3	Critically assess the major debates among scholars about various changes that took place with the onset of medieval period in India.	C,	2,3
4	Engage with scholarly writings and presentations.	C, S, A	4
5	Familiarise various events and process of the medieval history of India.	R	1,5

\*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

### **COURSE CONTENT**

<b>Module 1 Political Formations in Medieval India</b>		<b>Hours</b>	<b>CO No</b>
I. Medieval Historiography		15	1,2,3,5
II. Early Turks			
III. Sultanate of Delhi			
IV. The Mughals			
V. Colonial Hegemony			
<b>Module 2 Medieval Economy</b>		<b>Hours</b>	
I. Land revenue system		15	2,5
II. Trade and Commerce			
III. Forms of exchange			
IV. Rural and Urban economy			

<b>Module 3 Society and Culture</b>	<b>Hours</b>	
I. Religion	15	1
II. Art, Architecture and Literature		
III. The village community		
IV. Caste and Social stratification		
<b>Module 4 State in South India</b>	<b>Hours</b>	
	15	2, 3
I. South Indian Kingship		
II. State and Society in South India		
III. Religious and Cultural development under Vijayanagara		
IV. Bhakthi Movement		

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Group Discussions</li> <li>• Tutorials</li> <li>• Documentary screening</li> <li>• Book review</li> </ul> <b>Field activities:</b> <ul style="list-style-type: none"> <li>• Archival visit</li> </ul>
<b>Mode of Assessment</b>	20% Participation in class activities 20% Group project 20% Seminar presentation 40% Exam

### Learning Resources

Alam, Musaffar, and Sanjay Subrahmanyam (eds.), The Mughal State, OUP, 1998.

Asher, Catherine B., Mughal Architecture, CUP, 1992.

Athar Ali, M., Mughal India, New Delhi: Oxford University Press, 2006.

Athar Ali, M. 1985. *The Apparatus of Empire*, Centre of Advanced Study in History, Aligarh University.

Beach, Milo C., *The Mughal Painting*. CUP, 1992.

Brown, Percy., *India Architecture (Islamic Period)*, Bombay, 1958.

Chandra, Satish., *Essays on Medieval Indian History*. OUP 2003.

Chandra, Satish., *Medieval India*, Vol. 1 and II. New Delhi: Har-Anand Publishers, 2004.

Habib, Irfan., (ed.) *Akbar and His India*, Oxford, 1997.

Habib, Irfan., *Agrarian System in Mughal India*. OUP, 1999.

Habib, Irfan, *Essays in Indian History*, Tulika, Delhi, 2002.

Habib, Mohammad., *Historiography of Medieval India*. Manak Publications, 2003.

Karashima, N., *Kingship in Indian History*. Delhi: Manohar, 1999.

Karashima, N., *South Indian History and Society*. OUP, 1994.

Kulke, Herman., (ed.), *The State in India (1000-1700) AD*, Delhi : Oxford University Press, 1995.

Moosvi, Shireen., *People, Taxation and Trade in Mughal India*. Oxford University Press, 2008.

Naqvi, H.K., *Urbanism and Urban Centres in Medieval North India*. OUP, 1928.

Nilakanta Sastri, K. A., *A History of South India*, Oxford University Press, 1976.

Nizami, K. A., and Muhammad Habib (ed.), *Comprehensive History of India*, Vol.V, Parts I and II. New Delhi: People's Publishing House, 1970.

Nizami. K. A., *Region and Politics in India during 13th century*, Delhi : OUP, 2009.

Rahman, A., (.ed). *Science and Technology in Medieval India*. Delhi OUP, 1976.

Raychaudhuri, T., and Irfan Habib., (ed), *Cambridge Economic History of India*, Vol. I, Cambridge. 1982.

Richards, J.F.(ed.), *Kingship and authority in Medieval India*, Delhi, 1993

Richards, J.F., *The Mughal Empire*, Foundation Books, 1993.

Sherwani, H.K., and P M Joshi (ed). *History of Medieval Deccan (1295-1724)*, Hyderabad, 1973.

Sherwani, H.K., Bahmanis of Deccan. New Delhi, 1985.


Stein, Burton., Peasant State and Society in Medieval South India. OUP, 1980.

Stein, Burton, Vijayanagara, CUP, 1989.

Tripathi, R.P., The Rise and Fall of the Mughal Empire. Allahabad, 1936.

<b>Relevance of Learning the Course/ Employability of the Course</b>
<p>The course enhances the capability to suppose critically and develop arguments about the development of Indian culture. The course equips the student to prepare for competitive examinations and employment in Museum Libraries, Department of Tourism, and academics.</p>



	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Dalit History		
Course Type	Minor A		
Course Level	200-299		
Course Code	MG3DSCUSS221		
Course Overview	This course provides an in-depth understanding of the history of Dalits in India, examining the stratification of the Indian social system and the resulting marginalization. It explores how the caste system has historically marginalized vast segments of the Indian population, while the elite or upper strata have maintained control over the majority. The course critically engages with the perspectives of prominent thinkers such as Jyotirao Phule, Kancha Ilaiah, and Dr. B.R. Ambedkar on Dalit issues. Additionally, it covers the various movements led by Dalits across India, with a specific focus on Kerala. Through these discussions, students will gain a comprehensive understanding of the socio-political dynamics that have shaped the Dalit experience in India.		
Semester	III	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60 Hours	5 Hours	
Pre-requisite	No prerequisites		

## 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 gain a thorough understanding of the stratification within the Indian social system and the emergence of marginalization. This outcome equips students with critical analytical skills necessary for roles in sociology, social work, and public policy.	U, R	1
2	Students will analyze how the caste system marginalized millions and allowed the elite to control the majority population. This knowledge is essential for careers in human rights advocacy, legal studies, and community development.	U, A	2
3	Students will critically engage with the views of Jyotirao Phule, Kancha Ilaiah, Dr. B.R. Ambedkar, and other key figures on Dalit issues. Understanding these perspectives enhances employability in academia, research, and cultural studies.	Ev, An	3
4	Students will explore various Dalit movements across India, with a special focus on Kerala. This outcome is valuable for careers in history, political science, and grassroots activism.	An	3, 4
5	This broad understanding prepares students for roles in international organizations, government agencies, and non-profits working towards social justice and equality.	Ev	5

## COURSE CONTENT

<b>Module 1: Dalit History</b>	10 Hours	<b>CO No.</b>
I. Approaches to Dalit Histories. II. Dalits and History III. Indian society and the origin of Dalit question-varna, caste and untouchability IV. Understanding caste and humiliation		1, 2

<b>Module 2: Caste and Historiography</b>	15 Hours	<b>2, 3</b>
I. Caste as a category and historical narratives II. Caste and colonial representations III. Orientalist discourses IV. MK Gandhi on Caste and Its Critique.		
<b>Module 3: Dalit History and Human Rights Movements</b>	20 Hours	<b>3,4</b>
I. Writings of Jyothirao Phule, B R Ambedkar, Kancha Ilaiah II. Popular Dalit histories–Rewriting 1857, Reimagining national movement III. History of Dalit Movements--Mahad Satyagraha, Ambedkar's Human Rights Movements IV. Savitri Phule and Dalit Feminism		
<b>Module 4: Dalit History and Kerala Society</b>	20 Hours	<b>4, 5</b>
I. Ambivalent Engagements: Dalit movements in Kerala – Ayyankali, Poykayil Yohannan, Pambadi Joseph II. Dalit literature: Missionary literature, Emergence of Slave Caste: The Pulayas of Kerala, Modernity of Slavery. III. Colonial modernity and Dalits IV. Intersections of Caste, Class and Gender		

<b>Mode of Transaction</b>	<b>Classroom activities</b>  7. Lectures 8. In-class activities 9. Group Project 10. Quizzes 11. Presentations 12. Field Project <b>Field activities</b>  2. Field Based Assignment <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b>  <b>20% - Group Project</b>  <b>20% - Assignments</b>  <b>40% - Exam</b>


## Learning Resources

Aloysius G. (2016). *Contextualizing Backward Classes Discourse*, Critical Quest, New Delhi.

- Ambedkar, B R. (1987). *The Triumph of Brahmanism: Regicide or the Birth of Counter Revolution*.
- Anand S. (2003). *Touchable Tales*, Pondicherry: Navayana.
- Chentharassery, T. P.H. (2017). *Ayyankali*, Thiruvananthapuram: Mythri Books.
- Deshpande, P. G. (2002). *Selected Writings of Jotirao Phule*, New Delhi: Left World.
- Eva-Maria, Hardtmann (2015). *The Dalit Movement in India*, New Delhi: OUP.
- Guru, Gopal & Sundar Sarukkai (2010). *Cracked Mirror: An Indian Debate on Experience and Theory*, New Delhi, OUP.
- Guru, Gopal (2009). *Humiliation: Claims and Context*, New Delhi: Oxford University Press.
- Jose, N. K. (1989). *Ayyankali*, Vaikkam: Hobby Publishers.
- Jose, N. K. (1994). *Sadhujanaparipalana Sangam*, Vaikkam: Hobby Publishers.
- Judge, Paramjit, S. (2014). *Mapping Social Exclusion in India*, New Delhi: Cambridge University Press.
- Jyothi & M. C. Raja (2005). *Cosmosity: A Cultural Discourse of the Unbroken People*, Tumkur: Ambedkar Resource Center Rural Education for Development Society.
- Karade, Jagan (2016). *Caste Based Exclusion*, New Delhi: Rawat Publication.
- Karuppan, Pandit K. P. (1912). *Jathikummi*, Thrissur, Kerala Sahithya Academy.
- Limbale, Sarankumar (2004). *Towards an Aesthetic of Dalit Literature*, Hyderabad: Orient Longman.
- Limbale, Sharankumar (2003). *The Outcaste/ Akkarmashi*, New Delhi: Oxford University Press.
- Madhavan, K. S. & Rajesh, Komath (2023). Dalits and Discourse of Anti- Caste Movements in Kerala, India”, *CASTE: A Global Journal on Social Exclusion*, Vol.4, No.2, October 2023.
- Menon, M. Dilip (1994). *Caste, Nationalism and Communism in South India*, Cambridge: Cambridge University Press.
- Mohan J. (2001). *History of Dalit Struggle for Freedom: Dravidian Parties and Dalit Upraise in Tamil Nadu*, Pondicherry: Dhamma Institute of Social Sciences.
- Mohan, P. Sanal, (2015). *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, New Delhi: Oxford University Press.
- Mundon, Asokan (2016). *Religion, Community, Identity: Reform and Change in Kerala*, Thiruvananthapuram: ISDA Publication.
- Nizar M. & Meena, Kandasamy (2007) *Ayyankali: Dalit leader of Organic Protest*, Calicut: Other Books.
- Omvedt, Gail (1976). *Cultural Revolt in Colonial Society: The Non-Brahman Movement in Western India, 1873-1930*, Bombay Scientific Socialist Education Trust.
- Pampirikunnu, Pradeepan (2007). *Dalit Padanam: Svathvam, Samskaram, Sahithyam*, Thiruvananthapuram: The State Institute of Languages.
- Satyanarayana K. & Susie Tharu (2011). *No Alphabet in Sight: New Dalit Writing from South India*, New Delhi: Penguin.
- Shal, Ghanshyam (2004). *Caste and Democratic Politics in India*, New Delhi: Permanent Black.
- Teltumbde, Anand (2016). *Mahad: The Making of the First Dalit Revolt*, Delhi: Aakar Books.
- Valmiki, Omprakash (2003). *Joothan: A Dalit's Life*. Samya, Kolkata.
- Zelliot, Eleanor (2001). *From Untouchable to Dalit: Essays on the Ambedkar Movement*, New Delhi: Manohar.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

Equips students with historical perspectives on the caste system's impact, valuable for careers in human rights advocacy, legal studies, and community development. Enhances critical thinking and analytical skills through the study of key figures like Phule, Ilaiah, and Ambedkar, beneficial for academia, research, and cultural studies. Provides comprehensive knowledge of Dalit movements, preparing students for careers in history, political science, and grassroots activism. Offers a broad understanding of the socio-political dynamics influencing Dalit experiences, ideal for roles in international organizations, government agencies, and non-profits focused on social justice.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Philosophy of Science		
Course Type	MDC		
Course Level	200-299		
Course Code	MG3MDCUSS201		
Course Overview	This course offers a comprehensive introduction to the philosophy of science, focusing on key concepts, historical developments, and contemporary debates. Students will explore the nature of scientific inquiry, the structure of scientific theories, and the relationship between science and society. Through critical analysis and discussion, students will develop a deeper understanding of the philosophical foundations of science and their implications for scientific practice.		
Semester	III	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45 Hours	5 Hours	
Pre-requisite	No prerequisites		

## 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 a comprehensive understanding of key philosophical concepts related to the nature of scientific inquiry and the scientific method.	U, R	1
2	Analyze the components and evolution of scientific theories, including the processes of theory change and scientific revolutions.	U, A	2
3	Explore the ethical, social, and cultural implications of scientific practice, including the role of science in society and public policy.	Ev, An	3
4	Critically engage with contemporary debates and emerging issues in the philosophy of science, including the nature of scientific explanation and the impact of technology.	An	3,4
5	Enhance their critical thinking and philosophical analysis skills, applying these to both historical and contemporary contexts within the philosophy of science	Ev	5

## COURSE CONTENT

<b>Module 1: Premises to the Philosophy of Science</b>		11 Hours	<b>CO No</b>
I. Definition and scope of the philosophy of science II. The nature of scientific inquiry and the scientific method III. Historical development of scientific thought IV. Key philosophical questions: What is science? What distinguishes science from non-science?			<b>1, 2</b>
<b>Module 2: Structure and Dynamics of Scientific Theories</b>		15 Hours	<b>2, 3</b>
I. The components of scientific theories: laws, models, and hypotheses II. Theory change and scientific revolutions (Thomas Kuhn's paradigm shifts) III. The role of observation and experimentation in science IV. Realism vs. anti-realism in science			
<b>Module 3: Science and Society</b>		20 Hours	<b>3, 4</b>

I.	The social dimensions of scientific research	
II.	Ethical issues in scientific practice (e.g., human experimentation, environmental impact)	
III.	The role of science in public policy and decision-making	
IV.	Science communication and public understanding of science	
<b>Module 4: Debates in Philosophy of Science</b>		<b>20 Hours</b>
		<b>4, 5</b>
I.	The nature of scientific explanation and causation	
II.	The problem of induction and scientific reasoning	
III.	The role of models and simulations in contemporary science	
IV.	The impact of technology and digitalization on scientific practice	

<b>Mode of Transaction</b>	<b>Classroom activities</b>  13. Lectures 14. In-class activities 15. Group Project 16. Quizzes 17. Presentations 18. Project <b>Field activities</b>  3. Text based Assignment <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b>  <b>20% - Group Project</b>  <b>20% - Assignments</b>  <b>40% - Exam</b>

## Learning Resources

Cartwright, Nancy. (1983). *How the Laws of Physics Lie*. Oxford University Press.

Chalmers, A.F. (1999). *What Is This Thing Called Science?* Open University Press.

Godfrey-Smith, Peter. (2003). *Theory and Reality: An Introduction to the Philosophy of Science*. University of Chicago Press.

Hacking, Ian. (1983). *Representing and Intervening: Introductory Topics in the Philosophy of Natural Science*. Cambridge University Press.

Kuhn, Thomas S. (1962). *The Structure of Scientific Revolutions*. University of Chicago Press.


Latour, Bruno. (1987). *Science in Action: How to Follow Scientists and Engineers through Society*. Harvard University Press.

Longino, Helen. (1990). *Science as Social Knowledge: Values and Objectivity in Scientific Inquiry*. Princeton University Press.

Popper, Karl. (1959). *The Logic of Scientific Discovery*. Routledge.



<b>Relevance of Learning the Course/ Employability of the Course</b>
<p>The course develops students' ability to critically analyze complex concepts and arguments, a skill applicable in numerous fields. By exploring the nature of scientific inquiry and ethical issues in science, students gain a nuanced understanding of scientific practices. The course bridges the gap between science and humanities, providing a broad perspective on how scientific advancements impact society and culture. Engaging in discussions and presenting complex ideas helps students refine their communication and argumentation skills. The course lays a strong foundation for further study in philosophy, science studies, and related disciplines. Graduates will be well-prepared for advanced academic programs, which can lead to careers in higher education, research institutions, and specialized consultancy.</p>

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Dr Ambedkar and Social Justice		
Course Type	VAC		
Course Level	200-299		
Course Code	MG3VACUSS201		
Course Overview	This course delves into the profound legacy of Dr. B.R. Ambedkar, one of India's foremost thinkers and social reformers, with a focus on his enduring impact on the pursuit of social justice. Dr. Ambedkar's life and work serve as a guiding beacon in the ongoing struggle for equality, liberty, and fraternity in Indian society. Through an exploration of his writings, speeches, and activism, students will gain insights into his visionary philosophy, which encompasses not only the eradication of caste-based discrimination but also the broader quest for human dignity and rights. This course goes beyond a mere examination of historical events and biographical details; it seeks to illuminate Dr. Ambedkar's timeless ideas and their relevance in contemporary discourse on social justice. By critically engaging with his principles and perspectives, students will be challenged to confront entrenched systems of oppression and inequality, and to explore avenues for transformative change. Through rigorous analysis and dialogue, this course aims to inspire students to become agents of positive social transformation, embodying Dr. Ambedkar's enduring legacy of advocacy for the marginalized and oppressed.		
Semester	III	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45 Hours	5 Hours	
Pre-requisite	No prerequisites		

## 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 develop a comprehensive understanding of Dr. B.R. Ambedkar's philosophy on social justice, encompassing concepts of equality, liberty, fraternity, and human dignity.	U, R	1
2	Students will acquire the ability to critically analyze social structures and systems, particularly those related to caste-based discrimination, religion, and inequality.	U, A	2
3	Students will develop ethical reasoning and advocacy skills rooted in Dr. Ambedkar's principles of justice and equality.	Ev, An	3
4	Students will gain an intersectional understanding of social issues, recognizing the complex interplay of factors such as caste, class, gender, and religion.	An	3, 4
5	Students will be empowered to become agents of positive social transformation, embodying Dr. Ambedkar's legacy of advocacy for the marginalized and oppressed.	Ev	5

## COURSE CONTENT

<b>Module 1: Dr. Ambedkar's Philosophy</b>	12 Hours	<b>CO No</b>
V. Introduction to Dr. B.R. Ambedkar's life, work, and philosophical contributions to social justice. VI. Foundational understanding of Dr. Ambedkar's key principles, including equality, liberty, fraternity, and human dignity.		<b>1, 2</b>
<b>Module 2: Analyzing Caste-Based Discrimination</b>	15 Hours	<b>2, 3</b>
V. Dr. Ambedkar's critiques of the caste system and his efforts to combat caste-based discrimination in Indian society. VI. Critical analyses of historical and contemporary manifestations of caste-based discrimination and explore strategies for social reform.		
<b>Module 3: Intersectionality and Social Inequality</b>	20 Hours	<b>3, 4</b>

V.	Intersectional nature of social inequalities, examining how factors such as caste, class, gender, and religion intersect to shape individuals' experiences of marginalization and oppression.	
VI.	Dr. Ambedkar's ethical principles and advocacy strategies for promoting social justice and equality.	
<b>Module 4: Empowerment for Social Transformation</b>		<b>20 Hours</b>
		<b>4, 5</b>
V.	Dr. Ambedkar as agents of positive social transformation, drawing inspiration from his legacy of advocacy for the marginalized and oppressed.	
VI.	Dr. Ambedkar's critical writing on the social, cultural and economic domains of knowledge.	

<b>Mode of Transaction</b>	<b>Classroom activities</b>  19. Lectures 20. In-class activities 21. Group Project 22. Quizzes 23. Presentations 24. Field Project <b>Field activities</b>  4. Text Based Assignment <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b>  <b>20% - Group Project</b>  <b>20% - Assignments</b>  <b>40% - Exam</b>

## Learning Resources

Ambedkar, B.R. 2014 [1936]. *Annihilation of Caste: The Annotated Critical Edition*, Navayana: New Delhi.

Ambedkar, B.R. 2016. *Riddles in Hinduism: The Annotated Critical Edition*, Navayana: New Delhi.

Ambedkar, Babasaheb. Dr. Babasaheb Ambedkar: Writings and Speeches. vol.I, Government of Maharashtra, 1989

Ambedkar, Babasaheb. Dr. Babasaheb Ambedkar: Writings and Speeches. vol.XVII (B.R. Ambedkar and His Egalitarian Revolution) Government of Maharashtra, 2003

Ambedkar, Babasaheb. Dr. Babasaheb Ambedkar: Writings and Speeches, vol.VII, Education Department, Government of Maharashtra, 1990

Ambedkar, Babasaheb. Mr. Gandhi and the Emancipation of the Untouchables. Bombay: Thacker, 1943

Ambedkar, Babasaheb. What Congress and Gandhi Have Done to the Untouchables, Bombay: Thacker, 1946

Anathamurthy, U.R. 2016. *Hindutva or Hind Swaraj*, Harper Perennial: Noida.

Collins, Patricia Hill. 2019. *Intersectionality as Critical Social Theory*. Duke University Press, London.

Dalal, Suresh. Dr. Ambedkar: Life and Mission. University of Madras: Madras, 1998

Deshpande, Ashwini. 2011. *The Grammar of Caste: Economic Discrimination in Contemporary India*, Oxford University Press: New Delhi.

Dreze, Jean. Dr. B.R Ambedkar and the Future of Indian Democracy. Indian Journal of Human Rights, 2005

Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and Its Implications*, Oxford University Press: New Delhi.

Freire, Paulo. 1993. *Pedagogy of the Oppressed*, Penguin Books: UK.

Gandhi, M.K. 1938. *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House: Ahmedabad.

Hardlmann,E.M. 2008. *Dalit Movement in India Local Practices*, Global Connections, Oxford Press, Stockholm.

Jadhav, Narendra. 2015. *Ambedkar: An Economist Extraordinaire*, Konark Publishers: New Delhi.

Jodhka, Surinder. Caste: Oxford India Short Introductions, New Delhi: Oxford University Press, 2012

Omvedt, G.1994. *Dalits and the Democratic Revolution*, Sage Publication, New Delhi.

Omvedt, Gail. Understanding Caste: From Buddha to Ambedkar and Beyond. Hyderabad: Orient Black Swan, 2011

Rodrigues, Valerian. The Essential Writings of B.R Ambedkar, New Delhi: Oxford University Press, 2002

Shah Ghanshyam. 1990. *Anti-Untouchability Movement in Caste, Caste Conflict and Reservation*, Centre for Social Studies, Ajanta Publication, New Delhi.

Steur, Luisa. 2017. *Indigenist Mobilization: Confronting Electoral Communism and Precarious Livelihood in Post-Reforms Kerala*, Orient BlackSwan: Hyderabad.

Tartakove, Gary Michael (eds) 2012. *Dalit Art and Visual Imagery*, Oxford University Press: New Delhi.


Teltumbde, Anand. Mahad: The Making of the First Dalit Revolt. New Delhi: Aakar Books, 2016

Viswanath, Rupa. 2015. *The Pariah Problem: Caste, Religion and the Social in Modern India*, Navayana: New Delhi.

Yengde, Suraj. 2019. *Caste Matters*, Penguin-Viking: Haryana.

Relevance of Learning the Course/ Employability of the Course
---

Students will not only deepen their understanding of social justice issues through the lens of Dr. Ambedkar's philosophy but also enhance their employability in a wide range of sectors committed to fostering inclusive and equitable societies. Empowers students to become agents of positive social change, inspired by Dr. Ambedkar's legacy of advocacy for marginalized communities. Positions graduates as leaders and change-makers in non-profit organizations, governmental agencies, educational institutions, and international organizations focused on social justice and human rights.
---

	<b>MAHATMA GANDHI UNIVERSITY</b>  <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Social Sciences		
<b>Programme</b>			
<b>Course Title</b>	<b>India after Gandhi</b>		
<b>Course Type</b>	Major		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG4DSCUHS201		
<b>Course Overview</b>	<p>This course explores India's political, economic, and social development since gaining independence from British colonial rule in 1947. Students will analyse the country's transition from a colonial to a postcolonial society, its experiments with democracy and socialism, and its emergence as a major global power.</p>		
<b>Semester</b>	IV	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work/field work</b>	
	60	0	

<b>Pre-requisite</b>	No pre-requisites are needed for this course.
----------------------	---

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understanding of the impact of colonial legacy on India's development	U, R	1,2 ,5
2	Critically think and write about the relationships between politics, economy, and society in post-independence India	A, C, S	1, 2, 3, 4
3	Evaluate the key economic policies and initiatives undertaken since independence, such as planning, liberalization, and privatization	E	1
4	Develop a critical understanding of Indian society and culture in the context of post-colonial scenario.	U	1,5
5	Analyse India's role in global affairs and its position in the international system	An	1

\*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

### **COURSE CONTENT**

<b>Module 1 Political Development after Independence</b>	<b>Hours</b>	<b>CO No</b>
	15	1, 2

I. Establishment of the Indian Republic and its constitution		
II. Role of Nehru and the Indian National Congress in shaping India's political system		
III. Emergence of regional parties and coalition politics		
<b>Module 2 Economic Development after Independence</b>	<b>Hours</b>	
I. India's economic challenges after independence	15	1,2, 3
II. Role of planning and state-led development		
III. Economic reforms and liberalization since the 1990s		
<b>Module 3 Social and Cultural Changes after Independence</b>	<b>Hours</b>	
I. Changes in Indian society: urbanization, education, and healthcare	15	4
II. Emergence of new social movements: women's rights, Dalit rights, and environmentalism		
III. Impact of globalization on Indian culture		
<b>Module 4 India and world</b>	<b>Hours</b>	
I. India's relations with major world powers	15	4,5
II. Regional Dynamics and Conflicts		
III. India's role in international organizations: UN, WTO, BRICS		

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Group Discussions</li> <li>• Tutorials</li> <li>• Documentary screening</li> <li>• Book review</li> </ul> <b>Field activities</b> <ul style="list-style-type: none"> <li>• Archival visit</li> </ul>
<b>Mode of Assessment</b>	20% Participation in class activities 20% Group project 20% Seminar presentation



	40% Exam
--	----------

## **Learning Resources**

Ahmed, Akbar S. *Jinnah, Pakistan and Islamic Identity: The Search for Saladin*. Routledge, 1997.

Aloysius, G. *India's Independence: A Short History*. Oxford UP, 2015.

Ambedkar, B.R. *The Essential Writings of B.R. Ambedkar*. Edited by Valerian Rodrigues, Oxford UP, 2002.

Anderson, Perry. *The Indian Ideology*. Three Essays Collective, 2012.

Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford UP, 1966.

Bajpai, Kanti P. *India's Foreign Policy: A Reader*. Oxford UP, 2017.

Bandyopadhyay, Sekhar. *Decolonization in South Asia: The Meaning of Freedom in Post-Colonial West Bengal, 1947-52*. Routledge, 2009.

Bardhan, Pranab. *The Political Economy of Development in India*. Oxford UP, 1984.

Basu, Srimati. *The Challenges of India's Economic Reforms*. Oxford UP, 2006.

Béteille, André. *The Idea of India: A Reexamination*. Oxford UP, 2017.

Bhagwati, Jagdish. *India in the World Economy*. Institute for International Economics, 2007.

Bhargava, Rajeev. *The Promise of India's Secular Democracy*. Oxford UP, 2010.

Brass, Paul R. *The Politics of India Since Independence*. Cambridge UP, 1994.

Brass, Paul R. *The Politics of India Since Independence*. Cambridge UP, 1994.


Brown, Judith M. *Nehru: A Political Life*. Oxford UP, 2003.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton UP, 2000.

- Chandra, Bipan. India After Independence. Delhi, Penguin Books, 1999.
- Chandra, Bipan, and Aditya Mukherjee. India Since Independence. Penguin Books, 2013.
- Chakravarty, Sukhamoy. Development Planning: The Indian Experience. Oxford UP, 1987.
- Chandhoke, Neera. The Conceit of Indian Nationhood. Oxford UP, 2012.
- Chatterjee, Partha. Nationalist Thought and the Colonial World. Oxford UP, 1986.
- Chaudhuri, Maitrayee. Indian Women's Movement: Reform and Revival. Palgrave Macmillan, 2017.
- Chopra, Pran. India's Economic Development: A Regional Perspective. Routledge, 2017. 15.
- Datta, Sreemati. India's National Movement: A Very Short Introduction. Oxford UP, 2017.
- Desai, Meghnad. The Rediscovery of India. Penguin, 2011.
- Frankel, Francine R. India's Political Economy: The Gradual Revolution. Oxford UP, 2005.
- Ganguly, Sumit. India's Foreign Policy: Retrospect and Prospect. Oxford UP, 2017.
- Guha, Ramachandra. India After Gandhi: The History of the World's Largest Democracy. Macmillan, 2007.
- Hanson, A.H. The Modern Political History of India. Oxford UP, 1966.
- Singh, Vikram. Modern India. Penguin Books, 2019.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

<p>The course helps learners comprehend India's transition from a colonial to an independent nation, its struggles, and achievements. By studying India's post-independence history, learners can better understand the roots of current political, social, and economic issues. Knowledge of India's history and political landscape is essential for careers in politics, diplomacy, journalism, and public policy etc.</p>
---

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Introduction to Historiography		
Course Type	Major		
Course Level	200-299		
Course Code	MG4DSCUHS202		
Course Overview	This course covers the fundamentals of historiography, including methodology, interpretations, and the progression of historical knowledge. It is aimed to help learners critically grasp how historical knowledge evolves throughout time. The course studies historiographic traditions from India and around the world, as well as historiographic approaches for interpreting and assessing historical events.		
Semester		Credit	
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60	00	
Pre-requisite			

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

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

1	Understand historiography and its methods, as well as the critical analysis of the sources.	U,R	1
2	To explain the progression of the Historiography.	U,A	2, 3
3	To critically examines the development of the discipline and its extension.	E, An	3
4	To identify the major approaches in Historiography.	An	4
5	To critically analyse and evaluate the Historiographic traditions.	U,An	4,5

## COURSE CONTENT

<b>Module 1</b>  <b>Understanding Historiography</b>	15Hours	CO No  1,2
I History and its Method II. Historical writing III. Critical Historical Narration IV. Characteristics of Historiography		
<b>Module 2</b>  <b>Graeco-Roman Historiography</b>	15Hours	CO No  3
I. Sources and Method II. Scientific and Humanistic Approaches III. Herodotus, Thucydides, Xenophon, Polybius IV. Substantialism V. Livy and Tacitus		
<b>Module 3</b>  <b>Medieval Historiography</b>	15Hours	CO No  3,4
I. Concept of Time and Christian Historiography II. Church Historiography III. Arab Historiography IV. Concept of Universal History V. Ibn Khaldun and Science of History		
<b>Module 4</b>  <b>Medieval Indian Historiography</b>	15 Hours	CO No  4,5

I. Chronicle of Kalhana  
 II. India's historical traditions and Islam.  
 III. Historiography from the Sultanate period  
 IV. Historiography during Mughal period

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ul style="list-style-type: none"> <li>8. Lectures</li> <li>9. Tutorials</li> <li>10. Seminars</li> <li>11. Book reviews</li> <li>12. Assignments</li> <li>13. Group discussion</li> <li>14. Presentations</li> </ul> <b>Field activities</b>  <b>Lab based activities</b>
<b>Mode of Assessment</b>	20% Class activities 20% Group Project 20% Assignment 20% Exam


### Learning Resources

Cheng, E. K. M. (2012). Historiography: An introductory guide. A&C Black.  
 Megill, A. (1989). Recounting the past: "Description," explanation, and narrative in historiography. The American Historical Review, 94(3), 627-653.  
 Wiseman, T. P. (1981). Practice and theory in Roman- historiography. History, 66(218), 375-393.  
 Momigliano, A. (1978). Greek historiography. History and theory, 17(1), 1-28.  
 Duri, A. A. A. (2014). The rise of historical writing among the Arabs (Vol. 1103). Princeton University Press.  
 Khaldun, I. (1986). Muqaddimah. Translated by Ahmadie Thoha. Ed, 12.

Kalhana's Rajatarangini: a chronicle of the kings of Kashmir. Vol. 11. Motilal Banarsidass, 1989.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

<p>This course provides an organised learning experience that aims to give students a thorough understanding of historiography, its approaches, and applications. It broadens students' understanding of historical works and shows why historical events have been perceived differently throughout time. By critically engaging with historical data and historiographic methods, students will learn to interact with historical sources more deliberately and thoughtfully. The course prepares students for diverse career opportunities in education, research institutes, government agencies, cultural organizations, and the corporate sector</p>
--

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Kerala and Colonial Representation		
Course Type	Major		
Course Level	200-299		
Course Code	MG4DSCUHS203		
Course Overview	This course intends to offer students with a broad study and critical examination of colonial portrayals of Kerala. The major purpose is to examine existing works, concepts, and representations to better understand how colonialism shaped Kerala's evolution into a modern society. Students will obtain an understanding of the intricate relationship between colonial powers and local communities by studying diverse colonial writings, records, and cultural depictions. This course provides a structured approach to learning about Kerala's colonial past, with an emphasis on colonial representation and engagements. Students will get a thorough grasp of how colonial powers molded and altered Kerala's society, culture, and politics. By critically evaluating colonial texts, documents, and representations, students will be ready to engage in advanced research and academic pursuits in this field.		
Semester	IV	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60	00	
Pre-requisite	No-prerequisites		

--	--

### 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 the colonial history of the region and its inhabitants.	U,R	1,2
2	Critically examine how colonial powers represented Kerala in their writings, policies, and cultural productions	U,An	2
3	To analyse the transformation of socio-economic processes in the making of new social formations	Ev, An	3
4	To critically examine the resistance initiatives in Kerala and how did they communicate with colonial powers.	An	4
5	To critically analyse the historiographic accounts of Kerala and its primary concepts.	E,An	4,5

### COURSE CONTENT

<b>Module 1</b>  <b>Colonial Historiography and Representations</b>	15Hours	CO No 1
I. Colonial Ideology and Historiography II. Orientalist Writings III. Nationalist Approaches IV. 19 <sup>th</sup> Century Kerala		
<b>Module 2</b>  <b>Reform and Social Change: Critical Approach</b>	15Hours	CO No 2,3
I. Matrilineal Society II. Interplay of Caste III. Major movements- Vaikunda Swami- Narayana Guru- Ayyankali IV. Women's Reform Movements		



<b>Module 3</b> <b>Political Consciousness and Resistance to Colonialism</b>  I. Peasant Resistance to Colonialism II. Left Movements III. Historiographies of Rebellion IV. Aikya Kerala Movement	15Hours	CO No 3,4
<b>Module 4</b> <b>Meaning and Representation: Postcolonial Critique</b>	15Hours	CO No 4,5
I. Representation of Lower Caste II. Notion of Identity/Narrativity III. Canons and Stigmatization IV. Colonial Power and Missionary Writings		

<b>Mode of Transaction</b>	<b>Classroom activities</b> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Tutorials</li> <li>3. Seminars</li> <li>4. Book reviews</li> <li>5. Assignments</li> <li>6. Group discussion</li> <li>7. Presentations</li> </ol> <b>Field activities</b>  <b>Lab based activities</b>
<b>Mode of Assessment</b>	20% Class activities 20% Group Project 20% Assignment

	20%Exam
--	---------

## Learning Resources

K.N. Ganesh – Keralathinte Innalekal, Thiruvananthapuram, 1990

J.W. Gladstone, Protestant Christianity and People's Movement in Kerala (1850-1936), Seminary Publications, Trivandrum 1984

Joseph Tharamangalam, 'The Communist Movement and the Theory and Practice of

Peasant Mobilization in South India', in Berch Berberoglu (ed.) Class, State and Development in India, Sage Publications, New Delhi, 1992

K.K.N. Kurup, Pazhassi Samarangal (Mal.), Mananthavadi, 1986

K K N Kurup, Agrarian Struggles in Kerala, C B H Publications, Trivandrum, 1989.

K N Panikkar, Against Lord and State—Religion and Peasant uprisings in Malabar, 1836—1921, Oxford University Press, Delhi, 1989.

K.K. Ramachandaran Nair, Slavery in Kerala, Mittal Publications, New Delhi, 1986

K.K.N Kurup, Modern Kerala- Studies in Social and Agrarian Relations, Mittal publications, Delhi, 1988.

55

K.K.N Kurup, Peasantry Nationalism and Social Change in Kerala, Chugh publications, Allahabad, 1991.

K.K.N. Kurup, Kayyur Riot- A Terrorist Episode in the Nationalist movement in Kerala, Sandhya publications, Calicut, 1978.

K.Madhavan Nair, Malabar Kalapam (Mal.) Mathrubhumi Books, Kozhikode, 2000.

K.N.Panikkar, Caste in Kerala, Primus Books, New Delhi, 2020.

K.Saradmoni, Emergence of a Slave Caste: Pulayas of Kerala, People's Publishing House, New Delhi, 1980

P.Radhakrishnan, Peasant Struggle, Land Reforms and Social Change 1836—1982, Sage Publications, New Delhi, 1989.

Sree Narayana Guru, Sree Narayana Guru Sampoorana Kruthikal, Kottayam: D C Books.

Ansari, M.T. (2020) *Malabaril Desiyathayude Idapadukal*. DC Books.

Aiyappan, A. (1965). Social Revolution in a Kerala Village: A Study in Culture Change. Asia Publishing House.

Balakrishnapilla, Kesari A. (1985). *Charithrathinte Adiverukal*. Kerala Sahithya Accademi.

Devika J. (2011) *Kulasthreeyum Chanthappennum Undayathengane?* Centre for Development Studies.

Dileep, R. (2020), "Adhunikatha Palavicharangal", *Sahityalokam*, May-June.


Eapen, Mridul and Kodoth Praveena (2001), *Demystifying the "high status" of women in*

*Kerala : an attempt to understand the contradiction in social development*, Centre for Development Studies.

Govindan, M (1986). *M. Gōvindant e Upanyasangal*, Sahityaprabartaka

Saradamoni, K. (ed). (1985). *Women's Work and Society*, Indian Statistical Institute.

<b>Relevance of Learning the Course/ Employability of the Course</b>
Studying Kerala's colonial history provides valuable insights into the region's past and its lasting impacts on contemporary society. It fosters critical thinking, analytical skills, and an appreciation for cultural diversity, while also opening up diverse career opportunities in academia, heritage management, media, public administration, and other fields.

	<b>MAHATMA GANDHI UNIVERSITY</b>  <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Formations of Human Settlements		
Course Type	Minor		
Course Level	200-299		
Course Code	MG4DSCUSS221		
Course Overview	This course delves into the evolutionary trajectory of human communities from antiquity to contemporary times. It comprehensively examines the progression of settlements, urban centers, and civilizations across the globe. Key themes explored include the transition from nomadic lifestyles to agrarian societies, the emergence of urban hubs, and the ramifications of migration. By engaging with these topics, students will cultivate a nuanced understanding of the multifaceted ways in which humans have structured themselves spatially and socially over the course of history.		
Semester	IV	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60 Hours	5 Hours	
Pre-requisite	No prerequisites		

## 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	Acquire familiarity with the fundamental concepts, definitions, and perspectives essential for comprehending history and human geography.	U, R	1
2	Explore the various typologies of human geographies to grasp the diverse dimensions of human spatial organization.	U, A	2
3	Examine the intricate interconnections between the historical development of human life and the geographical context in which it unfolds.	Ev, An	3
4	Analyze the progression of human settlements through different stages, from rural to urban formations, elucidating the processes that underpin their evolution.	An	3, 4
5	Evaluate the profound impact of geography on the formation and development of nations, discerning how geographical factors shape historical trajectories and geopolitical landscapes.	Ev	5

## COURSE CONTENT

<b>Module 1: Premises of Human Geography</b>	13 Hours	<b>CO. No</b>
VII. Understanding history and human geography. VIII. Types of human geographies–social, cultural and economic geography. IX. Temporal spatial dimensions-production of space and formations of social relations (bands, clan, tribe, class and community)		<b>1, 2</b>
<b>Module 2: Stage of Human Progress</b>	15 Hours	<b>2, 3</b>

VII.	Interconnections between history of human life and Geography.	
VIII.	Hunting-gathering /nomadic life	
IX.	Early human life patterns – forest nomadism- pastoralism	
X.	Mountain and River valley forms of life – coastline and marine contacts.	
<b>Module 3: Rural-Urban Formations</b>		<b>20 Hours</b>
		<b>3, 4</b>
VII.	Sedentary life and agrarian settlements (formations of culture)	
VIII.	Village and village communities	
IX.	Urban formations and emergence of towns and cities.	
<b>Module 4: History of Human Mobility</b>		<b>20 Hours</b>
		<b>4, 5</b>
VII.	Diffusion of economic and social patterns of life (eg: formation of slums, labour settlements and other forms of community life)	
VIII.	Emergence of sacred and profane landscapes – religion, economy, culture-caste, socio-spatial segregations	
IX.	Emergence of regional cultures, social networks (eg: trade, craft, merchant and others) and human mobility (movement beyond borders)	
X.	Voyages to new places and making of colonies.	

<b>Mode of Transaction</b>	<b>Classroom activities</b>  25. Lectures 26. In-class activities 27. Group Project 28. Quizzes 29. Presentations 30. Field Project <b>Field activities</b>  5. Text Based Assignment <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b>  <b>20% - Group Project</b>  <b>20% - Assignments</b>  <b>40% - Exam</b>

### Learning Resources

Bagchi, A. K. (2005) *The Perilous Passage*, Oxford University Press.

Barker, Chris (2000), *Cultural Studies: Theory and Practice*, London: Sage Publication.

Barthes, Roland (1977), *Image-Music-Text* (Trans.), London: S. Heath, Fontana,.

Barthes, Roland, *Mythologies*, (Trans.) Annette Lavers, Haper Collins, New York, 1973.

Bhattacharjee, A. (2012), *Social Science Researcher: Principle, Methods and Practices*, USA: Textbook Collection.

Brooker, Peter (2003), *A Glossary of Cultural Theory*, New York: Oxford University Press.

Clifford, Nicholas (2008), (ed.), *Key Concepts in Geography*, London: Sage Publication.

Evan, Mary (2012), *Gender: The Key concepts*, London: Routledge.

Gallaher, Carolyn (2009), et al. *Key Concepts in Political Geography*, London:

Gregory. D & J. Urry (eds.) (1985), *Social Relations and Spatial Structures*, London:

Hodge, Robert & Kress, Gunther, (1988) *Social Semiotics*, Blackwell, Oxford.

Key concepts - Cambridge University Press, [www.cambridge.org](http://www.cambridge.org)

Key concepts, Bloomsbury, [www.bloomsbury.com](http://www.bloomsbury.com)

Kosambi, D.D. (1956), *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan.

Kothari, C. R. (1985), *Research Methodology: Methods and Techniques*, New Delhi: New Age International Publication (P ) Limited.

Latham, Alan, et al. (eds.) (2009), *Key Concepts in Urban Geography*, California: Sage publication.

R. Acharyya (2019), *Research Methodology for Social Sciences*, London: Taylor and Francis Group, Imprint Routledge India.


Raju, Saraswati et. al. (eds.) (2006), *Colonial and Post-Colonial Geographies of India*, New Delhi: Sage Publication.

Sauer, Carl O. (1925), *The Morphology of Landscape, Geography 2 (2)*, Berkeley: University Press.

Yuko, Aoyama (2011), *Key Concepts in Economic Geography*, London: Sage Publication.

<b>Relevance of Learning the Course/ Employability of the Course</b>
--

<p>Gain foundational knowledge of historical and geographical concepts, essential for careers in research, education, and policy analysis and explores various types of human geographies, fostering a multidimensional understanding valuable in fields such as urban planning, environmental management, and international relations. It enables students to understand the interconnectedness of history and geography, equipping oneself with interdisciplinary insights applicable to roles in heritage preservation, cultural resource management, and geopolitical analysis and develops analytical skills to examine the stages of human settlements and migration patterns, enhancing employability in fields like demography, urban development, and community planning.</p>
--

	<b>MAHATMA GANDHI UNIVERSITY</b>  <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Social Sciences
<b>Programme</b>	
<b>Course Title</b>	<b>Practice of Oral History</b>
<b>Course Type</b>	SEC
<b>Course Level</b>	200-299
<b>Course Code</b>	MG4SECUSS201
<b>Course Overview</b>	<p>The course examines Oral History, Local Life, and Micro Histories is designed comprehensively to provide students with essential tools and methodologies for researching and comprehending local history. Through structured modules encompassing fundamental concepts, methodologies, theoretical frameworks, and practical applications, students engage in the exploration of oral historical studies. They investigate the significance of oral history in elucidating community identities, cultures, and heritages, while examining diverse forms of historical narratives including local history, oral tradition, life history, and micro histories. The course facilitates hands-on experience in conducting fieldwork, archival research, and oral history interviews, guiding students in the formulation of research projects and the effective presentation of their findings. By critically engaging with selected readings authored by prominent scholars and practitioners in the field,</p>



	students attain a profound appreciation of the intricate complexities inherent in local historical research		
Semester	IV	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45 Hours	5 Hours	
Pre-requisite	No prerequisites		

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand fundamental concepts, methodologies, Theoretical frameworks and practical applications of oral historical narratives.	U, R	<b>1</b>
2	Critically engage in the exploration of oral historical studies, investigating the significance of oral history in elucidating: Community identities, Cultures and Heritages.	U, A	<b>2</b>
3	Assess on the examination of diverse forms of historical narratives, including: local history, oral tradition, Life history, and micro histories.	Ev, An	<b>3</b>

4	To analyse oral narratives and facilitates hands-on experience in: Conducting fieldwork, Archival research and Oral history interviews.	An	3,4
5	To apply skills for formulation of research projects and effective presentation of findings.	Ev	5

## COURSE CONTENT

<b>Module 1 : Methods and Material of Oral History</b>		10 Hours	<b>CO No</b>
I. Subject, Scope and Evolution II. Oral History-Oral Tradition-Life Narratives III. Historical Memories, Local Narratives and National Histories			<b>1, 2</b>
<b>Module 2: Oral History and Theory</b>		15 Hours	<b>2, 3</b>
XI. Oral History Interviews-Structured and Unstructured. XII. Archival Research and Analysis of Material Culture. XIII. Landscape and Memory.			
<b>Module 3: Readings in Oral History</b>		20 Hours	<b>3, 4</b>
X. Nonica Datta- A Daughter's Testimony. XI. Paul Thompson-Voice of the Past.			
<b>Module 4 : Practical Guides</b>		20 Hours	<b>4, 5</b>
I. Oral History Interviews II. Oral History Projects III. Documentary Making.			
<b>Mode of Transaction</b>	<b>Classroom activities</b>  31. Lectures 32. In-class activities 33. Group Project 34. Quizzes 35. Presentations 36. Field Project <b>Field activities</b>  6. Archival based assignment <b>Lab based activities</b>		

<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b> <b>20% - Group Project</b> <b>20% - Assignments</b> <b>40% - Exam</b>
---------------------------	--

## Learning Resources

### *Books*

Kammes, Carol, (2003). On Duong Local History. United States. Altamira Press

Thomsen, Richard Paul, (2007) The Voice of the Past: Oral History New York: Oxford University Press.

Bloch, Marc, (1953). Historian's Craft. Manchester: Manchester University Press.

Paul Vinil, (2021) Manjadikkeri: olichottathinte Vimochana Daivasastram. Thiruvananthapuram: DCB.

Burke, Peter, (1997). French Historical Revolution. California: Stanford University Press

Ginzburg, Carlo (1992). Cheese and worms. Maryland: Johns Hopkins University Press.


Rubert, Perks, (1998). Oral history Reader. New York: Routledge,

Ganesh K. N. (2004). Socio-cultural Processes and Livelihood Patterns at Tirurangadi - A Micro Historical Study. Thiruvananthapuram: CDS. Retrieved from <http://www.cds.ac.in/krpeds/report/Ganesh.Pdf>. 8.

Vincent, P.J and Shinas, A. M. (2007), Local History Explorations in Theory and Method, New Delhi: Niyogi Books.

Elton Geoffrey, (1999). Practicing History. United Kingdom. Blackwell Publishers.

<b>Relevance of Learning the Course/ Employability of the Course</b>
Critical engagement with selected readings authored by prominent scholars and practitioners in the field. Students attain a profound appreciation of the intricate complexities inherent in local historical research.

	<b>MAHATMA GANDHI UNIVERSITY</b>  <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Social Sciences		
Programme			
Course Title	Public History		
Course Type	VAC		
Course Level	200-299		
Course Code	MG4VACUSS202		
Course Overview	This course introduces students to the concept of Public History, focusing on the methods, roles, and responsibilities of public historians. It provides insight into the methodologies of public history recording. The course also examines the role of museums in fostering public history and their storytelling approaches. Additionally, it addresses the significance of digital platforms and community engagement in the practice of public history.		
Semester	IV	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45 Hours	5 Hours	
Pre-requisite			

	No prerequisites
--	------------------

### 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 an overview of the concept of Public History and its significance.	U, R	1
2	Critically Examines methodologies employed in Public History.	U, A	2
3	Assess and Analysis of the roles and responsibilities of individuals engaged in Public History.	Ev, An	3
4	To analyse and Explores the processes and techniques involved in recording public history.	An	3,4
5	To apply and discuss on the role of museums in promoting and preserving public history and of museums' storytelling styles and their impact on public engagement.	Ev	4, 5

### COURSE CONTENT

<b>Module 1 : Premises of Public History</b>	10 Hours	<b>CO No</b>
--	----------	--------------

IV. Definition of Public History		
V. Development of Public History as a Field of Enquiry		
VI. The Role of Public Historians and their responsibilities		1, 2
<b>Module 2: Approaches in Public History</b>	15 Hours	2, 3
XIV. The methods of Public History-An overview-(eg: oral history, community engagement, digital platforms)		
XV. Case studies demonstrating different approaches to public history projects		
XVI. Public History Research and Practice- Ethical Considerations		
<b>Module 3 Museums, Exhibits, and Interpretation</b>	20 Hours	3, 4
XII. Museums as public history institutions		
XIII. Designing and curating museum exhibits for public engagement		
XIV. Interpretation and storytelling techniques in museum settings		
<b>Module 4 : Practical Considerations</b>	20 Hours	4, 5
IV. Oral History Interviews		
V. Oral history projects		
VI. Documentary Making		

<b>Mode of Transaction</b>	<b>Classroom activities</b>  37. Lectures 38. In-class activities 39. Group Project 40. Quizzes 41. Presentations 42. Field Project <b>Field activities</b>  7. Field Observation Assignment <b>Lab based activities</b>
<b>Mode of Assessment</b>	<b>20% - Participation in In-class activities</b>  <b>20% - Group Project</b>  <b>20% - Assignments</b>  <b>40% - Exam</b>

## Learning Resources

## ***Books***

Kammes, Carol, (2003). On Doing Local History. United States. Altamira Press

Thomsen, Richard Paul, (2007) The Voice of the Past: Oral History New York: Oxford University Press.

Bloch, Marc, (1953). Historian's Craft. Manchester: Manchester University Press.

Paul Vinil, (2021) Manjadikkeri: Olichottathinte Vimochana Daivasastram. Thiruvananthapuram: DCB.

Burke, Peter, (1997). French Historical Revolution. California: Stanford University Press

Ginzburg, Carlo (1992). Cheese and worms. Maryland: Johns Hopkins University Press.

Rubert, Perks, (1998). Oral history Reader. New York: Routledge,

Ganesh K. N. (2004). Socio-cultural Processes and Livelihood Patterns at Tirurangadi - A Micro Historical Study. Thiruvananthapuram: CDS. Retrieved from <http://www.cds.ac.in/krpeds/report/Ganesh.Pdf>.

<b>Relevance of Learning the Course/ Employability of the Course</b>
This course is highly relevant in contemporary society, where the democratization of historical narratives and engagement with diverse perspectives are increasingly valued. It enhances employability by providing students with practical skills in public history methodologies, museum curation, and community engagement, which are sought after in various cultural institutions, educational settings, and heritage organizations. Graduates will be well-equipped to pursue careers as public historians, museum professionals, educators, and researchers, contributing to the preservation and dissemination of collective memory and historical understanding.