

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

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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
SCIENCE		
1	Bio Sciences	6**
2	Chemistry	6
3	Computer Science	6
4	Environmental Science	6
5	Physics	6
SOCIAL SCIENCES		
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

SL.No	School/Centre
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
SEMESTER IV						
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				
SEMESTER V						
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
SEMESTER VI						
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
Total Credits		133				

SEMESTER VII						
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)
SEMESTER VIII						
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*
Total Credits		44				
SEMESTER IX						
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
SEMESTER X						
MG10RPHUHS500	Research Project	20			“	Research Project
		4			“	Major**
		4			“	Major**
		4			“	Major**
		4			“	Major**
		4			“	Major**
Total Credits		40				


*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.

Level	Foundation (100-199)	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)
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Type	Major	Minor	MDC	SEC	VAC	AEC
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	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p> <p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>
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School	School of Social Sciences		
Programme	History		
Course Title	Understanding History		
Course Type	DSC		
Course Level	100-199		
Course Code	MG1DSCUHS101		
Course Overview	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.		
Semester	I	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	60		10
Pre-requisite	No prerequisites needed for this course.		

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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

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

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

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


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.

Relevance of Learning the Course/ Employability of the Course
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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.
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Social Sciences		
Programme	History		
Course Title	Key Concepts in Social Sciences		
Course Type	DSC		
Course Level	100-199		
Course Code	MG1DSCUSS121		
Course Overview	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.		
Semester	I	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	60		10
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	Attain a comprehensive understanding of the terms and concepts pertinent to History and other social sciences, encompassing society, environment, methodology, and research.	U, R	1
2	Develop a profound comprehension of interdisciplinary connections, temporal and spatial considerations, and their significance in historical inquiry.	U	2
3	Acquire knowledge of diverse social theories and their application in historical analysis, fostering a nuanced understanding of historical phenomena.	A, Ev	3
4	Demonstrate the ability to integrate social theories into historical studies, enhancing analytical capabilities and scholarly inquiry.	An	4
5	Critically evaluate concepts, methods and methodologies of social sciences.	C	5

COURSE CONTENT

Module 1: Position of Concepts and Categories	15 Hours	CO No. 1, 2
I. Word, Term, Concepts, Categories II. Representation, Rational-Irrational, Belief, Knowledge and Understanding		1, 2
Module 2: Aggregate Concepts	15 Hours	2, 3
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		
Module 3: Making Sense of Social World	20 Hours	3, 4

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


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

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

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

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

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

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

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


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

Relevance of Learning the Course/ Employability of the Course
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.

1. Syllabus Template for Designing Courses

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

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

Module1: Understanding Social Science	15 Hours	CO No. 1, 2
1.1What is Social Science 1.2Meaning and Definition 1.3Nature and Scope of Social Science 1.4Critical and Normative Social Science		
Module 2: Evolution of the Social Science	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		
Module 3: Major Debates in Social Science	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		
Module 4: Social Science as a Critique	20 Hours	4, 5

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

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

Relevance of Learning the Course/ Employability of the Course
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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.
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

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.
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	<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	4, 5
2	understand the expansion of British rule in India	U	4, 5
3	analyse the economic policies of British administration in India	An	1, 4
4	recognize the importance of the colonial educational system and social reform movements.	E	4,5
5	Critically evaluate and compare the programmes, ideologies, and strategies adopted by various leaders and organizations.	E,C	1, 2,3, 4

COURSE CONTENT

Module 1 Arrival of Europeans and the Changing Situation	10 Hours	Co No
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.		1, 2
Module 2 British Paramountcy and Economic Policies	20 Hours	2, 3
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.		
Module 3 English Education and Social Reform Movements	15 Hours	3, 4

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.		
Module 4 Indian National Movement	25 Hours	4, 5
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		

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

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.

Relevance of Learning the Course/ Employability of the Course
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.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Social Sciences		
Programme	History		
Course Title	Invitation to Political Economy		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUSS121		
Course Overview	<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 homo <i>economicus</i>.</p>		
Semester	I	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	65 Hours		5 Hours
Pre-requisite	No prerequisites		

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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

Module 1 : Introduction to Political Economy	10 Hours	CO No
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I. Concerns of Political Economy II. Development of the Discipline III. Interconnections with the disciplines of history, sociology, and anthropology.		1, 2
Module 2: Political Economy of Labour	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		
Module 3: Neo-classical Political Economy	20 Hours	3, 4
I. The Emergence of Demand & Supply analysis II. Utility, Production, Consumption, and Exchange III. Methodological Individualism		
Module 4 : Heterodox Economics	20 Hours	4, 5
I. Institutional Economics II. Feminist Economics III. Ecological Economics IV. Green Economics		

Mode of Transaction	Classroom activities <ol style="list-style-type: none"> Lectures In-class activities Group Project Quizzes Presentations Field Project Field activities <ol style="list-style-type: none"> Field Observation Assignment Lab based activities
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Mode of Assessment	20% - Participation in In-class activities 20% - Group Project 20% - Assignments 40% - Exam
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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*.

Relevance of Learning the Course/ Employability of the Course
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;">MAHATMA GANDHI UNIVERSITY</p> <p style="text-align: center;">Graduate School</p>
	<p style="text-align: center;">4 + 1 Integrated UG and PG Programme</p>

School	School of Social Sciences		
Programme	History		
Course Title	Sociology of India		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUSS141		
Course Overview	<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>		
Semester	II	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	

	55 Hours	5 Hours
Pre-requisite	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

Module 1: Basic Concepts and Theories	15 Hours	CO No
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I. Structure and Agency II. Capitalism III. Social Stratification IV. Bureaucracy and Rationalization V. Power		1, 2
Module 2: Indian Society	15 Hours	2,3
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		
Module 3: Social Change in India	15 Hours	3,4
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		
Module 4: Sociology of Kerala	15 Hours	4,5
I. Kerala Model of Development and It's Critiques II. Marriage and Family III. Social Inequality IV. Social Movements V. Field Project		

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


Assessment	20% - Group Project 30% - Assignments 30% - Exam
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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* (3rd 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.

Relevance of Learning the Course/ Employability of the Course
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.

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

Module 1: Introduction	10 Hours	CO No
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		1, 2
Module 2: Environment as a Public Good	10 Hours	2,3
I. Common Pool Resources II. Tragedy of Commons (Garett Hardin) III. Revisiting Tragedy of Commons (Elinor Ostrom) IV. Values and Justice		
Module 3: Environmental Movements	10 Hours	3,4
I. History of Modern Environmentalism II. Political Ecology and Resource Conflicts		

III. Environmental Justice IV. Environmentalism of the Poor V. Field Immersion		
Module 4: Contemporary Environmental Challenges	15 Hours	4,5
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		

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

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.

Relevance of Learning the Course/ Employability of the Course
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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.
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