

**(Abstract)**

M.A. Tribal and Rural Studies Programme in the Department of Rural and Tribal Sociology, Mananthavady Campus - Revised Scheme and Syllabus (I st Semester only)- Approved- Implemented w.e.f. 2023 admission--Orders issued

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**ACADEMIC C SECTION**

ACAD C/ACAD C1/25925/2023

Dated: 20.12.2023

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- Read:-1. U. O. No. ACAD C/ACAD C3/22373/2019 dtd.12.09.2023  
2. Circular No. dated ACAD C/ACAD C3/22373/2019 dated 12/09/2023  
3. Email dated 11.12.2023 from the Head, Department of Rural and Tribal Sociology, Mananthavady Campus.  
4. E-mail dtd.12.12.2023 of HoD, Dept.of Rural Tribal sociology.  
5.Minutes of the meeting of the Department Council held on 01.12.2023

**ORDER**

- 1.The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System in the University Teaching Departments/Schools were implemented w.e.f. 2023 admissions vide paper read(1) above.
2. As per paper read (2) above, Heads of all Teaching Departments were requested to submit the revised Syllabus in accordance with the approved regulations along with a copy of the Department Council Minutes.
3. As per paper read (3) above, the Head, Department of Rural and Tribal Sociology, Mananthavady Campus submitted the Scheme & Syllabus (I<sup>st</sup> Semester only) of M.A. Tribal and Rural Studies Programme, incorporating the suggestions/ modifications, put forth by the subject expert in the workshop scheduled for this purpose.(Paper read 4)
4. Department Council vide the paper read (5) above approved the aforementioned Scheme & Syllabus( I<sup>st</sup> semester only) of M.A. Tribal and Rural Studies Programme to be implemented in the Dept. of Rural and Tribal Sociology, School of Social Sciences of the University w. e. f. 2023 admission.
- 5.The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, approved the **Scheme & Syllabus (I<sup>st</sup> Semester only) of M.A. Tribal and Rural Studies Programme and accorded sanction to implement the same in the Department of Rural and Tribal Sociology, Mananthavady Campus of the University w.e.f. 2023 admissions, subject to report to the Academic Council.**
- 6.The Scheme & Syllabus (I<sup>st</sup> Semester Only) of M.A. Tribal and Rural Studies Programme, under Choice Based Credit Semester System implemented in the Department of Rural and Tribal Sociology, Mananthavady Campus w. e. f. 2023 admission, is appended and uploaded in the University Web Site.(www.kannuruniversity.ac.in)
- 7.Orders are issued accordingly.

Sd/-

**Narayanadas K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: 1.The Head, Department of Rural and Tribal Sociology, Mananthavady Campus.  
2. Convener, Curriculum Committee.

Copy To: 1. The Examination branch (through PA to CE)  
2. PS to VC/ PA to PVC/PA to R  
3. DR/AR1/AR II (Acad), EXCI, EP IV  
4. Web Manager ( for uploading in the website)  
5. Computer Programmer  
6.SF/DF/FC

Forwarded / By Order

*M. S. S.*  
SECTION OFFICER

*S. S.*



**(Abstract)**

M.A. Tribal and Rural Studies Programme in the Department of Rural and Tribal Sociology, Mananthavady Campus - II<sup>nd</sup>, III<sup>rd</sup> and IV<sup>th</sup> Semester Syllabus - Approved - Implemented w.e.f. 2023 admission- Orders issued

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**ACADEMIC C SECTION**

ACAD C/ACAD C1/25925/2023

Dated: 01.06.2024

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- Read:-1. U. O. No. ACAD C/ ACAD C1/25925/2023 dated 20.12.2023  
2. Circular No. ACAD C/ACAD C3/22373/2019 dated 01/02/2024  
3. Email dated 14.05.2024 from the Head, Department of Rural and Tribal Sociology, Mananthavady Campus.  
4. Minutes of the meeting of the Department Council held on 22.04.2024  
5. Orders of Vice chancellor in file of even No. dtd. 30-5-2024

**ORDER**

1. The Scheme & Syllabus (I<sup>st</sup> Semester only) of M.A. Tribal and Rural Studies Programme under Choice Based Credit and Semester System at the Department of Rural and Tribal Sociology, Mananthavady Campus of the University, was implemented w.e.f. 2023 admissions vide paper read (1) above.
2. As per the paper read (2) above, Heads of Teaching Departments who have not submitted the complete syllabus of PG Programmes were requested to submit the syllabi of remaining semesters, prepared in tune with the approved Regulations/Scheme/ Credit distribution table along with a copy of the Department Council Minutes.
3. As per the paper read (3) above, the Head, Department of Rural and Tribal Sociology, Mangattuparamba Campus submitted the II<sup>nd</sup>, III<sup>rd</sup> & IV<sup>th</sup> semester Syllabus of M A Tribal and Rural Studies Programme, approved by the Department council (Paper read 4) .
4. The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, approved the II<sup>nd</sup>, III<sup>rd</sup> & IV<sup>th</sup> semester Syllabus of M A Tribal and Rural Studies Programme and ***accorded sanction to implement the same in the Department of Rural and Tribal Sociology, Mananthavady Campus of the University w.e.f. 2023 admissions, subject to report to the Academic Council.***
5. The Scheme & Syllabus of M A Tribal and Rural Studies Programme, under Choice Based Credit Semester System implemented in the Department of Rural and Tribal Sociology, Mananthavady Campus, of the University w.e.f. 2023 admission, is appended and uploaded in the University website. ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in))

6. Orders are issued accordingly.

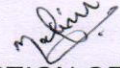
Sd/-

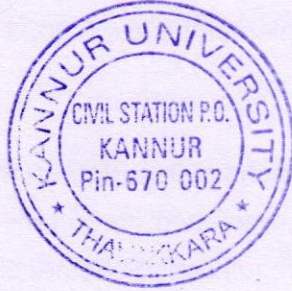
**Narayanadas K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: 1. The Head, Department of Rural and Tribal Sociology, Mananthavady Campus,  
2. The Convener, curriculum committee.

Copy To: 1. The Examination Branch (Through PA to CE)  
2. PS to VC/ PA to CE/PA to R  
3. DR/AR1/ARII (Acad)  
4. Web Manager (for uploading in the website)  
5. Computer Programmer  
6. EX CI/ EP IV Sections (Exam)  
7. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER







**KANNUR UNIVERSITY  
SCHOOL OF SOCIAL SCIENCES  
DEPARTMENT OF RURAL AND TRIBAL SOCIOLOGY  
MANANTHAVADY CAMPUS,  
WAYANAD, KERALA**

**SYLLABUS  
FOR  
M.A. PROGRAMME IN TRIBAL AND RURAL STUDIES**

**UNDER  
CHOICE BASED CREDIT SEMESTER SYSTEM 2023**



**KANNUR UNIVERSITY**  
**DEPARTMENT OF RURAL AND TRIBAL SOCIOLOGY**

The Department of Rural and Tribal Sociology was established in 2008 at Mananthavady Campus of Kannur University. This Department is a unique one among other Social Science/Humanities departments in the universities of Kerala, as it is the only research and teaching Department in the State and one among a few in the country that provides specific attention to the marginalised sections in our society. The Department is dedicated to conduct in-depth studies on tribal and rural sections of the Indian society with a view to generate knowledge and newer perspectives. The curriculum is envisaged to respond to contemporary social realities and challenges of development, and strive to apply the knowledge generated in the field for the creation of a tribal/rural-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

**VISION**

To transform the Department as a '**Centre of Excellence**' for the production and dissemination of knowledge related to tribal and rural societies

**MISSION**

- Teaching and training for inspired young minds to engage in the study of contemporary social realities.
- Promote research in all aspects of rural and tribal life.
- Documentation of custom, tradition and knowledge of tribal and rural societies.
- Conservation and promotion of cultural heritages in the hinterland by establishing an international centre for tribal/indigenous studies.
- Organize seminars on themes of Regional, National and International relevance.
- Publication of research activities and study reports of the department.

## **M.A. PROGRAMME IN TRIBAL AND RURAL STUDIES**

The Master of Arts in Tribal and Rural Studies is a unique programme offered by the Department of Rural and Tribal Sociology. This programme aims to create outstanding research, teaching and service relating to historical and contemporary position of tribes and rural communities in India in general and Kerala in particular. The content of this programme is interdisciplinary in nature and examines the concepts of tribe, caste and rural communities; identity issues; constitutional rights; critical examination of post-colonial historiography; development administration; economic and ecological development; urbanization and its impact; languages; gender and justice issues that require critical academic engagements.

### **PROGRAMME OBJECTIVES**

- To create outstanding research, teaching and service in the tribal and rural domain in India in general and that of Kerala in specific with a holistic and interdisciplinary perspective.
- To provide students with an academic environment for life-long learning needed for a successful professional career.
- To endow with field level in-depth training to build up the ability to identify, formulate, intervene and solve problems in the tribal and rural domain,
- To inculcate professional behavior such as being objective, unbiased, empathetic, ethical and truthful to become tribal and rural development facilitators

### **PROGRAMME LEARNING OUTCOMES**

- The students will be able to demonstrate a fundamental and systematic understanding of the academic field of tribal and rural studies.
- The students will acquire skills for life-long learning needed for a successful professional career.
- The students will demonstrate the ability to identify, formulate, intervene and solve problems related to local and global issues especially in the tribal and rural domains.
- The students will attain professional behavior such as being objective, unbiased, empathetic and truthful in all aspects of work and avoiding unethical behavior.
- The students will acquire the ability to equip with required skills to become tribal and rural development facilitators
- The students will be able to intervene themselves in the transformation of tribal and rural societies

## MA TRIBAL AND RURAL STUDIES

### PROGRAMME STRUCTURE

(DSC 54 Credits; DSE-20Credits; MDC-4Credits; AEC-2Credits, SEC-2Credits. Total 82 Credits)

#### DISCIPLINE SPECIFIC CORE (DSC) COURSES

Course Code	Course Titles	Mark			Credits	Contact Hours	
		CE	ESE	Total		L/T	P/I
<b>First Semester (20 Credits)</b>							
MATRS01DSC01	Tribal Studies	40	60	100	4	4	
MATRS01DSC02	Rural Studies	40	60	100	4	4	
MATRS01DSC03	Introduction to Anthropology	40	60	100	4	4	
MATRS01DSC04	Introduction to Sociology	40	60	100	4	4	
MATRS01DSC05	Understanding Society and Culture	40	60	100	4	4	
<b>Total</b>					20		
<b>Second Semester (22 Credits)</b>							
MATRS02DSC06	Doing Research in Social Sciences	40	60	100	4	4	
MATRS02DSC07	Tribes in India	40	60	100	4	4	
MATRS02DSC08	Ethnographic Fieldwork	40	60	100	2	1	2
MATRS02DSE01 to	Discipline Specific Elective	40	60	100	4	4	
MATRS02DSE03	Discipline Specific Elective	40	60	100	4	4	
-----	Ability Enhancement Course <sup>1</sup>	40	60	100	2	2	
-----	Skill Enhancement Course <sup>2</sup>	40	60	100	2	2	
<b>Total</b>					22		
<b>Third Semester (20 Credits)</b>							
MATRS03DSC09	Theories on Culture and Society	40	60	100	4	4	
MATRS03DSC10	Understanding Development	40	60	100	4	4	
MATRS03DSE04 to	Discipline Specific Elective	40	60	100	4	4	
MATRS03DSE06	Discipline Specific Elective	40	60	100	4	4	
	Multi-Disciplinary Course <sup>3</sup>	40	60	100	4	4	
	Value Added Course <sup>4</sup>	40	60	100	-	1	1
<b>Total</b>					20		
<b>Fourth Semester (20 Credits)</b>							
MATRS04DSC11	Environment Society and Culture	40	60	100	4	4	
MATRS04DSE07 to	Discipline Specific Elective	40	60	100	4	4	
MATRS04DSE09							
MATRS04DSC12	Dissertation and Viva Voce	40	60	100	12	-	24
<b>Total</b>					20		
<b>Grand Total</b>					82		

<sup>1</sup> Students have to take the course offered by other department

<sup>2</sup> Students have to take the course offered by other department

<sup>3</sup> Students have to take the course offered by other department

<sup>4</sup> Value Added Courses can be opted either from the programme offered by the department or by any other Departments of the University or via MOOC



**LIST OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS02DSE01	Knowing Social Science	4
MATRS02DSE02	Indian Population	4
MATRS02DSE03	Visual Ethnography	4
MATRS03DSE04	Tribes in Development	4
MATRS03DSE05	Problems and Development in Rural India	4
MATRS03DSE06	Religion and Society	4
MATRS04DSE07	Gender in Rural and Tribal India	4
MATRS04DSE08	Tribal and Peasant Movements in India	4
MATRS04DSE09	Health and Society	4

**LIST OF MULTI-DISCIPLINARY COURSE**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS03MDC01	Tribal India	4

**LIST OF ABILITY ENHANCEMENT COURSE**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS02AEC01	Introduction to Social Science	2

**LIST OF SKILL ENHANCEMENT COURSE**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS02SEC01	Methodology for Community Engagement	2

**LIST OF VALUE ADDED COURSE**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS03VAC01	Community Engagement and Social Responsibility	2

**SEMESTER I  
CORE COURSE**

**MATRS01DSC01  
TRIBAL STUDIES  
(4 Credits)**

**COURSE DESCRIPTION**

The course aims to provide the fundamental understanding on the tribal studies at Indian and global contexts. It also aims to give a detailed idea about the meaning, scope, history, relevance of tribal studies. The course further investigates the concepts of tribe, their representation and the relevance of tribal studies.

**COURSE OBJECTIVES**

- To familiarize with the scope, history and relevance of tribal studies and its contemporary scenario.
- To provide a holistic understanding about studies on tribal and indigenous people around the world
- To help develop an in-depth understanding on the concepts as tribe, Indigenous People, First Nations and Aboriginals.
- To create the ability to critically examine and analyze the representation of world indigenous population in both colonial and Post-colonial times.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**Course Learning Outcomes: At the end of the Course, the Student will be able to -**

<b>C01</b>	Get a holistic idea about studies on tribal and indigenous people around the world
<b>C02</b>	Understand the meaning, scope, history and relevance of tribal studies and itscontemporary scenario.
<b>C03</b>	Acquire an in depth understanding on the concepts as tribe, indigenous people, First Nations and Aboriginals.
<b>C04</b>	Get a comprehensive and all-encompassing understanding about world indigenous population and their representation in both colonial and Post-colonial times.

## **COURSE CONTENTS**

### **Module I Introduction to Tribal Studies**

- Meaning and Scope of Tribal studies
- History of Tribal studies
- Tribal and indigenous studies in the contemporary era

### **Module II: Indigenous people of the world**

- Conceptualizing Indigeneity
- Sketching the idea of Tribe, Indigenous People, First Nations, Indians and Aboriginal
- Mapping of World Indigenous population

### **Module III Representation of Tribes**

- Ethnicity and Identity
- Colonial and Post Colonial Representation
- Indigenous People and the Modern State

### **Module IV Tribal Studies in India**

- Conceptualizing Tribe in India
- Tribal studies in India
- Relevance of tribal studies in contemporary India

## **COMPULSORY READINGS**

Andersen, C. 2009. Critical Indigenous Studies: From difference to density. *Cultural Studies Review*, 15(2), 80-100.

Beteille, A. 1986. The Concept of Tribe with Special Reference to India. *European Journal of Sociology*. 27: 297-318.

Champagne, Duane. et.al. 2005. Indigenous Peoples and the Modern State. WalnutCreek: Alta Mira Press.

Dhir, Rishabh Kumar. 2015. Indigenous Peoples in the World of Work in Asia and the Pacific A Status Report. Geneva: International Labour Organisation.

Karlsson, Bengt G. 2016. Anthropology and the 'Indigenous Slot' Claims to and debate about Indigenous Peoples' Status in India. In Nandini Sundar. *The Scheduled Tribes and Their India : Politics , Identity, Policies, and Work*. New Delhi: Oxford University Press.

Meena Radhakrishnan. (Ed). 2016. First Citizens : Studies on Adivasis, Tribals and Indigenous People in India. New Delhi: Oxford University Press.

Michael A. Peters & Carl T. Mika 2017. Aborigine, Indian, Indigenous or First Nations?, *Educational Philosophy and Theory*, 49:13, 1229-1234, DOI: 10.1080/00131857.2017.1279879

- Prathama Banerjee. 2016. Writing the Adivasi: Some historiographical notes. *The Indian Economic and Social History Review*, 53, 1: 1–23.
- Sillitoe, Paul. 2015. *Indigenous Studies and Engaged Anthropology: The collaborative Moment*. Surrey: Ashgate Publishing Ltd.
- Singh K.S. 1985. *Tribal Society in India: An Anthropological Perspective*. New Delhi : Manohar Publication.
- Smith, L. T. 1999. *Decolonizing Methodologies: Research and Indigenous People*. New York: Zed Books.
- Srivastav, Vinay Kumar & Sukant K Chaudhary. 2009. Anthropological studies of Indian Tribes. In Yogesh Atal. *Sociology and Social Anthropology in India*. Delhi: Pearson.
- Srivastav, Vinay Kumar ed. 2013. *Tribes of India. Concepts, Institution and Practices*. New Delhi, Serial Publication.
- Virginius Xaxa. 2005. Politics of Language, Religion and Identity: Tribes in India. *Economic and Political Weekly*, 40(13), 1363-1370.

### **SUGGESTED READINGS**

- Berger, Peter and Frank Heidemann. 2013. *The Modern Anthropology of India*. Oxon: Routledge.
- Beteille, Andre. 1998. The Idea of Indigenous people. *Current Anthropology*. 39(2). 197-92.
- Coates, K., & Holroyd, C. 2014. The Internationalization of Indigenous Rights: Undripin the Canadian Context. In Mitchell T., (Ed). *Centre for International Governance Innovation*. (pp. 5-10, Rep.)
- Denzin, Norman K, Yvonna S Lincoln and Linda Tuhiwai Smith. 2008. *Handbook of Critical and Indigenous Methodologies*. Sage Publication.
- Department of Economic and Social Affairs. 2009. *State of the World's Indigenous Peoples*. New York: United Nations.
- Fried M.H. 1975. *The Notion of Tribe*. California: Cummings Publications
- Ghurye, G.S. 1963. *The Scheduled Tribes*. Bombay: Popular Prakashan.
- Gilbert, J. 2007. Indigenous Rights in the Making: The United Nations Declaration on the Rights of Indigenous Peoples. *International Journal on Minority and Group Rights*, 14(2/3), 207- 230.
- H.S. Sakaena et.al. eds. *Scheduled Tribe and Development*. New Delhi : Serial Publication.

Jacquelin-Andersen, Pamela. 2018. *The Indigenous World 2018*. Copenhagen, International Work Group For Indigenous Affairs.

Lee, Richard B. 2006. Twenty first Century Indigenism. *Anthropology Today*. 6(4) 455-79.

Stamatopoulou, E. 1994. Indigenous Peoples and the United Nations: Human Rights as a Developing Dynamic. *Human Rights Quarterly*, 16(1), 58-81. doi:10.2307/762411

Xaxa, V. 2001. Protective Discrimination: Why Scheduled Tribes lag behind Scheduled Castes. *Economic and Political Weekly*, 36(29), 2765-2772.

Xaxa, V 2003. Tribes in India. In Veena Das (Ed). *Oxford Indian Companion to Sociology and Social Anthropology*. Vol. 1. pp 373-408. Oxford University Press.

**TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion  
Presentation by individual student/ Group representative  
Field visits

**MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

**ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

**SAMPLE QUESTIONS**

1. Discuss the scope and meaning of Tribal Studies.
2. Define Indigenous People and Modern state
3. Tracing the impact of post-colonial policies on tribes
4. How will you understand the culture of Indian tribes?
5. Critically analyze the development of tribal studies in India before independence
6. Describe the approaches to the study of tribes in global context

**MATRS01DSC02**  
**RURAL STUDIES**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course aims to introduce basic understanding on the rural society of India as well as the globe. Rural social system, economy, polity is also part of discussion along with the conceptual and historical understanding about rural studies. The course also emphasizes to introduce different approaches to study rural society.

**COURSE OBJECTIVES**

- To provide an understanding on the meaning, definition and features of rural society
- To provide an idea about rurality at global context
- To provide an understanding on the different approaches and concepts related to the rural life in India
- To help the students to have an insight into the origin of folk and village studies as well as peasant and agrarian studies.
- To develop an indepth understanding on the trends in contemporary rural studies
- To create the ability to critically examine land tenure system and its changes, and agrarian classes.
- To create the ability to critically examine and evaluate social hierarchies of Indian villages and able to compare and contrast traditional and modern political institutions in Indian villages.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**Course Learning Outcomes: At the end of the Course, the Student will be able to -**

<b>C01</b>	Understand the meaning, definition and features of rural society.
<b>C02</b>	Learn about rurality at global context.
<b>C03</b>	Learn about origin of folk and village studies as well as peasant and agrarian studies.
<b>C04</b>	Acquire insight into the trends in contemporary rural studies.
<b>C05</b>	Familiarise with studies on rural society in India.
<b>C06</b>	Understand different approaches and concepts related to the rural life in India.

<b>C07</b>	Acquire indepth knowledge on land tenure system and its changes, and agrarian classes.
<b>C08</b>	Critically evaluate social hierarchies of Indian villages and able to compare and contrast traditional and modern political institutions in Indian villages.

## **COURSE CONTENTS**

### **Module I Rural: An Introduction**

- Concept, Meaning and Genesis of Rural
- Features of Rural society
- Rurality at Global context

### **Module II Genealogy of Rural studies**

- Folk and Village studies
- Peasant and Agrarian Studies
- Rural Studies in Contemporary era

### **Module III Rural Studies in India**

- Approaches to study Rural society : Colonial, Indological, Historical, Structural Functionalist, Marxist, Feminist and Subaltern perspective
- Concepts : Rural Urban continuum, Great and Little Tradition, Universalisation and Parochialisation, Sanskritisation, Westernisation, Modernisation,

### **Module IV Caste, Agrarian class and Power in Rural India**

- Social hierarchies of Indian villages
- Traditional & Modern Political Institutions of Indian Villages
- Agrarian classes and its recent trends
- Land Tenure Systems and changes

## **COMPULSORY READINGS**

Atal, Yogesh. (Ed). 2009. Sociology and Social Anthropology in India. Indian council of Social Science Research (Chapter 3)

Beteille, Andre. 1965. Caste, Class and Power. Delhi : Oxford University Press

Chakrabarty, Dipesh. 2002. Habitations of Modernity Essays in the wake of Subaltern Studies. Chicago: University of Chicago Press. (Chapter-1)

Cohn, B.S. 1987. An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press.

Dumont, Louis.1980. "Homo Hierarchicus". Chicago: Chicago University Press. [Introduction, Chapters 2,5,7]

- IDFC Rural Development Network. 2015. Indian Rural Development Report 2013-14, New Delhi:Orient Black Swan.
- Madan T.N 1996. Pathways : Approaches to the study of Society in India, New Delhi : Oxford University Press
- Patricia Uberoi, Nandini Sundar and Satish Deshpande (eds). 2007. Anthropology in the East: Founders of Indian Sociology and Anthropology. Seagull Books (Selected Chapters)
- Redfield, Robert. 1947. The Folk Society. American Journal of Sociology. Vol.52, No. 4, Jan, pp. 293-308
- Rosenqvist, Olli. 2020. Deconstruction and hermeneutical space as keys to understanding the rural in Journal of Rural Studies. <https://doi.org/10.1016/j.jrurstud.2020.01.015>
- Shucksmith, Mark and David L Brown.(Ed). 2016. Routledge International Handbook of Rural Studies. Oxon: Routledge.
- Srinivas, M.N.1966. Social Change in Modern India. Hyderabad : Orient Longman [ Chapter 1and 2]
- Woods, Michael. 2010. Rural. London: Taylor & Francis Group.

### **SUGGESTED READINGS**

- Baden-Powell, Henry. 1972. Land Systems of British India. New York: Johnson Reprint Corp.
- Beteille, Andre. 2007. Marxism and class analysis.New Delhi : Oxford University Press
- Chatterjee, Partha. 1983. Peasants, Politics and Historiography: A Response, Social Scientist, Vol. 11, No. 5, May, pp.58-65
- Cohn, Bernard 2000. India : The Social Anthropology of a Civilisation. New Delhi : Oxford University Press
- Cohn, Bernard S. 1965. Anthropological Notes on Disputes and Law in India. American Anthropologist, , Vol. 67,( No. 6, Part 2) pp. 82-122.
- Desai A R. 198. Relevance of Marxist Approach. In Oommen T.K., and P Mukherjee. Indian Sociology : Reflections and Introspections. Bombay: Popular Prakashan,
- Desai, A. R. 1994. Rural Sociology. Bombay : Popular Prakashan. Dube, S.C. 1955. Indian Village. New Delhi. National Book Trust.
- Ghurye, G.S. 2005. Caste and Race in India. Bombay: Popular Prakashan.
- Gough Kathleen. 1981. Rural Society in Southeast India. Cambridge: Cambridge University Press.
- Guha, Ranjith, ed. 1982. Subaltern Studies : Writing on South Asian History and Society. (Vol.1) Delhi: Oxford University Press, [Chapter 1]



- Gupta, Dipankar. 1984. Continuous Hierarchies and Discrete Castes. *Economic and Political Weekly*. 19(46).
- Guru, Gopal and Sundar Sarukkai. 2012. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press [Chapter 1]
- Jodhka, Surinder. 2006. *Village Society*. New Delhi: Oxford University Press
- Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: Allied Publishers.
- Kolenda, Pauline. 2015. *Caste, Marriage and Inequality : Studies from North and South India*. Jaipur :Rawat Publications.
- Lewis, Oscar. 1951. *Life in a Mexican Village: Tepoztlan Restudied*. Urbana: University of Illinois Press.
- Marriott, M. (eds.). 1961. *Village India: Studies in the Little Community*. Delhi: Asia Publishing House.
- Marriott, M. ed. 1955. *Village India: Studies in the little Community*. Chicago: University of Chicago Press
- Redfield, R. 1967. *The Little Community and Peasant Society and Culture*. Chicago: Chicago University Press.
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- Srinivas, M.N. 1987. *The Dominant Caste and Other Essays*. Delhi: Oxford University Press.
- Thomas, Alexander R et.al. 2015. *Critical Rural Theory Structure Space and Culture*. Jaipur: Rawat Publication.

## **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

## MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

## ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

## SAMPLE QUESTIONS

1. Recall the concept of rural as social and cultural perspective
2. How would you explain the inter-caste relationship in Indian villages?
3. Predict the future dynamics of ruralities in Global context
4. Propose new plan to study peasant society
5. Critically evaluate the peasant studies in global context
6. Modernization brings changes in Indian villages. Justify your answer

**MATRS01DSC03**  
**INTRODUCTION TO ANTHROPOLOGY**  
**(4 Credits)**

**Course Description**

This course is framed to impart basic knowledge in meaning, scope, history of world and Indian Anthropology. The basic theories in Anthropology included in this course forms a background for the in-depth study of rural and tribal society. Imparting the knowledge related to the bio-cultural evolution of human being is also a goal of the course. By the end of this course the students will develop a broader perspective about human societies and will be able to appreciate similarities and diversities across human culture through an anthropological lens.

**Course Objectives**

- To provide an understanding on the concepts and the history of Anthropology.
- To help the student to achieve skill to view human activities from an anthropological perspective.
- To develop an in-depth understanding on the bio-cultural evolution of human.
- To provide an idea on various classical theories in Anthropology.
- To create the ability to critically examine and analyse various cultural practices in the society.
- To help the students to acquire an overall conceptual and theoretical understanding on the cultural life of human being

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**Course Learning Outcomes: At the end of the Course, the Student will be able to -**

<b>C01</b>	Understand the basic concepts and history of Anthropology
<b>C02</b>	Achieve the skill to examine human activities from an anthropological perspective
<b>C03</b>	learn about the bio- cultural evolution of human being .
<b>C04</b>	Acquire the ability to critically examine human evolution with the background of Anthropology

<b>C05</b>	Develop the ability to explain the significance of anthropological knowledge and theories.
<b>C06</b>	Critically examine and analyse various cultural practices in the society with the theoretical background of anthropology.
<b>C07</b>	Synthesis anthropological knowledge and perspectives to propose solutions to contemporary global challenges.
<b>C08</b>	Apply the anthropological knowledge in promoting cultural diversity
<b>C09</b>	Work effectively with others in a collaborative setting

## **COURSE CONTENTS**

### **Module 1 Meaning, Scope and History**

- Anthropology: Meaning, Scope, Subject matter and Branches
- Anthropological orientation and perspectives
- History of Anthropology (Global and Indian context)

### **Module II Bio-cultural Evolution of Human**

- Emergence of human
- Development of Tool making
- Beginnings and causes of food production and settled village life.
- Origin of Civilization

### **Module III Anthropological Theories-I**

- Evolutionism and Diffusionism
- Functionalism and Structural Functionalism
- Patterns of Culture and personality/ Culture and Personality

### **Module IV Anthropological Theories-II**

- Structuralism
- Neo Evolutionism and Cultural Ecology
- Cultural Materialism

## **COMPULSORY READINGS**

Barnard, A. 2000. History and Theory in Anthropology. Cambridge: University Press (Chapters- 3, 4, 5, & 8)

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- Eriksen, Thomas Hylland. 2008. *What is Anthropology*. Jaipur : Rawat Publications (Part-I pp 3-40)
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- McGee, R. Jon and Richard L. Warms. 2008. *Anthropological Theory: An Introductory History*. New York: McGraw (Chapters – 2, 3,16, 17, 19)
- Moore, Jerry D. 1997. *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. New York: Altamira Press.
- Oakley, Kenneth P. 1961. *Man the Tool maker*. London: The trustee of the British Museum (Selected chapters)
- Scott, James. C. 2017. *Against the Grain A Deep History of the Earliest States*. USA: Yale University Press. (Selected Chapters) <https://ia904501.us.archive.org/7/items/against-the-grain-james-scott/Against%20the%20Grain%20-%20A%20Deep%20History%20of%20the%20-%20James%20C.%20Scott.pdf>
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- Vidyarthi, L. 1975. *The Rise of Social Anthropology in India (1774–1972): A Historical Appraisal*. In: Thoresen, T. ed. *Toward a Science of Man: Essays in the History of Anthropology*. Berlin, New York: De Gruyter Mouton, pp. 159-182
- Welsch, Robert Louis Luis Antonio Vivanco. 2018. *Cultural Anthropology : Asking questions about humanity*. New York: Oxford University Press.

White, Leslie A. 1959. *Evolution of Culture*. New York : McGraw Hill View Company (chapter 1 and 2) <https://ia600600.us.archive.org/25/items/in.gov.ignca.16585/16585.pdf>

### **SUGGESTED READINGS**

Ashley-Montagu, M.E. 1961. *An Introduction to Physical Anthropology*. Illinois: Charles C. Thomas.

Benedict, Ruth. 1953. *Patterns of Culture*. London: Routledge and Kegan

Bohannon, Paul and Mark Glazer. 1973. *High Points in Anthropology*. New York: Alfred A Knopf.

Ember, Carol R. and Melvin Ember. 1993. *Anthropology*. New Delhi: Prentice-Hall.

Evans-Pritchard, E. E., and Andre Singer. 1981. *A history of Anthropological Thought*. New York: Basic Books.

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Lloyd Kenneth E. 1985. 'Behavioral Anthropology: A Review Of Marvin Harris' Cultural Materialism' in *Journal of The Experimental Analysis Of Behavior*. 43. No.2. pp 279-287.

Lubbock, John. 1870. *The Origin of Civilization and Primitive Condition of Man*. London: Longmans, Green & Co.

Malinowski, BK. 1944. *A Scientific Theory of Culture*. University of North Carolina Press: New York

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Wesch, Michael, "The Art of Being Human: A Textbook for Cultural Anthropology" (2018).  
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### TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### Sample Questions to test Outcomes.

1. Define Anthropology and Explain anthropological orientation for studying human being.
2. Explain Malinowski's theory of needs
3. Critically examine the contributions of Morgan and Tylor on classical evolutionism
4. Why beginning of food production is important in culture?
5. Examine the three levels of societal frame work in Cultural materialism proposed by Marvin Harris
6. Discuss the impact of personality on culture by examining the contributions of Ruth Benedict.

**MATRS01DSC04**  
**INTRODUCTION TO SOCIOLOGY**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course aims to impart basic knowledge to the students on Sociology and its emergence as a discipline. Providing insight into the different theoretical orientation through the writings of classical as well as contemporary sociological thinkers is also another objective of this course.

**COURSE OBJECTIVES**

- To provide basic understanding about the fundamental of Sociology as well as its emergence discipline at global and Indian context.
- To provide an in-depth knowledge on the basic concepts in Sociology
- To create the ability to critically examine various classical and contemporary theories in Sociology
- To help to acquire critical thinking on social phenomena.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**Course Learning Outcomes: At the end of the Course, the Student will be able to -**

<b>C01</b>	Learn about the fundamental of Sociology as well as its emergence discipline at global and Indian context.
<b>C02</b>	Acquire indepth knowledge on the basic concepts in Sociology.
<b>C03</b>	Critically examine various theories put forward by classical and contemporary sociologists.
<b>C04</b>	Develop critical thinking of social phenomena.

**COURSE CONTENTS**

**Module I Introduction**

- Meaning, Scope, Subject matter and Branches of Sociology
- Origin and Development (Global and Indian context)
- Basic Concepts of Sociology



## **Module II Sociological Theories 1**

- Positivism (August Comte)
- Social Organism (Herbert Spencer)
- Theories of Alienation and Class Conflict (Karl Marx)
- Division of Labour, Social Solidarity and Suicide (Emile Durkheim)
- Social action and Protestant ethics and Capitalism (Max Weber)

## **Module III Sociological Theories -2**

- Structural Functionalism (Talcott Parsons)
- Functionalism (Robert K Merton)
- Neo-functionalism (Jeffrey C Alexander)

## **Module IV Sociological Theories -3**

- Symbolic Interactionism (G.H Mead & Herbert Blumer)
- Phenomenology (Edmund Husserl, Alfred Schütz, and Peter Berger)
- Ethnomethodology (Garfinkel and Goffman)

## **COMPULSORY READINGS**

Berger, Peter L. and Thomas Luckmann, 1966. *The social construction of reality*, London: The Penguin Press.

Béteille, André. 2002. *Sociology : Essays on Approach and Method*. New Delhi : Oxford University Press.

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Durkheim, E. 1933. *The Division of Labour in Society*. Glencoe: The Free Press.. Garfinkel, Harold 1984. *Studies in Ethnomethodology*, Cambridge: Polity Press,.

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Giddens, Antony. *Capitalism and Modern Social Theory*. Cambridge University Press.

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Oommen, T.K. and Partho Mukherji (eds.). 1986. *Indian Sociology : Reflections and Introspections*. Bombay: Popular Prakasham.

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- Turner. J H. 2007. *Structure of Sociological Theory*. New Delhi. Rawat Publication.
- Weber, M. 2002. *The Protestant Ethic and the Spirit of Capitalism*. Los Angeles: Blackwell Publishers.

### **SUGGESTED READINGS**

- Abrams, P. 1968. *The Origins of British Sociology*. Chicago: University of Chicago Press.
- Berger, Peter. 1963. *Invitation to Sociology. A humanist Perspective* Great Britain Penguin books.
- Imtiaz, Ahmed. 1972 "For a Sociology in India". *Contribution to Indian Sociology*. 6:172  
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- Ogburn W.F. and Nimkoff, M.F A 1964. *Hand Book of Sociology*, London: Routledge and Keganpual.
- Parsons, Talcott, *On Institutions and Social Evolution*, Chicago: University of Chicago Press, 1982, (Selected Chapters).
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- Uberoi, Patricia, Nandini Sunder and Satish Deshpande. 2008. "Anthropology in the East: Founders of Sociology and Anthropology". Calcutta: Seagull Books.

Weber, M. 1978. Economy and Society: An Outline Interpretative Sociology Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).

Weber, M. 2002. The Protestant Ethic and the Spirit of Capitalism. Los Angeles: Blackwell Publishers.

### TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### SAMPLE QUESTIONS

1. What is Sociology and explain its subject matter?
2. What are the theoretical contributions of Goffman?
3. How would you apply Marxian perspective in order to study Indian society?
4. What approach would you use to study Indian caste study? Why?
5. Critically analyze the symbolic interactionism of G.H.Mead.
6. What is ethnomethodology? Can you describe the various methods suggested by Harold Garfinkel?

**MATRS01DSC05**  
**UNDERSTANDING SOCIETY AND CULTURE**  
**(4CREDITS)**

**COURSE DESCRIPTION**

The course aims to introduce the students to the key concepts and the terms in the studies of Society and Culture. The course is also envisaged to provide a solid foundation in understanding the important institutions and organizations in society and culture

**COURSE OBJECTIVES**

- To provide an understanding on the social and cultural behaviour of human being.
- To develop an indepth understanding on the meanings of society and culture.
- To create the ability to critically examine various institutions and organizations of society and culture.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**Course Learning Outcomes: At the end of the Course, the Student will be able to -**

<b>C01</b>	Learn about social and cultural behaviour of human being
<b>C02</b>	Acquire indpeth understanding on the meanings of society and culture
<b>C03</b>	Learn about key concept of society and culture along with various attributes of culture
<b>C04</b>	Acquire an overall understanding on various institutions and organizations of society and culture.
<b>C05</b>	Critically examine various institutions and organizations of society and culture.

## **COURSE CONTENTS**

### **Module I Society**

- Sociality of Human Being
- Meanings of Society
- Types of Societies

### **Module II Culture**

- Human being and culture
- Origin, Development and Meanings of Culture
- Attributes of Culture

### **Module III Social Institutions**

- Family
- Marriage
- Kinship

### **Module IV Economy, Polity and Religion**

- Pre-agricultural, agricultural, industrial, and post industrial economies
- Gift exchanges and Market economy.
- Concept of Power; Political organization of pre-modern societies;  
Rise of Nation State; State and Governance
- Concept and forms of religion.

## **COMPULSORY READINGS**

Carsten J.( Ed). 2000. Cultures of Relatedness: New Approaches to the Study of Kinship. Cambridge: Cambridge University Press.

Davis, Kingsly. 1981. Human Society. Delhi: Surjith Publications.

Duranti, Alessandro 1997 Linguistic Anthropology. Cambridge: Cambridge University Press (Selected Chapters)

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Giddens, Anthony . 2006. Sociology. New Delhi: Wiley Pvt. Ltd (Selected Chapters)

Ingold, Tim (Ed.) 1994. Companion Encyclopedia of Anthropology. London: Routledge. (Chapters: 8,12,13,27,33)

MacIver, R.M. and C.H. Page. 1988. Society: An Introductory Analysis. Madras: Macmillan.

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- Shah AM 1998. *Family in India: Critical Essays*. New Delhi: Orient Longman Limited Uberoi, Patricia. 1994. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press. (Selected Chapters)
- Williams, Raymond 1994. (2006) *The Analysis of Culture*. In *Cultural Theory and Popular Culture: A Reader*. John Storey (Ed). Essex: Pearson Education Limited.

### **SUGGESTED READINGS**

- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Asad, Talal Anthropological Conceptions of Religion: Reflections on Geertz. *Man*,. 18, ( 2). pp. 237-259
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- Kuper, Adam. 2000. *Culture: The Anthropologists Account*. Harvard University Press.
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- Long, Nicholas J. and Hentetta L.Moore. (Ed.) 2013. *Sociality: A new Direction*. London: Berghahn Books.
- Malinowski, B. 1948. *Magic, Science and Religion: Selected Essays*. Massachusetts: Beacon Press.
- Malinowski, B. 1960 (1944). *A Scientific Theory of Culture and Other Essays*. New York: Oxford University Press. (Selected Chapters)

- Morris, Brian 1987. Religion and Anthropology: A Critical introduction. Cambridge: Cambridge University Press.
- Parkin, Robert, and Linda Stone, eds. 2000. Kinship and Family: An Anthropological Reader. Meldon: Blackwell.
- Parsons, Talcott et.al. 1961. Theories of Society : Foundations of Modern Sociological Theory. New York : The Free Press of Glencoe, Inc.
- Scott, J.C. 1998. Seeing Like a State. Yale, New Haven: University Press.
- Shah, A.M. 1973. The Household Dimension of the Family in India. Delhi: Orient Longman.
- Tylor. E B. 2016 (1871). Primitive Culture. Vol.1 & II. New York: Dover Publications.

### TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### SAMPLE QUESTIONS

1. Briefly explain Gift Exchange
2. Prepare a note on Religion
3. Culture as ‘the best that has been known’ or as ‘complex whole’. Problematise the meanings of culture.
4. ‘Market economy can exist only in a market society. Comment.
5. Discuss the multiple understanding about the idea of ‘society’ and critically analyze applicability of these ideas to understand the contemporary social life of human beings.
6. Family is an important social institution. Explain

## **SECOND SEMESTER**

### **MATRS02DSC06**

### **DOING RESEARCH IN SOCIAL SCIENCES**

**(4 Credits)**

#### **COURSE DESCRIPTION**

This course aims to introduce methods and techniques for conducting social science research. This course will help the students to get an insight into the formulation of research problem and get them equipped various methods of data collection and data analysis leading to report writing

#### **COURSE OBJECTIVES**

- To enable students to formulate research problems, hypotheses, and undertake comprehensive literature reviews.
- To equip students to select appropriate research designs and apply diverse data collection methods and techniques
- To familiarize students with both qualitative and quantitative data collection methods and data analysis
- To train students in applying constant comparative methods and discourse analysis for qualitative data interpretation.

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### **COURSE LEARNING OUTCOMES**

At the end of the Course, the Student will be able to:

<b>C01</b>	gain knowledge in the formulation of research problem, construction of hypothesis and conduct thorough literature review
<b>C02</b>	acquire skill in the preparation of various research design
<b>C03</b>	learn about the conduct of research work and various methods of datacollection.
<b>C04</b>	acquire skill in various methods of data analysis
<b>C05</b>	excel in employing narrative analysis methods like constant comparative analysis and discourse analysis for qualitative data interpretation



## **COURSE CONTENTS**

### **Module I Preparing for Research**

- Formulation of Research Problem
- Literature Review, Hypothesis Formulation
- Research Design: Meaning and Types
- Data: Primary and Secondary

### **Module II Methods-I**

- Sampling Methods : Meaning, Frames and Applications
- Measurement and scaling techniques
- Survey Method : Principles and practice
- Questionnaire and Schedules Techniques, Software tools for data collection

### **Module III Methods- II**

- Observation- Participant & Non Participant,
- Interviewing – Types and Practice
- Genealogy, Life History and Narratives
- Case Study and Participatory Methods

### **Module IV Data Analysis**

- Scrutiny and processing of data(Coding, Tabulation, Classification and Presentation)
- Statistical Analysis : Descriptive and Inferential Statistics
- Constant comparative methods, Narrative analysis, Discourse analysis
- Data analysis Softwares: Qualitative and Quantitative

## **COMPULSORY READINGS**

- Agresti, A. and B. Finley. 1997. Statistical Methods for the Social Sciences, Prentice Hall and Pearson Publishing,
- Bernard, H. Russell,1998. Handbook of Methods in Cultural Anthropology, California:Alta Mira Press.
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- Seale, Clive. 1998. Researching Society and Culture. New Delhi: Sage Publication.

### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:

Lecture, E-learning (Audio/Video)

- Interactive Instruction:

Seminars, Group Assignments, Library work and Group discussion  
 Presentation by individual student/ Group representative  
 Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

## ASSESSMENT RUBRICS

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignments	8

## SAMPLE QUESTIONS TO TEST OUTCOMES

- 1 Explain the importance of review of literature
- 2 What is a research design? What are its types?
- 3 Is hypothesis necessary in social sciences research? Comment
- 4 Participant observation is a method to bring lived experience. Justify.
- 5 Identify a research problem and explain how would you apply different methods in order to gather data.
- 6 What do you understand about data processing? Elaborate the various steps in processing of data.

**MATRS02DSC07**  
**TRIBES IN INDIA**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course seeks to explore the various aspects of tribes in India and their social and cultural life. The changing livelihood strategies are also a thrust area for enquiry in the course. This course also introduces to the student about the tribal communities of Kerala.

**COURSE OBJECTIVES**

- To provide an overview of the tribes of India
- To impart knowledge on the various classifications and categorization of tribal communities in India.
- To make an indepth understanding on various institutions in tribal India.
- To provide an insight into the changing pattern of tribal livelihood strategies.
- To create the ability to make critical approach towards the market economy
- To provide an idea on the distribution and demographic profile of the tribal communities in Kerala.
- To help to create a critical approach to the tribal studies in Kerala

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
 ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Learn about different aspects of the tribal communities in India and Critically examine the various classifications and categorization of tribes constructed from time to time.
<b>C02</b>	Develop the ability to explain and analyse the changing pattern of various institutions in tribal India.
<b>C03</b>	Get an insight into the changing pattern of tribal livelihood strategies.
<b>C04</b>	Critically examine and analyse the influence of market on tribal economy.
<b>C05</b>	The students will get an idea the distribution, demographic profile and studies conducted on the tribal communities in Kerala.
<b>C06</b>	The students will achieve the skill to explain the current scenario of tribal societies in Kerala

## COURSE CONTENTS

### **Module I Systematizing Tribal India**

- Classification (Territorial, Linguistic, Racial and Economic)
- State Categorisation of Tribe : Pre and Post Colonial Period
- Tribal Communities in India
- Demography of Indian Tribe

### **Module II Cultural and social life of tribal India**

- Social Institutions (Family, Marriage and Kinship) and change
- Belief systems and changes
- Polity : Tradition and change

### **Module III Livelihood Strategies and Change**

- Traditional livelihood strategies
- Features of Tribal economic life
- Transitions in the livelihood strategies and Market economy

### **Module IV Tribes of Kerala**

- Tribal Communities in Kerala
- Demographic Profile
- Tribal Studies in Kerala

## **COMPULSORY READINGS**

Chacko Pariyaram ed. 2006. Tribal Communities and Social Change. New Delhi: Sage Publication.

Mandal Hrisikesh, Sumit Mukherjee and Archana Datta. 2002. India: An Illustrated Atlas of Tribal World. Kolkata: Anthropological Survey of India

Mathur PRG. 1977. Tribal situation in Kerala. Trivandrum: Kerala Historical Society.

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- Srivastav, Vinay Kumar. 2008. Concept of Tribe in the Draft National Policy. *Economic and Political Weekly* XLII (50) 29-30 (December 13-19, 2008)
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### **SUGGESTED READINGS**

- Behera, Deepak Kumar and George Pfeffer eds. 2008. Contemporary Society: Tribal Studies (Vol.7). New Delhi: Concept Publication
- Bhanu B Ananda 1989. The Cholanaiikkan of Kerala. Calcutta: Anthropological Survey of India
- Bhowmick K.L. 1971 Tribal India. The World Press Pvt.Ltd.
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Sunder, Nandini, 2016. The Scheduled Tribe and Their India: Politics, Identities, Policies and Work. New Delhi: Oxford University Press.

### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning (Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES.**

1. Explain the categorization of tribes of India during the colonial period
2. How do you classify tribes of Kerala based on their economy
3. 'Tribal communities in India are heterogeneous groups' How do you justify this statement
4. 'Tribal life cannot be properly understood without understanding their belief system'. Comment
5. Write an essay on the impact of market economy on tribal livelihood
6. Map out the tribes of Kerala and their demographic distribution.

**MATRS02DSC08**  
**ETHNOGRAPHIC FIELDWORK**  
**(2 Credits)**

**COURSE DESCRIPTION**

The course aims to train the students to get a practical knowledge about doing ethnographic fieldwork. This course also helps the students to enhance their skill in data collection, analysis, interpretation and report writing.

**COURSE OBJECTIVES**

- To enable students to get an indepth idea about meaning, scope and practice of ethnography
- To get an understanding on the recent trends in ethnographic research
- To equip students with skills in understanding the social realities and issues of rural/ tribal populations
- To train students to conduct ethnographic fieldwork and familiarize them with data collection, analysis, interpretation, report writing and the presentationof report
- To make the students to understand the significance of ethnographic fieldwork in social sciences

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
	2	2	1	2	3	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES**

At the end of the Course, the Student will be able to:

<b>C01</b>	The students will learn about meaning, scope and practice of ethnography and also understand the recent trends in ethnographic research.
<b>C02</b>	The students will acquire skills in understanding the social realities and issues of rural/ tribal populations.
<b>C03</b>	From the practical component of ethnographic fieldwork the students will get hands on experience in data collection, analysis, interpretation, report writing and the presentationof report.
<b>C04</b>	The students will learn about the importance of ethnographic fieldwork in social sciences



## COURSE CONTENTS

### Module I Ethnography

- Meaning of ethnography
- Doing Ethnography
- Recent Trends : Multi-sited Ethnography & Collaborative Research

### Module II Ethnographic Field Work

Field work is carried out under the supervision of teacher(s) in any tribal/rural area or on a specific community for fifteen days. Each student shall collect data on an assigned topic. The organization of ethnographic research will unfold over three stages, beginning with a *pre-field* emphasis on planning of research, followed by an *in-field* focus on skill sets for participating in, observing, and documenting events of everyday life, and ending with a *post-field* focusing on report writing. The data collected in the field should be analysed, interpreted and documented in a scientific manner to be presented in the form of a Field Report. The total length of the Field Report may be limited to 15 to 20 pages (containing between 4000 to 6000 words). The students will have to submit a copy of the field report for evaluation. The Continuous Evaluation will be based on the performance in the field and the End Semester Evaluation will be based on the Ethnographic Fieldwork Report and an oral presentation.

### COMPULSORY READINGS

Basu, M.N. 1961. Field Methods in Anthropology and other Social Sciences. Bookland.Calcutta.

Bernard, H. Russell,1998. Handbook of Methods in Cultural Anthropology. California AltaMira Press.

Emerson, R et al.1995. Writing Ethnographic Field notes, Chicago: University of Chicago

Fife, Wayne. 2005. Doing Fieldwork: Ethnographic Method for Research in Developing counties and Beyond. Palgrave Macmillan.

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Malinowski, Bronislaw. [1922] 1984. *Argonauts of the Western Pacific*. Prospect Heights, IL: Waveland Press Inc.

Marcus, George. 1998. "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography." In *Ethnography through Thick & Thin*, 79-104. Princeton: Princeton University Press.

Pelto and Pelto. 1970. *Anthropological Research*. Cambridge University Press.

### **SUGGESTED READINGS**

Casagrande, J.B. ed. 1960. *In the Company of Man: Twenty portraits of anthropological informants*. New York: Harper.

Clifford, James. 1986. "Introduction: Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, eds, James Clifford and George Marcus, Berkeley: University of California Press. Pp.1-26.

Dennis, Norman 1996. *Interpretive Ethnography: Ethnographic Practices for the 21<sup>st</sup> Century*. Sage Publication.

Duranti, Alessandro. 1997. *Linguistic Anthropology*, Cambridge: Cambridge University Press Freilich,

Morris. 1970. *Marginal Natives at Work: Anthropologists in the Field*. Schenkman Publishing Company.

Gold, Ann Grodzins and Bhoju Ram Gujar 2002. *In the time of Trees and Sorrows Nature, Power, and Memory in Rajasthan* Duke University Press

Junker, Buford Helmholz. 1960. *Fieldwork: An Introduction to the Social Sciences*. Chicago: University of Chicago Press

Lassiter, Luke. 2005. "Collaborative Ethnography and Public Anthropology." *Current Anthropology* 46(1):83-106. 33

Lewis, Oscar. [1959] 1965. Five Families: Mexican Case Studies in the Culture of Poverty. New York: Science Editions.

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Shostak Marjorie 1981 Nisa: The life and Words of a !Kung women. Harvard University Press.

Srinivas, M.N. 1983. The Observer and the Observed. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore.

Stocking, G.W. 1983. Observers Observed: Essays on Ethnographic Fieldwork. Madison: The University of Wisconsin Press.

### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning (Audio/Video)  
Field based supervision and instructions
- Interactive Instruction:  
Library work and Group discussions  
Presentation by individual student/ Group representative  
Field level interactions for experiential learning

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation ( Evaluation of Ethnographic Fieldwork Report and an oral presentation)	60
Continuous Evaluation (Performance in the field)	40

### **THIRD SEMESTER**

#### **MATRS03DSC09: THEORIES ON CULTURE AND SOCIETY (4 Credits)**

#### **COURSE DESCRIPTION**

This course is intended to provide a fundamental understanding to the students about the theories on culture and society. The contribution of major thinkers in divergent domain in the arena of culture and society are incorporated in the course in order to get a polemic understanding to the learners.

#### **COURSE OBJECTIVES**

- To introduce students to contributions of major thinkers on culture and society.
- To equip students with the ability understanding on various approaches on the study of culture and society.
- To foster critical thinking and analytical skills by encouraging students to evaluate, compare, and contrast the diverse theories on of culture and society

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### **COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	The students will learn about contributions of major thinkers on culture and society.
<b>C02</b>	The students will acquire a critical understanding on various approaches on the study of culture and society.
<b>C03</b>	The students will acquire the skill to critically examine the various theories on culture and society.

## COURSE CONTENTS

### **Module I Symbolic and Interpretive Approach**

- Mary Douglas
- Victor Turner
- Clifford Geertz

### **Module II Marxist and Structuralist Approach**

- Antonio Gramsci
- Louis Althusar

### **Module III Modernity and Globalization Approach**

- Arjuna Appadurai
- Jurgen Habermas
- David Harvey

### **Module IV Post- Structuralism, Feminism and Subaltern Approach**

- Michel Foucault and Pierre Bourdieu
- Sherry B Ortner and Judith Butler
- B.R. Ambedkar and Stuart Hall

### **COMPULSORY READINGS**

Althusser, L. 2006. (1970). Ideology and Ideology State Apparatuses : Notes towards an Investigation. In Lenin and Philosophy and Other Essays. Delhi: Aakar Books.

Ambedkar B.R. 1979. (1917). Caste in India. In Writing and Speeches. Vol. Bombay : Education Department Government of Maharashtra. Pp3-22.

Appadurai, Arjun. 1996. Disjuncture and Difference in the Global Cultural Economy (Chapter 2) in Modernity at Large: Culture Dimensions of Globalisation. Minneapolis: University of Minnesota Press.

Bourdieu, P. 1972. Outline of a Theory of Practice, Cambridge: Cambridge University Press  
Crehan, Kate. 2002. Gramsci, Culture And Anthropology. London: Pluto Press.

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Foucault, Michel. 1982. The Subject of Power. Critical Inquiry. 8(4) Pp. 777-795.

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- Habermas, Jurgen, 1987. *The Philosophical Discourse of Modernity*. Trans. Frederick Lawrence. Cambridge.MA. MIT Press
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- Butler, J, 1990.*Gender Trouble: Feminism and the subversion of Identity*, New York: Routledge,
- McGee,R. Jon and Richard L. Warms. 2008. *Anthropological Theory: An IntroductoryHistory* . New York: McGraw. (Selected Chapters)
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- Ortner, Sherry B. 1974. Is female to male as nature is to culture? In M. Z. Rosaldo and L. Lamphere (eds). *Woman, culture, and society*. Stanford: Stanford University Press, pp. 68- 87.

### **SUGGESTED READINGS**

- Ambedkar B.R. 1946. *Annihilation of Caste*” Bheema Pathrika Publication: Jalandhar
- Clifford, J. and Marcus. G.E. (1986) 2010. *Writing Culture – The Poetics and Politics of Ethnography*. California: University of California Press
- Dolgin, J.L., Schneider, David M. (Eds.). 1977. *Symbolic Anthropology: A Reader in the Studyof Symbols and Meanings*. New York: Columbia University Press.
- Douglas, M. 1966. *Purity And Danger : An analysis of the concepts of Pollution and Taboo*. London: Routledge & Kegan Paul
- Harvey David. 1995. Globalisation in Question. *Rethinking Marxism*. 8(4). Pp. 1-17.
- Hoare, Quentin and Geoffrey Nowell. 1999. *Selections From The Prison Notebooks of AntonioGramsci*. London: Elecbook
- Lears, T. J. Jackson. 1985. The Concept of Cultural Hegemony: Problems and Possibilities *TheAmerican Historical Review*. 90(3) pp. 567-593.
- Marcus, George E. & Michael Fischer. 1999. *Anthropology as Cultural Critic: An ExperimentalMoment in the Human Sciences*. University of Chicago Press.

- Ortner, S 1999. Making Gender : The Politics and Erotics of Culture. Bosten. Beacon Press. Ortner, S. 1984. Theory in Anthropology since the Sixties. Comparative Studies in Society and History 26: 126-66.
- Panikkar, KN. 2007. Colonialism, Culture and Resistance . New Delhi: Oxford University PressSaid, Edward. 1978 . *Orientalism*. London: Penguin.
- Schoenmakers, Hans. 2012. The power of Culture: A short History of Anthropological Theoryabout Culture and Power. University of Groningen.
- Spivak, Gayathri Chakravorty.1988.Can Subaltern Speak. In Cary Nelson and LowrenceGrossberge. Maxism and Interpretation of Culture. London : Macmillan.
- Turner, Bryan S. 1990. Theories of Modernity and Post modernity. London: Sage Publications.Turner, Victor. W. 1967. Forest of Symbols. Cornell University Press.
- Verlin R. (Eds.) 2004. The Essential Writing of Dr. BR Ambedkar. Delhi. Oxford UniversityPress

### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES.**

1. Elaborate the Bourdieu's concepts of field, capital and habitus.
2. Briefly prepare a note on Ambedkar's work 'Annihilation of Caste'.
3. Bourdieu located capital as principal cause for distinction. Comment.
4. Explain the concept of 'Global Now'. Give the views of Arjun Appadurai's on the same.
5. Discuss the contribution of Sherry B Ortner and Judith Butler on theorizing Gender
6. What is globalization according to Harvey and discuss the three major shifts in this process along with other important features accompanied by it.



**MATRS03DSC10:  
UNDERSTANDING DEVELOPMENT  
(4 Credits)**

**COURSE DESCRIPTION**

This course aims to provide a conceptual as well as theoretical framework of development along with its practices. The idea of sustainable development and development in globalisation era are also discussed in this course.

**COURSE OBJECTIVES**

- To introduce students to the idea development, tracing its historical evolution and emergence within capitalist frameworks.
- To provide an in-depth understanding of diverse theories of development
- To equip students with the knowledge of development indicators and measurement techniques, enabling them to evaluate and compare development progress across different contexts.
- To explore the multidimensional aspects of sustainable development, decentralization strategies, and participatory approaches
- To examine the interplay between globalization and development, including its cultural dimensions and feminist perspectives
- To cultivate skills in students to critically reflect on the complexities of development paradigms in a globalized world.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to –

<b>C01</b>	Get a broad idea about the concept of development, its history and emergence within capitalist frameworks.
<b>C02</b>	Acquire an indepth understanding about various theories of development.
<b>C03</b>	Enable to evaluate and compare development progress across different contexts.

<b>C04</b>	Explore the multidimensional aspects of sustainable development, decentralization strategies, and participatory approaches.
<b>C05</b>	Get a comprehensive understanding on the interplay between globalization and development, including its cultural dimensions and feminist perspectives□
<b>C06</b>	Critically reflect on the complexities of development paradigms in a globalized world.

## **COURSE CONTENTS**

### **Module I Introduction to Development**

- Idea of Development
- History of Development
- Proto-history of Development – Capitalistic emergence and its responses

### **Module II Theories on Development**

- Modernisation
- Dependency and World System
- Basic Needs Approach
- Post Development

### **Module III Development and its praxis**

- Indicators and Measures of Development
- Sustainable development - Concept and Dimensions
- Decentralization of development
- Participatory Development

### **Module IV Globalisation and Development**

- Globalisation of Development
- Cultural dimension of development
- Feminist Critique on development

## **COMPULSORY READINGS**

Acharyya, Achiransu, Soumyadip Chattopadhyay, Apurba Kumar Chattopadhyay. 2019. Globalisation and Development: Perspectives and Policies. New Delhi: Gyan Publishing House

Atal, Yogesh. Ed. 2009. Sociology and Social Anthropology in India. Indian council of SocialScience Research (Chapter 10)

Chambers, Robert. 1983. Rural Development: Putting the Last First. New York: Wiley  
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- Cooper, F. and Randall P. eds. 1997. *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*. Berkeley: University of California Press. (Selected chapters).
- Dreze, J. and Sen, A. 1995. *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
- Edelman Marc and Angelique Haugerud (Ed). 2005. *The Anthropology of Development and Globalization From Classical Political Economy to Contemporary Neoliberalism UK*: Blackwell Publishing
- Eriksen, Thomas Hylland. 2007 *Globalization: The Key Concepts*. Berg Publishers: Oxford.
- Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
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- Issac, M. Thomas and Richard W Franke. 2000. *Local Democracy and Development : The Kerala People's Campaign for Decentralised Planning*.
- Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan.
- Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
- Polanyi, K. 1975. *The Great Transformation*. New York: Octagon Press.
- Rahnema, Majid and Bawtree, Victoria. eds. 1997. *The Post-Development Reader*, London: ZedBooks.
- Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London : Zed Books Ltd
- Sachs, Wolfgang (ed.) (1997) *The Development Dictionary* Hyderabad: Orient Longman. (Selected Chapters)
- Sen, A. 2000. *Development as Freedom*. New Delhi: Oxford University Press.
- Steger, Manfred B. 2017. *Globalization: A Very Short Introduction* United Kingdom: OxfordUniversity Press
- United Nations Development Programme (UNDP) 1990. *Human Development Report 1990*. New York. Oxford University Press.

## **SUGGESTED READINGS**

- Alex Inkeles, .*A Model of the Modern Man: Theoretical and Methodological Issues*. in Black,C.E. (1976) ed., *Comparative Modernisation*, The Free Press, pp. 320-348.

- Apter, David E, 1987. *Rethinking Development Modernisation Dependency and Post ModernPolitics*, California Sage Publication.
- Blomstrons, M. and B. Hettne. 1984. *Development Theory in Transition*, Zed, pp. 27-65; 79-97.
- Chambers, Robert. 1997. *Whose Reality Counts? Putting the First Last*. England: The Bath Press  
 Cochrane. Glynn. 1971. *Development Anthropology*. New York: Oxford University Press.
- Cooke, Bill and Uma Kothari. ed. 2001. *Participation: The New Tyranny?*, London: Zed Books.
- Deshpande, S. 1997. 'From Development to Adjustment: Economic Ideologies, the Middle Class and 50 Years of Independence', in *Review of Development and Change*, 11(2): 294-318.
- Dreze, J. 2000. 'Militarism, Development and Democracy', in *Economic and Political Weekly*,35(14): 1171-1183.
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### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
  
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. Write a brief note on Proto History of development
2. Explain the pillars of sustainable development.
3. Modernization is a phased process'. Justify the statement.
4. Development as Freedom. Discuss
5. Examine the role of Local Administration in the development of Kerala
6. Critically examine the view that the developed world requires the "permanent victimhood

## **FOURTH SEMESTER**

### **MATRS04DSC11: ENVIRONMENT SOCIETY AND CULTURE (4 Credits)**

#### **COURSE DESCRIPTION**

This course aims to provide a comprehensive understanding of the environment and the interaction between nature, humans, society, and culture. Understanding of the environment one thrives is a significant matter second to none. This course tries to cater such an understanding about our environment in relation with the culture of societies around the world. This course provides details about various concepts and theories about culture and environment to students, thereby enabling them to correlated environment and human culture in a systematic and scientific way.

#### **COURSE OBJECTIVES**

- To provide an understanding about various concepts like nature, environment and bio-diversity
- To help the students to have an insight into interaction between human and environment and various concepts and theories in relation with it
- To create the ability to critically examine various issues, policies and programs related to environment and human culture.
- To develop an indepth understanding on various types of human interaction with nature based on their mode of subsistence.

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### **COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Understand various concepts like nature, environment and bio-diversity
<b>C02</b>	Analyse interaction between human and environment and various concepts and theories in relation with it

<b>C03</b>	Critically examine various issues, policies and programs related to environment and human culture.
<b>C04</b>	Have an indepth understanding on various types of human interaction with nature based on their mode of subsistence.

## COURSE CONTENTS

### **Module I Knowing the Environment**

- Nature, Environment and Anthropocene
- Defining Bio - Diversity
- Human Ecology

### **Module II Bringing Culture together with environment**

- Environment and culture interplay
- Concepts of Environmental determinism, Environmental Possibilism, Cultural Ecology and Cultural Adaptation
- Sustainability – Global and Local environment

### **Module III Environmentalism and Contemporary Environmental issues and Policies**

- Contemporary perspective on Environmentalism and anti Environmentalism
- Issues : Environmental degradation & Climatic Change
- Policies : Biodiversity Act, Green Tribunal and Intellectual Property Right and indigenous Knowledge

### **Module IV Environment and Indigenous people**

- Foragers (Cholanaickan, Chenchus),
- Pastoral communities (Toda, Raika, Rebari )
- Shifting Cultivators (Baiga)
- Island communities (Jarawas, Onge, Andamanese)

## **COMPULSORY READINGS**

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- Sutton, M.Q. and E.N. Anderson. 2014. *Introduction to Cultural Ecology*. Maryland: AltaMiraPress.

## **SUGGESTED READINGS**

- Descola, Philippe and Gisli Palsson. (Ed). 1996. *Nature and Society : Anthropological Perspectives*. London: Routledge.
- Deshpande, R.S. and S. Arora eds. 2011. *Agrarian Crisis and Farmer Suicides*. New Delhi: Sage.
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- Omvedt, G. 1984. Ecology and Social Movements. *Economic and Political Weekly*, 19(44), 1865-1867.
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- Siva, Vandana 1991.. *Ecology and Politics of Survival*. United Nations University Press.
- Sukant K Chaudhary, 2006. *Culture, Environment and sustainable development*. Delhi



Tewari, D. 1995. The Chipko: The Dialectics Of Economics And Environment. *Dialectical Anthropology*, 20(2), 133-168.

**TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
  
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

**MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

**ASSESSMENT RUBRICS**

	<b>Components</b>	<b>Marks</b>
<b>S a m p l e</b>	End Semester Evaluation	60
	Continuous Evaluation	40
	• Test papers	16
	• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
	• Assignment	8

**SAMPLE QUESTIONS TO TEST OUTCOMES**

1. Define Anthropocene and why does it matters?
2. What is Biodiversity Loss and why is it a Problem?
3. Formulate your own strategies for biodiversity conservation
4. Place your views on global economy and environment
5. Discuss the various ways of indigenous people interacting with their environment
6. Prepare a note on Pastoral Communities with suitable examples

**MATRS04DSC12:**  
**DISSERTATION & VIVA VOCE**  
**(12 Credits)**

**COURSE OBJECTIVES:**

The main objective of this course is to train the students in conducting a field based research and preparation of a report in the form of a dissertation. Students will have to select topics of their own interest and will have to work on the same under the supervision and guidance of faculty members in the department. The topic must be relevant with regard to the domain of rural and tribal research areas. By undertaking an independent individual field research of one month duration, the students will get hands on experience in the field research, rapport establishment, method of data collection and analysis of data.

The research will have various assessments on its progress and there will be an open presentation of the research proposals. The dissertation must contain word count in between 14000 to 16000. The students will have to submit two copies of the dissertation for evaluation. An evaluation of the dissertation and viva-voce will be conducted as part of the End Semester Evaluation by an external examiner. The viva board comprises of two members including one external examiner and the Head of the Department or a faculty member of the department nominated by the Head of the Department.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
	12	12		24	24	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**LEARNING OUTCOMES**

- The students will get a practical experience on how to conduct an individual research.
- They will also learn how to collect data by using various methods and techniques, how to analyse and interpret the data, and draw appropriate generalisations from the same.

- They will also acquire the skill to communicate on where and how they have done their research work, what are the generalisations made and what are the implications of their findings.
- Finally, they will learn how to write dissertation and how to defend their findings orally

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation ( Evaluation of Dissertation and Viva-voce)	60
Continuous Evaluation (performance in the field)	40

## ELECTIVE COURSES

### MATRS02DSE01 KNOWING SOCIAL SCIENCE (4 Credits)

#### COURSE DESCRIPTION

This course investigates the foundation of social science. It deals with the history and philosophical foundation of social science. It also aims to acquaint the students with empirical research, methodology and research ethics in social science.

#### COURSE OBJECTIVES

- To make the student to learn about the historical and philosophical roots of social science
- To familiarise students with epistemological questions in social science
- To enable students to have an indepth understanding about the empirical aspects of social science research and it association with positivist and interpretivist traditions
- To familiarize students with methodology of social science and its application of qualitative and quantitative strategies To train students in familiarizing with the broad idea about ethical aspects of social science research

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### COURSE LEARNING OUTCOMES:

At the end of the Course, the Student will /will be able to -

<b>C01</b>	The student will learn the historical and philosophical roots of social science..
<b>C02</b>	The students will familiarise with epistemological questions in social science
<b>C03</b>	They will learn about the empirical aspects of social science research and how it is associated with positivist and interpretivist traditions.
<b>C04</b>	They will also learn about methodology of social science and its application of qualitative and quantitative strategies.
<b>C05</b>	The students will get a broad idea about ethical aspects of social science research

## COURSE CONTENTS

### Module I Foundation of Social Science

- Idea of social science, Social Sciences and other sciences
- History of Social science, Disciplinary emergences and orientations
- Approaches in Social Science : Scientific and Humanist
- Debate between rationalism and empiricism

### Module II Ways of Knowing

- Epistemological questions in Social Science
- Positivism and Interpretivism
- Empirical Research in Social Science

### Module III Understanding Methodology

- Meanings of Methodology
- Methodology in Social Science
- Conceptual implications of Qualitative and Quantitative strategies

### Module IV Research Ethics

- Ethics of Social Science Research
- Debate on Subjectivity and Objectivity
- Reflexivity in social science
- Privacy of the Data/subject

## COMPULSORY READINGS

American Anthropological Association. 1998. "Code of Ethics." In *Ethnographic Fieldwork: An Anthropological Reader*, eds. Antonius C.G.M. Robben and Jeffrey A. Sluka, 325-330. Malden, MA: Blackwell Publishing.

Bernard, H. Russell, 1998. *Handbook of Methods in Cultural Anthropology*. California Alta Mira Press.

Chalmers, A.E. 1999 (1976). *What is this thing called Science?* Indianapolis: Hackett Publishing Company, Inc.

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- Brayan, Alan Sage Benchmark in Research Methods – Ethnography (Vol. I toIV) Sage Publication
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- Dennis, Norman 1996. *Interpretive Ethnography: Ethnographic Practices for the 21<sup>st</sup> Century*. Sage Publication.
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- Hollis, Martin. 1994. *The Philosophy of Social Science: An Introduction*. 1st ed. Cambridge University Press.
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- Majumdar, P K. 2015. *Research Methods in Social Science*. Delhi: Viva Books. Meena, P.K. 2008. *Methodology of Social Research*. New Delhi: Murari & Sons
- Malcolm Williams 2000. *Science and Social Science: An Introduction* New York: Routledge.

Pierre Bourdieu and Loïc J. D. Wacquant 1992. *An Invitation To Reflexive Sociology*. Chicago:. Chicago University Press.

Redfield, Robert. 1950. "Social Science in our Society." *Phylon (1940-1956)* 11 (1): 31. <https://doi.org/10.2307/271855>

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Scott, Joan W. 1991. The Evidence of Experience. *Critical Inquiry*. 17(4.) pp. 773-797.

Winch, Peter. 1990 (1958). *The Idea of A Social Science: And Its Relation to Philosophy*. London: Routledge.

### TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
Test papers	16
<ul style="list-style-type: none"> <li>• Tutorial with Seminar /presentations/Discussions/Debate, etc.</li> </ul>	16
<ul style="list-style-type: none"> <li>• Assignment</li> </ul>	8

### SAMPLE QUESTIONS TO TEST OUTCOMES.

1. Briefly explain reflexivity in social science
2. Write a brief note on ethics of social research.
3. What is mean by 'Subject' and 'Object' in social science research?
4. Sensory experience and observations are the ways of producing knowledge in social science. comment
5. Write an essay on epistemological standpoints in social science and its contribution in understanding phenomenon of the human world.
6. What is Empirical research and explain the steps in conducting empirical research

**MATRS02DSE02**  
**INDIAN POPULATION**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course is intended to provide students a broad outline of the different sections of the people in India. It introduces the compositions and hierarchies of Indian population apart from the legalized categories and people in the margin.

**COURSE OBJECTIVES**

- To provide an understanding on the various features of Indian society
- To comprehensively analyze the diverse racial/ethnic, demographic, linguistic, rural/urban, and religious facets of India's population composition.
- To critically examine the conceptual interplay between caste and class, tracing their historical origins and contemporary relevance in Indian society.
- To develop a comprehensive understanding on various minority communities in India.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
 ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Learn about the Indian society's various features in an all-encompassing way.
<b>C02</b>	Get an idea about the social composition of Indian society based on such aspects and racial and ethnic elements, linguistic and religious diversity and also about the rural and urban dimension of the society.
<b>C03</b>	Critically examine the conceptual interplay between caste and class, tracing their historical origins and contemporary relevance in Indian society.
<b>C04</b>	Focuses on the Scheduled Categories and Other Backward Classes in India.
<b>C05</b>	Deals with various minority communities in India, which is very much relevant in the contemporary social discourses.



## COURSE CONTENTS

### **Module I Composition of Indian Population**

- Racial/ethnic elements
- Demographic composition
- Linguistic diversity, Rural and Urban Dimensions , Religious composition

### **Module II Caste and Class in India**

- Caste and Class- Conceptual implications
- Caste System in India – Genesis and Theories
- Caste and Class in contemporary India

### **Module III The Scheduled Categories**

- Scheduled Castes- Genesis, criterion for scheduling, demographic composition,
- Scheduled Tribes-- Genesis, criterion for scheduling, demographic composition,
- Contemporary scenario of Scheduled Categories

### **Module IV The Other Backward Classes and Minorities**

- Defining the Backward Classes.
- Special constitutional provisions for the Backward Classes.
- Backward Class Movements in India
- Religious and linguistic Minorities

## **COMPULSORY READINGS**

Atal, Yogesh. Ed. 2009. Sociology and Social Anthropology in India. Indian council of SocialScience Research (Chapter 8)

Beteille, Andre. 1972. Inequality and Social Change. Delhi: Oxford University Press.

Beteille, Andre. 1974. Six Essays in Comparative Sociology. Delhi: Oxford University Press.

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Hunter, William Wilson. 1909. The Imperial Gazetteer of India. Vol.IV. Oxford: ClarendonPress.

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### **SUGGESTED READINGS**

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- Fuller, C J, and Véronique Bénéï. 2001. *The Everyday State and Society in Modern India*. London: Hurst & Co.
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- Gough, Kathleen. 1981. *Rural society in southeast India*. Cambridge: Cambridge University Press.
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- K. L. Sharma 1981. *Caste and Class In India : Some Conceptual Problems* *Sociological Bulletin* Vol. 33, Nos. I and 2. P 1-28
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- Rao, M. S. A. 1987. *Social Movements and Social Transformation*. New Delhi: Manohar.
- Singh, K. S. 1998. *People of India – National Series*. Anthropological Survey of India, Kolkata.Delhi: Oxford University Press.

Singh, Yogendra. 1980 (Reprint). Social Stratification and Change in India. New Delhi: Manohar Book Services.

Srinivas, M. N. 1995 (Reprint). Social Change in Modern India. New Delhi: Orient Longman. Thorat, S. and Umakant (eds.). 2004. Caste, Race and Discrimination: Discussion in International Context. Rawat Publications. (Chapters Introduction, 4,10, 15,18).

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### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. Explain the concept of ethnicity
2. Discuss the rural and urban dimension of Indian population
3. 'Caste is a major form of social stratification in India':Discuss
4. Critically analyze the genesis of caste system
5. Explain the theories about caste
6. Discuss the Constitution provisions for backward classes.

**MATRS02DSE03:  
VISUAL ETHNOGRAPHY  
(4 Credits)**

**COURSE DESCRIPTION**

Visual studies are getting more importance in the contemporary social sciences, particularly in those involved in ethnographic researches. The objective of this course is to develop a basic understanding of the highly evolving subfield of visual anthropology. This course is aimed at providing a detailed understanding to the students on the use of visual methods and techniques in researches along with theoretical foundation. The contemporary diversification of the field is also dealt and a number of relevant creations of eminent scholars are incorporated towards the end of the course.

**COURSE OBJECTIVES**

- To provide a detailed understanding to the students about the use of visual methods and techniques in researches
- To help the student to learn the history and theoretical aspects of visual based researches
- To familiarise the student with with major anthropological and ethnographic works from the field.
- To equip the students with visual methods for indigenous research

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	This course will provide a detailed understanding to the students about the use of visual methods and techniques in researches.
<b>C02</b>	The course will help the student to learn the history and theoretical aspects of visual based researches.
<b>C03</b>	A student will get direct familiarity with major anthropological and ethnographic works from the field.
<b>C04</b>	The students will also learn visual methods for indigenous research

## COURSE CONTENTS

### Module I: History and Theory

- Basic ideas about visual ethnography
- Concepts and theories
- History of visual methods

### Module II: Understanding the visual way

- Understanding visual ethnographies in social researches
- Themes in visual researches
- Classic visual ethnographies

### Module III: Methods

- Practicing visual ethnography
- Photography, films and visual ethnography
- Contemporary themes -Digital ethnography and future research

### Module IV: Visual Methods for Indigenous Research

- Visual narratives of indigenous culture
- Painting and art of indigenous and tribal people
- Participatory methods in visual narration

### COMPULSORY READINGS

- Banks, M and H. Morphy (Eds.) 1997. *Rethinking Visual Anthropology*. New Haven CT and London: Yale University Press.
- Banks, M. 2000. *Visual Methods in Social Research*. London: Sage Publications.
- Banks, Marcus, and Jay Ruby. (Eds.) 2011. *Made to be Seen: Perspectives on the History of Visual Anthropology*. Chicago: University of Chicago Press.
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- Tilche, Alice. 2015. Pithora in the Times of Kings, Elephants and Art Dealers: Art and Social Change in Western India. *Visual Anthropology*. 28. pp: 1-20.

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- Collier, J. 1973. *Alaskan Eskimo Education*, New York: Holt, Rinehart, Winston.
- Das, Veena. 1995. 'On soap opera: what kind of anthropological object is it?'. In D. Miller (ed.), *Worlds Apart: Modernity Through the Prism of the Local*. London: Routledge. pp. 169–89.
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- Pink, S. 1997. *Women and Bullfighting: Gender, Sex and the Consumption of Tradition*. Oxford: Berg.
- Poole, D. 2005. An Excess of Description: Ethnography, Race, and Visual Technologies. *Annual Review of Anthropology*, 34, 159-179.
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- Asch, Timothy and Chagnon, Napoleon . 1975. *The Ax Fight* (30 mins). University Park, PA/Watertown, MA: Center for Documentary Anthropology, Pennsylvania State University/Documentary Educational Resources.
- Asch, Timothy, Connor, Linda and Asch, Patsy. 1991. *Releasing the Spirits: A Village Cremation in Bali* (43 mins.). Watertown, MA: Documentary Educational Resources.
- Banks, Marcus. 1988. *Raju and His Friends* (40 mins). Beaconsfield, UK: NFTS/RAI.
- Flaherty, Robert .1922. *Nanook of the North* (55 mins). USA: Revillon Fr`eres.
- Gardner, Robert. 1985. *Forest of Bliss* (80 mins). Boston, USA: Film Studies Centre, Harvard University.
- MacDougall, David and Judith MacDougall. 1991. *Photo Wallahs: an Encounter with Photography in Mussoorie, a North Indian Hill Station* (60 mins). Canberra: Oxnard Film Productions.
- Wason, David. 1990. *The Trobriand Islanders of Papua New Guinea* (50 mins). Manchester: Granada Television.

## TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

## MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

## ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. How has the history of visual methods in social research evolved over time?
2. Explain the relevance of digital ethnography in contemporary research?
3. In what ways can photography and film be integrated into visual ethnography?
4. What is the significance of painting and art within indigenous and tribal communities as a means of cultural expression and preservation?
5. Discuss the advantages and challenges associated with using visual ethnography in social research.
6. How do visual narratives play a crucial role in preserving and sharing indigenous cultures? Explain with examples.



**MATRS03DSE04**  
**TRIBES IN DEVELOPMENT**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course aims to impart knowledge on theoretical and practical questions of tribe in development. The trajectory of tribal development, tribal rights and tribal issues are debated in this course to acquire a multiple understanding to the student. This course makes the students aware of the situation of tribal communities in India with respect to development. In an historical way, the course provides an insight into various welfare initiatives intended towards tribal communities in India. This will deal with policies, programmes and actions of Colonial as well as Post-colonial government.

**COURSE OBJECTIVES**

- To provide a detailed understanding about the interrelation between development initiatives and tribal people.
- To examine the historical evolution of tribal welfare in India, tracing its roots from colonial times to the post-colonial era, and understanding the factors that shaped it.
- To critically examine the different approaches employed in tribal development and their impact on tribal communities.
- To explore the constitutional safeguards and protective policies designed for the welfare and empowerment of tribal populations in India.
- To evaluate the various tribal policies and welfare and their implications on the socio-economic well-being of tribal communities.
- To examine the complex issues surrounding tribal rights

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Gain a detailed understanding about the interrelation between development initiatives and tribal people.
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<b>C02</b>	Enable students to know about the historical evolution of tribal welfare initiatives.
<b>C03</b>	critically <b>examine</b> the different approaches employed in tribal development and their impact on tribal communities
<b>C04</b>	Understand the government policies and the administrative framework in relation with tribal communities
<b>C05</b>	critically evaluate the multifaceted issues surrounding tribal rights

## **COURSE CONTENTS**

### **Module I Genesis of Tribal Welfare regime**

- History of Tribal welfare
- Approaches to tribal development (Colonial and Post Colonial)
- Protective Policies: Constitutional Safeguards

### **Module II Tribal Development in Post Colonial India**

- Administrative and Institutional mechanism
- Tribal Policies and Welfare programmes
- Impact of Welfare measures

### **Module III Tribe and State Policies**

- Tribes in National development projects
- Displacement, Rehabilitation and Resettlement
- Tribal resistances in India (Autonomy, Statehood, Development Projects and Land rights)

### **Module IV Rights and Issue**

- Tribes and forest rights (Colonial and Post Colonial Policies and Forest Right Act 2006), Rights on Land and Resources
- Issues on language, Education, Health, Employment and livelihood
- Tribes, Market and globalization

### **COMPULSORY READINGS**

Alexander, K. C, R.R Prasad and M.P. Jahagirdar. 1991. Tribals, Rehabilitation and Development. Jaipur: Rawat Publications.

Baviskar, A. 1995. The Political Uses of Sociology: Tribes and the Sardar Sarovar Project. Sociological Bulletin, 44(1), 89-96.

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- Virginus Xaxa. 2005. Politics of Language, Religion and Identity: Tribes in India. *Economic and Political Weekly*, 40(13), 1363-1370.

## **SUGGESTED READINGS**

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- Dube, S. C ed. 1998. Antiquity to Modernity in Tribal India (Vol.1) *Continuity and change among Indian Tribes*. New Delhi: Inter India Publications.
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### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40

• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

- Write a note on tribal displacement
- Write a short note on the Verrier Elwin's work on 'A Philosophy for NEFA
- Critically examine the concept of 'Denotified Tribes'
- Critically examine tribal resistance for autonomy and statehood
- Discuss various approaches to tribal development in colonial and post colonial India
- The issue of land alienation and indebtedness has a close link with market: Discuss

**MATRS03DSE05**  
**PROBLEMS AND DEVELOPMENT IN RURAL INDIA**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course invites students to explore the idea and history of rural development with a special focus on rural India. It also discusses various development strategies, programmes and challenges of rural development.

**COURSE OBJECTIVES**

- **To provide space to** learn about ideas and history of rural development in the national and international context
- To critically evaluate the various rural development programmes and rural development strategies in India
- To identify and critically evaluate the challenges of rural development

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Learn about ideas and history of rural development in the national and international context.
<b>C02</b>	Critically evaluate the various rural development programmes and rural development strategies in India.
<b>C03</b>	Identify and critically evaluate the challenges of rural development.

## COURSE CONTENTS

### Module I Rural Development : Idea and History

- Concepts of Rural Development
- History of Rural Development - National and International context
- Responses to the idea of Rural Development – Colonial and Post-colonial era

### Module II Rural Development Strategies in India

- Rural Development in Five Year Plans
- Community Development, Land Reform, Co-operative and Panchayat systems,
- Decentralised Planning (Panchayati raj Systems, Kerala's Development Experience)

### Module III Rural Development Programmes

- Agriculture- Green and White Revolution
- Employment Generation Schemes
- Rural Infrastructure Development
- Social Welfare Scheme (Education, Health, Drinking water, Social Assistance, Women and children)

### Module IV Challenges of Rural Development

- Social inequality (Inequality in Wealth, Caste inequality, gender, Health)
- Educational Backwardness
- Poverty and Migration
- Agrarian Crisis – Depeasantisation, indebtedness and Farmers suicide

### COMPULSORY READINGS

- Bergmann, T. 1984. Agrarian Reform in India. Delhi: Agricole Publishing Academy,
- Beteille, Andre 1972. Inequality and Social Change. Delhi :Oxford University Press
- Breman, J. 1996. Footloose Labour. Cambridge: Cambridge University Press. (Chapters 1-5).
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### **FURTHER READINGS**

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- Gidwani, V. 2008. Capital, Interrupted: Agrarian Development and the Politics of Work in India. Minneapolis: University of Minnesota Press (Introduction, 1-2).
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- Ravi Raman, K ed. 2010. Development, Democracy and the State. Critiquing the Kerala Model of Development. London: Routledge
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- Sharma, Sanjeev K. Sarbjeet Singh and Sarabjeet Singh. 2008. Gandhian Strategies for Democratic Decentralisation and Development : Dimensions on Rural Development. *The Indian Journal of Political Science* , Vol. 69, No. 4, pp. 727-744.
- Sivaramakrishnan.K and Arun Agarwal (Ed). 2003. Regional Modernities. The Cultural Politics of Development in India. Stanford : Stanford University Press.



## TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

## MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

## ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

## SAMPLE QUESTIONS TO TEST OUTCOMES

1. Identify and critically evaluate the challenges of rural development
2. Describe the strategies of rural development.
3. How do you view the reason behind the emergence of Co-operatives in India?
4. Could you suggest some development measures for the state of Kerala in the light of Kerala's development experience?
5. 'Green revolution has paved the way for self-sufficient food production in India'  
Comment
6. Do you think migration leads to eradication of poverty in India? Justify your answer

**MATRS03DSE06:  
RELIGION AND SOCIETY  
(4 Credits)**

**COURSE DESCRIPTION**

Study of religion is an indispensable part in the process of understanding society when it is carried out in its entirety. Anthropology and sociology have created a wide array of theoretical and methodological paradigms towards the study of religion and has resulted in a wealth of information which even have varied applications beyond mere understanding. This course aims to provide a fundamental knowledge on such academic activities to the students. This will enable the students to look into society through a peculiar lens where the social institution of religion is used to explore other social organizations and institutions in the society. The course uses both anthropological and sociological perspectives in the study of religion while giving more importance to the first with its impeccable connection with ethnography. The course will also make use of materials from related fields depending on the context.

**COURSE OBJECTIVES**

- To provide an understanding on how social science, specifically anthropology and sociology study religion.
- To help the students to have an insight into the concept of religious and various types of religion and also related concepts like belief, myths, rituals etc.
- To develop an indepth understanding on different concepts and theories in the anthropological and sociological study of religion.
- To create the ability to critically examine the multi-dimensionality of religion in society, like politics, nationalism, contemporary diversions in beliefs.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Understand how social science, specifically anthropology and sociology study religion.
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<b>KK</b>	Examine the concept of religious and various types of religion and also related concepts like belief, myths, rituals etc.
<b>C03</b>	Understand different concepts and theories in the anthropological and sociological study of religion.
<b>C04</b>	Crtically examine the multi-dimensionality of religion in society, like politics,nationalism, contemporary diversions in beliefs.

## **COURSE CONTENTS**

### **Module I: Idea of Religion**

- Religion: Idea and Types
- History of studies on religion
- Major concepts in religion: Myths, Beliefs, Rituals

### **Module II: Classic studies on religion**

- Anthropological and Sociological approaches to religion
- Tylor, Weber, Durkheim
- Malinowski , Evans-Pritchard, Levi-Strauss
- Victor Turner and Clifford Geertz

### **Module III: Religion of Indigenous and tribal societies**

- Indigenous religions -A global overview
- Indigenous religion -contemporary scenario
- Religion of Indian tribal communities

### **Module IV: Religion in contemporary times**

- Religion and Politics -Tribal and rural context
- Religion in India -widening perspectives -National religion and Minorities
- Religion and modern world -non-religious groups

## **COMPULSORY READINGS**

Asad, T. 1983. Anthropological Conceptions of Religion: Reflections on Geertz. *Man*. 18. 232-59.

Bailey. F.G. 1960. Tribe, Caste, and Nation. Manchester: Manchester University Press.

Banton, M. (ed.) 2007 [1966]. Anthropological Approaches to the Study of Religion. Oxon: Routledge.

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## **SUGGESTED READINGS**

- Bailey, F.G. 1957. *Caste and Economic Frontier*. Manchester: Manchester University Press.
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### TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

**MATRS04DSE07**  
**GENDER IN RURAL AND TRIBAL INDIA**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course provides a broader setting to understand the concept of gender, role of cultural frameworks in shaping this concept. It provides insight into the gender in the rural and tribal society. The course discusses the issues related to gender and culture and gender relations in the context of Indian society.

**COURSE OBJECTIVE**

- This course provides a broader setting to understand the concept of gender and various approaches to gender studies
- It sheds lights on the role of cultural frameworks in shaping the concept of gender
- It provides insight into the gender in the rural and tribal society.
- The course discusses the issues related to gender and culture and gender relations in the context of Indian society.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
 ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Understand and analyse on the concept and approaches to gender studies
<b>C02</b>	The students will get an insight into the association between culture and gender in the given society.
<b>C03</b>	The students will be able to analyse the gender issues from cross cultural perspective
<b>C04</b>	The students will acquire the skill to critically examine the gender relations in the context of Indian society especially in the tribal/rural domain.

## COURSE CONTENTS

### **Module I Introduction**

- Concept of Gender
- Approaches to gender studies
- Queer studies and gender

### **Module II Culture and Gender**

- Construction of gender
- Femininity and Masculinity,
- Gender and Power
- Cross cultural concept of gender

### **Module III Gender in Rural India**

- Family and Household
- Production and Reproduction
- Property rights

### **Module IV Gender in Tribal India**

- Perspectives on Gender
- Production and Reproduction
- Property rights

## **COMPULSORY READINGS**

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Dube, Leela. 1997. Women and Kinship: Comparative Perspectives on Gender in South and  
Southeast Asia. Tokyo: United University Press.

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Dube, Leela. Leacock, E. and Ardener (Eds) 1986, 1989 rpt. Visibility and Power: Essays on  
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- Ruth, Vanita (Ed) *Queering India: Same Sex love and eroticism in Indian Culture and Society*

### **SUGGESTED READINGS**

- Gayatri Reddy. 2006. *The Bonds of Love: Companionate Marriage and the desire for intimacy among Hijras in Hyderabad, India*. In Jennifer Hirsch and Holy Wardlow.ed. *Modern Loves: The anthropology of romantic courtship and companionate marriage*. Ann Arbor: University of Michigan Press.
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- Rogers, S.C. 1975. *Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies*, *American Ethnologist*, 2(4), pp. 727-56.
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- Sharmila Rege. ed. 2003. *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi :Sage,.



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### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:

Lecture, E-learning(Audio/Video)

- Interactive Instruction:

Seminars, Group Assignments, Library work and Group discussion.

Presentation by individual student/ Group representative

Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. What do you understand by the term ‘gender performativity’?
2. Critically examine Shulamith Firestone’s views on reproductive technology and motherhood.
3. How does Maria Mies’s explain the evolution of sexual division of labour?
4. Briefly describe gendered division of labour in the household
5. Examine the gender dimensions of plantation workers among the tribes of India
6. Discuss ‘inherited inequality of power’ in tribal India with relevant examples

**MATRS04DSE08**  
**TRIBAL AND PEASANT MOVEMENTS IN INDIA**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course is intended to provide students an understanding about the Tribal and Peasant movements and resistance in the historical context. It is also aimed to provide basic understanding and theoretical orientation of social movement and insights on recent trends in tribal and peasant movements in India. The course examines the emergence and development of tribal movements in colonial period and analyses the nature of post-colonial tribal movements. The discussion of peasant movements focuses colonial as well as post-colonial periods with suitable case studies.

**COURSE OBJECTIVES**

- To provide basic understanding on social movement, like definition, scope, theories, etc
- To learn about different social movements in India.
- To acquire knowledge about tribal movements in colonial period and post-colonial period
- To critically examine recent trends in tribal and peasant movements

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
 ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to

<b>C01</b>	Understand social movement, like definition, scope, theories, etc. They will learn about different social movements in India.
<b>C02</b>	Identify the reason behind tribal discontent in India..
<b>C03</b>	Acquire knowledge about tribal movements in colonial period and post-colonial period
<b>C04</b>	Critically examine pre-independent and post-independent peasant movements in India
<b>C05</b>	The students will learn about recent trends in tribal and peasant movements

## COURSE CONTENTS

### Module I Social Movements

- Definitions & Scope of Social Movements
- Theories of Social Movements
- Social Movements in India

### Module II Origin and Development of Tribal Movement

- Colonial – Santal, Munda, Naga, Mizo, Kurichiya
- Post Colonial – Regionalism, Demand for Separate Tribal State, Land Rights, Displacement
- Reasons for Tribal discontent

### Module III Peasant Movements in India

- Pre-independent movements (Mappila Rebellion Indigo Revolt (1859-60), Peasant movement under communist party)
- Early independent movements (Thebhaga and Telenghana Movements)
- Peasant insurrection in India (Nexalite and Maoist Movements)

### Module IV Recent trends in Tribal and Peasant Movements

- Social protest and identity politics
- Tribal and Peasant Organisations
- Farmers Movements

### COMPULSORY READINGS

Baviskar, A. 1995. In the belly of the river: Tribal conflicts over development in the Narmada Valley. Delhi: Oxford University Press.

Beteille, A. 1974. Studies in Agrarian Social Structure. New Delhi: Oxford University Press.(Chapters 4-6).

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### **SUGGESTED READINGS**

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- Fairbairn, M. 2014. Like gold with yield: Evolving intersections between farmland and finance.' *The Journal of Peasant Studies*. 41(5): 777-795.

- Gupta, Sanjukta Das and Raj Sekhar Basu. 2012. Narratives from the Margins: Aspects of Adivasi History of India. Delhi: Primus Books.
- Hall, D. 2013. Primitive Accumulation, Accumulation by Dispossession and the Global LandGrab.' *Third World Quarterly*. 34(9): 1582-1604.
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- Rudra, A. 1994. 'Unfree Labour and Indian Agriculture.' In Basu, K. ed. Agrarian Questions. New Delhi: Oxford University Press.
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### TEACHING LEARNING STRATEGIES

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### ASSESSMENT RUBRICS

Components	Marks
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. Describe different types of Social Movements in India
2. Briefly explain the Relative Deprivation.
3. Critically examine the colonial rule and tribal discontent in India.
4. Critically examine identity politics.
5. Compare and contrast any two tribal movement during colonial period.
6. Critically evaluate Naxalite and Maoist movement in India.

**MATRS04DSE09**  
**HEALTH AND SOCIETY**  
**(4 Credits)**

**COURSE DESCRIPTION**

This course aims to provide an understanding on basic concepts about health, illness, sickness disease and wellbeing. It will also help the students to get an idea about cultural practices related to health, various health care services in India and health seeking behaviour in the context of Rural and Tribal Society

**COURSE OBJECTIVES**

- To learn about basic concepts about health, illness, sickness disease and wellbeing
- To enable the students to understand the relationship between health, belief, gender and power/hierarchy
- To understand various health care institutions, policies and medical pluralism in India
- To critically examine health status, issues and health seeking behavior of rural and tribal population

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
 ESE = End Semester Evaluation

**COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Learn about basic concepts about health, illness, sickness disease and wellbeing.
<b>C02</b>	Learn about how health is related with belief, gender and power/hierarchy
<b>C03</b>	Understand various health care institutions, policies and medical pluralism in India
<b>C04</b>	Critically examine health status, issues and health seeking behavior of rural and tribal population.

## COURSE CONTENTS

### Module I Concepts

- Concepts of Health, Illness, Sickness and Disease
- Cultural Dimensions of Health and Illness

### Module II Health and Cultural Practice

- Health and Belief
- Health and Gender
- Health and Hierarchy/Power

### Module III Health care Service in India

- Public Health Institutions
- National Health Policies
- Medical Pluaralism in India

### Module IV Health in Rural and Tribal India

- Health Seeking Behaviour of Rural and Tribal Population
- Health Status and Health Issues

### COMPULSORY READINGS

Al Dahdah Marine and Alok Kumar. 2018. Mobile Phones for Maternal Health in Rural Bihar.

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Baes, H. A. 1986. Toward a Critical Medical Anthropology. In *Social Science and Medicine*. 23(2): 95-98.

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- SUGGESTED READINGS Al Dahdah Marine and Alok Kumar. 2018. Mobile Phones for Maternal Health in Rural Bihar Reducing the Access Gap? *Economic and Political Weekly* (Vol. 53, Issue No. 11, 17 March, 2018)
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- McElroy, A. and P. Townsend. 2009. *Medical Anthropology.* Westview press Nagla, Madhu. 2013. *Gender and Health.* Jaipur: Rawat Publication
- Nichter M. 1989. *Anthropology and International Health: South Asian Case Studies.* Dordrecht:Kluwer
- O'Neil Tam and Pilar Domingo.2015. *The power to decide Women, decision-making and gender equality.* ODI Report. London: Overseas Development Institute
- Sujatha.V. 2019. *Beyond Medical Pluralism: Medicine, Power and Social Legitimacy in India* Sanjay Srivastava Yasmeen Arif Janaki Abraham (Ed). *Critical Themes in Indian Sociology.* New Delhi: Sage Publishers.
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Thresia,C U and K S Mohindra. 2011. Public Health Challenges in Kerala and Sri Lanka. Economic & Political Weekly. (Vol xlvi No 31).

**TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
  
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

**MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

**ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

**SAMPLE QUESTIONS TO TEST OUTCOMES**

1. What is illness? How does it differ from sickness and disease?
2. Describe the role of belief in health care practices
3. “Health and illness are are viewed as relative states along a continuum” -Explain
4. ‘Women and girls in rural India face many forms of discrimination in the realm of health care’ Do you agree? Express your views
5. Illustrate the interplay between power and health with suitable examples
6. Define medical plural system and explain their existing levels of interaction

## **MULTI-DISCIPLINARY COURSE**

**MATRS03MDC01**

**TRIBAL INDIA**

**(4Credits)**

### **COURSE DESCRIPTION**

This course aims to introduce the uniqueness and diversity of tribal India. It explores various realms of tribal India. It also aims to make the learners to have awareness about the tribal situation in India and their current development scenario.

### **COURSE OBJECTIVES**

- To provide an idea about the concept of tribe and the genealogy of tribal studies in the global and Indian contexts.
- To provide an understanding on different tribal communities in India
- To provide an insight into the tribal cultures of Kerala
- To create the ability to critically examine and evaluate the development scenario of tribal populations.

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	4	0	4	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

### **COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	Get an idea about the concept of tribe and the genealogy of tribal studies in the global and Indian contexts.
<b>C02</b>	Understand different tribal communities in India
<b>C03</b>	Insight into the tribal cultures of Kerala
<b>C04</b>	Critically examine and evaluate the development scenario of tribal populations.

## COURSE CONTENTS

### Module I Sketching the idea of Tribe

- Indigenous people, First Nations, Aboriginals
- Conceptualizing tribes in India - Colonial and Post Colonial Categories
- Tribal studies - Meaning, Scope, History and Contemporary scenario

### Module II Mapping of Tribes in India

- Tribal Communities in India
- Geographic and Demographic profiles
- Cultural and Social life of tribal India - Social Institutions, Belief System, Polity And Economic Life

### Module III Mapping of Tribes in Kerala

- Tribal Communities in Kerala
- Tribal Situation in Kerala – Geographical. Demographic, Socio-Cultural, Economic and Political arenas

### Module IV Tribal Development in India

- Approaches to tribal development
- Protective Policies: Constitutional Safeguards
- Development Policies and Programmes

### COMPULSORY READINGS

Aggarwal, P. K. 2007. Tribal Development Planning in India. New Delhi: Mahaveer and Sons.

Beteille, A. 1986. The Concept of Tribe with Special Reference to India. *European Journal of Sociology*. 27: 297-318.

Bhukya B. 2021. Featuring Adivasi/Indigenous Studies. *Economic & Political Weekly* Vol.No.25, June 19, (pp 13-17)

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### **SUGGESTED READINGS**

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- Mathur P.R,G. 1977 Tribal Situation in Kerala Historical Society. Trivandrum
- Michael A. Peters & Carl T. Mika 2017. Aborigine, Indian, Indigenous or First Nations?, *Educational Philosophy and Theory*, 49:13, 1229-1234,
- Prathama Banerjee. 2016. Writing the Adivasi: Some historiographical notes. *The Indian Economic and Social History Review*, 53, 1: 1–23.

Srivastav, Vinay Kumar ed. 2013. Tribes of India. Concepts, Institution and Practices. New Delhi, Serial Publication.

Thurston, E., (1909) 1975, Castes and Tribes of Southern India, VI: 386, Cosmo Publications, New Delhi. Reprint.

Xaxa, V 2003. Tribes in India. In Veena Das (Ed). Oxford Indian Companion to Sociology and Social Anthropology. Vol. 1. pp 373-408. Oxford University Press.

Xaxa, V 2008. State, Society and Tribes issues in Post Colonial India. Pearson Education India

### **TEACHING LEARNING STRATEGIES**

- Direct Instruction:  
Lecture, E-learning(Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion.  
Presentation by individual student/ Group representative  
Field visits

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES.**

1. Explain the scope of Tribal studies
2. Write a note on the categorization of tribes of India during the colonial period
3. 'Tribal communities in India are not homogenous in nature': Discuss
4. Critically examine the impact of market economy on tribal society
5. Map out the district-wise profile of the Scheduled Tribes of Kerala
6. Describe the approaches to tribal development and explain how integration approach differs from other approaches

## **ABILITY ENHANCEMENT COURSE**

### **MATRS02AEC01**

### **INTRODUCTION TO SOCIAL SCIENCE**

**(2 Credits)**

#### **COURSE DESCRIPTION**

This is an introductory course which is intended to impart basic idea about Social science as a broader disciplinary arena. This foundation course discusses origin and development; disciplinary orientation and key concepts in social sciences.

#### **COURSE OBJECTIVES**

- To provide foundation to the science dealing with social reality of human beings
- To familiarize the historical emergences, philosophy and knowledge domain of social Sciences
- To enhance the ability of the learners to see the social reality as social scientist

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	-	2	2	0	2	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### **COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to -

<b>C01</b>	to comprehend the subject matter of social science as well as get acquainted with the historical and philosophical foundations of social science.
<b>C02</b>	learn about the disciplinary orientations in Social science
<b>C03</b>	internalize the key concepts in social sciences

<b>C04</b>	recognize the contemporary relevance of social sciences
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## COURSE CONTENT

### **Module 1 Situating in Social Science**

Idea of Social Science: Emergence of Social sciences & Social Sciences and Natural and other sciences

Philosophy of Social Science: Ontological, Epistemological and Methodological questions

### **Module 2 Engaging in Social Sciences**

Disciplinary orientations: Disciplinary emergences, Subject matters of social science disciplines

Concepts in Social Science: Society, Culture, Polity, Economy and Religion

Social Science in Contemporary era

### **COMPULSORY READINGS**

Gellner, Ernest 1984. The Scientific Status of the Social Sciences. *International Social Science Journal*. XXXVI, ( 4).Pp 567-586.

Wallerstein, Immanuel et al. 1996. *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*. Stanford: Stanford University Press.

Porta, Donatella Della and Michael Keating (Ed.). 2008. *Approaches and Methodologies in the Social Sciences*. Cambridge: Cambridge University Press.

Kazancigil, Ali, David Makinson, and Immanuel Maurice Wallerstein. 1999. *World Social Science Report 1999*. Paris: UNESCO/Elsevier.

Malcolm Williams 2000. *Science and Social Science: An Introduction* New York: Routledge.

### **SUGGESTED READINGS**

Bernard, H. Russell,1998 . *Handbook of Methods in Cultural Anthropology*. California Alta Mira Press.

Chalmers, A.E. 1999 (1976). *What is this thing called Science?* Indianapolis: Hackett Publishing  
Majumdar, P K. 2015. *Research Methods in Social Science*. Delhi: Viva Books.

Redfield, Robert. 1950. "Social Science in our Society." *Phylon (1940-1956)* 11 (1): 31.  
<https://doi.org/10.2307/271855>

Lindberg, David C., Ronald L. Numbers, and Roy Porter, eds. 2003. *The Cambridge History of Science*. Cambridge ; New York: Cambridge University Press.

Fassin, Didier, and George Steinmetz. 2023. *The Social Sciences in the Looking Glass: Studies in the Production of Knowledge*. Durham (N.C.): Duke University press.



Hollis, Martin. 1994. *The Philosophy of Social Science: An Introduction*. 1st ed. Cambridge University Press.

### **TEACHING LEARNING STRATEGIES**

- Direct instruction  
Lecture, E-learning (Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion  
Presentation by individual student/ Group representative

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. Write a brief note about the meaning and scope of social science.
2. What is scientific knowledge?
3. Prepare a note on social science in the contemporary era.
4. Critically analyse the development of social science.
5. Write an essay on key concepts in the social sciences.
6. Describe the disciplines of the social sciences and examine their subject matter.

## **SKILL ENHANCEMENT COURSE**

### **MATRS02SEC01**

### **METHODOLOGY FOR COMMUNITY ENGAGEMENT**

**(2 Credits)**

#### **COURSE DESCRIPTION**

This course is intended to offer methodological skills for community engagement to the learners. This course aims to develop the skill of seeing the human social world more closely and also envisions imparting methods and techniques to the learners for better engagement with people while doing their academic and professional activities.

#### **COURSE OBJECTIVES**

- To provide a basic understanding of community engagement and to sensitise the importance of community engagement in the Indian context.
- To impart skills to the learners on approaches, methods, and techniques for community engagement
- To build up a knowledge and skill base for the learners for effective engagement with the community while doing their academic and professional activities.

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
2	-	2	2	0	2	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### **COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to

<b>C01</b>	understand the importance and the needs of community engagement
<b>C02</b>	acquire the skill of understanding and analysing social realities and issues.

<b>C03</b>	use ethnographic and participatory approaches, as well as methods for community engagement.
<b>C04</b>	develop a sense of empathy and bonds of mutuality with the local community

## COURSE CONTENT

### **Module 1 Community Engagement**

- Principles and Practices
- Community Engagement in Indian Context

### **Module 2 Ethnographic approach**

- Fundamentals of Ethnographic approach
- Methods and Techniques
- Ethnographic approach for community engagement

### **Module 3 Participatory approach**

- Fundamentals of Participatory approach
- Methods and Techniques
- Participatory approach for community engagement

## **COMPULSORY READINGS**

Bernard, H. Russell, 1998 . Handbook of Methods in Cultural Anthropology. California Alta Mira Press.

Fife, Wayne. 2005. Doing Fieldwork: Ethnographic Method for Research in Developing counties and Beyond. Palgrave Macmillan.

<https://unescochair-cbrsr.org/pdf/resource/Workbook.pdf>

[https://www.unicef.org/mena/media/8401/file/19218\\_MinimumQuality-Report\\_v07\\_RC\\_002.pdf.pdf](https://www.unicef.org/mena/media/8401/file/19218_MinimumQuality-Report_v07_RC_002.pdf.pdf)

Kostroma State Agricultural Academy (KSAA) (Bearb.). 2012. *Participatory Approach in Rural Development*. RUDECO Vocational Training in Rural Development and Ecology 8. Moscow: Selbstverl. RSAU-MTAA.

Porta, Donatella Della and Michael Keating (Ed.). 2008. Approaches and Methodologies in the Social Sciences. Cambridge: Cambridge University Press. (Chapter

## SUGGESTED READINGS

Dennis, Norman 1996. *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Sage Publication.

Emerson, R et al.1995. *Writing Ethnographic Field notes*, Chicago: University of Chicago

Junker, Buford Helmholz. 1972. *Field Work: An Introduction to the Social Sciences*. Impress. Chicago: Univ. of Chicago Press.

Lassiter, Luke Eric 2005. *The Chicago Guide to Collaborative Ethnography*. Chicago: Chicago University Press.

Malinowski, Bronislaw. [1922] 1984. *Argonauts of the Western Pacific*. Prospect Heights, IL: Waveland Press Inc.

Ohmer, Mary L., Amy N. Mendenhall, Michele Mohr Carney, and Deborah Adams. 2022. "Community Engagement: Evolution, Challenges and Opportunities for Change." *Journal of Community Practice* 30 (4): 351–58. <https://doi.org/10.1080/10705422.2022.2144061>.

## TEACHING LEARNING STRATEGIES

- Direct instruction  
Lecture, E-learning (Audio/Video)
- Interactive Instruction:  
Seminars, Group Assignments, Library work and Group discussion, Field engagement, Presentation by individual student/ Group representative

## MODE OF TRANSACTION

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

## ASSESSMENT RUBRICS

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

## **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. What does it mean for community engagement?
2. Write a note on the need for community engagement for the well-being of rural society in India.
3. What do you think about the need for the application of an ethnographic approach to community engagement?
4. Prepare a note on the ways of implementing the methods in participatory research for the development of rural people.
5. Write an essay on the ethnographic approach to community engagement.
6. Elaborate on the methods and techniques used in participatory approaches for engaging the human social world in effective ways.

## **VALUE ADDED COURSE**

### **MATRS03VAC01**

#### **COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY (2 Credits)**

#### **COURSE DESCRIPTION**

This course aims to provide an understanding of rural realities and the importance of engagement with people for ensuring their sustainable living as a social responsibility of young minds in higher education. A significant number of people continue to live and work in rural and semi-urban areas of India. In order to accelerate development in these areas, the state has been undertaking various activities. Through this course, students will get the opportunity to engage with rural realities and participate in rural development. The course will also help students learn about rural institutions, rural economies, livelihoods, and the various challenges in rural society and rural development programmes.

#### **COURSE OBJECTIVES**

- To provide a basic understanding of community engagement and the rural situation in India.
- To impart skills to the learners to analyse rural social, cultural, economic and political life
- To learn about various development programmes for rural people and their status
- To understand the various problems encountered by the rural population and explore solutions for the same
- To provide an opportunity to the learners for the experiential learning.

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/F	Total	CE	ESE	Total
			1	1	2	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation,  
ESE = End Semester Evaluation

#### **COURSE LEARNING OUTCOMES:**

At the end of the Course, the Student will /will be able to

<b>C01</b>	Acquire a basic understanding of rural socio-cultural realities and the importance of community engagement.
<b>C02</b>	Develop empathy and sense of mutuality with rural people

<b>C03</b>	Learn to value the rural realities
<b>C04</b>	Become aware of their social responsibilities towards rural development
<b>C05</b>	Understand the conditions of the rural population in India and the governmental interventions in improving their standard of living.

## COURSE CONTENTS

### **Module 1 Community Engagement in India**

- Community engagement - Principles and Forms
- Rural Society in India – demographic – social- cultural aspects

### **Module 2 Rural Life**

- Rural economy and livelihood
- Rural infrastructure
- Financial inclusions

### **Module 3 Institutions of Rural India**

- Traditional rural political organizations
- Panchayath Raj Institutions
- Self Help Groups

### **Module 4 Rural Development**

- History of rural development
- Contemporary rural development interventions: Policies and Programmes
- Social responsibility for development

### **COMPULSORY READINGS**

Desai, A.R. 1969. Rural Sociology in India. Bombay: Popular Prakashan.

Hall, Budd, and Rajesh Tandon, eds. 2021. *Socially Responsible Higher Education: International Perspectives on Knowledge Democracy*. Brill.  
<http://www.jstor.org/stable/10.1163/j.ctv1v7zbn5>.

Hoggart, Keith and Henry Buller. 1987. Rural Development : A Geographical Perspective.  
 London: Routledge <https://rural.gov.in/en/documents/guidelines>

Jodhka, Surinder S., ed. 2018. *A Handbook of Rural India*. Readings on the Economy, Polity and Society. Hyderabad: Orient Black Swan

Kostroma State Agricultural Academy (KSAA) (Bearb.). 2012. *Participatory Approach in Rural Development*. RUDECO Vocational Training in Rural Development and Ecology 8. Moscow: Selbstverl. RSAU-MTAA

- Kronick, Robert F., ed. 2018. *Community Engagement: Principles, Strategies and Practices*. Social Issues, Justice and Status. Hauppauge, N.Y: Nova Science Publishers, Inc
- Kurian K.T.1978. *Poverty, Planning and Transformation*. Allied Publishers
- Madan, Vandana, ed. 2004. *The Village in India*. Oxford in India Readings in Sociology and Social Anthropology. New Delhi Oxford New York: Oxford University Press.
- Padmini Swaminathan, ed. 2012. *Women and Work*. Readings on the Economy, Polity and Society. New Delhi: Orient Blackswan
- Roy, Dayabati. 2018. *Employment, Poverty and Rights in India*. 1st ed. London: Routledge.
- Sharma, Sanjeev K.Sarbjee Singh and Sarabjeet Singh. 2008. Gandhian Strategies for Democratic Decentralisation and Development : Dimensions on Rural Development. *The Indian Journal of Political Science* , Vol. 69, No. 4, pp. 727-744.
- [www.unicef.org/mena/media/8401/file/19218\\_MinimumQuality-Report\\_v07\\_RC\\_002.pdf.pdf](http://www.unicef.org/mena/media/8401/file/19218_MinimumQuality-Report_v07_RC_002.pdf.pdf)
- Singh, Seema. 2016. “Integrating Social Responsibility of University and Corporate Sector for Inclusive Growth in India.” *Higher Education for the Future* 3 (2): 183–96. <https://doi.org/10.1177/2347631116648436>.

### **FURTHER READINGS**

- Bardhan eds. *Rural Poverty in South Asia*.. New York: Columbia University Press.
- Beteille, Andre 1972. *Inequality and Social Change*. Delhi :Oxford University Press
- Breman, J. 1996. *Footloose Labour*. Cambridge: Cambridge University Press. (Chapters 1-5).
- Issac, M. Thomas and Richard W Franke. 2000. *Local Democracy and Development : The Kerala People’s Campaign for Decentralised Planning*.
- Joshy, P C. 1975. *Land Reforms in India: Trends and Prospect*. Bombay: Allied Publication.
- Karima, R., Oshima, Y., & Yamamoto, K. 2006. Identification of subjects for social responsibility education at universities and the present activity at the University of Tokyo. *Environmental Science*, 13(6), 327–337.
- Ministry of Statistics and Programme Implementation. 2012. *Children in India*. Government of India.
- Ministry of Statistics and Programme Implementation. *Five Year Plans*. Government of India.



Padhi, R. 2012. Those Who Did Not Die: Impact of the Agrarian Crisis on Women in Punjab. New Delhi: Sage. (Introduction, 1-3).

Ravi Raman, K Ed. 2010. Development, Democracy and the State. Critiquing the Kerala Model of Development. London: Routledge

### **TEACHING LEARNING STRATEGIES**

- Direct instruction
- Lecture, E-learning (Audio/Video)
- Experiential learning through field engagements
- Interactive Instruction:
- Seminars, Group Assignments, Library work and Group discussion, Field engagement,
- Presentation by individual student/ Group representative

### **MODE OF TRANSACTION**

- Face to face: Lecture method & Demonstration method
- Learner centered technique: Computer assisted learning

### **ASSESSMENT RUBRICS**

<b>Components</b>	<b>Marks</b>
End Semester Evaluation	60
Continuous Evaluation	40
• Test papers	16
• Tutorial with Seminar /presentations/Discussions/Debate, etc.	16
• Assignment	8

### **SAMPLE QUESTIONS TO TEST OUTCOMES**

1. What is community engagement
2. Identify and critically evaluate the challenges of rural development
3. Discuss the history of rural development.
4. How do you view the reason behind the emergence of Panchayat Raj Institutions?
5. Could you suggest some development measures for the rural population of India?
6. Do you think MGNREGA leads to eradication of poverty in India? Justify your answer

## E-RESOURCE OF READING MATERIALS

Dr. Hermann Gundert Central Library, Kannur University provides access to a good number of e-books and e-journal. The students can access these E-Resources through the following link:

<http://hgcl.kannuruniversity.ac.in/eresources.html>

## VALUATION

Evaluation of the students shall be done on the basis of Continuous Evaluation and an End Semester Examination. The proportion of the distribution of marks among End Semester Examination and Continuous Evaluation shall be 60:40. Continuous Evaluation includes Assignments, Seminars, periodic written examinations etc.

## PATTERN OF QUESTION PAPER

QuestionType	No. of Questions to be answered	Size of Answer	TotalPages	Marks per Question	Total Mark
Part A Short Note	5 (out of 6)	Not to exceed 1.5 Pages	7.5	3	15
Part B- Short Essay	3 (out of 5)	Not to exceed 2.5 Pages	7.5	5	15
Part C – Essay	3 (out of 5)	Not to exceed 5 Pages	15	10	30
Total	11 (out of 16)		30	--	60

Note : Question should be asked as far as possible from all modules following a uniform distribution

## MODEL QUESTION PAPER

First Semester M.A Tribal and Rural Studies Degree(CCSS-Regular/ Supplementary)  
Examination

MATRS01DSC05: UNDERSTANDING SOCIETY AND CULTURE

Time : 3 Hours

Max. Marks : 60

I. Write short note on **ANY FIVE** of the following:

1. Write a short note on Sociality of human being.
2. Define Culture
3. Explain Kinship
4. Briefly explain Gift Exchange
5. What is meant by State
6. Write a note on Religion

(5x3 =15)

II. Write Short Essay on **ANY THREE** of the following:

7. Prepare a note on the contribution of Radcliffe Brown on society
8. Culture as 'the best that has been known' or as 'complex whole'. Problematise the meanings of culture.
9. 'Market economy can exist only in a market society. Comment.
10. What do you understand the religious life in the contemporary era.
11. What do you think about the importance of institution of marriage in human social and cultural life?

(3x5 =15)

III. Write Essay on **ANY THREE** of the following :

12. Discuss the multiple understanding about the idea of 'society' and critically analyze applicability of these ideas to understand the contemporary social life of human beings.
13. Explain the concept of culture and analysis the major trajectories in the development of the concept.
14. Family is an important social institutions. Explain
15. Bring out a comparative account on the mode of living among the societies of different economies.
16. Critically examine the contributions of Emile Durkheim and Clifford Geertz on the concept of religion.

(3x10 =30)