KANNUR UNIVERSITY

(Abstract)

M. A. Anthropology Programme in the Department of Anthropology, Dr. Janaki Ammal Campus, Palayad - Revised Scheme and Syllabus (1st Semester only) - Approved- Implemented w.e.f. 2023 admission--Orders issued

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ACADEMIC C SECTION

ACAD C/ACAD C1/777/2024   Dated: 17.01.2024

Read:-1. U. O. No. ACAD C/ACAD C3/22373/2019 dtd.12.09.2023

     2. Circular No. dated ACAD C/ACAD C3/22373/2019 dated 12/09/2023

     3. Email dated 10.01.2024 from the Head, Department of Anthropology, Janaki Ammal Campus.

     4. Minutes of the meeting of the Department Council held on 15.09.2023

ORDER

1.The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System in the University Teaching Departments/Schools were implemented w.e.f. 2023 admissions vide paper read(1) above.

2. As per paper read (2) above, Heads of all Teaching Departments were requested to submit the revised Syllabus in accordance with the Regulations along with a copy of the Department Council Minutes

3. As per paper read (3) above, the Head, Department of Anthropology, Dr. Janaki Ammal Campus submitted the Scheme & Syllabus of M. A. Anthropology Programme (1st semester only) to be implemented in the University Teaching Department w. e. f. 2023 admissions.

4. Department Council vide the paper read (4) above approved the aforementioned Scheme & Syllabus of M. A. Anthropology programme to be implemented in the Department of Anthropology of the University w. e. f. 2023 admission.

5.The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, approved the **Scheme & Syllabus of M. A. Anthropology Programme (1st semester only) and accorded sanction to implement the same in the Department of Anthropology, Dr. Janaki Ammal Campus of the University w.e.f. 2023 admissions, subject to report to the Academic Council.**

6.The Scheme & Syllabus of M. A. Anthropology Programme, under Choice Based Credit Semester System implemented in the Department of Anthropology, Dr. Janaki Ammal Campus w. e. f. 2023 admission, is appended and uploaded in the University Web Site.(www.kannuruniversity.ac.in)

7.Orders are issued accordingly.

Sd/-
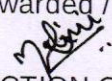
Narayanadas K

DEPUTY REGISTRAR (ACAD)

For REGISTRAR

To: 1. The Head, Department of Anthropology, Dr. Janaki Ammal Campus.

        2. Convener, Curriculum Committee.

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

        2. PS to VC/ PA to PVC/PA to R

3. DR/AR1/AR II (Acad), EXCI, EP IV
4. Web Manager (for uploading in the website)
5. Computer Programmer
6.SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY

DEPARTMENT OF ANTHROPOLOGY

Dr. JANAKI AMMAL CAMPUS, PALAYAD

M.A. ANTHROPOLOGY
SYLLABUS

EFFECTIVE FROM 2023-24 ADMISSION

About the Department

The Department of Anthropology was established in the year 1986 under university of Calicut and the first batch of students was admitted in 1988. With the bifurcation of Calicut university and 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 35th 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 one and only Anthropology Department in Kerala 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 fullest 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; 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 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 postgraduate 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 postgraduate 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 postgraduate degree programme: Some of the desirable learning outcomes, which a postgraduate 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 specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, 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. 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 of research methodology. 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 which 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 **MAANT01DSE02** Tribal Development	40	60	100	3			3
	TOTAL			500	19			19

SECOND SEMESTER

COURSE CODE	SECOND SEMESTER	Marks			Contact Hours/Week			Credits
		CE	ESE	Total	L	T/S	P	
DISCIPLINE SPECIFIC CORE COURSES (DSC)								
MAANT0 2DSC05	Archaeological Anthropology	40	60	100	4			4
MAANT0 2DSC06	Archaeological Anthropology Practical+ Record + Viva-voce	40	60	100	-		6	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	-		9	6
DSE 3	**MAANT02DSE07** Anthropology in Practice **MAANT02DSE08** Anthropology of Disasters	40	60	100	3			3
DSE 4	**MAANT02DSE09** Anthropology of Gender **MAANT02DSE10** Introduction of Public Health and Epidemiology	40	60	100	3			3
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	14		15	24

THIRD SEMESTER

COURSE CODE	THIRD SEMESTER	Marks			Contact Hours/Week			Credits
		CE	ESE	Total	L	T/S	P	
DISCIPLINE SPECIFIC CORE COURSES (DSC)								
MAANT03DSC07	Biological Anthropology	40	60	100	4			4
MAANT03DSC08	Biological Anthropology – Practical + Record + Viva-voce	40	60	100			6	4
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)								
DSE 5	**MAANT03DSE11** Audio-Visual Anthropology **MAANT03DSE12** Anthropology of Tourism	40	60	100	3			3
DSE 6	**MAANT03DSE13** Environmental Anthropology **MAANT03DSE14** Urban Anthropology	40	60	100	3			3
MULTI DISCIPLINARY COURSES Offered to other Departments		(Anthropology students have to take the course offered by other Departments)						
MDC1	**MAANT03MDC01** Foundations in Anthropology	40	60	100	4			4
INTER DISCIPLINARY COURSES Offered to other Departments		(Anthropology students have to take the course offered by other Departments)						
IDC1	**MAANT03IDC01** Tribal Studies	40	60	100	4			4
VALUE ADDED COURSE (VAC)* Offered to other Departments of the University		(Anthropology students have to take the course offered by other Departments or MOOC)						
MAANT03VAC01	Cultural Anthropology	40	60	100	2			-
TOTAL				800	20		6	22

* (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 **MAANT04DSE16** Anthropology of Disasters	40	60	100	3			3
DSE 8	**MAANT04DSE17** Economic Anthropology **MAANT04DSE18** Anthropology of Food	40	60	100	3			3
DSE 9	**MAANT04DSE19** Development Anthropology	40	60	100	3			3
MAANT 04DSC9	Ethnographic Fieldwork Dissertation + Viva-voce	40	60	100	-	-	12	12
	TOTAL			400	12		12	21

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	12	44
Discipline Elective Courses	3	1	3	2	6	2	6	3	9	30
DSE 2*	8			1	6					
Multi Disciplinary Courses	4					1	4			4
Inter Disciplinary Courses	4					1	4			4
Ability Enhancement Courses	2			1	2					2
Skill Enhancement Courses	2			1	2					2
Value Added Course	2					1	2*			**
Total	-	5	19	7	24	7	22	4	21	86

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

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

DISCIPLINE SPECIFIC CORE COURSES

DISCIPLINE SPECIFIC CORE COURSES
MAANT01DSC01 Social Cultural Anthropology

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. 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 Identify the 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, etc.
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 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

Development, Relevance and Scope of Social-Cultural Anthropology: Place in academia. Uniqueness.

Quadripartite Approach.

Emerging Areas: Economic Anthropology, Political Anthropology, Development Anthropology, Medical Anthropology

Urban Anthropology, Visual Anthropology, Applied and Action Anthropology, Forensic Anthropology.

Suggested Readings specific to the Module I

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

Eriksen, T. H. and Nielsen, F. S. 2001, A History of Anthropology. London: Pluto Press.

Haviland, William A. 2011. Cultural Anthropology: The Human Challenge. 13th Edition. USA: Wadsworth.

Mair, Lucy. 2001. An Introduction to Social Anthropology. New Delhi: Oxford University Press.

Module II   Concepts of Society and Culture

Status and Role; Community, Group, Association

Social Structure and Organisation

Social Stratification, Social Control, Social Mobility

Attributes and Aspects of culture: Enculturation, Ethnocentrism and Cultural Relativism

Culture Structure, Culture processes: Diffusion and Acculturation. Globalisation and change.

Suggested Readings specific to the Module II

Doshi, S.L. and Jain, P.C.2001. Social Anthropology. New Delhi: Rawat.

Ember and Peter N. Peregrine 2002. Anthropology. New Jersey: Prentice Hall.

Panchal, R. K. 2007. Social Anthropology. New Delhi: Visva Bharati.

Pandey, Gaya. 2017. Social-Cultural Anthropology. New Delhi: Concept Publishing Company.

Module III   Human Diversity-Social Institutions I

Family (Types, basic structure, functions, Changing trends in family and Residence patterns), Stages of development of family.

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.

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

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

Suggested Readings specific to the Module III

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

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

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

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

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

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.

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

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

Suggested Readings specific to the Module IV

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

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

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

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: Surjeeth 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. 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 COURSES
MAANT01DSC02 People and Cultures of India

Course Description

This course is intended to acquaint the students of Anthropology with the basic attributes of the different peoples 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 of 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 concept 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

Concepts of culture and civilization, Theories of Emergence of Civilizations

Indian culture: tribal, folk, peasant and urban dimensions

Racial/ethnic elements and demographic composition of Indian population.

Linguistic diversity and classification of languages

Suggested Readings specific to the Module I

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

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

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

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

Module II   Indian Social System and Social Disabilities

Religious and Philosophical Tradition

Sacred Texts of India

Indian Caste System: Fission and Fusion; Mobility, Problem of Untouchability
Social Reform Movements

Suggested Readings specific to the Module II

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

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

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

Module III   Indian Education System

Evolution of Indian education system

Indian Education system in Pre-British, British and Post-independence Periods.
Contemporary educational pattern

Non-formal education.

Suggested Readings specific to the Module III

Mukarji, S.N. 1966. History of Education in India. New Delhi: Acharya Books.
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.
Vaidya, S. 2005. Educational Reforms: New Trends and Innovations in Educational Development. New Delhi: Deep and Deep Publications.

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

Module IV   Approaches and Process of Social Change

Folk-Urban Continuum, Little and Great Traditions

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

Sanskritization, Concept of Dominant Caste, Pecuniarisation

Modernization, Industrialization, Urbanization, Westernisation

Suggested Readings specific to the Module IV

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.

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

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

1. Singer, Milton and Bernard S. Cohn. Ed. 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 COURSES
MAANT01DSC03 Research Methodology

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 familiarizing 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

Introduction to research in anthropology

Ethical Issues in Qualitative Research

Experimental and Epistemological problems

Subjectivity, Objectivity and Inter subjective objectivity

Suggested Readings specific to the Module I

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

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

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

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

Identification of broad area of research and the problem

Review of literature, Hypotheses and Sampling

Construction of tools and techniques of data collection

Fieldwork tradition in Anthropology

Suggested Readings specific to the Module II

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.

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.

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

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

Module III   Anthropological Fieldwork and data collection

Ethnographic approach and concepts using native language, Key informants

Interview, Observation, Questionnaire and Schedule

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

Participatory Rural Appraisal

Suggested Readings specific to the Module III

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

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

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

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

Content analysis and Grounded theory approach

Classification, tabulation and presentation of data

Mode of Analysis

Anthropological research report writing

Suggested Readings specific to the Module IV

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

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

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

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.

SEMESTER - I
DISCIPLINE SPECIFIC COURSE
MAANT01DSC04 Anthropological Theories

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.

<h1 style="text-align:center">COURSE CONTENTS</h1>

Module I   **Introduction, Evolution and Diffusion**

Anthropological thought

Theoretical Development in Anthropology

Evolutionist School of Thought: British, German and American

Diffusionist School of Thought : British, German and American

Suggested Readings specific to the Module I

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

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

Manners, R. and Kaplan, D. (Ed.). 1969. Theory in Anthropology. Chicago: Aldine Publishing Company.

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

Module II   **Functional and Structural Functional Theories**

Functional School of Thought

Malinowski's contributions to functionalism.

Structural Functional School of Thought

Radcliffe-Brown's Structural functionalism

Suggested Readings specific to the Module II

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

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

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

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

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

Ruth Benedict's Theory of Pattern

Study of Culture at a Distance

Culture and Personality: Basic Personality Construct and Model Personality

National Character studies of Margaret Mead

Suggested Readings specific to the Module III

Benedict, Ruth. 1935. Patterns of Culture. London: Routledge and Kegan Paul Ltd.
Benedict, Ruth. 1947. The Chrysanthemum and the Sword. London: Secker & Warburg.

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

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

Module IV   Structuralism, Post Structuralism, Postmodernism and Globalization

Structuralism in linguistics and in social-cultural anthropology

Social structure as model: views of Levi-Strauss

Post-structuralism

Postmodernism, Globalization

Suggested Readings specific to the Module IV

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

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

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

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 COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)
MAANT01DSE01 Indian Anthropologists

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.

COURSE CONTENTS

Module I   Contribution by Indian Anthropologists
   A. Aiyappan,   L.K. Ananthakrishna Iyer

   M.N. Srinivas, N. K. Bose

   S.C. Dube, L.P Vidyarthi

   Surajit Sinha, G.S. Ghurye

Suggested Readings specific to the Module I

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 ofCochin. Vol. 1. New Delhi: Cosmo Publications.

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.

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.

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   Contribution by Indian Anthropologists
   Iravati Karve, Leela Dube

   S. S. Sarkar, D. N. Majumdar

   B. S. Guha, K.S. Singh

   S. C. Roy,   Verrier Elvin

Suggested Readings specific to the Module II

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

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.

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

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

Module III   Contribution by Indian Anthropologists
   R.K. Mukherjee, T.N. Madan
   Panchanan Mitra, P.K. Bhowmick
   L.A. Krishna Iyer, L.K. Mahapatra
   T.C. Das, I.P. Singh

Suggested Readings specific to the Module III

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

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

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

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

Module IV   Contribution by Indian Anthropologists
Tribe Caste Continuum

Sanskritisation, Dominant Community, Westernisation

Sacred Complex, Nature-Man-Sprit Complex

Universalisation, Parochialisation, Pecuniarisation

Suggested Readings specific to the Module IV

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

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

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

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 if 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

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

Tribe, Scheduled Tribe and Particularly Vulnerable Tribal Groups

Classification and characteristics of tribal regions

Racial classification of Tribes

Linguistic classification of Tribes

Suggested Readings specific to the Module I

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

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

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

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

Module II   History of Tribal Development

History of Tribal Development in India

History of Tribal Development in Kerala

Impact of Civilized Societies on Tribal Language

Impact of Civilized Societies on Tribal Traditions

Suggested Readings specific to the Module II

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

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

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

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

Module III   Constitutional Safeguards and Tribal Administration

Indian Constitution- Safeguards and Provisions for Scheduled Tribes

Socio-cultural, Economic, Educational, Political and Services for Schedule Tribes.
Administration of Scheduled Areas

Administration of Tribal Areas

Suggested Readings specific to the Module III

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

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

Deogaonkar, S.G. 1994 Tribal Administration and Development, Concept Publishing Company, New Delhi,

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

Module IV   Tribal Development planning and Strategies

Planning and development: Scheduled Tribes in Five Year Plans.

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

Impact of Industrialization and Urbanization

History of Tribal Movements in India with special reference to Kerala

Suggested Readings specific to the Module IV

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

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

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

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.TribalSituationinIndia.NewDelhi:Manak.

4   Singh, A.K. 1984.TribalDevelopmentinIndia.NewDelhi:ClassicalPublishing 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.