# KANNUR UNIVERSITY

## (Abstract)

M A Anthropology Programme (CBCSS) in the Department of Anthropology, Dr Janaki Ammal Campus - Scheme & Syllabus modified w e f 2024 admission - Approved - Orders issued

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## ACADEMIC C SECTION

ACAD C/ACAD C1/777/2024                Dated: 02.12.2024

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Read:-1.U O No Acad C/ Acad C1/777/2024 dated 17.01.2024 , 18.08.2024 & 2.12.2024

2. E mail from the Head, Department of Anthropology dated 23.10.2024

3. The Minutes of the Meeting of the Department Council, dated 04.10.2024

4. The Orders of Vice Chancellor in dated 01.11.2024

6. The Minutes of the meeting of the Standing Committee of the Academic Council held on 13.11.2024

7. The Orders of the Vice Chancellor dtd.30.11.2024

## ORDER

1.The Scheme and Syllabus of the M A Anthropology Programme under CBCSS in the Dept. of Anthropology was implemented w.e.f. 2023 admission and thereafter, certain modifications were effected vide papers read as (1) above.

2.Subsequently, the Head, Dept. of Anthropology, vide paper read 2, forwarded the modified Scheme and Syllabus of the M A Anthropology Programme,applicable w e f 2024 admission, along with the Minutes of the Meeting of the Department Council, for approval.

3.The Department Council changed the credit of Discipline Specific Elective courses in first and second semester to '4', in line with the Workload and changed the total Credit of the First Semester from 19 to 20 and thereby changed the total credit of the entire programme as '84' w.e.f.2024 admission. The Department Council held on 04.10.2024, vide paper read 3, approved the modifications of the Credits in line with the Workload, in the I $^{st}$ and II $^{nd}$ Semester syllabi w e f 2024 admission.

4.The Dean, Faculty of Social Science also attended the Meeting of the Department Council, which recommended the aforementioned modifications.

5.Considering the matter, the Vice Chancellor ordered to place the modified Scheme and Syllabus of the M A Anthropology Programme,applicable w.e.f. 2024 admission, before the consideration of Standing Committee of the Academic Council

6.The Standing Committee of Academic Council, held on 13.11.2024 considered the matter and recommended to approve the Modifications done in the approved Scheme & Syllabus of the M A Anthropology Programme in the Dept. of Anthropology w e f 2024 admission.

7.The Vice Chancellor, after considering the recommendation of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1) Chapter III of the Kannur University Act, 1996 and all other enabling provisions read together with, *approved the Modified Scheme and Syllabus of the M A Anthropology Programme in the Dept. of Anthropology of the University and accorded sanction to implement the same w.e.f. 2024 admission, subject to reporting to the Academic Council.*

8.The Modified Scheme & Syllabus of the M A Anthropology Programme under Choice Based

Credit Semester System, implemented in the Department of Anthropology, Dr. Janaki Ammal Campus of the University, applicable w.e.f. 2024 admission, are appended with this U.O. and uploaded in the University website (www.kannuruniversity.ac.in).

Orders are issued accordingly.

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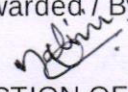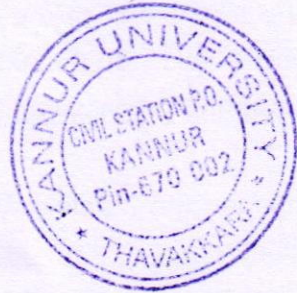
Sd/-

**ANIL CHANDRAN R**

**DEPUTY REGISTRAR (ACADEMIC)**

For REGISTRAR

</div>

To:    The Head, Department of Anthropology, Dr. Janaki Ammal Campus

       Palayad

       Thalassery

Copy To: 1. The Examination branch (through PA to CE)

           2. Computer Programmer

           3. PS to VC/PA to R

           4. DR/AR (Acad), EXCI, EP IV

           5. IT Cell ( for uploading on the website)

           6. JR II Exam

           7. SF/DF/FC

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Forwarded / By Order

SECTION OFFICER

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# M.A. ANTHROPOLOGY PROGRAMME

# SYLLABUS
## (2024-25 ADMISSION ONWARDS)



# DEPARTMENT OF ANTHROPOLOGY
# KANNUR UNIVERSITY

## Dr. JANAKI AMMAL CAMPUS, PALAYAD P.O.
## KANNUR DISTRICT, KERALA, INDIA

# M.A. ANTHROPOLOGY SYLLABUS

**EFFECTIVE FROM 2024-25 ADMISSION**



# KANNUR UNIVERSITY

# DEPARTMENT OF ANTHROPOLOGY

**Dr. JANAKI AMMAL CAMPUS, PALAYAD**

**KANNUR, KERALA, INDIA**

**PIN 670661**

## About the Department

The Department of Anthropology was established in the year 1986 under the University of Calicut and the first batch of students was admitted in 1988. With the bifurcation of University of Calicut and the establishment of Kannur University in 1996, the Department of Anthropology became part of the Kannur University by virtue of its geographical position. At present, the 36th batch of students are currently undergoing their Post-Graduation in Anthropology.

The Department has a laboratory for Biological Anthropology and Archaeological Anthropology and the Department also has an Ethnological Museum. This is the pioneer Department of Anthropology in Kerala State of India offering M.A. and Ph.D. programmes in Anthropology. The Department has completed UGC SAP Phase I in the year 2012.

The Department has initiated and established a Chair in the name of an eminent anthropologist Prof. (Dr.) A. Aiyappan and instituted two Endowment Awards in 2022 for the first and second position holders of M.A. Anthropology programme every year.

## M.A. Anthropology Programme

Anthropology, as the study of humankind, seeks to produce useful generalisations about people and their culture to arrive at the maximum possible understanding of human diversity. Anthropologists try to seek answers to varieties of questions about man. They are interested in discovering when, where and why humans first appeared on the earth; how and why they have changed since then; and how and why modern human populations vary or overlap in certain physical features. They are also interested in knowing why societies in the past and present have similar or different norms, values, customs, beliefs and practices. Anthropologists study all groups of human kind and their societies and cultures. When studying a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, their family, language, the settlement pattern, political and economic systems, religion, material culture and so on. Some are, of course, concerned primarily with biological or physical characteristics of human populations whereas others are interested in the cultural characteristics and the prehistoric cultures and so on.

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that the higher education qualifications such as Bachelor's Degree and Master's Degree programmes are awarded on the basis of demonstrated achievement of outcomes, which is expressed in terms of knowledge,

understanding, skills, attitudes and values, and academic standards expected of the Under Graduation and Post-Graduation in Anthropology. Learning outcomes specify what students completing a particular programme of study are expected to know and be able to do at the end of their programme. The learning outcomes indicate the knowledge, skills, attitudes and values that are required to enable the students to effectively participate in knowledge production and in the knowledge economy, improve national competitiveness in a globalized world and for equipping young people with skills relevant for global and national labour markets and enhancing the opportunities for social mobility.

**The Broad Objectives of the Programme**

- To help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;

- To enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a Graduate or Post Graduate should be capable of demonstrating on successful completion of a programme of study;

- To maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate Graduate or Post Graduate mobility; and

- To provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

## PROGRAMME OUTCOMES

**PO1 Critical Thinking**: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organisational, and personal) from different perspectives.

**PO2 Problem Solving**: Identify, formulate, conduct investigations, and find solutions to problems based on in-depth knowledge of relevant domains.

**PO3 Communication**: Speak, read, write and listen clearly in person and through electronic media in English/language of the discipline, and make meaning of the world by connecting

people, ideas, books, media and technology.

**PO4 Responsible Citizenship**: Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues.

**PO5 Ethics**: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6 Self-directed and Life-long Learning**: Acquire the ability to engage in independent and life-long learning in the broadest context of socio- technological changes.

**PO7 Environmental Sustainability and Global Perspective**: Develop an understanding of global standards to foster legal environment. Learn and practice to critically analyse the legal issues from local, national and international concerns to ensure sustainability.

## Learning Outcomes

Qualification descriptors for a Post Graduate Degree programme: Some of the desirable learning outcomes, which a Post Graduate student should be able to demonstrate on completion of the programme will include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialisation and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialisation, and an ability to use established techniques of analysis and enquiry within the area of specialisation.

- Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to

the chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the discipline and field of study.

- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.

- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.

- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.

## Methodology

Anthropology developed its body of knowledge and theories by studying the other, preliterate, isolated people by developing appropriate tools and techniques of research in the initial phase. At present, anthropology has to study not only alien cultures but familiar people and their culture, not merely as objects of study but as fellow citizens, whose aspirations of development and concerns for their own problems of poverty, health and education have to be met. This requires more objective tools and techniques or methods of research. The qualitative methods developed in Anthropology provide analytical answers to the "why" in preference to "how much", which are generally sought by policy planners and administrators. The methods of rapid appraisals now developed, and participatory research tools and techniques are the direct result and have evolved from traditional anthropological methods of investigation. A proper mix of these micro level methods with the analysis of macro situations that are rooted in history, and the new macro policy formulation, which arise from science and technology on one hand, and global pressures on other, is necessary to comprehend the holistic process at work. Anthropology tried to bridge the gap between "We' and "They" by following the research techniques of "Going Native" by participatory research among the people. For a native anthropologist "We" have to be studied by "Us" and not by "Them". Anthropology has earned methodological recognition due to micro level tribal studies to the study of complex industrial societies following the conceptual

models of studying society and cultures. On the other hand, there are National Character studies, and studies of civilizations whereby Archaeological and Linguistic Anthropology have substantially contributed.

# PROGRAMME STRUCTURE

## FIRST SEMESTER

| COURSE CODE | FIRST SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| **DISCIPLINE SPECIFIC CORE COURSES (DSC)** | | | | | | | | |
| MAANT 01DSC01 | Social-Cultural Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| MAANT 01DSC02 | People and Cultures of India | 40 | 60 | 100 | 4 | | | 4 |
| MAANT 01DSC03 | Research Methodology | 40 | 60 | 100 | 4 | | | 4 |
| MAANT 01DSC04 | Anthropological Theories | 40 | 60 | 100 | 4 | | | 4 |
| **DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)** | | | | | | | | |
| **DSE 1** | **MAANT01DSE01** Indian Anthropologists<br>**MAANT01DSE02** Tribal Development | 40 | 60 | 100 | 4 | | | 4 |
| **TOTAL** | | | | 500 | 20 | | | 20 |

# SECOND SEMESTER

| COURSE CODE | SECOND SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| **DISCIPLINE SPECIFIC CORE COURSES (DSC)** | | | | | | | | |
| **MAANT02DSC05** | Archaeological Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT02DSC06** | Archaeological Anthropology Practical+ Record + Viva-voce | 40 | 60 | 100 | - | | 8 | 4 |
| **DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)** | | | | | | | | |
| DSE 2 | **MAANT02DSE03** Internship **MAANT02DSE04** Field Visit/ Institutional Visit/ Industrial Visit **MAANT02DSE05** Minor Research Project **MAANT02DSE06** Ethnographic Report | 40 | 60 | 100 | - | | 8 | 4 |
| DSE 3 | **MAANT02DSE07** Anthropology in Practice **MAANT02DSE08** Anthropology of Disasters | 40 | 60 | 100 | 4 | | | 4 |
| DSE 4 | **MAANT02DSE09** Anthropology of Gender **MAANT02DSE10** Introduction to Public Health and Epidemiology | 40 | 60 | 100 | 4 | | | 4 |
| **ABILITY ENHANCEMENT COURSES (AEC) (Offered to other Departments)** | | Anthropology students have to take the course offered by other Departments | | | | | | |
| AEC 1 | **MAANT02AEC01** Research Report Writing Using Office Tools | 40 | 60 | 100 | 2 | | | 2 |
| **SKILL ENHANCEMENT COURSES (SEC) (Offered to other Departments)** | | Anthropology students have to take the course offered by other Departments | | | | | | |
| SEC 1 | **MAANT02SEC01** Visual Anthropology | 40 | 60 | 100 | 2 | | | 2 |
| | **TOTAL** | | | 700 | 16 | | 16 | 24 |

8

# THIRD SEMESTER

| COURSE CODE | THIRD SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| **DISCIPLINE SPECIFIC CORE COURSES (DSC)** | | | | | | | | |
| **MAANT03 DSC07** | Biological Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT03 DSC08** | Biological Anthropology – Practical + Record + Viva-voce | 40 | 60 | 100 | | | 8 | 4 |
| **DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)** | | | | | | | | |
| **DSE 5** | **MAANT03DSE11** Audio-Visual Anthropology **MAANT03DSE12** Anthropology of Tourism | 40 | 60 | 100 | 4 | | | 4 |
| **DSE 6** | **MAANT03DSE13** Environmental Anthropology **MAANT03DSE14** Urban Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MULTI DISCIPLINARY COURSES** Offered to other Departments | | Offered to other Departments (Anthropology students have to take only one MDC/IDC course offered by other Departments) | | | | | | |
| **MDC1** | **MAANT03MDC01** Foundations in Anthropology | 40 | 60 | 100 | 4 | | | |
| **INTER DISCIPLINARY COURSES** Offered to other Departments | | Offered to other Departments | | | | | | 4 |
| **IDC1** | **MAANT03IDC01** Indian Society and Culture | 40 | 60 | 100 | 4 | | | |
| **VALUE ADDED COURSE (VAC)*** Offered to other Departments of the University | | (Anthropology students have to opt a VAC offered by Anthropology Dept. or any other Departments) Those who opt MOOC need not opt VAC. | | | | | | |
| **MAANT 03VAC01** | Cultural Anthropology | 40 | 60 | 100 | - | | | 2* |
| | **TOTAL** | | | 500 | 20 | | 8 | 20 |

* (VAC) Not to be added to the total credits

# FOURTH SEMESTER

| COURSE CODE | FOURTH SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| DSE 7 | **MAANT04DSE15** Medical Anthropology<br>**MAANT04DSE16** Indian Village Communities | 40 | 60 | 100 | 4 | | | 4 |
| DSE 8 | **MAANT04DSE17** Economic Anthropology<br>**MAANT04DSE18** Anthropology of Food | 40 | 60 | 100 | 4 | | | 4 |
| DSE 9 | **MAANT04DSE19** Development Anthropology<br>**MAANT04DSE20** Local Self Governance and Administration | 40 | 60 | 100 | 4 | | | 4 |
| MAANT 04DSC09 | Ethnographic Fieldwork Dissertation + Viva-voce | 40 | 60 | 100 | - | - | 16 | 8 |
| **TOTAL** | | | | 400 | 12 | | 16 | 20 |

## SEMESTER WISE CREDIT DISTRIBUTION

| Course | Credit/ Course | Semester I | | Semester II | | Semester III | | Semester IV | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | No of Courses | Credits | No of Courses | Credits | No of Courses | Credits | No of Courses | Credits | |
| Discipline Specific Core Courses | 4 | 4 | 16 | 2 | 8 | 2 | 8 | 1 Dissertation | 8 | 40 |
| Discipline Elective Courses | 4 | 1 | 4 | 2 | 8 | 2 | 8 | 3 | 12 | 32 |
| DSE 2* | 4 | | | 1 | 4 | | | | | 4 |
| Multi Disciplinary Courses | 4 | | | | | 1 | 4 | | | 4 |
| Inter Disciplinary Courses | 4 | | | | | | | | | |
| Ability Enhancement Courses | 2 | | | 1 | 2 | | | | | 2 |
| Skill Enhancement Courses | 2 | | | 1 | 2 | | | | | 2 |
| Value Added Course | 2 | | | | | 1 | 2* | | | ** |
| Total | - | 5 | 20 | 7 | 24 | 6 | 20 | 4 | 20 | 84 |

\*  DSE 2 (Internship/Field Visit/ Institutional Visit/ Industrial Visit//Minor Research Project /Ethnographic Report)

\*\* (VAC) Not to be added to the total credits

# M.A. ANTHROPOLOGY
# SYLLABUS

# FIRST SEMESTER

| COURSE CODE | FIRST SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| **DISCIPLINE SPECIFIC CORE COURSES (DSC)** | | | | | | | | |
| **MAANT 01DSC01** | Social-Cultural Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT 01DSC02** | People and Cultures of India | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT 01DSC03** | Research Methodology | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT 01DSC04** | Anthropological Theories | 40 | 60 | 100 | 4 | | | 4 |
| **DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)** | | | | | | | | |
| **DSE 1** | **MAANT01DSE01** Indian Anthropologists **MAANT01DSE02** Tribal Development | 40 | 60 | 100 | 4 | | | 4 |
| **TOTAL** | | | | 500 | 20 | | | 20 |

# MAANT01DSC01
# Social Cultural Anthropology
### (Credits 4)

**Course Description**

The course aims to provide a basic understanding on the foundation and the emergence of Social and Cultural Anthropology. This course would help the students to understand how the subject was conceived and the developments in the field till date. The study of the forms and processes in the conceptualisation of society, culture, social groups and social institutions, would be taken up in detail.

**Course Objectives**

1  This course explains the origin, historical background and foundation of Social and Cultural Anthropology.

2  This course aims to identify various institutions in a society and relate to the cultural aspects present in societies.

3  This course aims to elucidate the nature and organisation of culture and society at various levels and the basic categories, which have emerged due to comparison of groups and institutions in the global context with special reference to the simple societies.

4  This course aims to apply, analyse and interpret various concepts in Social and Cultural Anthropology.

5  It would facilitate the learner in understanding the practical elements of the course.

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

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

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

| | |
|---|---|
| CO1 | The students will learn what is Social and Cultural Anthropology and how it is related to other branches of Anthropology and other disciplines under Social Sciences and Natural Sciences |
| CO2 | They will learn about the key concepts in Social and Cultural Anthropology like social structure, social change, culture, cultural change, socialisation, and so on. |
| CO3 | The students will learn about social institutions like family, marriage and kinship. |
| CO4 | The students will learn about social institutions like Economic organisation, Political organisation and Religious organisation. |

| CO5 | The students will apply the knowledge and understanding in the field situations. The students develop the critical ability and capabilities to understand how cultural biases hinder appreciation of human diversity and apply one's own logical mind to think through cultures, differences and similarities and enhance respect for other ways of life. |

## COURSE CONTENTS

### Module I      Development, Relevance and Scope of Social-Cultural Anthropology
1.1   Development, Relevance and Scope of Social-Cultural Anthropology: Place in academia. Uniqueness.
1.2   Quadripartite Approach.
1.3   Emerging Areas: Economic Anthropology, Political Anthropology, Development Anthropology, Medical Anthropology
1.4   Urban Anthropology, Visual Anthropology, Applied and Action Anthropology, Forensic Anthropology.

### Suggested Readings specific to the Module I

1.1   Beals, Ralph and Hoijer, Harry. 1971. An Introduction to Anthropology. London: Macmillan.
1.2   Eriksen, T. H. and Nielsen, F. S. 2001, A History of Anthropology. London: Pluto Press.
1.3   Haviland, William A. 2011. Cultural Anthropology: The Human Challenge. 13th Edition. USA: Wadsworth.
1.4   Mair, Lucy. 2001. An Introduction to Social Anthropology. New Delhi: Oxford University Press.

### Module II      Concepts of Society and Culture
2.1   Status and Role; Community, Group, Association
2.2   Social Structure and Organisation
2.3   Social Stratification, Social Control, Social Mobility
        Attributes and Aspects of culture: Enculturation, Ethnocentrism and Cultural Relativism
2.4   Culture Structure, Culture processes: Diffusion and Acculturation. Globalisation and change.

### Suggested Readings specific to the Module II

2.1   Doshi, S. L. and Jain, P. C. 2001. Social Anthropology. New Delhi: Rawat.
2.2   Ember and Peter N. Peregrine 2002. Anthropology. New Jersey: Prentice Hall.
2.3   Panchal, R. K. 2007. Social Anthropology. New Delhi: Visva Bharati.
2.4   Pandey, Gaya. 2017. Social-Cultural Anthropology. New Delhi: Concept Publishing Company.

### Module III    Human Diversity-Social Institutions I
3.1   Family (Types, basic structure, functions, Changing trends in family and Residence patterns), Stages of development of family.

3.2 Marriage: Possibility of a universal definition (forms and functions; Regulations of marriage- Incest, Hypergamy, Hypogamy, Endogamy and Exogamy; Ways of acquiring mates Prescribed; Proscribed; Preferential marriage and Incest); Marriage payments.

3.3 Kinship (Concept, Kin groups: Lineage, Clan, Phratry, Moiety and Tribe. Kinship Typology and Kinship behaviour.

3.4 Kinship Terminological system - Eskimo, Omaha, Hawaiian, Crow, Iroquois, Sudanese.

**Suggested Readings specific to the Module III**

3.1 Fox, Robin. 1971. Kinship and Marriage: An Anthropological Perspective. London: Penguin Books.

3.2 Kapadia, K.M. 1971. Marriage and Family in India. Calcutta: Oxford University Press.

3.3 Morgan, L.H. 1996 Rpt. Ancient Society. Calcutta: K.P. Bagchi & Co.

3.4 Wesch, Michael, "The Art of Being Human: A Textbook for Cultural Anthropology" 2018. NPP eBooks. 20.https://newprairiepress.org/ebooks/20

**Module IV    Human Diversity- Social Institutions II**

4.1 Religious Organisation (concept, function, theories), Magic (concept, types, function, practitioners).

4.2 Economic Organisation: (concept, function, production-subsistence strategies: Foraging, Pastoralism, Horticulture, Swidden/Shifting Cultivation, Agriculture), Reciprocity and Redistribution, Barter, Trade and Market, Ceremonial Exchange: Kula Ring and Potlatch.

4.3 Political Organisation: Concept, function, types of political organisation and leadership patterns.

4.4 State, Stateless Society, Law and Justice, Customary Law.

**Suggested Readings specific to the Module IV**

4.1 Elman Service. 1975. Origins of the State and Civilization. New York: WW Norton and Company INC.

4.2 Lewellen, Ted. 2003. Political Anthropology: An Introduction. London: Praeger.

4.3 Phillip Kottak, Conrad. 2002. Cultural Anthropology. New York: Mc Graw-Hill

4.4 Phillip Kottak, Conrad. 2014. Anthropology: Appreciating Human Diversity. New York: McGraw-Hill Education.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1 Davis, Kingsley. 1981. Human Society. Delhi: Surjeet Publications.

2 Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge University Press

3 Harris, M. 1971. Culture, Man and Nature: An Introduction to General Anthropology. New    York: Crowell.

4 Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford University Press.

5    Keesing, R. M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.

6    Kuper, Adam. 1973. 2015 Rpt. Anthropology and Anthropologists: The British School in the Twentieth Century. London: Routledge.

7    Murdock, G.P. 1965. Social Structure. Illinois: Free Press.

8    Sarana, Gopala. 1977. Introducing Anthropology. Calcutta: Indian Anthropological Society.

9    Uberoi, Patricia. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press.

10   Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    https://naturalhistory.si.edu/research/anthropology
2    https://anthrosource.onlinelibrary.wiley.com/journal/15481360
3    https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_socio_anthro_final.pdf
4    https://www.antropologi.info/links/Main/Journals
5    https://newprairiepress.org/ebooks/20
6    https://www.socialsciences.manchester.ac.uk/social-anthropology/study/what-is-social-anthropology/
7    https://www.anthro.ox.ac.uk/what-social-anthropology
8    https://onlinelibrary.wiley.com/journal/14698676
9    https://www.discoveranthropology.org.uk/about-anthropology/what-is-anthropology/social-and-cultural-anthropology.html
10   https://www.researchgate.net/publication/327459817_Social_and_Cultural_Anthropology

**Teaching Learning Strategies**

Lecture method, Virtual methods, Discussion

**Mode of Transaction**

Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Write any pieces of recent information from the newspapers that you can remember as anthropologically relevant?

2    Make a time line of development of Anthropology in Indian context.

3    What do you think about Anthropological Fieldwork?

4    Membership in a class is open. Justify the statement with suitable examples.

5    Social mobility brings change in the society. Comment.

6    Culture is dynamic. Write your views.

**DISCIPLINE SPECIFIC CORE COURSES (DSC)**
# MAANT01DSC02
# People and Cultures of India
**(Credits 4)**

## Course Description

This course is intended to acquaint the students of Anthropology with the basic attributes of the different people who constitute the Indian population including their demographic, ethnic and linguistic features

## Course Objectives

1. This course aims to study the people of India with special reference to their cultural diversity.

2. It aims to develop an anthropological insight to understand the people and cultures of India.

3. This course aims to develop an anthropological understanding on Indian social systems.

4. It aims to analyse the process of social change in India.

5. This course aims to understand the aesthetic and creative aspects of Indian culture and civilization.

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

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

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

| | |
|---|---|
| CO1 | Students will learn the concepts of Indian Social system. |
| CO2 | Students will get oriented with social system and social disabilities of Indian people. |
| CO3 | The students will get oriented with the aesthetic and creative aspects of Indian culture and civilization. |
| CO4 | The students will learn the process of Social Change in India. |
| CO5 | The students will be able to evaluate the social structure of Indian society and apply anthropological insights to the development of Indian society. |

## COURSE CONTENTS

**Module I**      **Culture, Society and Civilization**

1.1    Concepts of culture and civilization, Theories of Emergence of Civilizations

1.2    Indian Culture: tribal, folk, peasant and urban dimensions

1.3     Racial/ethnic elements and demographic composition of Indian population.

1.4     Linguistic diversity and classification of languages

**Suggested Readings specific to the Module I**
1.1     Ahuja, Ram. 2004. Society in India – Concepts, Theories and Recent Trends. Jaipur: Rawat Publications.

1.2     Mandelbaum, D. G. 1984. Society in India. Bombay: Popular Prakashan.

1.3     Singh, K. S. 1998. People of India – National Series. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press

1.4     Pattanayak, Debi Prasanna. 1990. Multilingualism in India. Philadelphia: Multilingual Matters, Ltd. (Google Books)

**Module II          Indian Social System and Social Disabilities**
2.1     Religious and Philosophical Tradition

2.2     Sacred Texts of India

2.3     Indian Caste System: Fission and Fusion; Mobility, Problem of Untouchability

2.4     Social Reform Movements

**Suggested Readings specific to the Module II**
2.1     Cohn, Bernard. 2001. India – The Social Anthropology of a Civilization. New Delhi: Oxford University Press.

2.2     Fuller, C. J. 2004. (1992). The Camphor Flame: Popular Hinduism and Society in India. New Jersey: Princeton Ganguly.

2.3     Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its Implications. Chicago: University of Chicago press Beteille, Andre. 1972. Inequality and Social Change. Delhi: Oxford University Press.

2.4     Rao, M. S. A. 1987. Social Movements and Social Transformation. New Delhi: Manohar.

**Module III        Indian Education System**
3.1     Evolution of Indian education system

3.2     Indian Education system in Pre-British, British and Post-independence Periods.

3.3     Contemporary educational pattern

3.4     Non-formal education.

**Suggested Readings specific to the Module III**
3.1     Mukarji, S.N. 1966. History of Education in India. New Delhi: Acharya Books.

3.2     Biswa A, Agarwal. S.P. 1985. Development of Education in India, A Historical Survey of Educational Document Before and After Independence. New Delhi: Concept Publishing Co.

3.3     Vaidya, S. 2005. Educational Reforms: New Trends and Innovations in Educational Development. New Delhi: Deep and Deep Publications.

3.4     Mukerji, S.N. 1966. History of Education in India. New Delhi: Acharya
        Books.

## Module IV        Approaches and Process of Social Change
4.1     Folk-Urban Continuum, Little and Great Traditions

4.2     Universalization and Parochialisation, Tribe-Caste Continuum, Sacred
        Complex, Nature - Man - Spirit Complex.

4.3     Sanskritization, Concept of Dominant Caste, Pecuniarisation

4.4     Modernization, Industrialization, Urbanization, Westernisation

**Suggested Readings specific to the Module IV**
4.1     Miner, H. 1952. "The Folk-Urban Continuum". American Sociological
        Review. 17(5): 529-537.
        Redfield, Robert. 1956. Peasant Society and Culture: An Anthropological
        Approach to Civilization. Chicago: Chicago University Press.

4.2     Beteille, A. 1974. Six Essays in Comparative Sociology. Delhi: Oxford
        University Press.
        Cohn, B. 1971. India: The Social Anthropology of a Civilisation. Prentice
        Hall.

4.3     Srinivas, M. N. 1995 Rpt. Social Change in Modern India. New Delhi: Orient
        Longman.

4.4     Mahendrakumar, M.S. 2006. Pecuniarisation- A New Theory of Social
        Change in India. New Delhi: Serials Publications.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/
weblinks)**

1     Ahuja, Ram. 2004. Society in India – Concepts, Theories and Recent Trends.
      Jaipur: Rawat Publications.

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

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

4     Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its
      Implications. Chicago: University of Chicago press.

5     Beals, Ralph and Hoijer, Harry. 1971. An Introduction to Anthropology.
      London: Macmillan.

6     Fuller, C. J. 2004. (1992). The Camphor Flame: Popular Hinduism and
      Society in India. New Jersey: Princeton Ganguly.

7     Mahendrakumar, M.S. 2006. Pecuniarisation - A New Theory of Social
      Change in India. New Delhi: Serials Publications.

8     Rao, M. S. A. 1987. Social Movements and Social Transformation. New
      Delhi: Manohar.

9     Sasikumar, M. 2019. Matriliny among the Khasis-A Study in Retrospect and
      Prospect. New Delhi: Gyan Publishing House.

10      Singer, Milton and Bernard S. Cohn. (Ed.). 1968. Structure and Change in Indian Society. Chicago: Aldine Pub. Co.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1       Singer, Milton and Bernard S. Cohn. eds. 1968. Structure and Change in Indian Society. Chicago: Aldine Pub. Co.

2       Singh, K. S. 1998. People of India – National Series. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press.

3       Singh, Yogendra. 1980 Rpt. Social Stratification and Change in India. New Delhi: Manohar Book Services.

4       Srinivas, M. N. 1995 Rpt. Social Change in Modern India. New Delhi: Orient Longman.

5       Neil DeVotta. Ed. 2003. Understanding Contemporary India. New Delhi: Viva Books Pvt Ltd.

6       Cohn, Bernard S. 2001. India – The Social Anthropology of a Civilization. New Delhi: Oxford University Press.

7       Singh, K. S. 1998. People of India – National Series. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press.

8       Hasnain, Nadeem. 2010. Indian Anthropology. Lucknow: New Royal Book Co.

9       Miner, H. 1952. "The Folk-Urban Continuum". American Sociological Review. 17(5): 529-537.

10      Connell, James O'. 1976. "The concept of Modernization" in Cyril. E. Black Ed. Comparative Modernization. New York: The Free Press.

**Teaching Learning Strategies**

Lecture method, Virtual methods, and Discussion

**Mode of Transaction**

Assignments, Seminar, and Tests

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**
1       Define caste system.
2       Discuss Indian education in Post-Independence period.
3       Write a short essay on Great and Little tradition in India.
4       Describe the relevance of Tribe Caste Continuum in contemporary India.
5       Write an essay on Social Reform Movements in India.
6       Discuss the Religious and Philosophical Tradition of India.

DISCIPLINE SPECIFIC CORE COURSES (DSC)

# MAANT01DSC03
# Research Methodology
### (Credits 4)

## Course Description

The course introduces the basic techniques of data collection and data processing including statistical techniques. It will also bring home the fundamentals of anthropological fieldwork and its value to the discipline.

## Course Objectives

1  This course aims at learning fieldwork and its relationship with anthropology.

2  It aims at preparing for fieldwork and selection of a field.

3  This course aims about various methods and techniques of data collection.

4  It aims at familiarising the students with various techniques of data analysis.

5  This course aims at teaching students about anthropological report writing

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

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

## Course Learning Outcomes: At the end of the Course, the students will be able to-

| | |
|---|---|
| CO1 | The students will learn the differences between Research method and Methodology. |
| CO2 | The students will learn different methods and techniques used in anthropological research. |
| CO3 | The students will learn the various aspects of Anthropological fieldwork. |
| CO4 | The students will learn the methods of collection and analysis of quantitative and qualitative data. |
| CO5 | The students will learn the methods of data analysis and report writing. |

## COURSE CONTENTS

**Module I          Social Science Research**

1.1  Introduction to research in anthropology

1.2  Ethical Issues in Qualitative Research

1.3  Experimental and Epistemological problems

1.4  Subjectivity, Objectivity and Inter subjective objectivity

**Suggested Readings specific to the Module I**

1.1 Sarana, G. 1975. The Methodology of Anthropology. New York: The University of Arizona Press.

1.2 Russell, Bernard, H. 1995. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Walnut Creek, CA: Alta Mira Press.

1.3 Williams, T. R. 1967. Field Methods in the Study of Culture. London: Holt, Rinehart and Winston.

1.4 Flick, U. 2009: An Introduction to Qualitative Research, 4th edition. London: Sage., Foster, G. M. et al. 1979. Long Term Field Research in Social Anthropology. New York: Academic Press Publications.

**Module II          Construction of Research Design**

2.1 Identification of broad area of research and the problem

2.2 Review of Literature, Hypotheses and Sampling

2.3 Construction of tools and techniques of data collection

2.4 Fieldwork tradition in Anthropology

**Suggested Readings specific to the Module II**

2.1 Babbie, E. 2007: paradigms, theory and social research, in, The practice of Social Research, Epstein, A.L. 1978. Crafts in Social Anthropology. Delhi: Hindustan Publishing Corp. 11th edition.     Belmont, CA: Thomson Wadsworth.

2.2 Booth,     A.     2016.     Systematic     Reviews,     (5)74,     1-23. Papaioannou, D., Sutton, A., Carroll, C., Booth, A. and Wong, R. 2010. "Literature Searching for Social Science Systematic Reviews: Consideration of a range of search techniques. Searching for qualitative research for inclusion in Systematic Reviews: A Structured Methodological Review" Health Information & Libraries Journal, 27, 114-122.

2.3 Foster, G. M. et al. 1979. Long Term Field Research in Social Anthropology. New York: Academic Press.

2.4 Ellen, R. F. 1984. Ethnographic Research: A Guide to General Conduct. London: Academic Press.

**Module III          Anthropological Fieldwork and data collection**

3.1 Ethnographic approach and concepts using native language, Key informants

3.2 Interview, Observation, Questionnaire and Schedule

3.3 Genealogy, Pedigree, Case study and Narratives, Restudy and Reinterpretation

3.4 Participatory Rural Appraisal

**Suggested Readings specific to the Module III**

3.1 Burgess, R. G. 1984. In the Field: An Introduction to Field Research. London: Routledge.

3.2 Bechhofer, F. and Paterson, L. 2000. Principles of Research Design in the Social Sciences. London: Routledge.

3.3    Jongmans, D.G. and Gutkind, P.C.W. 1967. Anthropologists in the Field. Assen: Van Gorcum &Co.

3.4    Williams, T. R. 1967. Field Methods in the Study of Culture. London: Holt, Rinehart and Winston.

## Module IV    Analysis of data, Interpretation and Report writing

4.1    Content analysis and Grounded theory approach

4.2    Classification, tabulation and presentation of data

4.3    Mode of Analysis

4.4    Anthropological research report writing

**Suggested Readings specific to the Module IV**

4.1    Ritchie J.& Lewis J. (eds): Qualitative Research Practice. A Guide for Social Science Students and Researchers. London: Sage Publications.

4.2    Gibbs, G. 2007: Analysing Qualitative Data, The Sage Qualitative Research Kit, Vol. 6 (edited by U. Flick). London: Sage Publications

4.3    Charmaz, K. 2006: Constructing Grounded Theory: A Practical Guide through Qualitative Analysis. London: Sage Publications

4.4    Ellis, C. 2007: Telling secrets, revealing lives: Relational ethics in research with intimate others', Qualitative Inquiry, 13 (1): 3-29.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Pillow, W. 2003: Confession, catharsis or cure? Rethinking the uses of reflexivity as methodological problem in qualitative research', International Journal of Qualitative Studies in Education, 16 (2): 175-96.

2    Ritchie J. & J. Lewis (eds): Qualitative Research Practice. A Guide for Social Science Students and Researchers. London: Sage Publications.

3    Cook, K. & Nunkoosing, K. 2008: Maintaining dignity and managing stigma in the interview encounter: The challenge of paid-for participation', Qualitative Health Research, 18 (3): 418-27.

4    Dickson-Swift, V., James, E.L., Kippen, S. & Liamputtong, P. 2008: Risk to researchers in qualitative research on sensitive topics: Issues and strategies', Qualitative Health Research, 18: 133-44.

5    Ellis, C. 2007: Telling secrets, revealing lives: Relational ethics in research with intimate others', Qualitative Inquiry, 13 (1): 3-29.

6    Parry & Mauthner. 2004. Whose data are they anyway? Practical, legal and ethical issues in archiving qualitative research data', Sociology, 38 (1): 139-52.

7    Amit, V. 1999. Constructing the Field. London: Routledge

8    Beteille, A. and Madan, T. N. 1975. Encounter and Experience. New Delhi: Vikas Publishing House.

9    Frelich, M. 1970. Marginal Natives: Anthropologists at Work. New York: Harper & Sons.

10      Jongmans, D.G. and Gutkind, P.C.W. 1967. Anthropologists in the Field. Assen: Van Gorcum &Co.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1      Harris, Marvin. 1968. Rise of Anthropological Theory. United States: Alta Mira.

2      Flick, U. 2009: An Introduction to Qualitative Research, 4th edition. London: Sage Publications

3      Olivier, D., Serovich, J. & Mason, T. 2005: Constraints and opportunities with interview transcription: towards reflection in qualitative research', Social forces, 84 (2): 1273-89.

4      Corbin, J., & Strauss, A. 2008: Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, 3rd edition. Thousand Oaks, CA: Sage Publications

5      Richards, L. 2005: Handling Qualitative Data: A Practical Guide. London: Sage Publications.

6      Lewins, A. & Silver 2007: Using Software in Qualitative Research: A Step-by-step Guide. London: Sage Publications

7      Saldana, J. 2009: The Coding Manual for Qualitative Researchers. London: Sage Publications.

8      Williams, T. R. 1967. Field Methods in the Study of Culture. London: Holt, Rinehart and Winston.

9      Srivastava, Vinaykumar. 2004. Methodology and Fieldwork. New Delhi, Oxford University press.

10      Shostak, Marjorie,1981. Nisa: The life and words of a Kung woman, Cambridge, Mass. Harvard University press.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1      Subjectivity is a barrier in social science research. Do you agree? If not why?

2      How anthropologist engage isolated communities?

3      Why it is significant to do literature review?

4      What are the advantages of using native language in research?

5      Do you think restudy and reinterpretation will yield the same results?

6      Explain the different contexts of case study approach.

# MAANT01DSC04
# Anthropological Theories
### (Credits 4)

**Course Description**

The anthropological theories are the backbone of anthropological studies. The purpose of this course is to provide a comprehensive knowledge about various theoretical schools of thought and various anthropological theories to the post graduate students. Both past and present theories are important and it also discusses the new theoretical developments in Social-Cultural Anthropology.

**Course Objectives**

1    This course aims that the students will learn about the important classical theories of anthropology.

2    It aims that the students will learn about later developments in anthropological theories.

3    The purpose of the course is to provide comprehensive knowledge on various anthropological theories

4    The students will learn how to use theories in different forms like theoretical framework and methodological tool.

5    This course aims to provide an understanding on theoretical applications in anthropological studies.

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

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

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

| CO1 | The students will be able to comprehend the beginning and development of classical theories in Socio-Cultural Anthropology. |
|------|-----------------------------------------------------------------------------------------------------------------------------|
| CO2 | The students will be able to have a clear-cut understanding on the development of anthropological theories. |
| CO3 | The students will be able to have a comprehensive knowledge on various anthropological theories |
| CO4 | The students will be able to understand the theoretical framework and theory as a methodological tool. |
| CO5 | The students will be able to understand the theoretical applications in anthropological studies. |

# COURSE CONTENTS

**Module I**          **Introduction, Evolution and Diffusion**

1.1    Anthropological thought

1.2    Theoretical Development in Anthropology

1.3    Evolutionist School of Thought: British, German and American

1.4    Diffusionist School of Thought: British, German and American

**Suggested Readings specific to the Module I**

1.1    Harris, Marvin. 1968. Rise of Anthropological Theory. United States: Alta Mira.

1.2    Paul Bohannan and Mark Glazer. 1973. High Points in Anthropology. New York: McGrew- Hill Publications.

1.3    Manners, R. and Kaplan, D. ed. 1969. Theory in Anthropology. Chicago: Aldine Publishing Company.

1.4    Harris, Marvin. 1968. Rise of Anthropological Theory. United States: Alta Mira.


**Module II**          **Functional and Structural Functional Theories**

2.1    Functional School of Thought

2.2    Malinowski's contributions to functionalism.

2.3    Structural Functional School of Thought

2.4    Radcliffe-Brown's Structural functionalism

**Suggested Readings specific to the Module II**

2.1    Bronislaw Malinowski. 1944. A Scientific Theory of Culture and Other Essays. North Carolina: University of North Carolina Press.

2.2    Malinowski, Bronislaw. 1922. Argonauts of Western Pacific. London: Routledge & Kegan Paul Ltd.

2.3    Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi: Concept Publishing Co.

2.4    Radcliffe-Brown, A. R. 1965. Structure and Function in Primitive Society. New York: Free Press.

**Module III**          **Cultural Patterns and Culture and Personality**

3.1    Ruth Benedict's Theory of Pattern

3.2    Study of Culture at a Distance

3.3    Culture and Personality: Basic Personality Construct and Model Personality

3.4    National Character studies of Margaret Mead

**Suggested Readings specific to the Module III**

3.1    Benedict, Ruth. 1935. Patterns of Culture. London: Routledge and Kegan Paul Ltd.

3.2    Benedict, Ruth. 1947. The Chrysanthemum and the Sword. London: Secker & Warburg.

3.3    Mandelbaum, David G.1953. On the Study of National Character. Journal - American Anthropologist.

3.4      Geertz, Clifford. 1989. Margaret Mead 1901-1978.Washington DC: National Academy of Sciences

**Module IV         Structuralism, Post Structuralism, Postmodernism and Globalization**

4.1      Structuralism in linguistics and in social-cultural anthropology

4.2      Social structure as model: views of Levi-Strauss

4.3      Post-structuralism

4.4      Postmodernism, Globalization

**Suggested Readings specific to the Module IV**

4.1      Levi-Strauss, Claude. 1963. Structural Anthropology. New York: Doubleday Anchor Books.

4.2      Levi-Strauss, Claude. 1963. Structural Anthropology. New York: Doubleday Anchor Books.

4.3      Giddens, Anthony. 2014. Social Theory and Modern Sociology. Jaipur & New Delhi: Rawat Publications.

4.4      Ritzer, George. Ed. 2007. The Blackwell Companion to Globalization. Malden (USA): Blackwell Publishing

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1      McGee, R. Jon and Warms, Richard L. 1996. Anthropological Theory- An Introductory History. New York: Mc Graw Hill.

2      Jha, Makhan. 1994. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House.

3      Johnson, Christopher. 2003. Claude Levi-Strauss-The Formative Years. London: Cambridge University Press.

4      Leach, E. R. 1970. Levi – Strauss. New York: Viking Press.

5      Giddens, Anthony. 1987. Social Theory. California: Stanford University Press.

6      Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

7      Levi-Strauss, Claude. 1963. Structural Anthropology. New York: Doubleday Anchor Books.

8      Benedict, Ruth. 1947. The Chrysanthemum and the Sword. London: Secker & Warburg.

9      Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi: Concept Publishing Co.

10      Radcliffe-Brown, A. R. 1965. Structure and Function in Primitive Society. New York: Free Press.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1      Tylor, E.B. 1871. Primitive Culture. London: John Murray.

2      Lemert, Charles 2009. Social Theory-The Multicultural and Classic Readings. New York: Westview Press.

| 3 | Singh, Vikram. 2011. Anthropological Thought. New Delhi: Jawahar Publishers and Distributors. |
| 4 | Patterns of the Culture (Book) https://www.berose.fr/IMG/pdf/1934-patterns_of_culture.pdf |
| 5 | Chrysanthemum and the Sword (Book) https://www.berose.fr/IMG/pdf/1947-chrysanthemum.pdf |
| 6 | Tyler, Stephen. ed. Cognitive Anthropology. 1969. New York: Holt, Rinehart and Winston. |
| 7 | Postmodernism https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000001AN/P001113/M013452/ET/145758827828ET.pdf |
| 8 | Globalisation https://static1.squarespace.com/static/5c03b76b96e76fd25bee32fe/t/5c6a9c130d92979b8b85e50c/1550490645148/Globalisation-+Studies+in+Anthropology.pdf |
| 9 | Milton, Kay. 1996. Environmentalism and Cultural Theory. London: Routledge. Morgan, Lewis Henry. 1878. Ancient Society. New York: Henry Holt and Company. |
| 10 | Redfield, R. 1962. Human Nature and the Study of Society. Chicago: University of Chicago. |

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1. Critically analyse the development of classical theories in Socio-Cultural Anthropology.
2. Explain the theoretical developments in socio-cultural anthropology.
3. Discuss on the development of various schools of thoughts in socio-cultural anthropology.
4. How can we differentiate the theoretical framework and theory as a methodological tool.
5. Analyse the difference between structural and post-structural theories in anthropology.
6. How to apply anthropological theories?

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
# MAANT01DSE01
# Indian Anthropologists
**(Credits 4)**

**Course Description**

This course would focus on the contribution by Indian Anthropologists to the development of Indian Anthropology. The aim of this course is to equip the students with the stages of growth and development of Anthropology as an academic discipline in India. The important concepts conceived by eminent Indian Anthropologists and the various contributions of Indian scholars to Anthropology are reflected in this course.

**Course Objectives**

1    This course aims to familiarize the students with various Indian Anthropologists.

2    It aims to an understanding on the different theoretical contributions of Indian anthropologists.

3    This course aims to teach the academic back ground of famous Indian anthropologists to develop academic interests among the students.

4    It aims to describe the professional contributions of Indian anthropologists.

5    This course aims to develop an assessment among the students regarding the academic background and professional achievement of famous Indian anthropologists.

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

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

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

| | |
|---|---|
| CO1 | Familiarize with various Indian Anthropologists who contributed various approaches to understand Indian society and culture. |
| CO2 | Understand the different theoretical contributions of Indian anthropologists and the origin and growth of Indian anthropology. |
| CO3 | Understand the academic back ground of famous Indian anthropologists. |
| CO4 | Describe the professional contributions of Indian anthropologists. |
| CO5 | Develop an assessment among the students regarding the academic background and professional achievement of famous Indian anthropologists. |

**Module I          Contributions by Indian Anthropologists**

1.1     A. Aiyappan, L.K. Ananthakrishna Iyer

1.2     M.N. Srinivas, N. K. Bose

1.3     S.C. Dube, L.P Vidyarthi

1.4     Surajit Sinha, G.S. Ghurye

**Suggested Readings specific to the Module I**

1.1     Aiyappan, A.1965.Social revolution in a Kerala village: A study in culture change. Asia Pub. House. Anantha Krishna Iyer, L.K (1981) [1909]. Tribes and Castes of Cochin. Vol. 1. New Delhi: Cosmo Publications.

1.2     Srinivas, M.N. 2000.Social Change in Modern India, New Delhi, Orient Longman. Bose, N.K.  2020.Tribal life in India. New Delhi: National Book Trust. Srinivas, M.N., A.M. Shah and E.A. Ramaswamy 1979. The Fieldworker and the Field: Problems and Challenges in Sociological Investigation. Delhi: Oxford University Press.

1.3     Dube, S.C.2003. India's changing villages.1958. London, Routlede & Kegan Paul.; Vidyarthi, L. P. and Rai, B. K. 1993. Tribal Cultures of India New Delhi: Concept Publishing House.

1.4     Sinha, S. 1972. Aspects of Indian Culture and Society; Essays in felicitations of N. K. Bose. Ghurye, G.S. (1943). The aboriginals: so-called and their future. Poona: Gokhale Institute of Politics and Economics. Indian Anthropological Society, Kolkata.

**Module II        Contributions by Indian Anthropologists**

2.1      Iravati Karve, Leela Dube

2.2     S. S. Sarkar, D. N. Majumdar

2.3     B. S. Guha, K.S. Singh

2.4     S. C. Roy,  Verrier Elvin

**Suggested Readings specific to the Module II**

2.1     Singh, K. S. 1998. People of India – National Series. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press.

2.2     Majumdar, D. N. 1973. Races and Cultures of India. Bombay: Asia Publishing Company. Sarkar, S.S. Mishra, H. Dayal and D. Nathan. (2006). Development and Deprivation of Scheduled Tribes. Economic and Political Weekly, 41(46): 4824-4827.

2.3     Elwin, Verrier. 1964. The tribal world of Verrier Elwin. Indian Branch, Oxford University Press.

2.4     Roy, S. C. 1912. The Mundas and Their Country. Kolkata: Jogendra Nath Sarkar at the City book society.

**Module III       Contributions by Indian Anthropologists**

3.1     R. K. Mukherjee, T. N. Madan

3.2     Panchanan Mitra, P. K. Bhowmick

3.3     L. A. Krishna Iyer, L. K. Mahapatra

3.4     T. C. Das, I. P. Singh

**Suggested Readings specific to the Module III**

3.1 Guha, A. 2012. 'Tarak Chandra Das: a forgotten anthropologist'. Science and Culture. 78,1-2:40-46

3.2 Joshi, P.C and Prasanna K Nayak (Ed.). 2023. Biographical Account of Indian Anthropologists. New Delhi: Concept Publishing Company.

3.3 Munshi, Surendra. 2016. Life and Works of Ramakrishna Mukherjee: A Preliminary Appreciation. Sociological Bulletin, 65 (2)

3.4 Sarthak Sengupta (Ed.) 2012. Architects of Anthropology in India, Vol I. New Delhi: Gyan Publishing House.

## Module IV     Contributions by Indian Anthropologists

4.1 Tribe Caste Continuum

4.2 Sanskritisation, Dominant Community, Westernisation

4.3 Sacred Complex, Nature-Man-Sprit Complex

4.4 Universalisation, Parochialisation, Pecuniarisation

**Suggested Readings specific to the Module IV**

4.1 Mandelbaum, D. G. 1972. Society in India, 2 Vols. Bombay: Popular Prakashan;

4.2 Srinivas, M.N. 2002. Collected Essays: M.N. Srinivas. Delhi: Oxford University Press.
Srinivas, M.N. 1983. The Observer and the Observed. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore

4.3 Vidyarthi, L.P. (ed.) Applied Anthropology in India. New Delhi: National Publishing House.

4.4 Dube, S.C. 1965. The study of complex cultures in towards the sociology of culture in India. T.K.N. Unnithan, I and Yogendra Singh, New Delhi: Prentice Hall of India Pvt. Ltd.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1 Srinivas M.N. 1966. Social Change in Modern India. New Delhi: Orient Longman Ltd.

2 Vidyarthi, L.P. 1978. The Rise of Anthropology in India. Delhi: Concept Publishing Company.

3 Bose, N.K. 1961. The Structure of Hindu Society. Delhi: Orient Longman.

4 Srinivas, M.N. 2002. Collected Essays: M.N. Srinivas. Delhi: Oxford University Press.

5 http://en.wikipedia.org/wiki/Panchanan_Mitra (Accessed through Google by Abhijit Guha on 21.12.2014)

6 Singh, K. S. 2020. Tribal Society in India – An Anthropo-Historical Perspective. Manohar Prakashan.

7 Dube S. C. 1958. Power and Conflict in Village India. London: Cornell University Press.

8 https://www.researchgate.net/publication/269472162_Revisit_to_RK_Mukherjee%27s_Field_Site_An_Anthropological_Study_of_Cultural_Change

9    https://www.anthropologyindiaforum.org/post/indera-paul-singh-a-legend-in-indian-anthropology.

10    Srinivas M.N. 1952. Religion and Society among the Coorgs of South India, Oxford: Clarendon press (Chapters 3 & 4).

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Hasnain, Nadeem. 1991. Indian Anthropology. Delhi: Palaka Prakashan.

2    Karve, I. 1968. Kinship Organisation in India. Asia Publishing House.

3    Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service

4    Das, T. C. 1945. The Purums: An Old Kuki Tribe of Manipur. Calcutta University, Calcutta

5    Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

6    Beteille, A. 1991. Society and Politics in India. Delhi: Oxford University Press.

7    Kashyap, Anand. 1995. Anthropology of Indian Tradition. Jaipur: RBSA Publishers.

8    Mandelbaum, D.G., 1970. Society in India: Changes and Continuities. Bombay: Popular Prakashan.

9    Beteille, A. 1991. Society and Politics in India. Delhi: Oxford University Press

10    Jha, M.1994, Indian Anthropology, South Asia Books, New Delhi

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Differentiate the practitioner role in Anthropology.

2    Explain the controversies of Academic Anthropology.

3    Analyse the differences between Academic Anthropologists and Applied Anthropologists?

4    Write three important contributions of I. P. Singh to Biological Anthropology.

5    Write the career and Legacy of Panchanan Mitra.

6    Distinguish the features of Indian Anthropological theories.

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
# MAANT01DSE02
# Tribal Development
### (Credits 4)

**Course Description**

       This course is designed to provide a comprehensive account on tribal development for the students. The paper discusses the history of tribal development, Constitutional Safeguards and tribal administration and tribal development planning strategies, etc.

**Course Objectives**

1      This course aims to study the Tribes of India with a comprehensive account on tribal development.

2      It aims to learn the classification of Indian tribes.

3      This course aims to discuss the history of tribal development in India.

4      It aims to learn the constitutional safeguards for Tribes in India.

5      This course aims to critically evaluate the tribal development and planning strategies in India.

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

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

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

| CO1 | The students will learn what is Tribe, Scheduled Tribe and Particularly Vulnerable Tribal Groups |
|---|---|
| CO2 | The students will learn the Classification and characteristics of tribal regions. |
| CO3 | The students will learn the Racial and Linguistic classification of Tribes. |
| CO4 | The students will learn the history of Tribal development in India and policies of tribal development in India. |
| CO5 | The students will learn what are the constitutional safeguards for Tribes in India and they will learn the Development planning and strategies for Tribal development in India. |

## COURSE CONTENTS

**Module I       Classification of Indian Tribes**

1.1     Tribe, Scheduled Tribe and Particularly Vulnerable Tribal Groups

1.2     Classification and characteristics of tribal regions

1.3     Racial classification of Tribes

1.4     Linguistic classification of Tribes

**Suggested Readings specific to the Module I**

1.1 Vidyarthi, L.P., & B.K. Rai (1985). The Tribal Culture in India. New Delhi: Concept Publishing Company.

1.2 Bose, N.K. 1973. Tribal Life in India. New Delhi: National Book Trust

1.3 Pandey, A. K. 1997. Tribal Situation in India. New Delhi: Manak.

1.4 Joshi, Vidyut. 2017. Tribal Situation in India. New Delhi: Rawat Publications.

**Module II          History of Tribal Development**

2.1 History of Tribal Development in India

2.2 History of Tribal Development in Kerala

2.3 Impact of Civilized Societies on Tribal Language

2.4 Impact of Civilized Societies on Tribal Traditions

**Suggested Readings specific to the Module II**

2.1 Misra, G. K.1982. Tribal Development in India, Conceptual Contradictions. New Delhi: IIPA

2.2 Baiju, K. C. 2011. Tribal Development under Decentralised Governance in Kerala: Issues and Challenges, JOAAG, Vol. 6. No. 1

2.3 Rao, P. Venkata. 2019. Socio-Cultural Impact of Non-Tribal Contact On Tribes Of Andhra Pradesh And Telangana, India

2.4 Singh, A. K. 1984. Tribal Development in India. New Delhi: Classical Publishing Company.

**Module III          Constitutional Safeguards and Tribal Administration**

3.1 Indian Constitution- Safeguards and Provisions for Scheduled Tribes

3.2 Socio-cultural, Economic, Educational, Political and Services for Schedule Tribes.

3.3 Administration of Scheduled Areas

3.4 Administration of Tribal Areas

**Suggested Readings specific to the Module III**

3.1 Bhanage, N. P. 1993. Tribal Commissions and committees in India. New Delhi: Himalaya Publishing House.

3.2 Ambedkar, B. R. 1922. A Report on the Subah Province of Chhattisgarh written in 1820 AD. Nagpur: Government Press.

3.3 Deogaonkar, S. G. 1994. Tribal Administration and Development. New Delhi: Concept Publishing Co.

3.4 Vidyarthi, L. P. 1981. Tribal Development and Its Administration. New Delhi: Concept Publishing Co.

**Module IV          Tribal Development planning and Strategies**

4.1 Planning and development: Scheduled Tribes in Five Year Plans.

4.2 Strategies of tribal development: Special multipurpose, Sub-plans, Integrated Tribal development and Tribal Policy

4.3 Impact of Industrialization and Urbanization

4.4 History of Tribal Movements in India with special reference to Kerala

**Suggested Readings specific to the Module IV**

4.1 Haimendorf, C.V.F. 1982. Tribes in India, The Struggle for Survival. New Delhi: Oxford University Press.

4.2 Vidyarthi, L.P. 1981. Tribal Development and Its Administration. New Delhi: Concept Publishing Co.

4.3 M.N. Srinivas, 1977 Social Change in Modern India, (Second edition) Delhi Orient hangman.

4.4 Singh K.S. 1983 "Tribal Movement in India" Vol-2, New Delhi: Manohar Publication.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1 Ambedkar, B. R. 1922. A Report on the Subah Province of Chhattisgarh written in 1820 AD. Nagpur: Government Press

2 Bhanage, N. P. 1993. Tribal Commissions and committees in India. New Delhi: Himalaya Publishing House.

3 Bose, N. K.1973. Some Indian Tribes. New Delhi: National Book Trust.

4 Bose, N. K.1969. Statement of Tribal Situation in India. Shimla: Indian Institute of Advanced Study.

5 Bose, N. K. 1973. Tribal Life in India. New Delhi: National Book Trust

6 Danda, Ajit K. 1973. Tribal Economies and Their Transformations. New Delhi: Indian Council of Social Science Research (Mimeo).

7 Haimendorf, C.V.F. 1982. Tribes in India, The Struggle for Survival. New Delhi: Oxford University Press.

8 Herskovits, Melville J. 1940. The Economic Life of Primitive Peoples. New York: Alfred A. Knopf.

9 Joshi, Vidyut. 2017. Tribal Situation in India. New Delhi: Rawat Publications.

10 Vidyarthi, L. P. and Sahay, B. N. 1983. Applied Anthropology and Development in India. New Delhi: National Publishing House.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1 Dube, S. C. 1958. India's Changing Villages. Bombay: Allied Publishers Private Ltd.

2 Misra, G. K. 1982. Tribal Development in India, Conceptual Contradictions. New Delhi: IIPA.

3 Pandey, A.K. 1997. Tribal Situation in India. New Delhi: Manak.

4 Singh, A.K. 1984. Tribal Development in India. New Delhi: Classical Publishing Company.

5 Vidyarthi, L. P. 1981. Tribal Development and Its Administration. New Delhi: Concept Publishing Co.

6     Majumdar, D. N. & Madan, T. N. 1956. 2016 Rpt. An Introduction to Social Anthropology. Bombay: Asia Publishing House.

7     Government of India. 2018. Annual Report 2017-18. New Delhi: Ministry of Tribal Affairs, Govt. of India.

8     Government of India. 2014. Report of the High Level Committee on Socioeconomic, Health and Educational Status of Tribal Communities of India. New Delhi: Ministry of Tribal Affairs, Govt. of India.

9     Pathi, Jaganath. 1984 Tribal Peasantry: Dynamics of Development, Inter-India Publication, New Delhi, P-22

10    Sinha, Surajit. 1965 "Tribe Caste and Tribe Peasant Continuum in Central India," Man in India, P-45

## Teaching Learning Strategies

Lecture method, Virtual methods, Discussion

## Mode of Transaction

Assignments, Seminars and Tests

## ASSESSMENT RUBRICS

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

## Sample Questions to test Outcomes

1     Define tribe?

2     Discuss the features of tribal life in India

3     Write a critical appraisal on tribal development in India

4     Write a note on PVTGS.

5     Briefly explain the classification of Indian tribes

6     Define Scheduled tribe as per Indian constitution.

# SECOND SEMESTER

| COURSE CODE | SECOND SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| **DISCIPLINE SPECIFIC CORE COURSES (DSC)** | | | | | | | | |
| **MAANT02DSC05** | Archaeological Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT02DSC06** | Archaeological Anthropology Practical+ Record + Viva-voce | 40 | 60 | 100 | - | | 8 | 4 |
| **DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)** | | | | | | | | |
| DSE 2 | **MAANT02DSE03** Internship **MAANT02DSE04** Field Visit/ Institutional Visit/ Industrial Visit **MAANT02DSE05** Minor Research Project **MAANT02DSE06** Ethnographic Report | 40 | 60 | 100 | - | | 8 | 4 |
| DSE 3 | **MAANT02DSE07** Anthropology in Practice **MAANT02DSE08** Anthropology of Disasters | 40 | 60 | 100 | 4 | | | 4 |
| DSE 4 | **MAANT02DSE09** Anthropology of Gender **MAANT02DSE10** Introduction to Public Health and Epidemiology | 40 | 60 | 100 | 4 | | | 4 |
| **ABILITY ENHANCEMENT COURSES (AEC) (Offered to other Departments)** | | Anthropology students have to take the course offered by other Departments | | | | | | |
| AEC 1 | **MAANT02AEC01** Research Report Writing Using Office Tools | 40 | 60 | 100 | 2 | | | 2 |
| **SKILL ENHANCEMENT COURSES (SEC) (Offered to other Departments)** | | Anthropology students have to take the course offered by other Departments | | | | | | |
| SEC 1 | **MAANT02SEC01** Visual Anthropology | 40 | 60 | 100 | 2 | | | 2 |
| **TOTAL** | | | | 700 | 16 | | 16 | 24 |

**DISCIPLINE SPECIFIC CORE COURSES (DSC)**
# MAANT02DSC05
# Archaeological Anthropology
**(Credits 4)**

**Course Description**

It is intended to provide students broad outline of the course of cultural evolution through prehistoric times. Since man's cultural and biological evolution proceeded together, the course content has been designed to include major phases of biological evolution and link them to corresponding stages of cultural evolution.

**Course Objectives**

1 This course aims to provide a general understanding on Archaeological Anthropology and its relationship with other branches of Anthropology and other related disciplines.

2 It aims to provide an understanding on the techniques of dating prehistoric finds.

3 The students will also learn about geological timescale and cultural expressions of each epoch.

4 This course aims to give an understanding on the periodisation in prehistory.

5 It aims to provide an understanding on Palaeolithic, Mesolithic, Neolithic and Chalcolithic industries of India.

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

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

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

| | |
|---|---|
| CO1 | The students will learn about Archaeological Anthropology and its relationship with other branches of Anthropology and other related disciplines. |
| CO2 | They will learn about the techniques of dating prehistoric finds. |
| CO3 | The students will be able to have an understanding on the factors for the study of geological time scale in relation with the technological development. |
| CO4 | The students will learn about the classification of tools and technology on the basis of various archaeological periods. |
| CO5 | The students will learn about the importance of archaeology in India. |

## COURSE CONTENTS

**Module I Introduction to Archaeological Anthropology**

1.1 Subject matter and Scope of Archaeological Anthropology.

1.2 Relationship of Archaeological Anthropology with other branches of Anthropology.

1.3    Differences between the Old World and the New World archaeological traditions.

1.4    Periodisation in prehistory

**Suggested Readings specific to the Module I**

1.1    Chattopadhyaya, Indrani. 2019. Archaeological Anthropology: An Introduction to Prehistory. New Delhi: Indian Books and Periodicals.

1.2    Pandey, Gaya. 2020. Indian Prehistoric Archaeological Anthropology. New Delhi: Concept Publishing Co.

1.3    Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa & Co.

1.4    Clark, Grahame. 1977. World Prehistory in New Perspective. Cambridge: Cambridge University Press.
Nicholas David & Carol Kramer. 2001. Ethno-archaeology in Action. Cambridge University Press.

**Module II   Relationship between culture and environment**

2.1    Relationship between culture and environment

2.2    Glacial and Interglacial Periods. Causes of Ice Ages. Pluvial and Interpluvial Periods. River Terraces

2.3    Environmental changes at the close of Pleistocene period.

2.4    Development of microlithic technology and use of bow and arrow.

**Suggested Readings specific to the Module II**

2.1    Turnbaugh, William A. (Et al.) 1993. Understanding Physical Anthropology and Archaeology. New York: West Publishing Company.

2.2    Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa & Co.

2.3    Rajendran, P. 1989. The Prehistoric Cultures and Environment. New Delhi: Classical Publishing Company.

2.4    Rajendran, P. 2018. Unravelling the Past- Archaeology of Kerala and the Adjacent Regions in South India. New Delhi: Heritage Publishers.

**Module IIl Methods of Dating**

3.1    Chronology: Relative and Absolute

3.2    Methods of Dating: Radio-carbon (C-14 Dating).

3.3    Potassium Argon Dating. Thermoluminescence or TL Dating. Dendrochronology. Fluorine and Uranium   Dating. Nitrogen or Collagen Dating.

3.4    Stratigraphy

**Suggested Readings specific to the Module III**

3.1    Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa & Co.

3.2    Michels, Joseph W. 1973. Dating Methods in Archaeology. Cambridge: Academic Press Inc.

3.3    Taylor, R.E. and Aitken, Martin J. Eds. 1997. Chronometric Dating in Archaeology. Germany: Springer.

3.4    Rajendran, P. 1989. The Prehistoric Cultures and Environment. New Delhi: Classical Publishing Company.

**Module IV Periodisation in Prehistory and Archaeology in India**

4.1    Palaeolithic Period: Lower Palaeolithic period and Oldowan and Acheulian culture

4.2    Middle Palaeolithic period and Mousterian culture, Upper Palaeolithic Period and Perigordian Culture, Aurignacian Culture, Solutrean Culture, and Magdalenian Culture, Neolithic Period, Chalcolithic Period

4.3    Introduction of iron technology and its economic and social consequences

4.4    Salient features of Palaeolithic, Microlithic, Mesolithic, Neolithic and Chalcolithic industries in the Indian sub-continent

**Suggested Readings specific to the Module IV**

4.1    Bhattacharya, D.K. 1979. Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa & Co.

4.2    Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa & Co.

4.3    Beals & Hoijer. 1966. An Introduction to Anthropology. University of California.

4.4    Ayyangar, P.T. Srinivasa. 1988. The Stone Age in India. Delhi: Asian Educational Services.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Ganguly, D.K. 1994. Ancient India: History and Archaeology. New Delhi: Abhinav Publications.

2    Haviland, William A. 1985. Anthropology. New York: Holt, Rinehart and Winston.

3    Kamalakar, G. 2000. South Indian Archaeology. Delhi: Bharatiya Kala Prakashan.

4    Man Makes Himself. 1936. London: C.A. Watts and Co. Ltd. 2017 (Rpt) Delhi: Aakar Books.

5    Johnson, Matthew. 2019.  Archaeological Theory: An Introduction. New Jersey: Wiley Blackwell.

6    Fagan. 2016. Archaeology: A Brief Introduction. New Delhi: Taylor and Francis.

7    Bhattacharya, D.K. 1987. Pre-Historic Archaeology. New Delhi: Hindustan Publishing Corporation

8    Bhattacharya, D.K. 2023. An Outline of Indian Prehistory. New Delhi: Palaka Prakashan.

9    Chakrabarti, Dilip Kumar. 2003. Archaeology In The Third World - A History Of Indian Archaeology Since 1947. New Delhi: D.K. Printworld Pvt. Ltd.

| 10 | Chakrabarti, Dilip Kumar. 2009. ndia - An Archaeological History: Paleolithic Beginnings to Early History Foundation. New Delhi: Oxford University Press. |

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

| 1 | Indian Archaeology 2011-12 A Review https://asi.nic.in/wp-content/uploads/2015/12/INDIAN%20ARCHAEOLOGY-A%20Review%202011-12%20submitted%20to%20DG,ASI.pdf |
| 2 | Adventures in Archaeology. https://www.rarebooksocietyofindia.org/book_archive/ID-1606387162.pdf |
| 3 | Ghosh,A. 1989. 2019 (Online). An Encyclopaedia of Indian Archaeology. https://www.indianculture.gov.in/ebooks/encyclopaedia-indian-archaeology |
| 4 | Sankalia, Hasmukh Dhirajlal. 1965. An Introduction to Archaeology. https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0011231_An_Introduction_to_Archaeology.pdf |
| 5 | Piggott, Stuart. 1950. Prehistoric India to 1000 BC. Penguin Books. https://ignca.gov.in/Asi_data/15564.pdf |
| 6 | Srivastava K.M. 1982. New Era of Indian Archaeology. Cosmo Publications. http://ignca.nic.in/Asi_data/69601.pdf |
| 7 | Jim Grant, Sam Gorin and Neil Fleming. 2002. The Archaeology Coursebook. Routledge. https://faculty.ksu.edu.sa/sites/default/files/Archaeology_Coursebook.pdf |
| 8 | Colin Renfrew and Paul Bahn. 2005. Archaeology - The Key Concepts. https://arqueologiaeprehistoria.files.wordpress.com/2013/07/renfrewbahn-eds-archaeology-the-key-concepts.pdf |
| 9 | Raman K.V. 1986. Principles and Methods of Archaeology. Parthajan Publications, Madras. https://ignca.gov.in/Asi_data/76267.pdf |
| 10 | Peter L. Drewett. 1999. FieldArchaeology: An Introduction. https://web.archive.org/web/20170810034217id_/http://www.archaeology.ru/Download/Drewett/Drewett_1999_Field_Archaeology.pdf |

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1   Analyse the developments of various branches of Archaeological Anthropology.

2   Analyse the relationships between Archaeological Anthropology and Biological Anthropology.

3      Impact of inter-glacial period on the environment.

4      Critically examine the merits and demerits of relative dating methods.

5      Analyse the relevance of Absolute dating methods.

6      Illustrate the Palaeolithic evidences of India

**SEMESTER II**
**DISCIPLINE SPECIFIC CORE COURSES (DSC)**
# MAANT02DSC06
# Archaeological Anthropology Practical
**(Credits 4)**

**Course Description**

It is intended to provide students practical knowledge in identification, drawing, description of artefacts of the Palaeolithic, Mesolithic, and Neolithic and Post Neolithic periods. Students should submit Practical Records at the end of this semester.

**Course Objectives**

1  Students will learn to identify and draw representative artefacts.

2  Students will be able to identify rocks most commonly used as rawmaterials in the manufacture of artefacts of different periods.

3  From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

4  The field visit will help them to have better understanding on archaeologically important sites.

5  It aims to provide an understanding on Palaeolithic and Mesolithic stone tools.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| | 4 | 4 | | 8 | 8 | 40 | 60 | 100 |

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

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

| CO1 | The students will learn about archaeological practical. |
|---|---|
| CO2 | They will learn about the techniques of measuring stone tools. |
| CO3 | The students will be able to have an understanding on the different types of stone tools. |
| CO4 | The students will learn about the classification of tools and technology on the basis of various archaeological periods. |
| CO5 | The students will learn about the importance of archaeological sites in India. |

**COURSE CONTENTS**

**Module 1 Introduction to Archaeological Anthropology Practical**

1.1 Introduction to Stone Tools

1.2 Methods of Identification and understanding stone tools

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**Module 2 Methods of Identification, Measuring and Drawing Artefacts**

2.1 How to measure and describe stone tools. Identification, drawing, description of representative artefacts of the Palaeolithic, Mesolithic, Neolithic and post- Neolithic periods.

**Module 3 Palaeolithic and Mesolithic Stone Tools**

3.1 Palaeolithic Stone Tools – Identify, Draw and Describe.

3.2 Mesolithic Stone Tools – Identify, Draw and Describe.

**Module 4 Field Visit and Practical**

4.1 One to Seven day field visit and practical – Drawing and description

4.2 To Demonstrate geological stratification of rivers or visit any one location and draw house types or village types or Temple or Mosque or Church or Historical places of significance or Hunting Gathering artefacts, etc., of different ecological settings and cultural periods.

(The number of days will be decided on the basis of the topic and site for practical)

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

Bhattacharya, D.K. 1979. Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa & Co.

Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa &Co.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Practical Training

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Practical 30, Viva voce 10) |
| End Semester Evaluation | 60 (Practical 30, Record 20, Viva voce 10) |

**Sample Questions to test Outcomes**

1 Identify a Palaeolithic tool?

2 How to measure the stone tools?

3 How to draw a stone tool with its flakes?

4 Identify a Mesolithic tool?

5 How to explain a tools characteristic features?

6 How to take the LBT ratio of a tool?

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
# MAANT02DSE03
# Internship
**(Credits 4)**

## Course Description

The internship programme will help the students to get practical skills in the area of Research in Community studies, Documentation and Museum Management or Museum gallery development.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| | 4 | 4 | | 8 | 8 | 40 | 60 | 100 |

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

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

| CO1 | The students will get individual capacity in Research in Community Studies. |
|---|---|
| CO2 | The students will get individual capacity in documentation. |
| CO3 | The students will have an understanding on the museum management. |
| CO4 | The students will learn about the museum gallery development. |
| CO5 | The students will learn the pattern of work in research institutes. |

## Duration of Internship

The minimum duration for the internship is Two Weeks. Normally, the maximum duration for the Internship shall be one month. In special cases, according to the rules of the host institution, the duration can go up to six weeks. The students can go for internship to any reputed research institutions, Laboratory of Anthropological or Archaeological Studies, Research Institutions, University Teaching Departments, Laboratories of museums in the Government sector or private sector.

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
**MAANT02DSE04**
# Field Visit/ Institutional Visit/ Industrial Visit
**(Credits 4)**


This course has three components such as Field Visit or Institutional Visit or Industrial Visit. The students need to fulfil one component. The field visit/Institutional Visit will help them to have better understanding on the selected subject.  The duration of Field Visit/Institutional Visit/Industrial Visit shall be from one to seven days.  After the visit, the students should submit a Field Visit Report or Institutional Visit Report or Industrial Visit Report. A Viva voce shall be conducted along with the End Semester Examinations.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| | 4 | 4 | | 8 | 8 | 40 | 60 | 100 |

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


**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Viva Voce) |
| End Semester Evaluation | 60 (Report) |

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
**MAANT02DSE05**
# Minor Research Project
**(Credits 4)**

## Course Description
The course introduces the student to the basic techniques of data collection and data processing. It will also bring home the fundamentals of anthropological fieldwork and its vale to the discipline.

## Course Objectives
1    The students will learn about fieldwork for minor research projects.

2    They will learn about preparing for fieldwork and selection of field site.

3    They will also learn about various methods and techniques of data collection.

4    Basic research techniques and ethnographic fieldwork in anthropology will be teach for students as mentioned below.

5    This course impart knowledge on Anthropological Research Project.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
|  | 4 | 4 |  | 8 | 8 | 40 | 60 | 100 |

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

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

| CO1 | The students will learn about fieldwork and its relationship with anthropology. |
|---|---|
| CO2 | They will learn about preparing for fieldwork and selection of field site. |
| CO3 | They will also learn about various methods and techniques of data collection. |
| CO4 | They will apply the basic research techniques of anthropology for conducting minor research project. |
| CO5 | This course impart knowledge on Anthropological Research Project. |

## COURSE CONTENTS
The student can select a topic and consult with the supervisor concerned. For the fieldwork, they are suggested to select an area; nearby or convenient, wherein a minimum of seven days fieldwork should be conducted. The project report shall be submitted to Department through the supervisor concerned in Hard copy and Soft copy. Viva voce will be conducted.

## Guidelines
The whole class will be equally divided into groups, and each group will be supervised

by one faculty member. Weekly reports are expected from the students regarding the progress of the study. Maintenance of diary or daily log for each student is compulsory. Picture, Videos, and audio records with proper captions, including the dates on which the photos were taken have to be given in the report.

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Viva Voce) |
| End Semester Evaluation | 60 (Report) |

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)
### MAANT02DSE06
# Ethnographic Report
### (Credits 4)

**Course Description**

Fieldwork is the mainstay of anthropological studies and research. This approach is based on conducting frequent field visits, and applying the techniques of social research. Through anthropological fieldwork, one can understand various aspects of human society. The proposed Ethnographic Report shall be based on a field study.

**Course Objectives**

The students will learn to use various methods and techniques to collect data. They will also learn how to collect data, draw tables or charts, interpret data and derive appropriate generalisations based on the study.

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

| | |
|---|---|
| CO1 | The students will learn about fieldwork and its relationship with anthropology. |
| CO2 | They will learn about preparing for fieldwork and selection of field site. |
| CO3 | They will also learn about various methods and techniques of data collection. |
| CO4 | Basic research techniques and ethnographic fieldwork in anthropology will be teach for students as mentioned below. |
| CO5 | This course impart knowledge on Anthropological Research Project. |

### COURSE CONTENTS

For preparing the Ethnographic Report, the student has to select a field and establish good rapport with the people of the area. The study has to be conducted under the guidance of a teacher.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| | 4 | 4 | | 8 | 8 | 40 | 60 | 100 |

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

## Suggested Readings

Bernard, H. R. 1998. Research Methods in Cultural Anthropology. New Delhi: Sage publication.

Fetterman, D. H. 1989. Ethnography: Step by Step. New Delhi: Sage publications.

Fischer, M. 1977. Applications in Computing for Social Anthropology. London: Routledge andKegan Paul.

Madrigal, L. 1998. Statistics for Anthropology. Cambridge: Cambridge University Press

Nichter, M. 1984. Participatory Research as a First Step. In Social Science and Medicine, Vol. 19, No.3 pp. 237 –257.

Peacock, J.L. 1988. The Anthropological Lens. Cambridge: Cambridge University Press.
Pelto, P. J. and G.H. Pelto. 1979. Anthropological Research. New York: Harper and Row.
Royal Anthropological Institute. Notes and Queries on Anthropology.
Sarana, G. 1975. The Methodology of Anthropological Comparisons. Tucson: The University ofArizona Press.
Scrimshaw, C. Mand H. Hurtado. 1989. Rapid Assessment Procedures. Tokyo: UN University.

Weller, S. C. and Romney, A. K. 1990. Systematic Data Collection. Newbary Park: Sage.

Young, P.V. 1994. Scientific Social Surveys and Research. New Delhi: Prentice- Hall of India.

**Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Supervising the students for completing their Dissertations.

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Viva Voce) |
| End Semester Evaluation | 60 (Report) |

## DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)
## MAANT02DSE07
# Anthropology in Practice
### (Credits 4)

**Course Description**

This course will give a comprehensive account on anthropology in practice. It will impart knowledge on Theoretical and Applied Anthropology. The role of anthropology in Development, Public Policy, Need Assessment and Community Development, NGOs, Management, Environment and Community Health, Social and economic sustainability, Cultural resource management are discussed.

**Course Objectives**

1    This course learns about applied anthropology and the various fields in which anthropological knowledge can be applied

2    It learns about application of anthropological knowledge in various fields.

3    This course aims about application of anthropological knowledge for the welfare and development of vulnerable groups

4    It aims to study Need Assessment and Community Development from an applied perspective.

5    This course impart knowledge on Theoretical and Applied Anthropology

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

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

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

| | |
|---|---|
| CO1 | learn various fields in which anthropological knowledge can be applied. |
| CO2 | apply anthropological knowledge for the welfare and development of vulnerable groups. |
| CO3 | study need Assessment and Community Development from an applied perspective. |
| CO4 | impart knowledge on Theoretical and Applied Anthropology in various fields. |
| CO5 | learn the emerging trends of human rights respective to terrorism |

## COURSE CONTENTS
**Module I          Theoretical and Applied Anthropology**

1.1    Differences, Structure, Activities

1.2    Controversies and Issues

1.3    Applied Anthropology and Action Anthropology

1.4    Development Anthropology

**Suggested Readings specific to the Module I**

1.1     Halbar, B.G. and Khan, Hussain, C.G. 1991. Relevance of Anthropology - The Indian Scenario. Jaipur: Rawat Publications.

1.2     Nolan, R.W. 2002. Anthropology in Practice: Building a Career outside the Academy. Boulder, Colorado: Publishing Lynne Rienner.

1.3     Vidyarthi, L. P. and Sahay, B. N. 2001. Applied Anthropology and Development in India. New Delhi: National Publishing House

1.4     Cochrane, G. 1971. Development Anthropology. Oxford: Oxford University Press.

**Module II     Role of Anthropology in Development Anthropology and Public Policy**

2.1      Role of Anthropology in Development Anthropology and Public Policy.

2.2     Need Assessment and Community Development, Anthropology of NGOs.

2.3     Management Anthropology, Environment and Community Health

2.4     Social and economic   sustainability, Cultural resource management

**Suggested Readings specific to the Module II**

2.1     Vidyarthi, L.P. 1990. Applied Anthropology in India - Principles, Problems and Case Studies. New Delhi: Concept Publishing Co.

2.2     Patnaik, S. M. 1996. Displacement, Rehabilitation & Social Change. New Delhi: Inter India Publications.

2.3     Stapp, D.C., J.H. Bodley and M.T. Choldin. 2012. Action Anthropology and Sol Tax in 2012: The Final Word? Washington: Northwest Anthropology LLC.

2.4     Vayda, A.P. (Ed.) (1969). Environment and Cultural Behavior. Garden City, New York: The Natural History Press.

**Module III     Future Directions in Anthropology Trends in Anthropology**

3.1     Anthropology of Tourism

3.2     Anthropology and Census and Importance of Museums

3.3     Designing and Fashion

3.4     Visual Anthropology, Medical Anthropology.

**Suggested Readings specific to the Module III**

3.1     Croney, J. 1981. Anthropometry for Designers. New York: Von Nostrand Reinhold Company.

3.2     Hans Raj 2003. Population Studies – with special reference to India (Fundamentals of Demography). Delhi: Surjeet Publications,

3.3     Sinha, S. 1972. Aspects of Indian Culture and Society; Essays in felicitations of N. K. Bose.
        Indian Anthropological Society, Kolkata.

3.4     Sumit and Neil, De Votta (Eds). 2003. Understanding Contemporary India. New Delhi: Viva Books Pvt. Ltd.

**Module IV        Constitutional Perspective and Human Rights Constitutional Provisions**

4.1        Human Rights Commission and Grievance Redressal mechanisms

4.2        Human rights of special category and marginal groups

4.3        Emerging trends of human rights respective to terrorism.

4.4        Environment and Globalization

**Suggested Readings specific to the Module IV**

4.1        Goodale, M. 2009. Human Rights: An Anthropological Reader. London: Wiley Blackwell.

4.2        Gupta S. and Kapoor, A.K. 2009. Human Rights among Indian Populations: Knowledge, Awareness and Practice. New Delhi: Gyan Publishing House.

4.3        Willen S. S. 2012. Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. Journal of Human Rights. 11:150-159.

4.4        Strang, V. 2009. What Anthropologists Do. New York: Berg.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1        Mair, L.P. 1955. Studies in Applied Anthropology. London School of Economics
Monograph. London: London University.

2        Mead, M. 1955. Cultural Patterns and Technological Change. New York: Mentor
Books

3        Clifton, J .A. (Ed.). 1970. Applied Anthropology: Readings in the use of the Science of Man. Boston: Houghton-Mifflin.

4        Barnett, H.G. 1956. Anthropology in Administration Illinois: Row Peterson.

5        Clifton, J .A. (Ed.). 1970. Applied Anthropology: Readings in the use of the Science of Man. Boston: Houghton-Mifflin

6        Ervin, Alexander M., 2000. Applied Anthropology: Tools and Perspectives for Contemporary Practise. Boston: Allyn and Bacon.

7        Sharma, Dhritiman. 2012. Glimpses of Northeast India Archaeology. Eastern Book House, Guwahati.

8        Cleaver, F. and Hamada, K. (2010) 'Good' water governance and gender equity: a troubled
relationship. Gender & Development, 18:1, 27-41.

9        Agarwal, B. (2000). Conceptualizing environmental collective action: why gender matters.
Cambridge Journal of Economics, 24, 283-310

10        Shiva, V. (1988). Staying Alive: Women, ecology and survival in India. New Delhi: Kali for
Women.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Radcliffe-Brown, A. R. 1965. Structure and Function in Primitive Society. New York: Free Press

2    Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi: Concept Publishing Co.

3    Clark, Grahame. 1977. World Prehistory in New Perspective. Cambridge: Cambridge University Press.

4    Carter, A. 1998. Cultural Models and Demographic Behaviour. In The Methods and the Uses of Anthropological Demography. Basu, A. and Aaby, P. eds. Oxford: Clarendon Press. pp 246-268.

5    Goodale, M. 2009. Human Rights: An Anthropological Reader. London: Wiley Blackwell.

6    Gupta S. and Kapoor, A.K. 2009. Human Rights among Indian Populations: Knowledge, Awareness and Practice. New Delhi: Gyan Publishing House.

7    Kapoor, A. K. 1998. Role of NGOs in Human Development: A Domain of Anthropology. Journal of Indian Anthropological Society; 33:283-300

8    Kapoor, A.K. and Singh, D. 1997. Rural Development through NGOs. Jaipur: Rawat Publications.

9    Mishra, R.C. 2005. Human Rights in a Developing Society. New Delhi: Mittal Publications.

10   Nolan, R.W. 2002. Anthropology in Practice: Building a Career outside the Academy. Boulder, Colorado: Publishing Lynne Rienner.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations…etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing and Group discussion

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Discuss about the role of Museums in Anthropological Studies.

2    How would you explain Statutory Provisions?

3    What do you understand by Right of Franchise?

4    What are the Directive Principles of the State Policy?

5    Can you explain the role of Media as a Human Right Mechanism?

6    Discuss about Anthropology of Design and Fashion

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
# MAANT02DSE08
# Anthropology of Disasters
**(Credits 4)**

## Course Description
The objective of this course is to familiarize the students with disaster research and management from the perspective of anthropology.

## Course Objectives
1  This course aims at learning disaster studies in relationship with anthropology.

2  It aims at interpreting disasters as social and cultural occurrences

3  This course aims financial arrangements for Disaster management

4  It aims to study International Strategy for Disaster reduction

5  This course aims at learning disaster studies in human sciences.

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

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

## Course Learning Outcomes: At the end of the Course, the students will be able to -

| CO1 | The students will be able to interpret the nature of disasters in general |
|---|---|
| CO2 | The students will be able to interpret disasters from the perspective of social and cultural occurrences |
| CO3 | The students will be able to understand the historical aspects of disaster studies |
| CO4 | The students will learn the economic, social, and political, factors involved in disaster management |
| CO5 | The students will learn the scope of Disaster Management from an anthropological perspective |

## COURSE CONTENTS
### Module I     Introduction
1.1   Introduction to the Anthropology of Disasters

1.2   Meaning, Nature, and Dimensions of Hazard, Risk, and Vulnerability related to disasters

1.3   Scope of Disaster Management, Disaster Management Cycle.

1.4   Displacement situation: floods, epidemics, famines, earthquakes, fire, chemical and nuclear leaks, wars, ethnic conflicts and migrations.

**Suggested Readings specific to the Module I**

1.1    Harris, Marvin, 1985. Culture, People, Nature: An Introduction to General Anthropology.

1.2    Disaster Management: A State-of-the-Art Review.   DOI: 10.5772/intechopen.94489

1.3    https://books.google.co.in/books/about/Disaster_Management.html?id=_0h1DwAAQBAJ&redir_esc=y

1.4    http://diqa.uok.edu.in/files/ssr/c113/378_398_Disaster%20Management.pdf

## Module II     Development and displacement

2.1    Construction of dams and roads

2.2    Development of cities absorbing villages in city, Defense projects, hill resorts.

2.3    National disaster management framework; financial arrangements for Disaster management

2.4    International Strategy for Disaster reduction

**Suggested Readings specific to the Module II**

2.1    https://www.epw.in/engage/article/floods-indian-rivers-are-dams-and-embankments

2.2    https://vmslaw.edu.in/dams-development-and-displacement-a-sorrow-picture-of-farce-inclusive-growth/

2.3    https://www.jstor.org/stable/2052752

2.4    https://www.orfonline.org/research/towards-sustainable-and-inclusive-cities-the-case-of-kolkata-48992/

## Module III    Types of Disasters

3.1    Hydrological Disasters - Flood, Flash flood , Drought, cloud burst

3.2    Geological Disasters - Earthquakes, Landslides, Avalanches, Volcanic eruptions, Mudflow

3.3    Wind related - Cyclone, Storm, Storm surge

3.4    Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion

**Suggested Readings specific to the Module III**

3.1    https://nidm.gov.in/PDF/Disaster_hymet.pdf

3.2    https://gcwgandhinagar.com/econtent/document/15876174340EVSAECC01_Disaster%20Mgt.pdf

3.3    https://ncert.nic.in/ncerts/l/kegy107.pdf

3.4    https://www.intechopen.com/chapters/39170

## Module IV    Human factors in rehabilitation

4.1    Anthropological perspectives

4.2    Case studies on disasters and rehabilitation

4.3    State Level Efforts of Rehabilitation

4.4    Rehabilitation Council of India

**Suggested Readings specific to the Module IV**
4.1    https://www.jstor.org/stable/44148537

4.2    https://egyankosh.ac.in/bitstream/123456789/42174/1/Unit-1.pdf

4.3    https://ngji.in/index.php/ngji/article/download/70/62

4.4    https://www.ipcc.ch/site/assets/uploads/2018/03/SREX-Chap9_FINAL-1.pdf

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Asian Development Bank. 2004. Disaster Mitigation in Asia and the Pacific, Manila ADB,
       1991. https://www.adb.org/sites/default/files/institutional-document/32118/disaster emergency.pdf

2    Bose, B.P.C. 1994. Disaster Policies and Administration: A Study of Three Andhra Disasters.

3    https://generic.wordpress.soton.ac.uk/deccma/wp-content/uploads/sites/181/2017/07/INDIA-Resettlement-Working-Paper_FEB2016.pdf

4    Cohen, Stephen P. and C.V. Raghavulu. 1979. The Andhra Cyclone of 1977: Individual and Institutional Responses to Mass Death. New Delhi: Vikas Publishing House.

5    Erikson, Kai. 1994. A New Species of Trouble: The Human Experience of Modern Disaster. New York: W. W. Norton.

6    https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5675965/

7    Gangopadhyay, T. and Mankodi, K. A. 1983. Rehabilitation: The Ecological and Economics
       Costs. Surat: Centre for Social Studies

8    Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation

9    http://ecoursesonline.iasri.res.in/mod/page/view.php?id=89626

10   Goel, S. L. 2007. Disaster Administration and Management, Text & Case studies. New Delhi:
       Deep and Deep Publications.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Goldsmith, E. and Hilyard, N. 1986. The Social and Environmental Effects of Large Dams:
       Volume 2: Case Studies. Wadebridge (England): Wadebridge Ecological Centre.

2    Keller, Stephen L. 1975. Uprooting and Social Change. New Delhi: Manohar Books.

3     Scudder, T. 1973. The Human Ecology and Big Projects: River Basin
Development and
Resettlement. In Annual Review of Anthropology.

4     Sharma, Vinod K. 1995. Disaster Management. New Delhi: IIPA.

5     Mahadevan, K.; Tuan, Chi-Hsien and Nair, Balakrishnan. Eds. 1992. Ecology,
Development
and Population Problem. Delhi: B.R. Publications.

6     Singh, Udai Pratap, and Singh, Awadesh Kumar. Eds. 1999. Human Ecology
and
Development in India. New Delhi: A.P.H Publishing Corporations.

7     https://nipfp.org.in/media/medialibrary/2021/03/WP_329_2021.pdf

8     https://www.vedantu.com/biology/disadvantages-of-dams

9     https://blog.forumias.com/link-between-dam-and-natural-disasters-explained-
pointwise/

10    https://onlinepubs.trb.org/Onlinepubs/trr/1991/1291vol1/1291-043.pdf

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1     Differentiate natural and man-made disasters

2     What is your understanding on disaster management?

3     What are the displacement situations?

4     Comment on anthropological situations of rehabilitation.

5     Share your views and anxieties on climate change

6     What are the objectives of Rehabilitation Council of India

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
**MAANT02DSE09**
# Anthropology of Gender
### (Credits 4)

**Course Description**

> This course provides a broader understanding on cross-cultural view of the concept of gender, role of cultural and religious frameworks. This course highlights the idea that gender is a cultural construction distinct from the biological fact of sex. It would enable the learner to self critically reflect upon one's own perceptions on gender and be conscious of unrecognised gender biases. It provides insight into the gender development models and their implementation in gender sensitive manner. The course discusses the issues related to gender and violence, gender and economy and gender relations in the context of Indian society.

**Course Objectives**

1   I. The course will enable the learner to self-critically understand the concepts and debates in gender.

2   This course provides a broader understanding on cross-cultural view of the concept of gender, role of cultural and religious frameworks.

3   This course aims to identify and discuss cultural values influencing gender, demonstrate knowledge of alternatives for gender development and show gender sensitive approach towards implementation.

4   It provides insight into the gender development models and their implementation in gender sensitive manner.

5   The course would discuss the issues related to gender and culture with special reference to India.

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

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

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

| | |
|---|---|
| CO1 | It helps to discuss the evolution of concept of gender in the frame of different social structures. |
| CO2 | It enables the learner to self-critically understand the concepts and debates in gender; |
| CO3 | It helps critically evaluate the policies developed for gender equality and understand the pattern of gendered violence and its linkages to the culture. |
| CO4 | It helps understand that although gender justice is a principle enshrined in the constitution and laws of the country, its fulfilment can be achieved only by understanding that gender discriminations, violence and other gender injustices are not naturally given but are very much cultural. |
| CO5 | This course aims to develop gender sensitivity to work towards gender justice. |

## COURSE CONTENTS

**Module I        Introduction**

1.1    Concept of Gender: evolution of concept of gender in Anthropology

1.2    Social and biological theories of gender, Gender and Identity

1.3    Socialization and Social construction of gender

1.4    Cross cultural concept of gender

**Suggested Readings specific to the Module I**

1.1    Bhasin, Kamala. 2000. Understanding Gender. New Delhi: Zubaan.

1.2    Geetha V. 2002. Gender. Kolkata: Stree.

1.3    Mead, Margaret. 2001. (1935). Sex and Temperament in three Primitive Societies. New York: Harper Collins.

1.4    Ortner, Sherry B. 1999. Making Gender: The Politics and Erotics of Culture. Boston: Beacon Press.

**Module II        Gender Role and Social Structure**

2.1    Gender role, gender differences in social role, gender discrimination

2.2    Psychological and cultural factors determining gender role

2.3    Role and social structure (kinship, caste, family) with special reference to patriarchal and matriarchal societies.

2.4    Status of women in the society- Case studies

**Suggested Readings specific to the Module II**

2.1    Dube, Leela 2001. Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage.

2.2    Dube, Leela. 1997. Women and Kinship: Comparative perspectives on gender in South and Southeast Asia. Tokyo: United University Press, New Delhi: Vistaar.

2.3    Lughod, Lila. 2016. (30th Ann. Publication). Veiled Sentiments: Honor and Poetry in a Bedouin Society. California: University of California Press

2.4    Palriwala, R. 1994. Changing Kinship, family and gender relations in South Asia: Processes, Trends, Issues Women and Autonomy Centre. Leiden: University of Leiden

**Module III    Gender and Socio-Cultural Change**

3.1    Gender and socio cultural change. Waves of Feminism

3.2    Gender Inclusion and exclusion

3.3    Impact of globalization on gender

3.4    Gender and violence: definition and dilemmas, cultural difference in the expression of gender violence.

**Suggested Readings specific to the Module III**

3.1    Atkinson, Jane M and Shelly Errington, (Eds). 1990. Power and Difference: Gender in island southeast Asia. Stanford: Stanford University Press.

3.2    Gill, Rajesh. 2019. Gender, Culture and Honour: Gender Audit of Punjab and Haryana. New Delhi: Rawat Publications.

3.3    Moore, Henrietta. 1988. Feminism and Anthropology. Minneapolis: University of Minnesota Press.

3.4    Nair, K.N. and Menon, Vineetha. Eds. 2008. Confronting Violence against Women in Kerala. Delhi: Daanish Books.

**Module IV    Gender and development**

4.1    Gender and development- Approaches and Inclusivity

4.2    Gender mainstreaming, gender sensitization

4.3    Gender equity and equality

4.4    Gender  Development Index. National and international policies of development and its impact on the gender.

**Suggested Readings specific to the Module IV**

4.1    CIDA.1996. Guide to Gender-Sensitive Indicators. Ottawa.

4.2    Gill, Rajesh. 2019. Gender, Culture and Honour: Gender Audit of Punjab and Haryana. New Delhi: Rawat Publications.

4.3    Momsen, J. 2019. Gender and Development (3rd ed.). Taylor and Francis.

4.4    Sargent, C and Brettell, C 1996. Gender and Health: an International Perspective, Upper Saddle River. NJ: Prentice Hall.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Butler, Judith. 2004. Undoing Gender. New York: Routledge.

2    Chanana, Karuna. ed. 1988. Socialisation, education and women: Explorations in Gender identity. New Delhi: Nehru Memorial Museum and Library and Orient Longman.

3    Dasgupta, Monica, Lincoln C. Chen and Krishnan, T.N. Eds. 1995. Women's health in India Risk and Vulnerability. New Delhi: Oxford University Press.

4    Dube, Leela. 2001. Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage.

5    Dube, Leela. 1997. Women and Kinship: Comparative perspectives on gender in South and Southeast Asia. New Delhi: Vistaar.

6    Friedan, Betty. 1963. The Feminine Mystique. New York: W W Norton and Com INC.

7    Hooks, Bell. 1984. Feminist Theory: From Margins to Centre. New York: Routledge.

8    Ortner, Sherry, B.1974. "Is female to male as nature to culture?", in MZ Rosaldo and I. Lamphere. Eds. Woman, Culture and Society. Stanford: Stanford University Press, pp.68-87.

9    Shostak, Marjorie. 1981.  Nisa- The Life and Words of a Kung Woman. Harvard: Harvard University Press.

10   Xaxa, Virginius. 2004. "Women and Gender in the Study of Tribes in India." in Indian Journal of Gender Studies, October 2004; Vol.11 (3): 345–67.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    https://etheses.bham.ac.uk/id/eprint/3314/1/Wazed12PhD.pdf

2    https://www.oecd.org/dac/gender-development/1850708.pdf

3    https://www.gale.com/gender-and-womens-studies

4    https://gender.jhpiego.org/analysistoolkit/gender-concepts-and-definitions/

5    https://frontlineaids.org/wp-content/uploads/2021/10/Challenging-gender-inequality_Final.pdf

6    https://www.unhcr.org/what-we-do/protect-human-rights/protection/gender-based-violence

7    https://unesdoc.unesco.org/ark:/48223/pf0000189054

8    https://www.un.org/womenwatch/osagi/gendermainstreaming.htm

9    https://etheses.bham.ac.uk/id/eprint/3314/1/Wazed12PhD.pdf

10   http://ncw.nic.in/sites/default/files/Booklet-%20Gender%20Sensitization_0.pdf

**Teaching Learning Strategies**

Lecture method, Virtual methods, Discussion

**Mode of Transaction**

Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Can you highlight the importance of gender studies in Anthropology?

2    Write any pieces of recent information from the newspapers that you can remember as relevant to gender studies?

3    Write the contributions of Margaret Mead in Anthropology of Gender.

4    Mostly parenting is gendered. Comment on it and write some instances based on your experience?

5    What are the factors influencing Gender discrimination in the society?

6    What do you mean by Feminism?

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**
# MAANT02DSE10
# Introduction to Public Health and Epidemiology
**(Credits 4)**

**Course Description**

This course focuses on the basic concepts of Public Health and Epidemiology. The study of this paper enables the students to understand the Concept of Public Health and social Determinants of Health. This paper also discusses the essential concepts of Health for all, the Concept of Causation and the Conceptual Understanding of Health.

**Course Objectives**

1. This course aims to understand the Meaning and Scope, Methods, Rates, Indices, Genetic Epidemiology, Clinical Epidemiology

2. It aims to understand the Complex Diseases

3. This course aims to know about human obesity and its complications

4. It aims to learn the major Communicable and Non-communicable diseases

5. This course aims to understand human attitude towards diseases in different societies

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

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

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

| CO1 | understand the Meaning and Scope, Methods, Rates, Indices, Genetic Epidemiology, Clinical Epidemiology |
|---|---|
| CO2 | to understand the Complex Diseases |
| CO3 | know about human obesity and its complications |
| CO4 | learn the major Communicable and Non-communicable diseases |
| CO5 | to understand human attitude towards diseases in different societies |

## COURSE CONTENTS
**Module I          Epidemiology and Public Health**

1.1    Principles of epidemiology in Public Health

1.2    Concepts of Community Health

1.3    Environmental Health and Sanitation

1.4    Strategies to control health problems

**Suggested Readings specific to the Module I**

1.1    Aschengrau, A. and Seage, G. R. 2008. Essentials of Epidemiology in Public Health. Boston, Massachusetts

1.2    Edberg, M. 2013. Essentials of Health Behaviour: Social and Behavioural Theory in Public Health. Second Edition. Jones and Bartlett Publishers.

1.3    Gordis, L. 2004. Epidemiology. Third Edition. Philadelphia: Elsevier Saunders.

1.4    Griffith, J.R and White, K.R. 2010. The Well-Managed Healthcare Organization. Chicago, IL: Health Administration Press.

**Module II          Communicable Diseases**

2.1    Food Borne Diseases and Food Safety

2.2    Epidemiology of Specific Communicable Diseases

2.3    Vector Borne Diseases, Infectious Diseases, Zoonotic Diseases

2.4    Introduction to Nutrition and Nutritional Assessment, Nutritional Deficiency Disorders

**Suggested Readings specific to the Module II**

2.1    Kovner, A.R, McAlearney, A.S., Neuhauser, D. 2013. Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.

2.2    Lee, L.M. 2010. Principles and Practice of Public Health Surveillance. Oxford University Press.

2.3    Merson, M, Black, R, Mills, A. 2006. International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.

2.4    Pagano, M. and Gauvreau, K. 2000. Principles of Biostatistics. Belmont, CA: Wadsworth

**Module III          Health Care Management**

3.1    Rural Health Care System in India

3.2    Health care delivery systems

3.3    Techniques and procedures for monitoring achievement of a programme's objectives, generating evidence of programme effectiveness

3.4    Management of health care programmes and service organizations

**Suggested Readings specific to the Module III**

3.1    Remington, P.L, Brownson, R.C., and Wegner, M.V. 2010. Chronic Disease Epidemiology and Control. American Public Health Association

3.2    Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publishers.

3.3    Beaglehole, R. and Bonita, R. 2004. Public Health at the Crossroads: Achievements and Prospects, 2nd ed. Cambridge: Cambridge University Press.

3.4    Detels, R., McEwan, J., Beaglehole, R. and Tanaka, H. eds. 2002. Oxford Textbook of Public Health, 4th ed. Oxford: Oxford University Press.

### Module IV        Health and Society
4.1      Social factors of Public Health and Illness

4.2      Distribution and determinants of health-related states or events in specific populations

4.3      Organization design at primary, secondary, and tertiary levels of healthcare

4.4      Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations.

**Suggested Readings specific to the Module IV**
4.1      Hamlin, C. 2002. The history and development of public Health in developed countries, in Oxford Textbook of Public Health, 4th ed. Oxford: Oxford University           Press,           pp.           21–           37. International Network for the History of Public Health. Available at: http://www.liu.se/tema/inhph/.
4.2      Detels, R., McEwan, J., Beaglehole, R. and Tanaka, H. eds. 2002 Oxford Textbook of Public Health, 4th ed. Oxford: Oxford University Press.
4.3      Jaiswal A. 2019. Anthropology and Sports: A Biocultural Perspective. New Delhi:Heritage Publishers, ISBN: 9788170264156

4.4      Last, J.M., Spasoff R.A. and Harris, S.S. 2000. A Dictionary of Epidemiology, 4th edn. London: International Epidemiology Association.


**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**
1        Kyoum Kim, D. and Yui, S.Z. 2002. Countries in economic transition: a history and Development of Public Health in China and Korea, in Oxford Textbook        of        Public        Health,        4th edn.  Oxford: Oxford University Press, pp. 63–80.
2        Last, J.M., Spasoff R.A. and Harris, S.S. 2000 A Dictionary of Epidemiology, 4th edn. London: International Epidemiology Association.

3        McKeown, T. 1976. The Role of Medicine: Dream, Mirage or Nemesis? London: The Nuffield Provincial Hospital Trust
4        Porter, D. 1999. Health, Civilisation and the State: A History of Public Health from the Ancient to the Modern. London: Routledge, 376 pages

5        Schwartz, S., Susser, E. and Susser, M. 1999. A future for epidemiology, Rev. Public Health, 20: 15–33
6        Susser, M. 1998. Does risk factor epidemiology put epidemiology at risk? Peering into the future, Journal of Epidemiology: Community Health, 52: 608–11.
7        Jaiswal, A. 2013. Glossary of Biophysical Anthropology Terms: A Comprehensive Treatment of Biophysical Anthropology, Heritage Publishers, New Delhi, India, ISBN:13:978-8170263173: 2013.
8        Jaiswal, A. 2015. Health: A Multidimensional Approach On Occupational Hazards, Heritage Publishers, New Delhi, India, ISBN: 8170263522: 2015.

9        Rantanen, J. 1999. Impact of globalization on occupational health. Eur J Oncol 4(2). WHO 1989. Environment and Health: A European Charter and Commentary, WHO, Copenhagen.

10       Bassett, W.H. 1999. Clay's Handbook of Environmental Health. Taylor & Francis e-Library, 2002

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1       Jaiswal, A. 2012. Anthropo-Medical Profile of Textile Workers, Alfa Publications, New Delhi, ISBN: 978-93-80937-75-5.:2012

2       Krieger, N. 1999. Questioning epidemiology: objectivity, advocacy, and socially responsible science, American Journal of Public Health, 89(8): 1151–3.

3       Sein, T., and Rasei, U.M. 2002. The history and development of public Health, Oxford Textbook of Public Health, 4th ed. Oxford: Oxford University Press, pp. 39–61.

4       Susser, M. 1996. Choosing a future for epidemiology I: eras and paradigms, American Journal of Public Health, 86(5): 668–73

5       Vinten-Johansen, P., Brody, H., Paneth, N., Rashman, S. and Rip, M. 2003. Cholora, Chloroform and the Science of Medicine: A Life of John Snow. Oxford: Oxford University Press, 437 pages

6       Jaiswal, A. 2013. Human Genetics and Applied Biophysical Anthropology: A Comprehensive Treatment of Biophysical Anthropology, New Delhi: Heritage Publishers, India, ISBN: 13:978-8170263128: 2013

7       Jaiswal, A. 2015. Health: A Multidimensional Approach On Occupational Hazards, New Delhi: Heritage Publishers. ISBN: 8170263522: 2015

8       Bassett, W.H. 1999. Clay's Handbook of Environmental Health. Taylor & Francis e-Library, 2002.

9       Alli, B. O. 2001. Fundamental principles of occupational health and safety. Geneva: International Labour Office.

10       CIEH 1995. The UK Environmental Health Action Plan-A Response by the CIEH, Chartered Institute of Environmental Health, London

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing and Group discussion

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1       Explain the concepts of community health.

2       Which are the strategies to control health problems?

3       Differentiate food borne disease and vector borne disease?

4       Explain nutritional deficiency disorders.

5       What is your opinion on the health care delivery system in the state?

6       Explain disease patterns in community and clinic-based populations.

**ABILITY ENHANCEMENT COURSES (AEC)**

# MAANT02AEC01

# Research Report Writing Using Office Tools
# (Practical)
### (Credits 2)

**Course Description**

This course aims to give practical training in writing reports by using office tools.

**Course Objectives**

| | |
|---|---|
| 1 | This course aims to give an understanding on office tools. |
| 2 | It aims to understand writing and formatting text. |
| 3 | This course aims to develop skill on report writing and fine tuning a project. |
| 4 | It aims to learn how to place and edit the figures, charts, and photographs in office document. |
| 5 | The students can have a better understanding on how to use office tools properly to write a research report of dissertation. |

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| 0 | P | 2 | 2 | | 2 | 40 | 60 | 100 |

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

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

| CO1 | The students will have an understanding on office tools. |
|---|---|
| CO2 | The students will understand how to write and format text with office tools. |
| CO3 | This course will impart training on research report writing and fine tuning a project. |
| CO4 | The students will learn how to place and edit the figures, charts, and photographs in office document. |
| CO5 | The students will learn how to use office tools properly to write a research report of dissertation. |

## COURSE CONTENTS

**Module 1 Word Processing**

1.1 Introduction to office tools – Word, Excel, Power Point

1.2 Working with Text

1.3 Formatting Text

1.4 Formatting Page

**Module 2 Tools for Report Writing**

2.1 Citations and Bibliography

2.2 Bibliography Style

2.3 Foot Notes and End Notes

2.4 Using Table, Charts and Photos

**Module 3 Excel for Data Analysis**

3.1 Understanding Worksheet

3.2 Data analysis

3.3 Tables and Charts

3.4 Understanding Functions

**Module 4 Power Point**

4.1 Inserting and Formatting Text

4.2 Inserting Charts, Tables and Photos

4.3 Formatting Slides

4.4 Presentation of Report using Power Point

**Suggested Readings**

Tech Demystified. 2022.  MICROSOFT OFFICE 365 ALL-IN-ONE FOR BEGINNERS &
POWER USERS: The Concise Microsoft Office 365 A-Z Mastery Guide for All Users.

Excel   Fundamentals.   https://www.sgul.ac.uk/about/our-professional-services/information-
services/ library/documents/ training-manuals/Excel-Fundamentals-Manual.pdf

**Mode of Transaction**
Offline Practical.

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 |
| End Semester Evaluation | 60 |

**SKILL ENHANCEMENT COURSES (SEC)**

# MAANT02SEC01
# Visual Anthropology
### (Credits 2)

**Course Description**

Visual Anthropology provides a systematic study of the visual behaviour of man. The students of Visual Anthropology and Anthropology should understand the differences and similarities of Visual Anthropology and Anthropology. It will help the students to capture the area of study, people, and their cultural aspects through an anthropological lens and develop ethnographic films and media-making skills.

**Course Objectives**

1    This course aims to provide insights into the concept and scope of Visual Anthropology.

2    This course will provide an insight into the use of Photography in Anthropological Studies.

3    This course aims to equip the students with skills in projecting anthropological dimensions and dynamics through visual documentations.

4    It aims to give an understanding on the history of ethnographic films.

5    This course aims to provide an understanding on visual cultures.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| 2 | | 2 | 2 | | 2 | 40 | 60 | 100 |

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

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

| CO1 | The students will learn about the concept and scope of Visual Anthropology. |
|---|---|
| CO2 | The students will get insights into the use of Photography in Anthropological Studies. |
| CO3 | The students will acquire the skills in projecting anthropological dimensions and dynamics through visual documentations. |
| CO4 | The students will understand the history of ethnographic films. |
| CO5 | This course aims to provide an understanding on visual cultures. |

3.2    Lehman, Peter. ed. 1997. Defining Cinema. London: The Athlone Press.

3.3    Huda, Anwar. 2004. The Art and Science of Cinema. New Delhi: Atlantic Publishers and Distributors.

3.4    Monaco, James. 2000. How to Read a Film. New York: Oxford University Press.

**Module IV        Visual Anthropology and Documentation of Cultures**
4.1    Visual Anthropology as one of the methods in Anthropology

4.2    Photography as an effective medium of communication

4.3    Still photography and Videography - Their advantages and limitations

4.4    Audio-Visual Anthropology

**Suggested Readings specific to the Module IV**
4.1    Singh, K.S. (Ed.) 1992. Visual Anthropology and India. Calcutta: Anthropological Survey of India.

4.2    Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The Hague

4.3    Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The Hague

4.4    Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version of Visual Anthropology. New Delhi: Concept Publishing Co.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Pink, Sarah et al. 2016. Digital Ethnography- Principles and Practice. New Delhi: Sage Publications.

2    Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The Hague

3    Thwaites, Tony; Lloyed Davis, Warwick Mules. 2005. Introducing Cultural and Media Studies – A Semiotic Approach. New York: Palgrave.

4    Whitaker, W. Richard, Janet E. Ramsey, Ronald D. Smith. 2004. Media Writing – Print, Broadcast and Public Relations. New Jersey: Lawrence Erlbaum Associates Publishers

5    Milner, Andrew & Jeff Browitt. 2003. Contemporary Cultural Theory. Jaipur: Rawat Publications.

6    Nichols, Bill, 1993. Movies and Methods. Vol.1. Calcutta: Seagull Books.

7    Monaco, James, 2000. How to Read a Film. New York: Oxford University Press.

8    Clark, D.S. 1987. Principles of Semiotics. New York: Routledge & Kegan Paul.

9        Brigard, Emilie De, 1975. The History of Ethnographic Film (in) Paul
         Hockings. ed. Principles of Visual Anthropology. Paris: Mouton Publishers.

10       Huda, Anwar, 2004. The Art and Science of Cinema. New Delhi: Atlantic
         Publishers and Distributors.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1        Visual Anthropology, The Open Encyclopaedia of Anthropology.
         https://www.anthroencyclopedia.com/entry/visual-anthropology

2        Collier, J. and M. Collier. 1967 Visual Anthropology: Photography as a
         Research Method. Albuquer: University of Mexico Press.

3        Craford, PI. & D. Turton. eds. 1992. Film as Ethnography. Manchester:
         Manchester University Press.

4        El Guindi, F. 2004. Visual Anthropology: Essential Theory and Method
         Lanham: Altamira Press

5        Hirst, K. Kris. 2019. An Introduction to Visual Anthropology.
         Https://www.thoughtco.com/visual-anthropology-introduction-4153066

6        Marano, Francesco. Visual Anthropology: Histories and Theories.
         Https://www.eolss.net/sample-chapters/CO4/E6-20D-68-16.pdf

7        Pink, Sarah. 2006. The Future of Visual Anthropology: Engaging the Senses.
         Https://stosowana.wordpress.com/wp-content/uploads/2010/09/sarah-pink-
         future-of-visual-anthropology-1pdf

8        Pink, Sarah. 2021. Doing Visual Ethnography. New Delhi: Sage Publications
         Ltd

9        Woodiwiss, Anthony, 2001. The Visual in Social Theory. London: The
         Athlone Press.

10       Wolverton, Mike, 1987. Reality on Reels – How to Make Documentaries for
         Video/Radio/Film. Delhi: Surjeet Publications.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions.

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1        Critically analyse the development of Visual Anthropology.

2        Explain the conceptual development of Visual Anthropology?

3        Explain the history of development of ethnographic films.

4  What is the meaning and scope of Visual Anthropology?

5  How to use Visual Anthropology for the study of society and culture?

6  What is Audio-Visual Anthropology?

# THIRD SEMESTER

| COURSE CODE | THIRD SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| **DISCIPLINE SPECIFIC CORE COURSES (DSC)** | | | | | | | | |
| **MAANT03 DSC07** | Biological Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT03 DSC08** | Biological Anthropology – Practical + Record + Viva-voce | 40 | 60 | 100 | | | 8 | 4 |
| **DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)** | | | | | | | | |
| **DSE 5** | **MAANT03DSE11** Audio-Visual Anthropology **MAANT03DSE12** Anthropology of Tourism | 40 | 60 | 100 | 4 | | | 4 |
| **DSE 6** | **MAANT03DSE13** Environmental Anthropology **MAANT03DSE14** Urban Anthropology | 40 | 60 | 100 | 4 | | | 4 |
| **MULTI DISCIPLINARY COURSES** Offered to other Departments | | Offered to other Departments (Anthropology students have to take only one MDC/IDC course offered by other Departments) | | | | | | |
| **MDC1** | **MAANT03MDC01** Foundations in Anthropology | 40 | 60 | 100 | 4 | | | |
| **INTER DISCIPLINARY COURSES** Offered to other Departments | | Offered to other Departments | | | | | | 4 |
| **IDC1** | **MAANT03IDC01** Indian Society and Culture | 40 | 60 | 100 | 4 | | | |
| **VALUE ADDED COURSE (VAC)\*** Offered to other Departments of the University | | (Anthropology students have to opt a VAC offered by Anthropology Dept. or any other Departments) Those who opt MOOC need not opt VAC. | | | | | | |
| **MAANT 03VAC01** | Cultural Anthropology | 40 | 60 | 100 | - | | | 2\* |
| | **TOTAL** | | | 500 | 20 | | 8 | 20 |

\* (VAC) Not to be added to the total credits

## DISCIPLINE SPECIFIC CORE COURSES (DSC)
## MAANT03DSC07
# Biological Anthropology
### (Credits 4)

**Course Description**

This course aims to introduce the basic concepts, scope and application of biological anthropology covering human origin, evolution and variation and the basic principles of human genetics.

**Course Objectives**

| | |
|---|---|
| 1 | This course aims to introduce the basic concepts, scope and application of biological anthropology. |
| 2 | It aims to familiarise the students with various theories of evolution along with the classification of animal kingdom and the place of man in the same. |
| 3 | This course aims to teach the principles of inheritance and human genetics in detail. |
| 4 | It aims to discuss about race and racial classifications. |
| 5 | This course also aims to analyse the emergence of man by studying fossil evidences. |

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

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

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

| CO1 | The students will learn the scope, development and applications of Biological Anthropology. |
|---|---|
| CO2 | The students will learn about various theories of evolution along with the classification of animal kingdom and the place of man in the same. |
| CO3 | The students will learn about the concept of race and its relevance in contemporary world. |
| CO4 | The students will learn the principles of inheritance and human genetics. |
| CO5 | The students will learn the emergence of man with special focus on fossil evidences. |

### COURSE CONTENTS

**Module I**       **Biological Anthropology: Concept, Scope, Development and Applications**

1.1     Concept, History, Development and Scope

1.2     Family Welfare and Genetic Counselling

1.3     Genetic Engineering, DNA Finger Printing, In Industry, Medico-legal problems, Defense services

1.4     Public health and nutrition.

**Suggested Readings specific to the Module I**

1.1    Jurmain, Robert; Nelson, Harry Nelson; and Kilgore, Lynn.Eds.1997. Introduction to Physical Anthropology. USA: Wadsworth Publishing Company.

1.2    Das, B.M.1998. Physical Anthropology Practical. New Delhi: Kitab Mahal Distributors.

1.3    Reddy, V. Remi. 1992. Physical Anthropology, Evolution and Genetics of Man. Andhra Pradesh: V. Indira Publications.

1.4    Das, B.M.1998. Physical Anthropology Practical. New Delhi: Kitab Mahal Distributors.

**Module II         Man's place in the animal kingdom**

2.1    Theories of Evolution-Lamarckism, Darwinism, Mendalism and Modern Synthetic Theory.

2.2    Principles of taxonomy - Classification.

2.3    Distribution and features of living non-human primates (functional and adaptation significances).

2.4    Anatomical comparison between human and non-human primates (with reference to erect posture and bipedalism)

**Suggested Readings specific to the Module II**

2.1    Das Sharma, P.1987: Human Evolution: An Introduction to Physical Anthropology. Ranchi: Sarat Chandra Roy Institute of Anthropological Studies History.

2.2    Chiarelli, A.B. 1973: Evolution of the Primates: An Introduction in the Biology of Man. London and New York: Academic Press

2.3    Stanford, Craig B.; Allen, S. John; Anton, Susan C. 2012. Biological Anthropology. The Natural History. London: Pearson

2.4    Stanford, Craig B.; Allen, S. John; Anton, Susan C.2012. Biological Anthropology. The Natural History. London: Pearson

**Module III         Principles of Human Genetics and Inheritance**

3.1    Cell structure and functions, Meiosis and genetic significance

3.2    Importance of genetics in evolution and recent developments in human genome.

3.3    Chromosomes and genes-Autosomal dominant, recessive, Co-dominant, Sex linked, sex limited and sex influenced.

3.4    Multiple alleles and polygenic inheritance (ABO Blood Groups, MN System, Rh Factor, Colour Blindness, Albinism, Brachydactyly, Alkaptonuria)

**Suggested Readings specific to the Module III**

3.1    Gosh, Sudipta and Limbu, Dhruba Kr. (eds).2014. Readings in Biological Anthropology. Delhi: B.R. Publishing Company.

3.2    Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield Publishing Company.

3.3    Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield Publishing Company.

3.4      Reddy, V. Remi. 1992. Physical Anthropology, Evolution and Genetics of Man. Andhra Pradesh: V. Indira Publications

## Module IV          Emergence of man-fossil evidence to races

4.1      Pongids and Hominids

4.2      Australopithecines

4.3      Homo erectus- Pithecanthropes and Sinanthropus, Homo sapiens Neanderthalensis

4.4      Racial criteria and major divisions of mankind,    Concept of Racism–UNESCO Recommendations, Risley, Guha, Sarkar, Daniker's, Hoottens, Coons, Garnand Birdselts Classification

**Suggested Readings specific to the Module IV**

4.1      Das Sharma, P.1987: Human Evolution: An Introduction to Physical Anthropology. Ranchi: Sarat Chandra Roy Institute of Anthropological Studies.

4.2      Chiarelli, A.B. 1973: Evolution of the Primates: An Introduction in the Biology of Man. London and New York: Academic Press.

4.3      Chiarelli, A.B. 1973: Evolution of the Primates: An Introduction in the Biology of Man. London and New York: Academic Press.

4.4      Basker, G.1973: Physical Anthropology. New York. Holt, Rinehart and Co.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1        Doshi S.L. and P.C. Jain. 2001. Social Anthropology. New Delhi: Rawat Publications

2        Gosh, Sudipta and Limbu, Dhruba Kr. (eds).2014. Readings in Biological Anthropology. Delhi: B.R. Publishing Company.

3        Jurmain, Robert; Nelson, Harry Nelson; and Kilgore, Lynn.Eds.1997. Introduction to Physical Anthropology. USA: Wadsworth Publishing Company.

4        Panchal, R. K. 2007. Physical Anthropology. New Delhi: Viswabharati Publications.

5        Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield Publishing Company.

6        Reddy, V. Remi. 1992. Physical Anthropology, Evolution and Genetics of Man. Andhra Pradesh: V. Indira Publications.

7        Stanford, Craig B.; Allen, S. John; Anton, Susan C.2012.BiologicalAnthropology. The Natural History. London: Pearson

8        Tomar, R.C.2008. Biological Anthropology. New Delhi. Arise Publishers & Distributors.

9         Das, B.M. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.

10       Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield Publishing Company.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1.   Das Sharma, P.1987: Human Evolution: An Introduction to Physical Anthropology. Ranchi: Sarat Chandra Roy Institute of Anthropological Studies.

2.   Panchal, R.K. 2007.Physical Anthropology. New Delhi: Viswabharati Publications.

3.   Reddy, V. Remi. 1992. Physical Anthropology, Evolution and Genetics of Man. Andhra Pradesh: V. Indira Publications.

4.   Ghosh, Sudipta. Limbu, kr, Dhruba (eds).2014. Readings in Biological Anthropology. Delhi: B.R. Publishing company.

5.   Stanford Craig. Allen. S. John. Anton C. Susan. 2012. Biological Anthropology. The Natural History.

6.   Jurmain, R. with H. Nelson, L. Kilgore and W. Trevathan1999. Introduction to Physical Anthropology. Belmont: Wadsworth.

7.   Naidu, C.K.S. 2007. Outlines of Physical Anthropology. New Delhi: Arise Publishers and Distributors.

8.   Singh, I.P. and M.K. Bhasin. 2005. A Manual of Biological Anthropology. Kamla-Raj Enterprises. Delhi.

     Weiss, Mark L &, Alan E.1985: Human Biology and Behaviour: An Anthropological Perspective: Boston publications.

9.   Stanford, Craig. Allen, John S & Anton, Susan C. Biological Anthropology: The Natural history of Human kind

10.  Buettner-Janusch, J. 1973: Physical Anthropology, A Perspective. New York: John Wiley & Sons.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing and Group discussion

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1.   Write a short on meaning and scope of Biological anthropology.
2.   Discuss the theories of Evolution.
3.   Write an essay on Importance of genetics in evolution and recent developments in human genome.
4.   Describe ABO Blood Groups
5.   Write a detailed note on UNESCO Recommendations on race and racism.
6.   Describe Cell structure and functions

# SEMESTER III
## DISCIPLINE SPECIFIC CORE COURSES (DSC)
## MAANT03DSC08
# Biological Anthropology (Practical)
### (Credits 4)

**Course Description**

This practical course is to provide knowledge of Human Anatomy, Skeleton, including important landmarks on bones. This core course will help the students to learn the techniques of Craniometry, anthropometry, somatometry, somatoscopy and also comparative anatomy.

**Course Objectives**

1. This course aims to impart knowledge on various anthropometric instruments

2. It aims to provide information on features of human skeleton.

3. This also aims to impart knowledge on landmarks.

4. It creates learning using the techniques of Craniometry, anthropometry, somatometry, somatoscopy.

5. By the end of the course, the students make comparison of human and non-human anatomy.

| Credits | | | Teaching Hours | | | Assessment | | |
|---|---|---|---|---|---|---|---|---|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| | 4 | 4 | | 8 | 8 | 40 | 60 | 100 |

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

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

| CO1 | The students get knowledge on various instruments used for measurement. |
|---|---|
| CO2 | Students will learn how to identify, draw and describe human bones. |
| CO3 | Students acquire knowledge on Landmarks in the human body and Skeleton. |
| CO4 | Students take somatometric, craniometric measurements and make somatoscopic observations. |
| CO5 | Compare human and non-human primates. |

## COURSE CONTENTS

**Module I        Introduction to Anthropometry and Landmarks**

1.1 Anthropometry and Anthropometric Instruments, Description of Anthropometric Instruments Used in the Practical

1.2 Study of Human skeleton

1.3 Identification and description of different bones of the skeleton.

1.4 Description of Landmarks.

**Suggested Readings specific to the Module I**

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

1.2 Chaurasia, B.D. 1984. Human Osteology. New Delhi: CBS.

1.3 Das, B.M. and R. Deka. 2001. Physical Anthropology Practical. Allahabad: Kitab Mahal.

1.4 Dwight, T. 1978. The Identification of the Human Skeleton. Boston: Massachusetts Medical Society.

**Module II        Anatomical Comparison**

2.1 Age and sex determination from Skull and Pelvis

2.2 Anatomical comparison between man and non-human primates

2.3 Anatomical comparison between skulls of Ape and Man.

2.4 Bipedalism in man with reference to erect posture

**Suggested Readings specific to the Module II**

2.1 Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.

2.2 Heyward Vivian H. and D.R. Wagner. 2004. Applied Body Composition Assessment. Illinois: Champaign.

2.3 Lewin, R. 1999. Human Evolution. New York: Blackwell Science Ltd.

2.4 Mukherji, D., Mukherjee, D.P. and Bharati, P. 2009. Laboratory manual for Biological Anthropology. Kolkata.

**Module III        Craniometry**

3.1 Craniometry: techniques

3.2 Landmarks, measurements and indices.

3.3 Drawing of various views of the Human skull (Anterior, lateral, Basal and Posterior).

3.4 Description of landmarks

**Suggested Readings specific to the Module III**

3.1 Park, M. A. 1996. Biological Anthropology. California: Mayfield Publishing Company.

3.2 Sarkar, R.M. 2004. Fundamentals of Physical Anthropology. Kolkata: Book World Publishers.

3.3 Sen, T. 1994. Anthropometry. Calcutta: The World Press.

3.4 Shukla, B.R.K. and S. Ratogi. 2003. Laboratory Manual of Physical Anthropology (Anthropometry and Osteology). Lucknow: Bharat Book Centre.

**Module IV        Somatometry and Somatoscopy**

4.1 Somatometric measurements and indices with special reference to physical growth in man, to be taken according to Martin and Saller on 20 individuals.
Calculating their mean, standard deviation, and coefficient of variation

4.2 Somatoscopic observation on living individuals.

4.3    Identification and description of different landmarks in Somatometry and Somatoscopy.

4.4    ABO system and identification of blood sample.

**Suggested Readings specific to the Module IV**

4.1    Singh, I.P. and M. K. Bhasin. 2004. A Manual of Biological Anthropology. Delhi: Kamla Raj Enterprises.

4.2    Singh, I.P. and M.K. Bhasin. 1989. Anthropometry. New Delhi: Kamla Raj Enterprises

4.3    Ulijaszek, S.J. and C. G. N. Mascie-Taylor. 1994. Anthropometry: The Individual and Population. Cambridge: Cambridge University.

4.4    Weiner, J. S. and J.A. Lourie. 1981. Practical in Human Biology. London: Academic Press.

Note: The measurements may be selected by the Department depending upon its resources out of the following list:

A- Craniometry Skull

All craniometric work is to be done on human skull and a brief comparative note, based on the measurements actually taken by the students, to be written. Direct and indirect measurements to be taken on skull and lower jaw

| 1 | Maximum cranial length, Maximum Cranial Breadth |
|---|---|
| 2 | Maximum Frontal Breadth, Maximum Occipital Breadth |
| 3 | Least Frontal Breadth, Palatal Breadth, Palatal Length |
| 4 | Maxilla-Alveolar Breadth, Facial Depth/Prosthion Basion Line |
| 5 | Outer Bi-orbital Breadth/ Upper Facial Breadth |
| 6 | Inner Bi-orbital Breadth, Byzygomatic Breadth, Bymaxillary Breadth |
| 7 | Morphological Facial Height, Morphological superior Facial Height |
| 8 | Anterior Inter Orbital breadth, Nasal Height, Nasal Breadth |
| 9 | Biauricular Breadth, Basion Bregma Length, Nasion Inion Line |
| 10 | Nasion Lambda Line, Frontal chord, Parietal Chord, Occipital Chord |
| 11 | Frontal Perpendicular, Parietal Perpendicular, Occipital Perpendicular |
| 12 | Calvarial Height, Lambda Calvarial Height, Cranial Vault on Keith's Plane |
| 13 | Facial Profile Angle/Total Profile Angle, Metopic Angle |
| 14 | Nasal Profile Angle, Alveolar Profile Angle, Profile Angle of Nasal Root |
| 15 | Lambda Opisthion Angle/Profile of Occiput, Calvarial Base Angle |
| 16 | Inclination Angle of Occipital Foramen, Frontal Curvature Angle. |

**Teaching Learning Strategies**

Practicals

**Mode of Transaction**

Practicals

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Practical 30, Viva voce 10) |
| End Semester Evaluation | 60 (Practical 30, Record 20, Viva voce 10) |

**Sample Questions to test Outcomes**

1    Draw the Lateral view of the human skull and mark the bones, sutures and landmarks.

2    Take any two measurements on the skull provided to you and explain the landmarks.

3    Take any two measurements on the subject provided to you and describe the landmarks and technique /precautions involved.

4    Draw the given bone, label the parts and describe.

5    Write ten characteristics of the skull differentiating the Human from the Ape.

6    Write the features of Vertebral Column in Man.

**DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)**
**MAANT03DSE11**
# Audio-Visual Anthropology
**(Credits 4)**

**Course Description**

Audio-Visual Anthropology is a new version of Visual Anthropology. Audio-Visual Anthropology provides a systematic study of the audio-visual behaviours of man. Audio-Visual Anthropology is broader in many respects than Visual Anthropology. The students of Visual Anthropology and Anthropology should understand the differences and similarities of Visual Anthropology and Audio-Visual Anthropology

**Course Objectives**

1     This course aims to provide insights the conceptual and theoretical aspects of Audio-Visual Anthropology.

2     The students will get insights into Visual Anthropology and Audio-Visual Anthropology for the study of society and culture.

3     This course aims that the students will acquire skills in projecting anthropological dimensions and dynamics through audio-visual documentations.

4     It aims to give an in-depth understanding on the concept of Audio-Visual Anthropology

5     This course aims to provide the theoretical and methodological aspects of ethnographic filming.

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

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

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

| CO1 | The students will learn what is Audio-Visual Anthropology. |
|---|---|
| CO2 | The students will learn about the differences between Visual Anthropology and Audio-Visual Anthropology. |
| CO3 | The students will learn how to use Visual Anthropology and Audio-Visual Anthropology for the study of society and culture. |
| CO4 | The students will learn the theoretical and methodological aspects of ethnographic filming |
| CO5 | The students will learn the conceptual differences of Audio-Visual Anthropology. |

## COURSE CONTENTS

**Module I          Visual anthropology**

1.1     Visual anthropology: concepts, scope, uses and problems

1.2     History and development of visual anthropology

1.3     Television and Visual Anthropology

1.4     Visual Cultures

**Suggested Readings specific to the Module I**

1.1     Banks, Marcus and Howard Moorphy, eds. 1999. Rethinking Visual
        Anthropology. London: Yale University Press.

1.2     Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The
        Hague

1.3     Milner, Andrew & Jeff Browitt. 2003. Contemporary Cultural Theory.
        Jaipur: Rawat Publications.

1.4     Sahay, K.N. 1993. Visual Anthropology in India and its Developments.
        New Delhi: Gyan Publishing

**Module II          Introduction to Audio-Visual Anthropology**

2.1     Introduction to Audio-Visual Anthropology

2.2     Communication and Audio-Visual Anthropology

2.3     Methods of Audio-Visual Anthropology

2.4     Audio-Visual Anthropology as a mode to preserve culture and as an input to
        cultural enrichment

**Suggested Readings specific to the Module II**

2.1     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version
        of Visual Anthropology. New Delhi: Concept Publishing Co.

2.2     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version
        of Visual Anthropology. New Delhi: Concept Publishing Co.

2.3     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version
        of Visual Anthropology. New Delhi: Concept Publishing Co.

2.4     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version
        of Visual Anthropology. New Delhi: Concept Publishing Co.

**Module III          Ethnography, Ethnographic Films and Cinema**

3.1     Ethnography and Ethnographic Films

3.2     Cinema: Commercial, Realistic, New Wave Cinema, and Documentary
        Films

3.3     Appreciation and criticism Film as an art

3.4     The film language

**Suggested Readings specific to the Module III**

3.1     Lehman, Peter. ed. 1997. Defining Cinema. London: The Athlone Press.

3.2     Lehman, Peter. ed. 1997. Defining Cinema. London: The Athlone Press.

3.3     Huda, Anwar. 2004. The Art and Science of Cinema. New Delhi: Atlantic Publishers and Distributors.

3.4     Monaco, James. 2000. How to Read a Film. New York: Oxford University Press.

**Module IV          Scope of Audio-Visual Anthropology in India**

4.1     Scope of Audio-Visual Anthropology in India.

4.2     How to produce Audio-Visual Anthropological films and videos.

4.3     Audio-Visual Anthropology as an aid to development programmes

4.4     Limitations of Visual Anthropology and Audio-Visual Anthropology

**Suggested Readings specific to the Module IV**

4.1     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version of Visual Anthropology. New Delhi: Concept Publishing Co.

4.2     Pink, Sarah.2007. Doing Visual Ethnography. New Delhi: Sage Publications.

4.3     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version of Visual Anthropology. New Delhi: Concept Publishing Co.

4.4     Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version of Visual Anthropology. New Delhi: Concept Publishing Co.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1     Pink, Sarah et al. 2016. Digital Ethnography- Principles and Practice. New Delhi: Sage Publications.

2     Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The Hague

3     Thwaites, Tony; Lloyed Davis, Warwick Mules. 2005. Introducing Cultural and Media Studies – A Semiotic Approach. New York: Palgrave.

4     Wtaker, W. Richard, Janet E. Ramsey, Ronald D. Smith. 2004. Media Writing – Print, Broadcast and Public Relations. New Jersey: Lawrence Erlbaum Associates Publishers

5     Milner, Andrew & Jeff Browitt. 2003. Contemporary Cultural Theory. Jaipur: Rawat Publications.

6     Nichols, Bill, 1993. Movies and Methods. Vol.1. Calcutta: Seagull Books.

7     Monaco, James, 2000. How to Read a Film. New York: Oxford University Press.

8     Clark, D.S. 1987. Principles of Semiotics. New York: Routledge & Kegan Paul.

9     Brigard, Emilie De, 1975. The History of Ethnographic Film (in) Paul Hockings. ed. Principles of Visual Anthropology. Paris: Mouton Publishers.

10    Huda, Anwar, 2004. The Art and Science of Cinema. New Delhi: Atlantic
      Publishers and Distributors.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Visual Anthropology, The Open Encyclopedia of Anthropology.
     https://www.anthroencyclopedia.com/entry/visual-anthropology

2    Collier, J. & M. Collier. 1967 Visual Anthropology: Photography as a Research
     Method. Albuquer: University of Mexico Press.

3    Craford, PI. & D. Turton. eds. 1992. Film as Ethnography. Manchester:
     Manchester University Press.

4    El Guindi, F. 2004. Visual Anthropology: Essential Theory and Method Lanham:
     Altamira Press

5    Hirst, K. Kris. 2019. An Introduction to Visual Anthropology.
     Https://www.thoughtco.com/visual-anthropology-introduction-4153066

6    Marano, Francesco. Visual Anthropology: Histories and Theories.
     Https://www.eolss.net/sample-chapters/CO4/E6-20D-68-16.pdf

7    Pink, Sarah. 2006. The Future of Visual Anthropology: Engaging the Senses.
     Https://stosowana.wordpress.com/wp-content/uploads/2010/09/sarah-pink-future-
     of-visual-anthropology-1pdf
8    Pink, Sarah. 2021. Doing Visual Ethnography. New Delhi: Sage Publications Ltd

9    Woodiwiss, Anthony, 2001. The Visual in Social Theory. London: The Athlone
     Press.

10   Wolverton, Mike, 1987. Reality on Reels – How to Make Documentaries for
     Video/Radio/Film. Delhi: Surjeet Publications.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through
conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions.

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Critically analyse the development of Audio-Visual Anthropology.

2    Explain the conceptual development of Audio-Visual Anthropology?

3    What is the difference between Visual Anthropology and Audio-Visual
     Anthropology?
4    What are the methods of ethnographic filming?

5    How to use Visual Anthropology and Audio-Visual Anthropology for the
     study of society and culture?
6    What are the skills in projecting anthropological dimensions and dynamics
     through audio-visual documentations?

**DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)**
**MAANT03DSE12**
# Anthropology of Tourism
**(Credits 4)**

**Course Description**
> The main objectives of the course include anthropological issues and theoretical concerns in tourism, interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys.

**Course Objectives**
1. Anthropology of Tourism offers a valuable approach to the critical analysis of tourism through its holistic and comparative framework.

2. This course brings an insight into the socio-cultural dimensions of tourism, such as the behaviours of cultures and societies.

3. The course helps identify the positive and negative impacts of tourism.

4. Another objective of this course is to critically examine tourism, particularly its effects on both hosts and guests.

5. This course aims to create cross cultural empathy and to view culture in a relativistic way.

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

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

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

| CO1 | Students understand the way in which anthropology help tourism industry and its strong relation with the study of tourism. |
|---|---|
| CO2 | Students learn how the tourism industry is organized and developed. |
| CO3 | Students learn how tourism influences society locally, nationally and globally. |
| CO4 | Students get deeper understanding about tourism as an activity. |
| CO5 | Students address the issues in the tourism industry with anthropological perspective. |

## COURSE CONTENTS
**Module I       Introduction**
1.1 Introduction to the Anthropology of Tourism
1.2 Culture and Tourism: Tourist as an ethnographer
1.3 Commodification of Culture in Tourism
1.4 Heritage Sites and Tourism

**Suggested Readings specific to the Module I**

1.1 Chambers, E. 2000. Native Tours: The Anthropology of Travel and Tourism. Prospect Heights: Waveland

1.2 Crick, M. 1994. Anthropology and the Study of Tourism: Theoretical and Personal Reflections.
In Crick M (eds.). Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism. Chur, Switzerland: Harwood Publishers.

1.3 Kirshenblatt-Gimblett, B. 1998. Destination Culture: Tourism, Museums, and Heritage. California: University of California Press

1.4 Nash, D. 1996. Anthropology of Tourism. New York: Pergamon.

**Module II     Socio-cultural aspects of tourism**

2.1 Interconnections between tourism history

2.2 The rise of socio-cultural study of tourism

2.3 Temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism

2.4 Categories of Tourism

**Suggested Readings specific to the Module II**

2.1 Crick, M. 1995. The Anthropologist as Tourist: An Identity in Question. (in) Lanfant, M.F., Allcock, J.B., Bruner, E.M. (eds.) International Tourism: Identity and Change. London: Sage. pp. 205-223

2.2 Dann, G. 2002. The Tourist as a Metaphor of the Social World. Wallingford: CAB International

2.3 Hitchcock, Robert K. 1997. Cultural, Economic and Environmental Impacts of Tourism Among the Kalahari. In Chambers E (eds.) Tourism and Culture: An Applied Perspective. Suny Press

2.4 Srivasthava, Anupama. 2012. Anthropology of Tourism. New Delhi: Serials Publications.

**Module III     Cross cultural interactions**

3.1 Implications of tourism as a major mechanism of cross-cultural interaction. Commodification of culture or cultural degradation

3.2 Role of Symbolism, Semiotics, and the Imagination in Tourism

3.3 The international flow of capital; role of museums and other branches of the cultural industries (including music, art, and food) in tourism economies

3.4 Tourism and global mobility; Ecotourism and sustainable development

**Suggested Readings specific to the Module III**

3.1 Dann, G.M.S., Nash, D. and Pearce, P.L. 1988. Methodology in Tourism Research. Annals of
Tourism Research. 15:1-28

3.2 Madhavan, Shobhana. 2016. Cross Cultural Management- Concepts and Causes (2nd Edition). Oxford University Press.

3.3    Reisinger, Yvette and Lindsay W Turner (Ed.). 2003. Cross- Cultural Behaviour in Tourism. London: Routledge.

3.4    Stronza, Amanda. 2001. Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives. Annual Review of Anthropology.

## Module IV    Contemporary tourism
4.1    Anthropological Dimensions of Tourism

4.2    Global and local political economy, dynamic relationships between heritage-making enterprises, revival and preservation projects

4.3    New Directions in the Anthropology of Tourism: Globalization, Tourism and Terrorism

4.4    Applied aspects of anthropology in tourism development and planning.

**Suggested Readings specific to the Module IV**

4.1    Bochner, Stephhen. 1982. Cultures in Contact: Studies in Cross- Cultural Interaction. Oxford: Pergamon Press.

4.2    Chris Cooper and Michael Hall. Ed. 2002. Contemporary Tourism. Routledge.

4.3    Graburn, N.H.H. 1977. Tourism: The Sacred Journey. (in) Valene L. Smith, eds. Hosts and Guests: The Anthropology of Tourism. Philadelphia: University of Pennsylvania Press.
Pp. 33-47.

4.4    Sharma, K K. 2004. Tourism and Socio- Cultural Development. Delhi: Sarup Book Publishers.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Akova, O., and Atsiz, O. 2019. Sociocultural impacts of tourism development on heritage sites. In The Routledge
Handbook of Tourism Impacts: Theoretical and Applied Perspectives.
https://doi.org/10.4324/9781351025102-20

2    Amalu, T., Oko, U., Igwe, I., Ehugbo, U., Okeh, B., & Duluora, E. 2020. Tourism industry effects on sociocultural activities of host communities: evidence from Cross River State, Nigeria. GeoJournal, 1–13.
https://doi.org/10.1007/s10708-020-10151-1

3    Chandan Kumar. 2017. Aspects of Socio- Cultural interaction and Tourism. New Delhi: Random Publications.

4    Chang, K. G., Chien, H., Cheng, H., & Chen, H. I. 2018. The impacts of tourism development in rural indigenous destinations: An investigation of the local residents' perception using choice modeling. Sustainability (Switzerland), 10.
https://doi.org/10.3390/su10124766

5    Correia, A., Kozak, M., & Ferradeira, J. 2011. Impact of culture on tourist decision-making styles. International Journal of Tourism Research, 13, 433–446.
https://doi.org/10.1002/jtr.817

6  Greg Richards and Derek Hall. 2000. Tourism and Sustainable Community Development. Routledge.

7  Picard, M. and Wood, R. 1997. Tourism, Ethnicity, and the State in Asian and Pacific
   Societies. Hawaii: University of Hawaii Press.

8  Schneider Susan and Jean-Louis Barsoux. 2003. Managing across Cultures. Harlow: Prentice Hall, England

9  UNEP and WTO. 2005. Making Tourism More Sustainable: a Guide for Policy Makers

10 Wood, R. 1997. Tourism and the State: Ethnic Options and the Construction of Otherness. (in) Picard and Wood, Tourism, Ethnicity and the State in Asian and Pacific Societies. Hawaii: University of Hawaii Press.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1  https://www.academia.edu/1335407/Cross_cultural_Interaction_Between_Tourists_and_Tourist_guides

2  https://www.researchgate.net/publication/343172927_Cross-Cultural_Aspects_of_Tourism_and_Hospitality_A_Services_Marketing_and_Management_Perspective

3  https://india.oup.com/productPage/5591038/7421214/9780199458301

4  https://www.sciencedirect.com/science/article/abs/pii/0261517787900239

5  https://www.researchgate.net/publication/350668364_Tourism_as_a_Socio-Cultural_Phenomenon_A_Critical_Analysis/link/628ab8bb39fa21703166e358/download

6  https://anthrosource.onlinelibrary.wiley.com/doi/10.1111/j.2153-9561.2012.01071.x

7  https://www.researchgate.net/publication/287463810_Contemporary_Tourism_An_International_Approach

8  https://www.cambridgescholars.com/resources/pdfs/978-1-5275-0829-3-sample.pdf

9  https://www.academia.edu/29938296/SEASONALITY_IN_THE_TOURISM_INDUSTRY_Impacts_and_Strategies

10 https://www.academia.edu/24249217/CONTEMPORARY_TOURISM

**Teaching Learning Strategies**
Lecture method, Virtual methods, Discussion

**Mode of Transaction**
Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Explain how tourism influences society locally?

2    What do you mean by anthropology of tourism?

3    Write an account on some heritage tourism sites in India.

4    Comment on the statement- Tourism as a major mechanism of cross cultural interaction.

5    Give an account on Eco-tourism.

6    What do you mean by global mobility with reference to tourism?

**DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)**
**MAANT03DSE13**
# Environmental Anthropology
**(Credits 4)**

**Course Description**

This course aims to provide a comprehensive understanding on the environment, ecosystem, ecology, and the interaction between nature, man, society, and culture. It also discusses different approaches in Environmental Anthropology and contribution of anthropologists worked on this area. The role of environment and cultural adaptation are also discussed in detail taking into consideration of the various examples and case studies

**Course Objectives**

1  To teach Fundamental concepts and approaches in Environmental anthropology

2  It aims to discuss Environment and Cultural adaptation

3  This course aims to teach Human Dimensions of Environmental Change

4  It aims to understand Cultural Dimensions of Biodiversity and conservation

5  This course aims to teach theoretical contributions in environmental anthropology

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

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

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

| CO1 | Definition, objectives, approaches to the study of human and cultural ecology, variety of human ecosystem, environmental degradation |
|---|---|
| CO2 | learn about environmental requirements of human adaptation |
| CO3 | learn about how human culture adapts to various ecological conditions |
| CO4 | learn about the conceptual aspects of man environment interactions. |
| CO5 | Study about deforestation and other factors affecting the survival of humans in different ways. |

## COURSE CONTENTS
**Fundamental concepts and approaches in Environmental**
**Module I       anthropology**

1.1   Introduction to environmental Anthropology: Theoretical and Methodological issues

1.2   Population ecology, System ecology, Ethno-ecology

1.3   Environmental determinism and Environmental Possibilism and Cultural Ecology

1.4    Contributions of Wissler, Forde, Steward, Vayda and Rappaport

**Suggested Readings specific to the Module I**
1.1    Morgen, E.F. 2000. Human Adaptability: An Introduction to Ecological Anthropology.
       Westview Press.
1.2    Dove, Michael. 2007. Environmental Anthropology: A Historical Reader: Oxford, Wiley-Blackwell.
1.3    Hardesty, L. Donald.1977. Ecological Anthropology. Canada: John Wiley and Sons.
1.4    Malik, S.L. and Battacharya, D. K. 1986. Aspects of Human Ecology. A Dynamic Interrelationship between Man and Environment. New Delhi: Northern Book Centre.

**Module II    Environment and Cultural adaptation**
2.1    Concepts and theories in cultural adaptation

2.2    Hunters and gatherers (Cholanaickan)

2.3    Shifting cultivators. (Maler)

2.4    Pastoral communities (Nuer)

**Suggested Readings specific to the Module II**
2.1    Harrison, G.A. and H. Murphy. 1998. Human Adaptation. Oxford: Oxford University Press.

2.2    Bhanu,B.Ananda.1989.The Cholanaickan of Kerala. Calcutta: Anthropological Survey of India.

2.3    Vidyarthi.L.P.1963.The Maler: A Study in Nature-Man-Spirit Complex of a Hill Tribe. Calcutta: Bookland Private Limited.

2.4    Evans-Pritchard, E. E. 1940. The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford University Press.; Harris, Marvin. (1992). The Cultural Ecology of India's Sacred Cattle. Current Anthropology,
       7:51-66.

**Module III    Environment and Cultural adaptation**
3.1    Service Nomadism (Nandiwalla)

3.2    Island communities (Jarawas, Onge, Andamanese)

3.3    Fishing communities (Mappila)

3.4    Agricultural communities (Kurichiyan)

**Suggested Readings specific to the Module III**
3.1    Singh, Priti. 2006. Islands and Tribes of Andaman and Nicobar. New Delhi: Prash books.

3.2    Aiyappan, A and Mahadevan.1990.Ecology,Economy, Matriliny and Fertility of Kurichiyas. New Delhi: BR Publishing house.

3.3    Mathur, P.R.G.1977.The Mappila Fisherfolk of Kerala: A Study in Inter-relationship Between Habitat, Technology, Economy, Society, and Culture. Thiruvananthapuram, Kerala Historical Society

3.4    Harris, Marvin. 1992. The Cultural Ecology of India's Sacred Cattle. Current Anthropology,
7:51-66.

## Module IV    Human Dimensions of Environmental Change
4.1    Human Dimensions of Environmental Change

4.2    Deforestation and ecological imbalance

4.3    Climatic change and Sustainability

4.4    Cultural Dimensions of Biodiversity and conservation

## Suggested Readings specific to the Module IV

4.1    Kormondy, E.J. and Brown, D.E. 1998. Fundamentals of Human Ecology. New Jersey, Prentice Hall.

4.2    Kottak, C.P. 1999. The New Ecological Anthropology. American Anthropologist, 101:23-35.

4.3    Milton, Kay. 1997. Ecologies: Anthropology, Culture and the Environment. International Social Sciences Journal, 49(154): 477-495.

4.4    Moran, E.F. Ed. 1990. The Ecosystem Approach in Anthropology. Michigan: University Press

## Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1    Moran, E.F. 2006. People and Nature: An Introduction to Human Ecological Relations. Malden, Massachusetts: Blackwell Publishing.

2    Netting, R. M. C. 1971. The Ecological approach in Cultural Study. New York: Addison.

3    Moran, E.F. 2022. Human Adaptability: An Introduction to Ecological Anthropology. Oxfordshire, England: Routledge.

4    Odum, H.T. 1971. Environment, Power and Society. New York: John Wiley & Sons.

5    Rappaport, Roy A. 1968. Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People. New Haven: Yale University Press.

6    Steward, J.H. 1955. Theory of Culture Change: The Methodology of Multilinear Evolution. Urbana: University of Illinois Press.

7    Steward, J. H. 1977. Evolution and Ecology: Essays on Social Transformations. In: J.C. Steward and R.F. Murphy. Eds. Urbana: University of Illinois Press

8    Sutton, M. Q. and E.N. Anderson. 2004. Introduction to Cultural Ecology. New York: Altamira Press.

9    Townsend, P.K. 2008. Environmental Anthropology: From Pigs to Politics. Long Grove, Illinois: Waveland Press, Inc.

10    Vayda, A.P. (Ed.) (1969). Environment and Cultural Behavior. Garden City, New York: The Natural History Press.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1   Vayda, A.P. 2009. Explaining Human Actions and Environmental Changes. Lanham, Maryland: AltaMira Press.

2   Vayda Andrew P. and Bonnie J. McCay. 1975. New Directions in Ecology and Ecological Anthropology. Annual Review of Anthropology 4: 293-306.

3   Walters, B.B., B.J. McCay, P. West, and S. Lees. 2008. Against the Grain: The Vayda Tradition in Human Ecology and Ecological Anthropology. Lanham, Maryland: Alta Mira Press.

4   White, L.A. 1987. Leslie A. White: Ethnological Essays. New Mexico: University of New Mexico Press.

5   Ulijaszek, S.J. 1995. Human Energetics in Biological Anthropology. Cambridge, England: Cambridge University Press..

6   Marten, G. G. 2001. Human Ecology. London: Stylus Publishing.

7   Moran, E.F. ed. 1990. The Ecosystem Approach in Anthropology. Michigan: University Press

8   Roberts, D.F. 1978. Climate and Human Variability. California: Cumming.

9   Baker, P.T. and J.S. Weiner. 1966. The Biology of Human Adaptability. Oxford: Clarendon Press.

10  Bhasin V., Srivastava V.K. and M.K. Bhasin. 2001. Human Ecology in the New Millennium. New Delhi: Kamla Raj Enterprise.

**Teaching Learning Strategies**
Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.
**Mode of Transaction**
Lecturing and Group discussion

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**
1   What is your understanding on 'Population ecology'?

2   Difference mutualism and commensalism?

3   Environmental anthropology deals with human environmental relationships. Explain this statement.

4   How the humours in the body are equated with elements in nature?

5   As an academic discipline, environmental anthropology has great scope. Justify this statement.

6   What is your understanding on 'Culture area'?

**DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)**
# MAANT03DSE14
# Urban Anthropology
**(Credits 4)**

## Course Description

This course introduces the significance and development of urban anthropology and core themes and debates in the field of urban anthropology. It is structured to introduce students to important theoretical perspectives that inform anthropologists' studies of urban contexts and to investigate research themes through case studies.

## Course Objectives

| | |
|---|---|
| 1 | This course aims to provide students should be able to apply anthropological approach to the analysis of local, national, and global urban issues |
| 2 | It aims that the students will learn about the developments in Urban Anthropology. |
| 3 | The purpose of the course is to provide comprehensive knowledge on various aspects of urban anthropology. |
| 4 | The aim of this course is to provide the concept of political economy. |
| 5 | The aim of this course is to provide an understanding on the concepts and methods of Urban Anthropology |

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

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

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

| | |
|---|---|
| CO1 | The students will learn how to apply anthropological approach to the analysis of local, national, and global urban issues |
| CO2 | The students will learn about the developments in Urban Anthropology. |
| CO3 | The students will learn about a comprehensive knowledge on various aspects of Urban Anthropology. |
| CO4 | The students will learn about the aim of this course is to provide the concept of political economy. |
| CO5 | The students will learn the concepts and methods of Urban Anthropology |

## COURSE CONTENTS

**Module I      Emergence of Urban Anthropology**

1.1      Introduction to Urban Anthropology

1.2      Urbanism and Urbanisation, Defining the Urban in India, Cities as Growth Engines

1.3     Extension of the anthropological interest in peasants and rural areas

1.4     Origins of Cities and Early Anthropological Approaches

**Suggested Readings specific to the Module I**
1.1     Jaffe, Rivke and Anouk De Koning. 2016. Introducing Urban
        Anthropology. New York: Routledge
        https://students.aiu.edu/submissions/profiles/resources/onlineBook/J7N7s7
        _Introducing_Urban_Anthropology.pdf
1.2     Urban Anthropology. Giuliana B. Prato & Italo Pardo.
        https://www.researchgate.net/publication/339437526_Urban_Anthropology

1.3     Ganguly, Indrani. 1986. Urban Anthropology: A Critical Review. New
        Delhi: Unique Publications.

1.4     Childe, V. Gordon. 1950. "The Urban Revolution." Town Planning Review
        21:3-17. Sjoberg, Gideon. 1955. "The Preindustrial City." American
        Journal of Sociology, 60(5):438-445.

**Module II     Political Economy**
2.1     Patterns of Migration in India, Rural-urban migration

2.2     Kinship in the city

2.3     Problems that arise from Urbanism

2.4     Poverty and Social Stratification

**Suggested Readings specific to the Module II**
2.1     Shekhar Mukherji. 2013. Migration in India: Links to Urbanization,
        Regional Disparities and Development Policies. Jaipur: Rawat
        Publications.
        Mahendra P. Agasty and Rabi N. Patra. 2019. Rural-Urban Migration:
        Theory, Determinants and Impacts. New Delhi: Abhijeet Publications.
2.2     Thomas Pfirsch and Consuelo Araos. 2019. Urban Kinships -Everyday
        Kinship and the Making of the City.
        https://journals.openedition.org/articulo/4337
2.3     Urbanism and Urbanization.
        https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P0
        00293/M015586/ET/146303462501ET.pdf

2.4     Yogendra Singh. 2009. Social Stratification and Change in India. New
        Delhi: Manohar Publishers and Distributors.

**Module II     Class Approach**
3.1     Culture of Poverty and the Underclass Approach

3.2     Comparison between relations function in an urban setting versus a rural
        setting
3.3     Ethnic and class in  Urban Ethnography, Urban Dystopia

3.4     Middle Class Activism in the City, Urban Middle Class and Aspirations

**Suggested Readings specific to the Module III**

3.1      Oscar Lewis. 1966. Culture of Poverty.
https://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfKPNFlustp6.pdf
Culture of Poverty
http://www.philippebourgois.net/articles/Encyclopedia%20Culture%20of%
20Poverty%202001.pdf

3.2      Tim Pateman. 2010. Rural and urban areas: comparing lives using
rural/urban classifications.
https://link.springer.com/article/10.1057/rt.2011.2

3.3      Walter Imilan and Francisca Márquez. 2019. Urban Ethnography.
https://www.researchgate.net/publication/332426642_Urban_Ethnography

3.4      Heng Chen and Wing Suen. 2015. Aspiring for Change: A Theory of
Middle Class Activism.
https://henghenrychen.weebly.com/uploads/1/9/2/7/19279337/middleclass1
0.pdf

**Module IV     Urban Inequality and Disasters**

4.1      Poverty, extended family for urban natives versus migrants, Global Cities
and the Production of Space, Urban Space, Public Spaces, Postmodern and
Hypermodern City

4.2      Community study and urban ecology

4.3      Urban ethnography research and methodology

4.4      Contemporary urban issues: Suburbs, Slums Urban Decline.

**Suggested Readings specific to the Module IV**

4.1      Jasmin Groeschl & Ilan Noy. 2020. Poverty, Inequality, and Disasters – An
Introduction
to the Special Issue. https://link.springer.com/article/10.1007/s41885-020-
00063-2

4.2      The Routledge Handbook of Urban Ecology

4.3      Introducing Urban Anthropology
https://students.aiu.edu/submissions/profiles/resources/onlineBook/J7N7s7
_Introducing_Urban_Anthropology.pdf

4.4      Urban Anthropology. Giuliana B. Prato & Italo Pardo.
https://www.researchgate.net/publication/339437526_Urban_Anthropology

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/
weblinks)**

1      Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in
There is No Such thing as a Natural Disaster, Squires and Hartman, eds.

2      Low, Setha M. 1999. "Spatializing Culture: The Social Production and
Social Construction of Public Space in Costa Rica." Pg. 111-137 in
theorizing the City, Setha Low, ed.

3       Yogendra Singh. 2009. Social Stratification and Change in India. New Delhi: Manohar Publishers and Distributors.

4       Jasmin Groeschl & Ilan Noy. 2020. Poverty, Inequality, and Disasters – An Introduction to the Special Issue. https://link.springer.com/article/10.1007/s41885-020-00063-2

5       Oscar Lewis. 1966. Culture of Poverty. https://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfKPNFlustp6.pdf

6       Walter Imilan and Francisca Márquez. 2019. Urban Ethnography. https://www.researchgate.net/publication/332426642_Urban_Ethnography

7       Thomas Pfirsch and Consuelo Araos. 2019. Urban Kinships -Everyday Kinship and the Making of the City. https://journals.openedition.org/articulo/4337

8       Childe, V. Gordon. 1950. "The Urban Revolution." Town Planning Review 21:3-17. Sjoberg, Gideon. 1955. "The Preindustrial City." American Journal of Sociology, 60(5):438-445.

9       Mahendra P. Agasty and Rabi N. Patra. 2019. Rural-Urban Migration: Theory, Determinants and Impacts. New Delhi: Abhijeet Publications.

10      Urban Anthropology. Giuliana B. Prato & Italo Pardo. https://www.researchgate.net/publication/339437526_Urban_Anthropology

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1       Rivke Jaffe, Anouk de Koning. 2022.Introducing Urban Anthropology. London: Taylor & Francis.

2       The Routledge Handbook Of Urban Ecology

3       Engels, Friedrich. 1845. "The Great Towns." In Condition of the Working Class in England. Aldous, Joan, Emile Durkheim, and Ferdinand Tonnies. 1972. "An Exchange between Durkheim and Tonnies on the Nature of Social Relations." American Journal of Sociology 77(6):1191-1200.

4       Foster, George and Robert V. Kemper. 2010. "Anthropological Fieldwork in Cities." Pg. 5-19 in Urban Life, Gmelch et al., eds. Lewis, Oscar. 1966. "The Culture of Poverty." Scientific American 215(4):19-25

5       Introducing Urban Anthropology https://students.aiu.edu/submissions/profiles/resources/onlineBook/J7N7s7 _Introducing_Urban_Anthropology.pdf

6       Urban Anthropology. Giuliana B. Prato & Italo Pardo. https://www.researchgate.net/publication/339437526_Urban_Anthropology

7       Jaffe, Rivke and Anouk De Koning. 2016. Introducing Urban Anthropology. New York: Routledge https://students.aiu.edu/submissions/profiles/resources/onlineBook/J7N7s7 _Introducing_Urban_Anthropology.pdf

| 8 | Oscar Lewis. 1966. Culture of Poverty. https://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfKPNFlustp6.pdf |
| 9 | Tim Pateman. 2010. Rural and urban areas: comparing lives using rural/urban classifications. https://link.springer.com/article/10.1057/rt.2011.2 |
| 10 | Walter Imilan and Francisca Márquez. 2019. Urban Ethnography. https://www.researchgate.net/publication/332426642_Urban_Ethnography |

**Teaching Learning Strategies**

Class room lecturing, PPT presentations…etc. Continuous assessment will be done through the conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing and Group discussion

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1      What is your understanding on Urban Anthropology?

2      Compare Urban Ethnography and Urban Ecology?

3      Explain Culture of Poverty?

4      Give a note on Urban Inequality?

5      Give an analysis on the present problems of Urban centres.

6      Compare Urbanisation and Urban Anthropology?

**MULTI DISCIPLINARY COURSES (MDC)**
# MAANT03MDC1
# Foundations in Anthropology
### (Credits 4)

## Course Description
This course will give an insight into the fundamentals in Socio-Cultural, Biological, Archaeological and Linguistic Anthropology, its relationship with other social and biological sciences.

## Course Objectives

1    This course aims to provide an understanding on the history of anthropology and major branches of anthropology.

2    This course introduces the relationship of anthropology with natural sciences such as biology, geology, geography, etc.

3    It also aims to have an understanding on the relationship of anthropology with humanities, such as history, economics, political science, education and language.

4    It aims to provide an understanding on Social - Cultural Anthropology and Biological Anthropology.

5    This course aims to study on the Archaeological and Linguistic Anthropology.

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

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

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

| | |
|---|---|
| CO1 | The students will learn about the history of anthropology and major branches of anthropology. |
| CO2 | The students will learn about the relationship of anthropology with natural sciences such as biology, geology, geography, etc. |
| CO3 | The students will also learn about the relationship of anthropology with humanities, such as history, economics, political science, education and language. |
| CO4 | The students will get a comprehensive understanding on Social - Cultural Anthropology and Biological Anthropology. |
| CO5 | The students will learn about the Archaeological and Linguistic Anthropology. |

# COURSE CONTENTS

**Module I        Fundamental of Anthropology**

1.1    Meaning and scope of anthropology

1.2    History and major branches of Anthropology

1.3    Relationship between Anthropology and Natural Sciences

1.4    Relationship between Anthropology and Humanities

**Suggested Readings specific to the Module I**

1.1    Ember, C.R. and Ember, M. 2002. Anthropology. New Delhi: Prentice-Hall of India, Pvt. Ltd.

1.2    Pritchard, E.E. Evans. 1990. Social Anthropology. New Delhi: Universal Book Stall.

1.3    Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.

1.4    Scupin R. and De course C.R. 2005. Anthropology. New Delhi: Prentice-Hall of India, Pvt Ltd.

**Module II        Fundamentals of Biological Anthropology**

2.1    Nature and scope of Biological Anthropology

2.2    Human Evolution and Variation

2.3    Human Genetics

2.4    Human growth and Development

**Suggested Readings specific to the Module II**

2.1    Das, B.M. 2002. Outline of Physical Anthropology. Allahabad: Kitab Mahal.

2.2    Jurmain R. and Nelson, H. 1998. Essentials of Physical Anthropology. New York: Wardworth Kilgore.

2.3    Reddy, V. Rami. 1992. Physical Anthropology and Human Genetics. Delhi: Palaka Prakashan.

2.4    Boaz, Noel T. and Alan J. Almquist. 2002. Biological Anthropology: A Synthetic Approach to Human Evolution. New York: Printice Hall.

**Module III        Fundamentals in Social Cultural Anthropology**

3.1    Nature and scope, Evolution of Culture and Society

3.2    Typologies of human society and culture: Tribe, Peasantry and Civilization

3.3    Social Institutions: Family, Marriage, Kinship, Economy, Politics, Religion

3.4    Social and Cultural Change

**Suggested Readings specific to the Module III**

3.1  Srivastav, A.R.N. 2005. Essentials of Cultural Anthropology. New Delhi: Prentice-Hall India

3.2  Eriksen, Thomas Hylland. 2020. An Introduction to Social and Cultural Anthropology. New Delhi: Rawat Publications.

3.3  Pedersen, Lene and Lisa Cliggett. 2021. The Sage Handbook of Cultural Anthropology. United Kingdom: Sage Publication Ltd.

3.4  Weinstein, Jay. 2011. Social Change. New Delhi: Rawat Books.

**Module IV     Fundamentals in Archaeological Anthropology and Linguistic Anthropology**

4.1  Nature and Scope of Archaeological and Linguistic Anthropology

4.2  Prehistoric cultures: Palaeolithic, Mesolithic and Neolithic

4.3  Chronology, technology and tool typology of prehistoric cultures

4.4  Evolution of Language, Speech, Language and Dialect

**Suggested Readings specific to the Module IV**

4.1  Battacharya, D.K. 1998. An Outline of Indian Prehistory. Delhi: Palaka Prakashan.

4.2  Turnbaugh, William A. (Et al.) 1993. Understanding Physical Anthropology and Archaeology. New York: West Publishing Company.

4.3  Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Culcutta: Rupa & Co.

4.4  Rajendran, P. 1989. The Prehistoric Cultures and Environment. New Delhi: Classical Publishing Company.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1  Haviland, William A. 1985. Anthropology. New York: Holt, Rinehart and Winston.

2  Kamalakar, G. 2000. South Indian Archaeology. Delhi: Bharatiya Kala Prakashan.

3  Ghosh,A.  1989. 2019 (Online). An Encyclopaedia of Indian Archaeology. https://www.indianculture.gov.in/ebooks/encyclopaedia-indian-archaeology

4  Uberoi, Patricia. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press.

5  https://naturalhistory.si.edu/research/anthropology

6  https://www.socialsciences.manchester.ac.uk/social-anthropology/study/what-is-social-anthropology/

7  https://www.discoveranthropology.org.uk/about-anthropology/what-is-anthropology/social-and-cultural-anthropology.html

8  Chakrabart, Dilip Kumar. 2009. India-An Archaeological History: Palaeolithic Beginnings to Early History Foundation. New Delhi: Oxford University Press.

9    Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge University Press

10    Harris, M. 1971. Culture, Man and Nature: An Introduction to General Anthropology. New    York: Crowell.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.

2    Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford.

3    Keesing, F. M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.

4    Kuper, Adam. 1973. 2015 Rpt. Anthropology and Anthropologists: The British School in the Twentieth Century. London: Routledge.

5    Murdock, G.P. 1965. Social Structure. Illinois: Free Press.

6    Sarana, Gopala. 1977. Introducing Anthropology. Calcutta: Indian Anthropological Society.

7    Uberoi, Patricia. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press.

8    Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford.

9    Rajendran, P. 1989. The Prehistoric Cultures and Environment. New Delhi: Classical Publishing Company.

10    Rajendran, P. 2018. Unravelling the Past- Archaeology of Kerala and the Adjacent Regions in South India. New Delhi: Heritage Publishers.

**Teaching Learning Strategies**

Lecture method, Virtual methods, Discussion

**Mode of Transaction**

Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    What are the major branches of anthropology?

2    Identify the relationship of Biological Anthropology with other branches.

3    Explain the major areas of Linguistic Anthropology.

4    Relevance of Archaeological Anthropology in the study of human cultural evolution.

5    Analyse the prospects of Social Cultural Anthropology.

6    Explain the scope of Biological Anthropology.

# MAANT03IDC01
# Indian Society and Culture
### (Credits 4)

## Course Description

This course is intended to acquaint the students of Anthropology with the basic attributes of the different people who constitute the Indian population. It will also highlight the fundamentals of Indian culture.

## Course Objectives

| | |
|---|---|
| 1 | The course is aimed to provide an understanding on the concepts of culture and civilisation. |
| 2 | It aims to get an understanding on the process of Social Change. |
| 3 | The course aims to develop an understanding on the concept of Indian Social system. |
| 4 | It aims to analyse the Indian Education system. |
| 5 | This course aims to study the approaches of study of Indian society. |

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

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

## Course Learning Outcomes: At the end of the Course, the students will be able to -

| CO1 | The students will learn the concepts of culture and civilisation. |
|---|---|
| CO2 | The students will learn the process of Social Change. |
| CO3 | The students will learn the concept of Indian Social system. |
| CO4 | They will study Indian Education system. |
| CO5 | They will study the approaches of study of Indian society. |

## COURSE CONTENTS

**Module I          Culture, Society and Civilization**

1.1    Concepts of culture and civilization

1.2    Theories of Emergence of Civilizations

1.3    Indian culture: tribal, folk, peasant and urban dimensions

1.4    Racial/ethnic elements and demographic composition of Indian population

**Suggested Readings specific to the Module I**

1.1    Ahuja, Ram. 2004. Society in India – Concepts, Theories and Recent Trends. Jaipur: Rawat Publications.

1.2    Mandelbaum, D. G. 1984. Society in India. Bombay: Popular Prakashan.

1.3    Singh, K. S. 1998. People of India – National Series. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press

1.4    Pattanayak, Debi Prasanna. 1990. Multilingualism in India. Philadelphia: Multilingual Matters, Ltd. (Google Books)

## Module II    Indian Social System and Social Disabilities

2.1    Linguistic diversity and classification of languages

2.2    Religious and Philosophical Tradition

2.3    Indian Caste System: Fission and Fusion

2.4    Mobility, Problem of Untouchability, Social Reform Movements

**Suggested Readings specific to the Module II**

2.1    Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge University Press

2.2    Cohn, Bernard. 2001. India – The Social Anthropology of a Civilization. New Delhi: Oxford University Press.

2.3    Fuller, C. J. 2004. (1992). The Camphor Flame: Popular Hinduism and Society in India. New Jersey: Princeton Ganguly.

2.4    Beteille, Andre. 1972. Inequality and Social Change. Delhi: Oxford University Press. Rao, M. S. A. 1987. Social Movements and Social Transformation. New Delhi: Manohar.

## Module III    Indian Education System

3.1    Evolution of Indian education system

3.2    Pre-British, British and Post-independence

3.3    Contemporary educational pattern

3.4    Non-formal education.

**Suggested Readings specific to the Module III**

3.1    Mukarji, S.N. 1966. History of Education in India. New Delhi: Acharya Books.

3.2    Biswa A, Agarwal. S.P. 1985. Development of Education in India, A Historical Survey of Educational Document Before and After Independence. New Delhi: Concept Publishing Co.

3.3    Vaidya, S. 2005. Educational Reforms: New Trends and Innovations in Educational Development. New Delhi: Deep and Deep Publications.

3.4    Mukerji, S.N. 1966. History of Education in India. New Delhi: Acharya Books.

## Module IV    Approaches and Process of Social Change

4.1    Folk-Urban Continuum, Little and Great Traditions; Universalization and Parochialisation

4.2    Sacred Complex. Tribe-Caste Continuum. Nature-Man –Spirit Complex.

4.3    Modernization, Industrialization, Urbanization, Westernisation

4.4    Sanskritization, Concept of Dominant Caste, Pecuniarisation

**Suggested Readings specific to the Module IV**

4.1    Singh, Yogendra. 1980 Rpt. Social Stratification and Change in India. New Delhi: Manohar Book Services.

4.2    Singh, Yogendra. 1980 Rpt. Social Stratification and Change in India. New Delhi: Manohar Book Services.

4.3    Singh, Yogendra. 1980 Rpt. Social Stratification and Change in India. New Delhi: Manohar Book Services.

4.4    Srinivas, M. N. 1995 Rpt. Social Change in Modern India. New Delhi: Orient Longman. Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications

## Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

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

2. Cohn, Bernard. 2001. *India – The Social Anthropology of a Civilization.* New Delhi: OxfordUniversity Press.

3. Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and its Implications.*Chicago:University of Chicago press.

4. Fuller, C. J. 2004. (1992). The *Camphor Flame: Popular Hinduism and Society in India.* New Jersey: Princeton Ganguly.

5. Singh, K. S. 1998. *People of India – National Series.* Anthropological Survey of India,Kolkata. Delhi: Oxford University Press.

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

7. Srinivas, M. N. 1995 (Rpt). *Social Change in Modern India*. New Delhi: Orient Longman.

## Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Ahuja, Ram. 2004. *Society in India – Concepts, Theories and Recent Trends*. Jaipur: RawatPublications.

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

3. Mahendrakumar, M.S. 2006. *Pecuniarisation- A New Theory of Social Change in India*. New Delhi: Serials Publications

4. Mandelbaum, D. G. 1984. *Society in India.* Bombay: Popular Prakashan.

5. Rao, M. S. A. 1987. *Social Movements and Social Transformation.* New Delhi: Manohar.

6. Sasikumar, M. 2019. Matriliny among the Khasis-A Study in Retrospect and Prospect. New Delhi: Gyan Publishing House.

7. Singer, Milton and Bernard S. Cohn. (Ed.). 1968. *Structure and Change in Indian Society.* Chicago: Aldine Pub. Co.

8. Sumit and Neil De Votta (Eds). 2003. *Understanding Contemporary India.* New Delhi: VivaBooks Pvt Ltd.

### Teaching Learning Strategies

Lecture method, Virtual methods, Discussion

### Mode of Transaction

Offline classes, Assignments, Seminars, Test

### ASSESSMENT RUBRICS

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1. Explain the changes of village community studies in India?

2. Give a note on the pioneer works on Indian village community studies?

3. Explain the caste system in India?

4. Give an account on the relevance of the study of Indian Village Communities?

5. Give a note on Caste and Kinship in Central India?

6. Explain the new trends in village community studies in India?

# MAANT03VAC01
# Cultural Anthropology
### (Credits 2)

## Course Description

The course aims to provide a basic understanding on cultural anthropology. This course would help the learners to understand how the subject was conceived and the developed. The scientific study of culture emerged and developed in anthropology and the understanding will help the students to have a comprehensive idea on Cultural Anthropology

## Course Objectives

1   This course explains the origin, historical background and foundation of Cultural Anthropology.

2   This course aims to provide an understanding on cultural aspects of societies.

3   This course aims to elucidate the nature and organisation of culture and society.

4   This course aims to understand various concepts in Cultural Anthropology.

5    It would facilitate the learner in understanding the practical elements of the course.

| Credits | | | Teaching Hours | | | Assessment | | |
|---------|-----|-------|-----|-----|-------|-----|-----|-------|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| 2 | | 2 | 2 | | 2 | 40 | 60 | 100 |

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

## Course Learning Outcomes: At the end of the Course, the students will be able to -

| CO1 | The students will learn the origin, historical background and foundation of Cultural Anthropology. |
|-----|---------------------------------------------------------------------------------------------------|
| CO2 | The students will have an understanding on cultural aspects of societies. |
| CO3 | The students will study the nature and organisation of culture and society. |
| CO4 | The students will understand various concepts in Cultural Anthropology. |
| CO5 | The students will have an understanding on the practical elements of the course. |

## COURSE CONTENTS

### Module I      Development, Relevance and Scope of Cultural Anthropology

1.1   Development of Cultural Anthropology

1.2   Concepts of Culture

1.3   Cultural Relativism

1.4   Anthropological Studies before and after Cultural Relativism

**Suggested Readings specific to the Module I**

1.1 Beals, Ralph and Harry Hoijer. 1971. An Introduction to Anthropology. London: Macmillan.

1.2 Eriksen, T. H. and Nielsen, F. S., 2001, A History of Anthropology. London: Pluto Press.

1.3 Haviland, William A. 2011. Cultural Anthropology: The Human Challenge (13th Edition). USA: Wadsworth.

1.4 Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.

**Module II      Concepts of Society and Culture**
2.1 Status and Role; Community, Group, Association

2.2 Social Structure and Organisation

2.3 Attributes and Aspects of culture: Enculturation, Ethnocentrism and Cultural Relativism

2.4 Culture Structure, Culture processes: Diffusion and Acculturation.


**Suggested Readings specific to the Module II**

2.1 Doshi, S.L. and Jain, P.C.2001. Social Anthropology. New Delhi: Rawat.

2.2 Ember and Peter N. Peregrine 2002. Anthropology. New Jersey: Prentice Hall.

2.3 Panchal, R.K.2007. Social Anthropology. New Delhi: Vishvabharti.

2.4 Pandey, Gaya. 2017. Social-Cultural Anthropology. New Delhi: Concept Publishing Company.

**Module III    Human Diversity-Social Institutions**
3.1 Family, Stages of development of family.

3.2 Marriage:  Forms and functions; Regulations of marriage- Incest, Hypergamy, Hypogamy, Endogamy and Exogamy

3.3 Kinship: Concept

3.4 Kin groups: Lineage, Clan, Phratry, Moiety and Tribe. Kinship Typology and Kinship behaviour, Kinship Terminological system

**Suggested Readings specific to the Module III**
3.1 Fox, Robin. 1971. Kinship and Marriage: An Anthropological Perspective. Harmonds Worth: Penguin Books.

3.2 Kapadia, K.M. 1971. Marriage and Family in India. Calcutta: Oxford University Press.

3.3 Morgan, L.H. 1996 (rpt). Ancient Society. Calcutta: K.P. Bagchi & Co.

3.4 Wesch, Michael, "The Art of Being Human: A Textbook for Cultural Anthropology" 2018. NPP eBooks. 20.https://newprairiepress.org/ebooks/20

**Module IV    Human Diversity- Social Institutions**
4.1 Religious Organisation

4.2 Economic Organisation

4.3    Political Organisation

4.4    State, Stateless Society

**Suggested Readings specific to the Module IV**

4.1    Elman Service. 1975. Origins oof the State and Civilization. New York: WW Norton and Company INC.

4.2    Lewellen, Ted. 2003. Political Anthropology: An Introduction. London: Praeger.

4.3    Phillip Kottak, Conrad. 2002. Cultural Anthropology. McGraw-Hill

4.4    Phillip Kottak, Conrad. 2014. Anthropology: Appreciating Human Diversity. McGraw-Hill Education.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Davis, Kingsley. 1981. Human Society. Delhi: Surjeet Publications.

2    Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge University Press

3    Harris, M. 1971. Culture, Man and Nature: An Introduction to General Anthropology. New York: Crowell.

4    Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford.

5    Keesing, F. M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.

6    Kuper, Adam. 1973. 2015 rpt. Anthropology and Anthropologists: The British School in the Twentieth Century. Routledge.

7    Murdock, G.P. 1965. Social Structure. Illinois: Free Press.

8    Sarana, Gopala. 1977. Introducing Anthropology. Calcutta: Indian Anthropological Society.

9    Uberoi, Patricia. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University    Press.

10    Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    https://naturalhistory.si.edu/research/anthropology

2    https://anthrosource.onlinelibrary.wiley.com/journal/15481360

3    https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_socio_anthro_final.pdf

4    https://www.antropologi.info/links/Main/Journals

5    https://newprairiepress.org/ebooks/20

6    https://www.socialsciences.manchester.ac.uk/social-anthropology/study/what-is-social-anthropology/

7    https://www.anthro.ox.ac.uk/what-social-anthropology

8    https://onlinelibrary.wiley.com/journal/14698676

9    https://www.discoveranthropology.org.uk/about-anthropology/what-is-anthropology/social-and-cultural-anthropology.html

10   https://www.researchgate.net/publication/327459817_Social_and_Cultural_Anthropology

**Teaching Learning Strategies**

Lecture method, Virtual methods, Discussion

**Mode of Transaction**

Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1    Write any pieces of recent information from the newspapers that you can remember as anthropologically relevant?

2    Make a time line of development of Anthropology in Indian context.

3    What do you think about Anthropological Fieldwork?

4    Membership in a class is open. Justify the statement with suitable examples.

5    Differentiate the Anthropological Studies before and after Cultural Relativism.

6    Culture is dynamic. Write your views.

# FOURTH SEMESTER

| COURSE CODE | FOURTH SEMESTER | Marks | | | Contact Hours/Week | | | Credits |
|---|---|---|---|---|---|---|---|---|
| | | CE | ESE | Total | L | T/S | P | |
| DSE 7 | **MAANT04DSE15** Medical Anthropology<br>**MAANT04DSE16** Indian Village Communities | 40 | 60 | 100 | 4 | | | 4 |
| DSE 8 | **MAANT04DSE17** Economic Anthropology<br>**MAANT04DSE18** Anthropology of Food | 40 | 60 | 100 | 4 | | | 4 |
| DSE 9 | **MAANT04DSE19** Development Anthropology<br>**MAANT04DSE20** Local Self Governance and Administration | 40 | 60 | 100 | 4 | | | 4 |
| **MAANT 04DSC09** | Ethnographic Fieldwork Dissertation + Viva-voce | 40 | 60 | 100 | - | - | 16 | 8 |
| | **TOTAL** | | | 400 | 12 | | 16 | 20 |

## DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)
# MAANT04DSE15
# Medical Anthropology
### (Credits 4)

**Course Description**

This course aims at familiarizing the students with different medical systems, both indigenous and modern and the cultural contexts of the systems. It will also equip the students to understand the compatibility of the systems and to evolve projects blending traditional and Western medical techniques.

**Course Objectives**

1  This course aims to demonstrates the knowledge about biomedical and socio-cultural perspective of health and disease.

2  It aims to know about the operational aspects of health care delivery from village to international level, with a critique from people's perspectives.

3  This course aims to acquire knowledge about the scientific aspects of health and disease

4  It aims to understand the role of international health organizations

5  This course aims to understand the interaction of international agencies with national health setup at governmental and non-governmental levels.

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

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

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

| | |
|---|---|
| CO1 | Demonstrates the knowledge about biomedical and socio-cultural perspective of health and disease. |
| CO2 | Know about the operational aspects of health care delivery from village to international level, with a critique from people's perspectives. |
| CO3 | Acquire knowledge about the scientific aspects of health and disease |
| CO4 | Understand the role of international health organizations |
| CO5 | Understand the interaction of international agencies with national health setup at governmental and non-governmental levels. |

# COURSE CONTENTS

**Module I          Medical Anthropology- meaning, scope and concepts**

1.1     Concepts of illness, sickness, disease and health

1.2     Culture bound syndromes – cultural construction of illness experience

1.3     Socio-cultural dimensions of illness and health

1.4      Humoral system – hot and cold

**Suggested Readings specific to the Module I**

1.1     Ahluwalia, A, 1974, Sociology of Medicine in M. N. Srinivas. ed. A Survey of Research in Sociology and Social Anthropology, Vol-11, Bombay: Popular Prakashan.

1.2     Foster, George, M. and Andrson, Barbara Gallatin.1988. Medical Anthropology. USA: Random House.

1.3     Brown, Peter J. and Svea Closser. eds. 2016. Understanding and Applying Medical Anthropology. US: Left Coast Press Inc.

1.4     Good, Byron. 2010. A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities.  Oxford: Blackwell publishing.

**Module II          Plural Medical Systems and Health Seeking Behaviour**

2.1     Asian medical system: Indian, Chinese and Mediterranean

2.2     Popular, Folk and Professional health care

2.3     Plural Medical Systems and Health Seeking Behaviour

2.4     Magico-religious curative practices

**Suggested Readings specific to the Module II**

2.1     Callen, Michael. 1987. Health and Illness. London and New York: Tavistock Publications. Caudill, William.1953. "Applied Anthropology in Medicine." in A. L. Kroeber. ed. Anthropology Today: An Encyclopaedic Inventor, Chicago: University of Chicago Press.

2.2     Harris, Marvin. 1987. Cultural Anthropology. New York: Harper and Raw Publisher. Hatfield Gabrielle. 2004. Encyclopaedia of Folk Medicine: Old World and New World Traditions. New Delhi: Shubhi Publications.

2.3     Mutatkar, R. K.; Danda, Ajith K.; and Bhatt, Vikas. 2010. Studies on Bio-medical Anthropology, Profiles of Health Cultures. New Delhi: Aryan Books International.

2.4     Read, M.1966. Health and Disease. London: Routledge publishers; Trivedi, P.C. 2007.  India Folk Medicine.  Jaipur: Pointer Publishers.

**Module III          Ethnography of tribal and folk medical health systems**

3.1      Ethnomedicine: Culturally appropriate medicine. Regional variation in India.

3.2     Ethnography of tribal and folk medical health systems in India-case studies

3.3     Community health practices and indigenous medical systems

3.4     Health Care System and Health Care Services

**Suggested Readings specific to the Module III**

3.1 Ali, Almas. 1994. Indigenous Health Practices among Tribals: Relationship with Prevalent Diseases, in S. Basu. ed. Tribal Health in India, New Delhi: Manak Publications Pvt. Ltd.

3.2 Bhusari, B, Nikanth and Dr. Korpenwar, Anil.2013. A Text Book of Ethnomedicine. New Delhi: Gaurav Books.

3.3 Basu, Salil. ed. 1994. Tribal Health in India. New Delhi: Serial Publications. Kleinman, Arthur. 1981. Patients and Healers in the Context of Culture. University of California Press.

3.4 Bhasin, Veena. 1993. People, Health and Disease: The Indian Scenario. New Delhi: Kamala Raj Enterprises.

## Module IV        Psycho-somatic and mental disorders

4.1 Psycho somatic and mental disorders

4.2 Drug addiction: demographic, socio-economic and mental health conditions

4.3 Application of anthropological knowledge in promoting health care in tribal and rural communities

4.3 Changing health behaviour.

**Suggested Readings specific to the Module IV**

4.1 Eller, Jack David. 2018. Psychological anthropology for the 21st Century. London. Routledge

4.2 Worsley, P. 1982. Non-Western Medical Systems. Annual Review of Anthropology, 11.

4.3 Mehta, S. R. 1992. Society and Health. New Delhi: Vikas Publishing House Pvt Ltd.

4.4 Landy, David. ed. 1977. Culture, Disease, and Healing: Studies in Medical Anthropology. UK: Macmillan.
Young, A. 1982. The Anthropology of Illness and Sickness. Annual Review of Anthropology, 11.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1 Inhorn, C. Marcia and Emily A. Wentzell. 2012. Medical Anthropology at the Intersections: Histories, Activisms, and Futures. Durham: Duke University Press.

2 Johnson, Shanti. C. and Rajan, Irudaya S. 2010. Ageing and Health in India. New Delhi: Rawat Publications.

3 Landy, David. ed. 1977. Culture, Disease, and Healing: Studies in Medical Anthropology. UK: Macmillan.

4 Banerjee, B.G. and Jalota, Ritula. 1988. Folk Illness and Ethnomedicine. New Delhi: Northern Book Centre.

5 Foster, G.M. 1978. Medical Anthropology. New York: John Wiley

6 Leslie, C. 1976. Asian Medical Systems. Berkeley: University of California Press.

| 7 | Read, M. 1966. Culture, Health and Disease. London: Tavistock Publications. |
|---|---|
| 8 | Young, A. 1982. The Anthropology of Illness and Sickness. Annual Review of Anthropology, 11. |
| 9 | Benedict, R. 1934. Patterns of culture. Boston, MA: Houghton Mifflin. |
| 10 | LeVine, R. A. 2010. Psychological anthropology: A reader on self in culture. Malden, MA: Wiley-Blackwell. |

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

| 1 | Alice Street. 2014. Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital: Durham, Duke University Press. |
|---|---|
| 2 | Anderson, Warwick. 2008. The Collectors of Lost Souls: Turning Kuru Scientists into White men: Baltimore, Johns Hopkins University Press. |
| 3 | Joshi, P.C. and Mahajan, Chakraverti. ed. 2021. Recent Advances in Indian Medical Anthropology. New Delhi: Concept Publishing Company. |
| 4 | Basu, S. 1994. Tribal Health in India. Delhi: Manak Publications. |
| 5 | Jose, Boban K. 1998. Tribal Ethnomedicine: Continuity and Change. New Delhi: APH Publishing. |
| 6 | Sapir, E. (1994). The psychology of culture: A course of Lectures. Berlin, Germany & New York, NY: Mouton de Gruyter. |
| 7 | Shweder, R. A. (1991). Thinking through cultures. Cambridge, MA: Harvard University Press. |
| 8 | Bhasin, Veena. 1993.People, Health and Disease: The Indian Scenario. New Delhi: Kamala Raj Enterprises. |
| 9 | Landy David (Ed.). 1977. Culture, Disease, and Healing: Studies in Medical Anthropology. UK: Macmillan |
| 10 | Rivers, W. H. R. 2013. Medicine, Magic and Religion. London: Routledge publishers. |

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1. Differentiate the concept of Illness and Disease

2. Explain illness experience as a culture construct

3. Write about the Social dimensions of illness with an example

4       What do you mean by Professional Health Culture?

5       Do you know the significance of Applied Medical Anthropology? Explain.

6       Can you explain the role of medical anthropologists in providing inputs on public health?

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**
# MAANT04DSE16
# Indian Village Communities
### (Credits 4)

## Course Description

India is a country of plural cultures and there are preliterate people, caste groups, religious groups and a large portion of the population lives in rural areas. Therefore, the knowledge about the village people would be helpful to understand the majority of the population of our country and that knowledge could be utilised for the development and welfare of the country.

## Course Objectives

1   This course aims to provide a general understanding about the village communities of India.

2   It aims to give an understanding on the anthropological village community studies.

3   This course aims to give an understanding on the village communities for their development and welfare.

4   It gives a view on the caste and communities of the villages.

5   This course aims to study the emerging trend in village studies.

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

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

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

| CO1 | The students will learn about the heterogeneous people of India. |
|---|---|
| CO2 | The students will learn the dynamics of Indian villages. |
| CO3 | The students will learn about the importance of village studies for the development and welfare of village communities. |
| CO4 | The students will learn about the heterogeneous people of India. |
| CO5 | The students will learn the emerging trend of village studies. |

## COURSE CONTENTS

**Module I     Introduction to Indian Villages**

1.1   Indian Villages and features of village communities

1.2   Peasant societies

1.3   Social structure of Indian Village Communities

1.4   Village Community Studies (Case Studies)

**Suggested Readings specific to the Module I**

1.1   Mayer, Adrian C. 1960 (1986 rpt.) Caste and Kinship in Central India: A Village and its Region. New Delhi: Universal Book Stall.

1.2   Desai, A.R. 1979. Peasant Struggles in India, Bombay: Oxford University Press.

1.3   Sreenivas, M.N. 1972. Social Change in Modern India, Orient Longman, Bombay.

1.4   Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

## Module II      Caste in India

2.1   Indian Caste System, Theories of the origin of castes

2.2   Castes, Class and Power, internal structure of castes, Importance of sub-castes

2.3   Varna and Jati hierarchy, Purity and Pollution

2.4   Backward Class movement in south India

**Suggested Readings specific to the Module II**

2.1   Beteille, Andre. 1966. Caste, Class and Power. Bombay: Oxford University Press.

2.2   Desai, A.R. 1979. Peasant Struggles in India, Bombay: Oxford University Press.

2.3   Dube, S. C. India's Changing Villages. Bombay: Allied Publishers Private Ltd.

2.4   Nash, Manning. 1966. Primitive and Peasant Economic Systems. San Francisco: Chandler Publishing Company.

## Module III    Group Dynamics in Indian Village

3.1   Group dynamics in Indian Village Communities

3.2   Village administration, Development

3.3   Caste and Politics

3.4   Social Mobility and Social Change

**Suggested Readings specific to the Module III**

3.1   Mayer, Adrian C. 1960 (1986 rpt.) Caste and Kinship in Central India: A Village and its Region. New Delhi: Universal Book Stall.

3.2   Dube, S. C. India's Changing Villages. Bombay: Allied Publishers Private Ltd.

3.3   Dube, S. C. India's Changing Villages. Bombay: Allied Publishers Private Ltd.

3.4   Osella, Filippo & Osella, Caroline.  2000. Social Mobility in Kerala – Modernity and Identity in Conflict. London: Pluto Press.

## Module IV    Changes in Villages

4.1   Changes in Indian Village Communities: Industrialization, Urbanization and Development

4.2   Indian village as a social system; Traditional and changing patterns of settlement and inter-caste relations

4.3    Agrarian relations in Indian villages

4.4    New trends in Village Studies, Relevance of Village Community Studies

**Suggested Readings specific to the Module IV**

4.1    Himanshu, Praveen Jha and Gerry Rodgers. 2016. Changing Village in India. New Delhi: Oxford University Press.

4.2    Dube. S.C. 1958. India's Changing Villages- Human Factors in Community Development. London: Routledge and Kegan Paul.

4.3    Mayer, Adrian C. 1965. Caste and Kinship in Central India; A Village and Its Region. Berkeley: University of California Press.

4.4    Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Madan, Vandana. ed. 2013.The Village in India. New Delhi: Oxford University Press. https://www.exoticindiaart.com/book/details/village-in-india-nal709/

2    McKim Marriott. 1955. 2017 rpt. Village India: Studies in the Little Community. New Delhi: Rawat Publications.

3    Ishwaran, K. 1966. Tradition and Economy in Village India. New Delhi: Routledge.

4    Srinivas, M.N. 1966. India's Villages. Bombay: Asia Publishing.

5    Aiyappan, A. 1965. Social Revolution in a Kerala Village. Bombay: Asia Publishing House.

6    Ghurye, G.S. 1963. The Anatomy of a Rural-Urban Community. Bombay: Popular Prakashan.

7    Lewis, Oscar. 1958. Village Life in Northern India. Urbana: University of Illinois.

8    Srinivas, M.N. 1980. The Remembered Village. California: The University of California Press.

9    Srinivas, M.N. 1996. Village, caste, gender, and method : essays in Indian social anthropology. Delhi: Oxford University Press. https://archive.org/details/villagecastegend0000srin/page/n5/mode/2up

10    Village Studies in India. Anurekha Chari Wagh. https://ebooks.inflibnet.ac.in/socp4/chapter/village-studies-in-india/

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Village Studies in India. https://www.egyankosh.ac.in/bitstream/123456789/27157/1/Unit-3.pdf

2    Dasgupta, Biplab. Village Studies in the Third World. https://books.google.co.in/books/about/Village_Studies_in_the_Third_World.html?id=3XgCYebM2UQC&redir_esc=y

3    Surinder S. Jodhka. 1988. Social Anthropological Constructions of the Indian Village.https://www.researchgate.net/publication/24119465_From_Book-view_to_Field-iew_Social_Anthropological_Constructions_of_the_Indian_Village

4       Kapur, Radhika. 2023. The Caste System in India.
        https://www.researchgate.net/publication/375895968_The_Caste_System_in_India

5       Deshpande, Manali S.  2010. History of the Indian Caste System and Its Impact on
        India Today.
        https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1043&context=soc
        ssp

6       Chatterjee, Subrata. Caste System In India.
        http://ccnet.vidyasagar.ac.in:8450/pluginfile.php/1514/mod_resource/content/1/AN
        T%20203_Dominant%20Caste.pdf

7       Shridhar V. and Ketkar, A.M. History of Caste in India. 1909.
        https://indianculture.gov.in/system/files/digitalFilesICWeb/ICrarebooks/cslreposito
        ry/4745/AS-000643.pdf

8       Mahendrakumar, M.S. 2012. Social Change Among the Cultivators. New Delhi:
        Discovery Publishing House.

9       Ghurye, G.S. 1957. Caste And Class In India. Bombay: Popular Book Depot.
        https://sahitya-akademi.gov.in/library/e-books/Caste_and_Class_in_India.pdf

10      Goldenweizer, A.A. 1917. Caste In India- Thei Mechanism, Genesis and
        Development. New York: The Columbia University.https://akscusa.org/wp-
        content/uploads/2020/04/lecture-2-collated-readings.pdf

**Teaching Learning Strategies**

Class room lecturing, PPT presentations…etc. Continuous assessment is done through
conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1       Explain the changes of village community studies in India?

2       Give a note on the pioneer works on Indian village community studies.

3       Explain the caste system in India?

4       Give an account on the relevance of the study of Indian Village Communities.

5       Give a note on Caste and Kinship in Central India.

6       Explain the new trends in village community studies in India?

DISCIPLINE SPECIFIC ELECTIVE (DSE)
## MAANT04DSE17
# Economic Anthropology
### (Credits 4)

**Course Description**

The course introduces the fundamentals of economic anthropology. It will focus on economic relations and economic organisations, particularly, in non-market economies. The difference in the basic assumptions of economics and anthropology in understanding economic issues with reference to specific economic systems will be highlighted in this course.

**Course Objectives**

1   This course aims to introduce the fundamentals of economic anthropology.

2   It aims to explore the economic organisations and economic relations in different societies.

3   This course aims to analyse the social behaviour of economic transactions.

4   It aims to discuss the fundamentals of modern economy and its relevance in non-market societies.

5   This course aims identify the strategies of resource management and distribution in simple societies.

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

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


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

| CO1 | The students will learn the different approaches in economic anthropology. |
|---|---|
| CO2 | The students will learn economy and society of different societies from the perspective of organisation of subsistence production. |
| CO3 | They will be able to learn consumption pattern in subsistence economies. |
| CO4 | Students will be able to compare learn the fundamentals of modern economy and its relevance in non-market societies. |
| CO5 | Students will be able to compare and contrast the strategies of production, distribution and consumption in both market and non- market economies. |

## COURSE CONTENTS
**Module I       Introduction, Approaches to Economic Anthropology**

1.1     Scope and development of Economic Anthropology

1.2     Fundamentals of modern economic theories and their relevance to non-market

1.3     Economies: Formalist – Substantivist controversy

1.4    Marxist theories on economy and society

**Suggested Readings specific to the Module I**
1.1    Hann,Chriss&Hart,Keith.2011.EconomicAnthropology.USA:PolityPress.
       James G. Carrier, A Handbook of Economic Anthropology, Published by Edward
       Elgar Publishing Limited, UK
1.2    Dalton,George.1968. Economics, Economic Development, and Economic
       Anthropology,  in Journal of Economic Issues, Vol.2, No. 2 (Jun., 1968),pp. 173-
       186.
1.3    Polanyi, Karl. 1944. The Great Transformation. New York: Farrar& Rinehart
       Publishers.
1.4    Ensminger, Jean. Ed. 2002.Theory in Economic Anthropology.US: Alta Mira
       Press.

**Module II      Organization of subsistence production**
2.1    Food gathering and hunting to urban -industrial economy

2.2    Division of work: age, sex, specialization

2.3    Property relations: rights on resources

2.4    Technology, capital, savings and investment

**Suggested Readings specific to the Module II**
2.1    Firth,Raymond.Ed.2013. Themes in Economic Anthropology. United Kingdom:
       Routledge publications.

2.2     James G. Carrier, A Handbook of Economic Anthropology, Published by Edward
       Elgar Publishing Limited, UK

2.3    Clammer, J.  Beyond New Economic Anthropology

2.4    Herskovits, M.J. 1982: Economic Anthropology, New York: Norton and Co.

**Module III     Module 3 Exchange and Service**
3.1    Barter, ceremonial exchange, reciprocity

3.2    Redistribution (Gift, Potlatch, Kula ring)

3.3    Jajmani System

3.4     Market exchange

**Suggested Readings specific to the Module III**
3.1    James G. Carrier, A Handbook of Economic Anthropology, Published by Edward
       Elgar Publishing Limited, UK

3.2    Malinowski, B. 1922. Argonauts of the Western Pacific. London: Routledge&
       Kegan Paul.

3.3    Belshaw, C. S. 1965.Traditional Exchange and Modern Markets. New Delhi:
       Prentice-Hall of India Private Ltd.

3.4    Belshaw, C. S. 1965.Traditional Exchange and Modern Markets. New Delhi:
       Prentice-Hall of India Private Ltd.

## Module IV    Consumption pattern in subsistence economies

4.1    Pattern of distribution of resources

4.2    Wealth, status and social differentiation

4.3    Globalization, Neoliberalisation and Neo-colonialism

4.4    The implication of globalization for anthropology.

### Suggested Readings specific to the Module IV

4.1    James G. Carrier, A Handbook of Economic Anthropology, Published by Edward Elgar Publishing Limited, UK

4.2    LeClair Jr., Edward E. and Schneider, Harold K. Eds. 1968. Economic Anthropology: Readings in Theory and Analysis.  New York: Holt Rinehart and Winston.

4.3    Fode,C.Daryll.1977.Habitat,EconomyandSociety.London:Methuen& Co, Ltd.

4.4    LeClair Jr., Edward E. and Schneider, Harold K. Eds. 1968. Economic Anthropology: Readings in Theory and Analysis.  New York: Holt Rinehart and Winston.

### Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1    Clammer, John.1987. Beyond New Economic Anthropology. New York: St. Martin's Press, Inc.

2    Dalton, George.1968. Economics, Economic Development, and Economic Anthropology,  in Journal of Economic Issues, Vol.2, No. 2 (Jun., 1968),pp. 173-186.

3    Dalton, George. ed. 1971. Economic Development and Social Change. New York: The Natural History Press.

4    Ensminger, Jean. Ed. 2002.Theory in Economic Anthropology.US: Alta Mira Press.

5    Ed.1967.Themes in Economic Anthropology. New York: Tavistock Publications

6    Fode,  C. Daryll. 1977. Habitat, Economy and Society. London: Methuen & Co, Ltd.

7    Geertz, Clifford.1962. Peddlers and Princes-Social Change and Economic Modernisation in Two Indonesian Towns. Chicago & London: The University of Chicago Press.

8    Herskovits, M. J.1965. Economic Anthropology: the economic life of primitive peoples. New York: Alfred A. Knopf, Inc.

9    LeClair Jr., Edward E. and Schneider, Harold K. Eds. 1968. Economic Anthropology: Readings in Theory and Analysis.  New York: Holt Rinehart and Winston.

10    Narotzky, Susana.1997. New Directions in Economic Anthropology. London: Pluto Press. New York: Manchester University Press.

### Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1    Parry, Jonathan  and Bloch, Maurice. Eds. 1989.Money and the Morality of Exchange. Cambridge: Cambridge University Press.

2    Sahlins, Marshall. 2017. Stone Age Economics. United Kingdom: Routledge

3    Simmel, George. Ed. 1997. Money and Commodity Culture. London: Sage Publications

4    Stanfield, Ron. 1973. Economic Surplus and Neo-Marxism. Michigan: Lexington Books.

5    Wilk, Richard R. and  Cliggett, Lisa. 2007.Economies and Cultures: Foundations of Economic Anthropology. United Kingdom: Routledge. United Kingdom.http://aditi.du.ac.in/uploads/econtent/Richard_R_Wilk,_Lisa_C._Cligget t_-_Economies_and_Cultures_.pdf

6    Belshaw, C. S. 1965.Traditional Exchange and Modern Markets. New Delhi: Prentice-Hall of India Private Ltd.

7     Geertz, Clifford  Peddlers and princes- Social change and economic modernization in two Indonesian towns.

8    Malinowski, B. 1922. Argonauts of the Western Pacific. London: Routledge& Kegan Paul.

9    Bailey,F.G.1957.CasteandEconomic Frontier. A Village in Highland Orissa. Bombay: Oxford University Press.

**Teaching Learning Strategies**
Class room lecturing, PPT presentations, etc. Continuous assessment is done through conduct of seminars, assignment submission and tests.
**Mode of Transaction**
Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**
1    Write as short note on Scope and development of Economic Anthropology

2    Describe the  fundamentals of modern economic theories and their relevance to non-market

3    Discuss the impact of Marxist theory in economy and society.

4    Write a detailed note on patterns of distribution in non market societies.

5    Write an essay on formalist and substantivist debate in economic anthropology.

6    Write a short note on Jajmani system.

# SEMESTER IV
## DISCIPLINE SPECIFIC ELECTIVE (DSE)
# MAANT04DSE18
# Anthropology of Food
### (Credits 4)

## Course Description

This course will explore the relationship among food, culture and society in our ever globalizing world.

## Course Objectives

1    This course aims to explore the concept of food cross- culturally.

2    It aims to familiarize the anthropological approaches in the study of food.

3    This course aims learn the evolution of food patterns cross- culturally.

4    It aims to provide an anthropological insight on social functions of food.

5    This course aims to study the food as a cultural heritage.

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

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

## Course Learning Outcomes: At the end of the Course, the students will be able to -

| CO1 | The students should be able to understand the concept of food cross-culturally. |
|---|---|
| CO2 | They will be able to reduce ethnocentrism by critically looking at their own culture as well as the culture of others. |
| CO3 | It gives an understanding on how anthropologists approach the study of food. |
| CO4 | The students will learn the evolution of food patterns. |
| CO5 | The students will learn the social and cultural functions of food. |

## COURSE CONTENTS

**Module I          Introduction to Anthropology of Food**

1.1    Introduction to Anthropology of Food, Meaning of food, cuisine, and foodways

1.2    Approaches of studying food: structuralism, functionalism, symbolic-social analyses, making of gender, taste and status

1.3    Bio-cultural perspectives on nutrition

1.4     Concept of food security.

**Suggested Readings specific to the Module I**

1.1     Crowther,G.2013.EatingCulture: An Anthropological Guide to Food. Toronto: University of Toronto Press.

1.2     Mintz, S. Wand C.M. DuBois. 2002. The anthropology of food and eating. Annual Review of Anthropology,31:99-119.

1.3     Pelto, G. P, A. H. Goodman and D. L. Dufour. 2000. The Biocultural Perspective in Nutritional Anthropology. In A. H. Goodman, D. L. Dufour and G. H. Pelto. eds. Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition. Oxford: OUP,1-10.

1.4     Watson, J. L. and M.L. Caldwell.2004. The Cultural Politics of Food and Eating: A Reader. New Jersey: Wiley-Blackwell.

**Module II                Evolution of Food Patterns**

2.1     Evolution: meat consumption and brain development, teeth

2.2     Evolution and function, scavenging v/s hunting, and role of fire and tools

2.3     Archaeology of foodways: hunter- gatherers and foragers, food production

2.4     Domestication and food to feed ancient civilizations.

**Suggested Readings specific to the Module II**

2.1     Brillat-Savarin, J. A. 1994. The physiology of taste. London: Penguin. Caplan, P.1994. Feasts, Fasts and Famine: Food for Thought. Oxford: Berg.

2.2     Brillat-Savarin, J. A. 1994. The physiology of taste. London: Penguin. Caplan, P.1994. Feasts, Fasts and Famine: Food for Thought. Oxford: Berg.

2.3     Blumenschine, R.J. 1986.Carcass consumption sequences and the archaeological distinction of scavenging and hunting. Journal of Human Evolution,15(8):639-59.

2.4     Goody, J. 1998.Food and Love: A cultural history of East and West. London: Verso,161-71.

**Module III               Social Functions**

3.1     Social functions of food, food and identity, food and gender, food and social class and caste

3.2     Food and health

3.3     Dietary taboos - sacred cows, prohibited pigs, Jewish dietary laws, cannibalism

3.4     Religious food - feasting, fasting

**Suggested Readings specific to the Module III**

3.1     Appadurai, A. 1981.Gastro-politicsin Hindu South Asia. American Ethnologist, 8 (3):494-511.

3.2     Pelto, G. P, A. H. Goodman and D. L. Dufour. 2000. The Biocultural Perspective in Nutritional Anthropology. In A. H. Goodman, D. L. Dufour & G. H. Pelto (eds), Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition. Oxford:OUP,1-10.

3.3    Harris, M. 1985. The sacred cow and the abominable pig: Riddles of food and culture. New York: Simon & Schuster. Douglas, M. 1966. Purity and danger: Ananalysis of concepts of pollution and taboo. London: Routledge & Kegan Paul.

3.4    Counihan, C. and P. van Esterik. 1997. Food and Culture: A Reader. New York: Routledge.

**Module IV            Food as heritage**

4.1     Food as heritage: ethnic food, food and memory, making of national cuisines

4.2    Globalization and modernization of food

4.3    European colonization -  chocolate, potatoes, sugar,

4.4    Restaurant culture, slow food movement, localization and fast foods.

**Suggested Readings specific to the Module IV**

4.1    Crowther, G. 2013. Eating Culture: An Anthropological Guide to Food. Toronto: University of Toronto Press.

4.2    Mintz, S. 1985. Sweetness and Power: The place of sugar in modern history. New York: Penguin.

4.3    Mintz, S. 1985. Sweetness and Power: The place of sugar in modern history. New York: Penguin

4.4    Grasseni , Cristina. (2005). Slow Food, Fast Genes: Timescapes Of Authenticity And Innovation In The Anthropology Of Food, The Cambridge Journal of Anthropology, Berghahn Books.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1    Appadurai,A.1981.Gastro-politicsinHinduSouthAsia.AmericanEthnologist,8(3):494-511.

2    Appadurai,A.1988.Howtomakeanationalcuisine:CookbooksincontemporaryIndia. ComparativeStudiesinSocietyandHistory,30(1):3-24.

3    Brillat-Savarin, J. A. 1994. The physiology of taste. London: Penguin.Caplan,P.1994.Feasts,FastsandFamine:FoodforThought.Oxford: Berg.

4    Counihan, C. and P. Van Esterik. 1997.Food and Culture: A Reader. New York: Routledge.

5    Crowther,G.2013.EatingCulture:AnAnthropologicalGuidetoFood.Toronto :UniversityofTorontoPress.

6    Douglas,M.1966.Purityanddanger:  An analysis of concepts of pollution and taboo. London: Routledge & Kegan Paul.

7    Goody,J.1998.FoodandLove:AculturalhistoryofEastandWest.London:Verso,161-71.

8    Harris, M. 1985. The sacred cow and the abominable pig: Riddles of food and culture. New York: Simon & Schuster.

9    Mintz,S.WandC.M.DuBois.2002.Theanthropologyoffoodandeating.AnnualReviewofAnthropology,31:99-119.

10      Pelto, G. P, A. H. Goodman and D. L. Dufour. 2000. The Biocultural
        Perspective in Nutritional Anthropology

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1       Blumenschine, R. J. 1986. Carcass consumption sequences and the
        archaeological distinction of scavenging and hunting. Journal of Human
        Evolution,15(8): 639-59. 2aq
2       Bourdieu, P. 1984. Distinction: A social critique of the judgement of taste.
        Cambridge, M A: Harvard University Press.

3       Lawrence, D. 1988. Menstrual politics: Women and pigs in rural Portugal.
        Int. Buckley & A. Gottlieb. eds. Blood magic: The anthropology of
        menstruation. Berkeley: Univ. Calif. Press,117-36.
4       Levi-Strauss, Claude. 1966.  The Culinary Triangle. Partisan Review, 33:
        587-95.
5       Mintz, S. 1985. Sweetness and Power: The place of sugar in modern
        history. New York: Penguin.
6       O'Connell, J. F., K. Hawkes and N. G. Blurton Jones. 1999. Grand
        mothering and the evolution of Homo erectus. Journal of Human
        Evolution, 36:461-485.
7       Taylor, Sen C. 2016. Feast and Fasts: A History of Food in India. London:
        Reaktion.
8       Watson, J. L. and M. L. Caldwell. 2004. The Cultural Politics of Food and
        Eating: A Reader. New Jersey: Wiley-Blackwell.
9       David Sutton, Remembrance of Repasts: An Anthropology of Food and
        Memory.

10      Carol Counihan, Around the Tuscan Table: Food, Family, and Gender in
        Twentieth-Century Florence.

**Teaching Learning Strategies**

Class room lecturing, PPT presentations, etc. Continuous assessment is done
through conduct of seminars, assignment submission and tests.

**Mode of Transaction**

Lecturing, student interaction and group discussions

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
| --- | --- |
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1       Define Anthropology of food

2       Discuss the meat consumption and brain development in man.

3       Comment on Globalization and modernization of food.

4       Write a short essay on Food as heritage.

5       Describe the Social functions of food.

**DISCIPLIE SPECIFIC ELECTIVE (DSE)**

# MAANT04DSE19
# Development Anthropology
**(Credits 4)**

**Course Description**

      This course aims at creating awareness among the students of anthropology about different concepts of development, development processes, development programmes and problems of development. The course also aims to appreciate that development is multi-dimensional and should be people-centred.

**Course Objectives**

1    The course would impart knowledge about Development Anthropology, development debates, and the relationship between culture and development.

2    The course help the students to understand the theories of development.

3    It would help them understand and evaluate various policies and programmes.

4    It would help the students to learn about the participatory planning process and decentralisation.

5    This course would create awareness among the students the activities and role of various NGOs and Vos in Rural Development.

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

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

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

| CO1 | The students will acquire knowledge about development anthropology, development debates, and the relationship between culture and development. |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|
| CO2 | The students will learn about theories of development |
| CO3 | The students understand and evaluate various policies and programmes. |
| CO4 | The students learn about the participatory planning process and decentralisation. |
| CO5 | The students get aware of the activities and role of various NGOs and Vos in Rural Development. |

**COURSE CONTENTS**

**Module I**      **Development Anthropology: Theories and models of Development**

  1.1    Emergence of Development Anthropology, Meaning, Scope, Concept and application of Development Anthropology

1.2    Different Development parameters, Implication of development for people's lives.

1.3    Modernisation Theories; Human Capital theory, Marxian Theories of Development, Dependency Theories, Liberation Theory.

1.4    Theoretical Models: Core-Periphery Model; Rostov's Model, Balance-Growth Model.

**Suggested Readings specific to the Module I**

1.1    Cochrane, Glynn. 1971. Development Anthropology. New York: Oxford University Press.

1.2    Gardner, Katy and David Lewis. 2015. Anthropology and Development: Challenges for Twenty First Century. London: Pluto Press.

1.3    Mair, Lucy. 1984.Anthropology and Development. London: Macmillan.

1.4    Pandey, Gaya. Developmental Anthropology. 2008. New Delhi: Concept Publishing Company.

**Module II        Approaches and Concepts of Development**

2.1    Theoretical Approaches: Utility approach; Opulence approach; Basic needs approach; Capability Approach

2.2    Practical Approaches: Growth/Distribution; Agriculture/Industry; Rural/Urban; Capital-Intensive/Labour-Intensive; Centralized/Decentralized; Modern/Traditional

2.3    Nehruvian Approach to Planning, Socio-Economic Planning/ Physical Planning; Monitoring and Evaluation.

2.4    Robert Chambers view on Rural Development

**Suggested Readings specific to the Module II**

2.1    Chambers, Robert. 1983. Rural Development: Putting the Last First. London: Routledge.

2.2    Crewe, Emma and Richard Axelby. 2012. Anthropology and Development-Culture, Morality and Politics in a Globalized World.

2.3    Eversole, Robyn. 2018. Anthropology for Development- From Theory to Practice. London: Routledge.

2.4    Hasnain, Majid. 1994. Human Geography. New Delhi: Rawat Publications.

**Module III        Human Development: Indicators and Measures**

3.1    Development-Unhealthy Traits, Economic, Social and Demographic indicators.

3.2     Measures- Human Development Index (HDI); Millennium Development Goals

3.3    Poverty, Inequality and Social Justice, Culture of poverty, Social Inclusion and Exclusion, Human Rights approach to poverty; Rural Poverty

3.4    Development Gaps, Need Identification, Affirmative Action and Social Justice

**Suggested Readings specific to the Module III**

3.1 Mathur, Hari Mohan. ed. 1990. The human dimension of development: Perspectives from anthropology. New Delhi: Concept Publishing Co.

3.2 Ministry of Tribal Affairs 2014. Report of the High-Level Committee on Socio-Economic, Health and Educational Status of Tribal Communities of India. New Delhi: Government of India.

3.3 Nanjunda, D C and Sukla Sikdar. 2018. Emerging Issues in Development Anthropology. New Delhi: Aayu Publications.

3.4 Nolan, Riall. 2002. Development Anthropology. London: Routledge.

**Module IV          Rural Development Programmes and Democratic Decentralization**

4.1 Gandhiji's Vision of Rural Development, Five year plans and rural development, NITI Ayog

4.2 Agencies for development: NGOs, VOs

4.3 Panchayati raj System in India, Decentralized Planning, Participatory Development

4.4 Kerala's Development Experience: Democratic Decentralization and People's Planning

**Suggested Readings specific to the Module IV**

4.1 Isaac, Thomas and Richard W. Franke. 2021. People's Planning: Kerala, Local Democracy and Development. New Delhi: Leftwood Books.

4.2 Pasrich, Ashu. 2000. Gandhian Approach to Integrated Rural Development. Delhi: Shirpa Publications.

4.3 Rajasekhar, D. (Ed.). 2022. Handbook of Decentralized Governance and Development in India. Routledge.

4.4 Sury, M. M. and Vibha Mathur. 2013. Five Year Plans of India. New Delhi: New Century Publications.

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

1 Dreze, Jean, and Amartya Sen, eds. 1997. Indian Development: Selected Regional Perspectives. Delhi and New York: Oxford University Press.

2 Franke, Richard W., et al. 1994. Kerala: Development through Radical Reform. New Delhi: Promilla.

3 https://www.researchgate.net/publication/260041518_Anthropology_and_Development_Understanding_Contemporary_Social_Change

4 Lewis, Oscar.1959. Five Families: Mexican Studies in the Culture of Poverty.

5 Mathur, Hari Mohan.1977. Anthropology in the Development Processes. New Delhi: Vikas.

6 Mishra, S.N. Mishra, Sweta and Pal, Chaitali. 2000. Decentralised planning and Panchayati Raj institutions. New Delhi: Mittal.

| 7 | Sen, Amartya. 1999. Development as Freedom. Oxford, Oxford University Press |
|---|---|
| 8 | Tilak, Bagchi. 2023. Gandhi, Tribes and Rural Development. New Delhi: Rawat Publications. |
| 9 | Vidyarthi, L.P. and B.N. Sahay. Applied Anthropology and Development in India. New Delhi: National Publishing House. |
| 10 | www.ijcrt.org © 2011 IJCRT . Volume 1, Issue 2 April 2011. ISSN: 2320-2882 |

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

| 1 | https://eprints.lse.ac.uk/253/1/Anthropology_and_development_a_brief_overview.pdf |
|---|---|
| 2 | https://www.linkedin.com/pulse/theories-development-modernisation-vs-dependency-daniel-abu |
| 3 | https://prepp.in/news/e-492-issue-with-panchayati-raj-institutions-indian-polity-upsc-notes |
| 4 | https://edurev.in/t/243351/Anthropology-Meaning--Scope-Development |
| 5 | https://www.youtube.com/watch?v=TjPaCY7rYcg |
| 6 | https://www.youtube.com/watch?v=F6DrQIFWgD0 |
| 7 | https://www.encyclopedia.com/international/encyclopedias-almanacs-transcripts-and-maps/kerala-model-development |
| 8 | https://library.fes.de/libalt/journals/swetsfulltext/11220652.pdf |
| 9 | https://www.pria.org/panchayathub/panchayat_text_view.php |
| 10 | https://plan.lsgkerala.gov.in/planning.aspx |

**Teaching Learning Strategies**

Lecture method, Virtual methods, Discussion

**Mode of Transaction**

Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1. Write a note on Development Theories.
2. Discuss the scope of Development anthropology.
3. How would you explain core-periphery Model?
4. Write a detailed note on Nehruvian approach on rural development?
5. What is Human development Index?
6. Discuss Five-year plans in the context of development.

# MAANT04DSE20
# Local Self Governance and Administration
### (Credits 4)

**Course Description**

The Course aims at imparting the students a clear and critical understanding about Local Self Governance and Administration. The course comprehends the advantages of Local level Planning with People's Participation.

**Course Objectives**

| | |
|---|---|
| 1 | The course enables to understand the scope and importance of Local Self Governance. |
| 2 | The Course facilitates to understand the origin and evolution of Local Governance and Planning. |
| 3 | It provides insights on the meaning of democracy and decentralisation. |
| 4 | It helps the students understand societal problems and evaluate the governance and administrative process. |
| 5 | The course develops capacity among the students in the planning, implementation and monitoring of various development and welfare programmes. |

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

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

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

| | |
|---|---|
| CO1 | The students understand the functioning of the Local Self Bodies. |
| CO2 | The students distinguish between Government and Governance. |
| CO3 | The students understand the significance of Decentralised Planning. |
| CO4 | The Course would help formulate new and pragmatic methods of governance. |
| CO5 | It moulds the students as active and responsible citizens. |

### COURSE CONTENTS

**Module I    Concept and Growth of Local Self Government in India**

1.1    Historical background of village administration India.

1.2    Concept of Local Self Government.

1.3    Views on Local Self Government by Mahatma Gandhi, Nehru and Ambedkar

1.4    Theories of Local Self Government

**Suggested Readings specific to the Module I**

1.1    Bevir, Mark. ed. 2011. The Sage Handbook of Governance, Sage.

1.2      Chakrabarty, B and R K Pandey. 2019. Local Governance in India. New Delhi: SAGE Publications.

1.3      Jain, L.C. ed. 2005. Decentralisation and Local Governance, Hyderabad: Orient Longman.

1.4      Sundaram, K.V. 2012. Development Planning at the Grassroots. New Delhi: Concept Publishing Company.

## Module II    Local Self Government in Independent India
2.1      Local Self Government in Independent India -Recommendations of various committees: Balwant Rai Committee, Ashok Mehta Committee, Bhuria Committee Report

2.2      Structure and functions of Local Self Government Institutions

2.3      73rd Constitution Amendment Act and 11th Schedule of the Constitution and  74th Constitution Amendment Act and 12th Schedule of the Constitution

2.4      Panchayat Extension to Scheduled Areas Act, 1986 (PESA) ,  Tribal Governance and Development

**Suggested Readings specific to the Module II**

2.1      Government of India. 2012. Special Report on Good Governance for the Tribal Development and Administration, New Delhi: National Commission for Scheduled Tribes.

2.2      Ministry of Tribal Affairs 2014.  Report of the High-Level Committee on Socio-Economic, Health and Educational Status of Tribal Communities of India. New Delhi: Government of India.

2.3      Rajasekhar, D. 2022. Handbook of Decentralised Governance and Development in India. Delhi: Routledge.

2.4      Tilak, Bagchi. 2023. Gandhi, Tribes and Rural Development. New Delhi: Rawat Publications.

## Module III    Changing Patterns of Planning and Administration
3.1      Idea of Autonomy and Decentralisation- Dimensions of Democratic Decentralisation

3.2      Approaches to Decentralised Planning: Bottom-up approach, Trickle -down theory, Local level Planning, Participatory Planning, Multi-level Planning

3.3      Gender concerns, Gender Budgeting and Planning

3.4      E- Governance- Meaning, Concept and Evolution

**Suggested Readings specific to the Module III**

3.1      Baviskar, B. S, and George Mathew. eds. 2009. Inclusion And Exclusion In Local Governance: Field Studies From Rural India, New Delhi, Sage.

3.2      Jayal, Niraja Gopal, Amit Prakash, and Pradeep K. Sharma. 2007. Local Governance in India: Decentralization and Beyond. New Delhi: Oxford University Press.

| 3.3 | Pini, Barbara. 2013. Women and Representation in Local Government: International Case Studies. Routledge. |
|---|---|
| 3.4 | Thadaboina, Venkatamallu. 2013. E- Governance and Rural Development. Delhi: B. R Publishing Corporation. |

**Module IV    Panchayati Raj and Rural Development**

| 4.1 | Status of Panchayati Raj system in India |
|---|---|
| 4.2 | Status of Panchayati Raj system in Kerala |
| 4.3 | Role of Panchayati Raj Institutions in rural development, Community Development Programmes. |
| 4.4 | Programmes of Development Administration: Kerala Context Analysis of infrastructure Development Programmes (Housing, Water supply, Sanitation), Welfare programmes, Employment and Poverty Alleviation Programmes. |

**Suggested Readings specific to the Module IV**

| 4.1 | Issac, Thomas and Richard, W. Franke. (Eds.). 2000. Local Democracy and Development: People's Campaign for Decentralisation in Kerala, New Delhi: Leftward. |
|---|---|
| 4.2 | Mathew G and Jain L. C (Eds.). 2005. Decentralisation and Local Governance, New Delhi: Orient Blackswan. |
| 4.3 | Raghunandan, T. R (Ed.). 2012. Decentralisation and Local Governments- The Indian Experience. Orient Blackswan. |
| 4.4 | Vijayanand, S.M. (2009), Kerala: A Case study of Classical Democratic Decentralisation, Thrissur: Kerala Institute of Local Administration (KILA). |

**Discipline Specific Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)**

| 1 | Asian Development Bank Report. 2002. Gender and Governance Issues in Local Government. |
|---|---|
| 2 | Balakrishnan, Pulapre. 2015. Kerala and the Rest of India – What we can learn from each others‟ Development Experience, Economic and Political Weekly, Vol. 1, No.2. |
| 3 | D. Bandyopadhyay, "People's Participation in Planning: Kerala Experiment," Economic and Political Weekly 32, no. 39. 1997 : 2451. |
| 4 | Crook, Richard and James Manor. 2000. Democratic Decentralisation, OED Working paper series 11, Washington DC: The World Bank, www.worldbank.org/html/oed. |
| 5 | Mukherjee, Neela. 2002. Participatory Learning and Action: With 100 Field Methods - Issue 4 of Studies in rural participation, New Delhi: Concept Publishing Company. |
| 6 | Muraleedharan, Sarada. 2014. Democratic Decentralisation and Citizenship, Economic and Political Weekly, Vol.XLIX, No. 20. |

7       OECD/DAC Expert Group on Women in Development. 1994. "Gender matters in participatory development and good governance." DAC/DAC/WID(94)6

8       Srivastava, Madhuri and Alok Kumar Singh. eds. 2008. Rural development in India: Approaches, strategies, and programmes, New Delhi: Deep and Deep Publications.

9       Umdor, Sumardin, 2009. Decentralised Planning in the Sixth Scheduled Area of India (A Study of Meghalaya), Man and Development. Retrieved from http://www.indiaenvironmentportal.org.in/files/Man%20and%20development%202.pdf

10      UNDP. 2000. Decentralisation in India: Challenges and Opportunities, New Delhi: Human Development Resource Centre.

**Discipline Specific Suggested Readings (Books, Journals, E-sources Websites/ weblinks)**

1       http://www.cds.ac.in/krpcds/publication/NAGARAJ.html

2       https://plan.lsgkerala.gov.in/planning.aspx

3       https://www.jstor.org/stable/4413997

4       https://www.jstor.org/stable/4413837

5       https://ncert.nic.in/ncerts/l/keps208.pdf

6       https://eprints.soas.ac.uk/29721/1/10752693.pdf

7       Participatory Rural Appraisal - Google Books

8       Participatory Learning and Action - Google Books

9       https://gender-financing.unwomen.org/en/areas-of-work/local-governance

10      http://dspace.kila.ac.in:8080/jspui/bitstream/123456789/82/1/Decentralisation%20Participatory%20Planning%20and%20Development%20in%20Kerala.pdf

**Teaching Learning Strategies**

Lecture method, Virtual methods, Discussion

**Mode of Transaction**

Assignments, Seminars, Test

**ASSESSMENT RUBRICS**

| Assessment Rubrics | Marks |
|---|---|
| Continuous Evaluation | 40 (Test - 16, Seminar - 16, Assignment - 8) |
| End Semester Evaluation | 60 |

**Sample Questions to test Outcomes**

1       Write an account on Decentralisation.

2       Explain the views of Gandhi on Local Governance.

3       Write the features of Local Government.

4       Write a note on Gram Sabha.

5       What do you mean by Participatory Planning?

6       Give an account on PESA.

# MAANT04DSC09
# Ethnographic Fieldwork, Dissertation and Viva voce
### (Credits 8)

## Course Description

Ethnographic Fieldwork is the backbone of Social and Cultural Anthropological studies and research. Fieldwork the very mainstay of anthropological studies and research. By conducting frequent field visit, and applying the techniques of social research, one can understand various aspects of a human society. This approach is called fieldwork.

| Credits | | | Teaching Hours | | | Assessment | | |
|---------|-----|-------|-----|-----|-------|-----|-----|-------|
| L/T | P/I | Total | L/T | P/I | Total | CE | ESE | Total |
| | 8 | 8 | | 16 | 16 | 40 | 60 | 100 |

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

## Course Objectives

The students will learn to use various methods and techniques to collect data. They will also learn how to collect data, draw tables or charts, interpret data and derive appropriate generalizations based on the study.

### Course Learning Outcomes: At the end of the Course, the students will be able to -

| | |
|-----|---|
| CO1 | The students will learn about fieldwork and its relationship with anthropology. |
| CO2 | They will learn about preparing for fieldwork and selection of field site. |
| CO3 | They will also learn about various methods and techniques of data collection. |
| CO4 | The students will learn about the basic research techniques and ethnographic fieldwork in anthropology. |
| CO5 | This course imparts knowledge on Anthropological Research Project. |

## COURSE CONTENTS

Field report writing is an equally important part of training to the students. The data collected in the field should be analysed, interpreted and documented in a scientific manner to be presented in the form of a Dissertation to be submitted for examination. The study has to be conducted under the guidance of a teacher.

## Suggested Readings

Bernard, H. R. 1998 - Research Methods in Cultural Anthropology. New Delhi: Sage publication.

Fetterman, D.H. 1989. Ethnography: Step by Step. New Delhi: Sage publications.

Fischer, M. 1977. Applications in Computing for Social Anthropology. London: Routledge and Kegan Paul.

Madrigal, L. 1998. Statistics for Anthropology. Cambridge: Cambridge University Press

Peacock, J. L. 1988. The Anthropological Lens. Cambridge: Cambridge University Press.

Pelto, P. J. and G. H. Pelto. 1979. Anthropological Research. N.Y: Harper and Row.

Royal Anthropological Institute. Notes and Queries on Anthropology.

Sarana, G. 1975.  The Methodology of Anthropological Comparisons. Tucson: The University ofArizona Press.

Scrimshaw, C. Mand H. Hurtado. 1989.  Rapid Assessment Procedures. Tokyo: UN University.

Weller, S.C. and Romney, A.K. 1990. Systematic Data Collection. Newbury Park: Sage.

Young, P.V. 1994. Scientific Social Surveys and Research. New Delhi: Prentice- Hall of India.

**Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Supervising the students for completing their Dissertations.

**Mode of Transaction**

Offline Classes

**ASSESSMENT RUBRICS:**

| Evaluation Type | | Marks |
|---|---|---|
| End Semester Evaluation Dissertation (50) and Viva voce (10) | | **60** |
| Continuous Evaluation | | **40** |
| a) | Research Design | 20 |
| b) | Review of Literature | 10 |
| c) | Presentation of proposal | 10 |
| **Total** | | **100** |