

**FIVE YEAR INTEGRATED MASTERS PROGRAMME
(FYIMP) IN
ANTHROPOLOGICAL SCIENCES**

**SYLLABUS
(2024-25 ADMISSION ONWARDS)**



**DEPARTMENT OF ANTHROPOLOGY
KANNUR UNIVERSITY**

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

**Five Year Integrated Masters Programme (FYIMP) in
Anthropological Sciences**

PROGRAMME STRUCTURE AND SYLLABUS

FROM 2024-25 ADMISSION ONWARDS



**KANNUR UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY
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Five Year Integrated Masters Programme (FYIMP)

The FYIMP is intended to make curriculum and courses more student-centric and industry-centric. The transformative initiative introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning. It proposes adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects. It provides self-paced learning and options for multiple entry, exit and re-entry points as per FYIMP Regulations of Kannur University (Kannur University - Five Year Integrated Masters Programme (KU - FYIMP) 2024).

Outcome based approach, a student-centric instructional model shall be the thrust of the curriculum and syllabus. The Outcome Based Education model focusing on “what the students are capable of doing” provides clarity on what is to be achieved and that achievement (outcome) is pre-determined. It goes beyond usual structured tasks. It demands the students to actively engage in the learning process and demonstrate their skills through more challenging tasks and higher order of thinking. Learning is the core function of education, and teaching is to nurture and facilitate it. In that sense, teaching should be seen as a composite activity that also includes construction of curriculum, syllabi and learning materials as well as assessment. This curriculum framework is designed to act as a stimulus for constructive dialogue about how our undergraduate degree programmes are to be designed and how our students should learn. The framework comprises a core educational principle that students should learn predominantly through research and critical enquiry, rather than by passively receiving accepted knowledge. Knowledge at many points is being counted as a mere articulation of the understanding of a concept. If we need to enhance the capability of a student to create new knowledge through our curriculum, it should offer a flexibility to design courses that connect knowledge from a range of disciplines. and evaluation. The curriculum envisages that the teacher who teaches should also be the one who designs the courses and develops syllabi based on curricula developed collectively.

Hence, the restructured FYIMP enables teachers to be autonomous and creative in designing courses and syllabuses.

Graduate Attributes

The graduate attributes reflect the quality and feature or characteristics of an individual, including the knowledge, skills, attitudes, and values that are expected to be acquired by a graduate through studies at the Higher Education Institution (HEI) such as a college or a university. These attributes are not intended to make all learners the same, but unique to each. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond the study of a particular subject area and programme contexts in which they have been developed. Graduate Attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students at the HEIs help develop their characteristic attributes. The Graduate Attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all the students in different academic fields of study should acquire and demonstrate.

Kannur University is fundamentally dedicated to nurturing well-rounded individuals with a comprehensive set of graduate attributes. Graduates from Kannur University emerge equipped with a multidisciplinary approach, allowing them to integrate knowledge across various domains for a holistic understanding of complex issues. With a strong emphasis on critical thinking and effective problem-solving skills, Kannur University's graduates demonstrate intellectual curiosity and the ability to tackle challenges creatively. Proficient in communication and social interaction, they engage adeptly in diverse settings, fostering collaboration and effective interpersonal connections. Moreover, the graduates embody

effective citizenship and leadership, showcasing a sense of responsibility, community engagement, and leadership qualities. With a global perspective, ethical grounding, and a commitment to environmental sustainability, our students are well-prepared for active participation in an interconnected world. Embracing self-directed and lifelong learning, they continually adapt to evolving challenges, embodying the university's commitment to producing resilient, knowledgeable, and socially responsible individuals.

Programme Outcomes (POs):

Programme Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students of Kannur University are expected to acquire upon completion of a specific academic programme. Tailored to the unique goals of each programme, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programmes and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

PO1: Critical Thinking and Problem-Solving-Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making.

Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life. It is in line with UGC and as envisaged by the Government of Kerala that the regulations and curriculum framework for the Kannur University Five Year Integrated Masters Programme (KU - FYIMP) has been framed.

ANTHROPOLOGY

Anthropology is a holistic as well as eclectic discipline, which tries to understand man from the prehistoric time to the present. It seeks to produce useful generalisations about people with a bio-cultural perspective to arrive at a scientific understanding on human diversity. Anthropologists attempt to get answers for a variety 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 how and why societies in the past and present have similar or different norms, values, customs, beliefs and practices. Anthropologists study man and all aspects of human societies and cultures.

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. There are studies pertaining to biological composition of the people of India and of the world. In recent times, Urban anthropology has developed as a result of ethnicity studies. Anthropology has contributed to growth studies, Nutritional studies, Reproductive Biology and Demography, and Forensic Science that have applications in addressing concerns of the people, and of the policy planners and administrators.

Anthropology developed its body of knowledge and theories by studying other, preliterate, isolated people by developing appropriate tools and techniques of research. Now, 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 implementers. The methods of rapid appraisals now developed, and Participatory Research Appraisals 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 one year of participatory research among the people. For a native anthropologist “We” have to be studied by “Us” and not by “Them”.

Program Specific Outcomes (PSOs):

PSO1	To understand the key concepts and theories of Anthropological Sciences.
PSO2	Familiar with the approaches, techniques, and methodologies of Anthropological Sciences.
PSO3	Equip the students to attain the skills required for industry, academia and research.
PSO4	Equip the students to detect the social problems and to find feasible solutions.
PSO5	Enable the students to develop methodological and analytical skills to undertake fieldwork and research.
PSO6	Enhance the knowledge in emerging topics in Anthropological Sciences.
PSO7	Promote multidisciplinary research and development activities.

Programme Structure and Syllabus
Five Year Integrated Masters Programme (FYIMP) in
Anthropological Sciences

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
I	DSC-A1	KU01DSCANT101	Introduction to Anthropology	50	50	100	6	4
	DSC-B1			50	50	100		4
	DSC-C1			50	50	100		4
	AEC-1			50	50	100		3
	AEC-2			50	50	100		3
	MDC-1			50	50	100		3
				300	300	600		21
II	DSC-A2	KU02DSCANT102	Foundations in Social Cultural Anthropology	50	50	100	6	4
	DSC-A3	KU02DSCANT103	Foundations in Linguistic Anthropology	50	50	100		4
	DSC-B2			50	50	100		4
	DSC-C2			50	50	100		4
	AEC-3			50	50	100		3
	MDC-2			50	50	100		3
				300	300	600		22
III	DSC-A4	KU03DSCANT201	Biological Anthropology	50	50	100	6	4
	DSC-A5	KU03DSCANT202	Biological Anthropology Practical	50	50	100		4
	DSC-A6	KU03DSCANT203	Indian Anthropology	50	50	100		4
	DSC-A7	KU03DSCANT204	Media Anthropology	50	50	100		4
	MDC-3	KU03MDCKER200	Kerala Studies	50	50	100		3
	VAC-1	KU03VACANT201	Fieldwork in Anthropology	50	50	100		3
				350	350	700		22

IV	DSC-A8	KU04DSCANT205	Archaeological Anthropology	50	50	100	6	4
	DSC-A9	KU04DSCANT206	Archaeological Anthropology Practical	50	50	100		4
	DSC-A10	KU04DSCANT207	Anthropology of Food	50	50	100		4
	DSC-A11	KU04DSCANT208	Applications of Anthropology	50	50	100		4
	SEC-1	KU03SECANT201	Data Analysis	50	50	100		3
	VAC-2	KU04VACANT202	Anthropology of Disasters	50	50	100		3
				300	300	600		22
V	DSC-A12	KU05DSCANT301	Anthropological Theories	50	50	100	6	4
	DSC-A13	KU05DSCANT302	Museology	50	50	100		4
	DSC-A14	KU05DSCANT303	Introduction to Anthropological Research	50	50	100		4
	DSC-A15	KU05DSCANT304	Anthropology of Tourism	50	50	100		4
	DSE-1	KU05DSEANT301	Public Health and Epidemiology	50	50	100		4
		KU05DSEANT302	Ethnography					
	SEC-2	KU05SECANT302	Report Writing using Office tools (Practical)	50	50	100		3
				300	300	600		23
VI	DSC-A16	KU06DSCANT305	Tribal Cultures of India	50	50	100	5	4
	DSC-A17	KU06DSCANT306	Anthropology in Practice	50	50	100		4
	DSC-A18	KU06DSCANT307	Ethnographic Fieldwork and Dissertation	50	50	100		4
	DSE-2	KU06DSEANT303	Vulnerable Sections and Social Justice	50	50	100		4
		KU06DSEANT304	Business Anthropology					
	SEC-3	KU06SECANT303	Participatory Development					3
	INTERNSHIP	KU06INTANT300	INTERNSHIP	50	50	100		4
				250	250	500		23
Total Credits 133 STUDENTS EXITING AFTER 3 YEARS AND AWARDED UG DEGREE WITH MAJOR IN ANTHROPOLOGICAL SCIENCES								

VII	DSC-A19	KU07DSCANT401	Techniques of Anthropological Research	50	50	100	6	4
	DSC-A20	KU07DSCANT402	Advanced Anthropological Theories	50	50	100		4
	DSC-A21	KU07DSCANT403	Fundamentals of Human Origin and Evolution	50	50	100		4
	DSC-A22	KU07DSCANT404	Economic Anthropology	50	50	100		4
	DSE-3	KU07DSEANT401	Anthropology of Gender	50	50	100		4
		KU07DSEANT402	Tribes and Peasants in India	50	50	100		4
	DSE-4	KU07DSEANT403	Village Studies					
	DSE-5	KU07DSEANT404	Indian Society and Culture	50	50	100		4
		KU07DSEANT405	Human Ecology and Adaptation					
		KU07DSEANT406	Anthropology of Religion					
	MOOC/ Online 1	MOOC / Online 1 (4C)	50	50	100	4		
			300	300	600	24		
VIII	DSC-A23	KU08DSCANT405	Environmental Anthropology	50	50	100	1 DSC OR 1 DSE, 1 MOOC OR 1 Online and 1 Project OR 1 Dissertation Total Courses 3	4
	DSE-6	KU08DSEANT407	Medical Anthropology					
		KU08DSEANT408	Political Anthropology	50	50	100		4
	MOOC/ Online 2	MOOC/ Online 2	MOOC / Online 2 (4C)					
	Project/ Dissertation	KU08PROANT400	Ethnographic Filmmaking Project	50	50	100		12
		KU08DISANT400	OR Ethnographic Research and Dissertation					
				150	150	300		20
	ADDITIONAL COURSES	ADDITIONAL COURSES	For Honours with Research, three Additional Courses (DSC/DSE) of 4 Credits have to be studied					3 DSC OR DSE
DSC	KU08DSCANT406	Tribal Development	50	50	100	4		
DSC	KU08DSCANT407	Social Exclusion and Inclusive Policy	50	50	100	4		
STUDENT EXIT WITH 4 YEAR DEGREE – HONOURS WITH RESEARCH WITH MAJOR IN ANTHROPOLOGICAL SCIENCES								

IX	DSC-A24	KU09DSCANT501	Development Anthropology	50	50	100	5	4
	DSC-A25	KU09DSCANT502	Demographic Anthropology	50	50	100		4
	DSC-A26	KU09DSCANT503	Audio-Visual Anthropology	50	50	100		4
	DSC-A27	KU09DSCANT504	Local Self Governance and Administration	50	50	100		4
	DSC-A28	KU09DSCANT505	Urban Anthropology	50	50	100		4
	INTERNSHIP	KU09DSCANT506 INTERNSHIP	One 4 Credit Internship in lieu of One DSC and/or One 4 Credit MOOC/Online/Blended Course in lieu of One DSC					4
				250	250	500		20
X	Research OR 5 DSC	KU10RADANT500	Research and Dissertation	250	250	500	Research OR Coursework	20
	DSC-A29	KU10DSCANT507	Ethics of Anthropological Research	50	50	100	Coursework of 5 DSC in lieu of Research with 20 credits	4
	DSC-A30	KU10DSCANT508	Review of Literature (Practical)	50	50	100		4
	DSC-A31	KU10DSCANT509	Symbolic Anthropology	50	50	100		4
	DSC-A32	KU10DSCANT510	Anthropology of Indian Diaspora	50	50	100		4
	DSC-A33	KU10DSCANT511	Anthropology of Complex Societies	50	50	100		4
				250	250	500		20

Note:

- Internship of 4 credits can be completed as 2 credits internship twice, or 4 credits at a single stretch between semester 3 to 6.
- For FYIMP, the 40 credits in 5th year can also be obtained with coursework alone or research alone.

SEMESTER I

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
I	DSC-A1	KU01DSCANT101	Introduction to Anthropology	50	50	100	6	4
	DSC-B1			50	50	100		4
	DSC-C1			50	50	100		4
	AEC-1			50	50	100		3
	AEC-2			50	50	100		3
	MDC-1			50	50	100		3
					300	300	600	21

KU01DSCANT101

Introduction to Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	Major	100	KU01DSCANT101	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The introduction to Anthropology will give an insight into the fundamentals in socio-cultural, biological, archaeological and linguistic anthropology, its relationship with other social and biological sciences.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	After completing this course, the students will be able to understand the history and development of anthropology.	U
2	The students will develop an understanding on the major branches of anthropology.	R
3	The students will be able to evaluate the relationship between Anthropology with other disciplines.	E
4	Develop an awareness on the scientific study of culture and the concepts of culture and society.	U
5	They will be able to apply the fieldwork methods in their future studies.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			

COURSE CONTENTS

Hours 13

Module I Introduction to Anthropology

- 1.1 Meaning and scope of anthropology
- 1.2 History and development of anthropology
- 1.3 Relationship between Anthropology and other disciplines.
- 1.4 New Trends in Anthropology

Suggested Readings specific to the Module I

- 1.1 Ember, C. R. and Ember, M. 2002. Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.
- 1.2 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.
- 1.3 Srivastav, A.R.N. 2005. Essentials of Cultural Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.
- 1.4 Scupin, R. and De corse, C. R. 2005. Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.

Module II Branches of Anthropology

Hours 13

- 2.1 Social and Cultural Anthropology
- 2.2 Biological Anthropology
- 2.3 Archaeological Anthropology
- 2.4 Linguistic Anthropology

Suggested Readings specific to the Module II

- 2.1 Evans- Pritchard, E.E. 1990. Social Anthropology. New Delhi: Universal Book Stall.
- 2.2 Das, B. M. 2022. Outlines of Physical Anthropology. Alahabad: Kitab Mahal.
- 2.3 Battacharya, D. K. 1998. An Outline of Indian Prehistory. Delhi: Palaka Prakashan.
- 2.4 Misra, Kamal K. 2000. Text Book of Anthropological Linguistics. New Delhi: Concept Publishing Co.

Module III Culture and Society

Hours 13

- 3.1 The concept of culture and society, Scientific study of culture
- 3.2 Evolution of culture and society
- 3.3 Acculturation and Enculturation, Cultural Pluralism
- 3.4 Typologies of human society and culture: Tribe, Peasant and Civilization.

Suggested Readings specific to the Module III

- 3.1 Ember, C. R. and Ember, M. 2002. Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.
- 3.2 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.

- 3.3 Srivastav, A.R.N. 2005. Essentials of Cultural Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.
- 3.4 Scupin, R. and De corse, C. R. 2005. Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.

Module IV Approaches and Perspectives in Anthropology Hours 13

- 4.1 Ethnocentrism, Cultural Relativism
- 4.2 Historical Particularism, Comparative Approach
- 4.3 Emic, Etic and Holistic Approach
- 4.4 Ethnographic Approach and Fieldwork

Suggested Readings specific to the Module IV

- 4.1 Ember, C. R. and Ember, M. 2002. Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.
- 4.2 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.
- 4.3 Ember, C. R. and Ember, M. 2002. Anthropology. New Delhi: Prentice-Hall India Pvt. Ltd.
- 4.4 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Fox, Robin. 1967. Kinship and Marriage. New Delhi: Penguin Books.
2. Jurmain, R. and Nelson, H. 1998. Essentials of Physical Anthropology. New York: Wadsworth Kilgore.
3. Reddy, Rami V. 1992. Physical Anthropology, Evolution and Genetics. Tirupati: V. Indira Publisher.
4. Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge University Press

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

1. Davis, Kingsley. 1981. Human Society. Delhi: Surjeet Publications.
2. Harris, M. 1971. Culture, Man and Nature: An Introduction to General Anthropology. New York: Crowell.
3. Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford University Press.
4. Keesing, F. M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.

5. Kuper, Adam. 1973. 2015 Rpt. Anthropology and Anthropologists: The British School in the Twentieth Century. London: Routledge.
6. Murdock, G.P. 1965. Social Structure. Illinois: Free Press.
7. Sarana, Gopala. 1977. Introducing Anthropology. Calcutta: Indian Anthropological Society.
8. Uberoi, Patricia. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
9. Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.
10. Reddy, Rami V. 1987. Elements of Prehistory. New Delhi: Mittal Publishers.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Make a time line of the development of Anthropology?
2. Explain the relationship of anthropology with other disciplines?
3. Analyse the perspectives and approaches in Anthropology?
4. Write a note on cultural evolution?
5. Analyse the scientific study of culture?
6. Write a note on the ethnographic approach of anthropology?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER II

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
II	DSC-A2	KU02DSCANT102	Foundations in Social Cultural Anthropology	50	50	100	6	4
	DSC-A3	KU02DSCANT103	Foundations in Linguistic Anthropology	50	50	100		4
	DSC-B2			50	50	100		4
	DSC-C2			50	50	100		4
	AEC-3			50	50	100		3
	MDC-2			50	50	100		3
					300	300	600	22

KU02DSCANT102
Foundations in Social Cultural Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	Major	100	KU01DSCANT102	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This is the foundation course in Social-Cultural Anthropology. It aims to introduce the students to the key concepts and the terms in Anthropology. The course aims at elucidating the nature and organization 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 paying special attention to the simple societies.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn what is Social and Cultural Anthropology.	R
2	The students will learn how Anthropology is related to other branches of Anthropology and other disciplines under Social and Natural sciences.	U
3	They will learn about the key concepts in Social and Cultural Anthropology like social structure, social change, culture, cultural change, and socialization.	U
4	The students will also learn about social institutions like family, marriage, kinship and religion.	E
5	They will be able to apply the concepts in their studies.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

COURSE CONTENTS

Hours 13

Module I Development, Relevance and Scope of Social-Cultural Anthropology

- 1.1 Place in academia. Quadripartite Approach. Uniqueness
- 1.2 Emerging Areas: Economic Anthropology, Political Anthropology, Development Anthropology
- 1.3 Medical Anthropology, Urban Anthropology, Visual Anthropology
- 1.4 Applied and Action Anthropology, Forensic Anthropology

Suggested Readings specific to the Module I

- 1.1 Beals, Ralph and Harry Hoijer. 1971. An Introduction to Anthropology. London: Macmillan.
- 1.2 S.L. Doshi and P.C. Jain. 2001. Social Anthropology. New Delhi: Rawat Books.
- 1.3 Pandey, Gaya. 2017. Social-Cultural Anthropology. New Delhi: Concept Publishing Company.
- 1.4 Ember, Melvin and Ember, Carol R. 1993. Anthropology. New Delhi: Prentice-Hall.

Module II Concepts of Society and Culture

Hours 13

- 2.1 Status and Role; Community, Group, Association
- 2.2 Social Structure and Social Organization
- 2.3 Social Stratification, Social Control, Social Mobility
- 2.4 Attributes and Aspects of culture: Ethnocentrism and Cultural Relativism

Suggested Readings specific to the Module II

- 2.1 Ahuja, R. 1997. Indian Social System. New Delhi: Rawat.
- 2.2 Firth, Raymond. 1956. Elements of Social Organization. London: Watts and Co.
- 2.3 Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford University Press.
- 2.4 Lowie, R.H. 1971. Social Organisation. London: Routledge and Kegan Paul.

Module III Human Diversity- Social Institutions I

Hours 13

- 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.

- 3.4 Kinship Typology and Kinship behaviour, 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. Harmondsworth: Penguin Books.
- 3.2 Kapadia, K.M. 1971. Marriage and Family in India. Calcutta: Oxford.
- 3.3 Uberoi, P. 1994. (Ed.). Family, Kinship and Marriage in India. Delhi: Oxford.
- 3.4 Morgan, L.H. 1996. Ancient Society. Calcutta: K.P. Bagchi & Co.

Module IV Human Diversity- Social Institutions II

Hours 13

- 4.1 Religious Organization, concept, function, theories - Magic, concept, types, function, practitioners
- 4.2 Economic Organization: concept, function, production-subsistence strategies: Foraging, Pastoralism, Horticulture, Swidden/Shifting Cultivation, Agriculture
- 4.3 Reciprocity and Redistribution; Barter; Trade and Market, Ceremonial Exchange: Kula Ring and Potlatch
- 4.4 Political Organization: concept, function, types of political organization and leadership patterns, State; Stateless Society, Law and Justice, Customary Law

Suggested Readings specific to the Module IV

- 4.1 Honigmann, J.J. 1959. The World of Man. New York: Harper and Row Brothers.
- 4.2 Keesing, F.M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.
- 4.3 Bodley, John. 1997. Cultural Anthropology. California: Mayfield
- 4.4 Upadhyay, V.S. and G. Pandey. 2000. History of Anthropological Thought. New Delhi: Concept.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Beattie, John. H.M. 1964. Other Cultures: Aims, Methods and Achievement in Social Anthropology. New York: Free Press.
2. Bohannan, Paul. 1963. Social Anthropology, New York: Holt, Rinehart and Winston.
3. Ghurye, G.S. 1993. Caste and Race in India. Bombay: Popular Prakashan.
4. Herskovits, M.J. 1974. Cultural Anthropology. New Delhi: Oxford and IBH.
5. Jha, M. 1998. An Introduction to Anthropological Thought. Delhi: Vikas Publishing

House.

6. Linton, R 1936. The Study of Man. New York: Appleton-Century.
7. Mair, L. 2001. An Introduction to Social Anthropology. New Delhi: Oxford.

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

1. Majumdar, D.N. 1990. Races and Cultures of India. New Delhi: Kalyani.
2. Majumdar, D.N. and Madan. 1990. An Introduction to Social Anthropology. New Delhi: National Publishing House.
3. Murdock, G.P. 1965. Social Structure. Illinois: Free Press.
4. Panchal, R.K. 2007. Social Anthropology. New Delhi: Vishvabharti.
5. Radcliffe-Brown, A.R. 1973. Structure and Function in Primitive Society. London: Routledge and Kegan Paul.
6. Sharma, K.L. 1997. Social Stratification and Mobility. New Delhi: Rawat Publications.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
Total		100

Sample Questions to test Outcomes

1. Explain the relevance of Social Cultural Anthropology?
2. What are the emerging areas in Social Cultural Anthropology?
3. Analyse the concepts of society and culture?
4. Explain the types of marriage?
5. Analyse the Indian family system?
6. Write a note on the types of economic organisation?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU02DSCANT103
Foundations in Linguistic Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	Major	100	KU01DSCANT103	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

Introduction to Linguistic Anthropology is an integral part of the four-fold classifications of Anthropology and a general understanding on the fundamental aspects of Linguistic Anthropology is essential for the effective study of language and culture.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn what is Linguistic Anthropology.	R
2	The students will learn the importance of Linguistic Anthropology.	E
3	They will learn about the key concepts of Linguistic Anthropology.	U
4	The students will also learn about origin and evolution of language.	R
5	They will learn about the structural study of languages and its application.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓		✓		
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

COURSE CONTENTS

Hours 13

Module I Introduction to Linguistic Anthropology

- 1.1 Definition, Nature and Scope of Linguistic Anthropology
- 1.2 History of Linguistic Anthropology
- 1.3 Relationship of Linguistic Anthropology with other branches of Anthropology
- 1.4 The Study of Language and its definition

Suggested Readings specific to the Module I

- 1.1 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 1.2 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 1.3 Ottenheimer, Harriet and Pine, Judith. 2018. The Anthropology of Language. USA: Wadsworth Publishing Co. Inc.
- 1.4 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.

Module II Origin and Evolution of Language

Hours 13

- 2.1 Origin and evolution of language, Major languages of India
- 2.2 Structure of human communication
- 2.3 Non-verbal communication - Paralinguistics, Kinesics, Proxemics, Chronemics, and Sign languages
- 2.4 Verbal communication - principles of phonology, morphology, syntax and semantics, social context and language use

Suggested Readings specific to the Module II

- 2.1 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 2.2 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 2.3 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 2.4 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.

Module III Structural Study of Language

Hours 13

- 3.1 Multilingualism and Diglossia

- 3.2 Linguistics in the 19th Century and before
- 3.3 Origin of structural study of language
- 3.4 Structural analysis in linguistics and anthropology

Suggested Readings specific to the Module III

- 3.1 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 3.2 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 3.3 Levi Strauss, Claude. 1963. Structural Anthropology. New York: Basic Books Inc.
- 3.4 Levi Strauss, Claude. 1963. Structural Anthropology. New York: Basic Books Inc.

Module IV Language and Culture

Hours 13

- 4.1 Endangered Languages in India
- 4.2 Language and Culture
- 4.3 Linguistic Area
- 4.4 Linguistic Politics

Suggested Readings specific to the Module IV

- 4.1 Burling, Robbins. 1970. Man's Many Voices: Language in its Cultural Context. London: Holt, Rinehart and Winston.
- 4.2 Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
- 4.3 Duranti, Alessandro. 2012. Linguistic Anthropology. London: Cambridge University Press.
- 4.4 Ardener, Edwin (Ed). 2009. Social Anthropology and Language. London: Routledge.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Misra, Kamal K. 2000. Textbook of Anthropological Linguistics. New Delhi: Concept Publishing Co.
2. Duranti, Alessandro. 2012. Linguistic Anthropology. London: Cambridge University

Press.

3. Levi Strauss, Claude. 1963. Structural Anthropology. New York: Basic Books Inc.
4. Haviland, William A. 1990. Cultural Anthropology. Boston: Thomson Learning.

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

1. Clarke, D.S. 1987. Principles of Semiotics. London: Routledge & Kegan Paul.
2. John, Patrick and D. Christopher. 2011. Structural Linguistics. New Delhi: Commonwealth Publishers.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Give an account on the importance of Linguistic Anthropology?
2. Analyse the origin and evolution of language?
3. Differentiate Multilingualism and Diglossia with suitable examples?
4. Discuss on the endangered languages in India?
5. What are the different types of human communications?
6. Evaluate the Linguistic Politics in India?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER III

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
III	DSC-A4	KU03DSCANT201	Biological Anthropology	50	50	100	6	4
	DSC-A5	KU03DSCANT202	Biological Anthropology Practical (ESA: Practical 30 +Record 20)	50	50	100		4
	DSC-A6	KU03DSCANT203	Indian Anthropology	50	50	100		4
	DSC-A7	KU03DSCANT204	Media Anthropology	50	50	100		4
	MDC-3	KU03MDCKER200	Kerala Studies	50	50	100		3
	VAC-1	KU03VACANT200	Fieldwork in Anthropology	50	50	100		3
				350	350	700		25

KU03DSCANT201
Biological Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Major	200	KU01DSCANT201	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

Biological Anthropology is the study of human biological variation and evolution. This course will give an insight into the fundamentals in biological anthropology and its relationship with other branches of Anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the meaning and scope of Biological Anthropology and its branches.	R
2	The students will have an understanding on the structure and function of cell.	U
3	It gives a knowledge on the man's place in animal kingdom.	U
4	They will be able to evaluate the theories of organic evolution.	E
5	They will be able to analyse the taxonomy of animal Kingdom	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Introduction

- 1.1 Meaning and Scope of Biological Anthropology
- 1.2 History and Development of Biological Anthropology
- 1.3 Branches of Biological Anthropology
- 1.4 Relationship of Biological Anthropology with other branches of Anthropology

Suggested Readings specific to the Module I

- 1.1 Tomar, R.C. 2008. Biological Anthropology. New Delhi: Arise Publishers & Distributors.
- 1.2 Tomar, R.C. 2008. Biological Anthropology. New Delhi: Arise Publishers & Distributors.
- 1.3 Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield PublishingCompany.
- 1.4 Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield PublishingCompany.

Module II Cell Structure and Function

Hours 13

- 2.1 Classification of Cells
- 2.2 Structure and function of cells
- 2.3 Cell organelles
- 2.4 Cell Division

Suggested Readings specific to the Module II

- 2.1 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.
- 2.2 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.
- 2.3 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.
- 2.4 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.

Module III Theories of Organic Evolution

Hours 13

- 3.1 Inter-play of cultural and biological factors in human evolution
- 3.2 Theories of Organic Evolution: Lamarckism, Darwinism and Neo-Darwinism
- 3.3 Mendalism, Germplasm Theory
- 3.4 Mutation Theory, Modern Synthetic Theory

Suggested Readings specific to the Module III

- 3.1 Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
- 3.2 Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
- 3.3 Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
- 3.4 Das, B. M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.

Module IV Taxonomy of Animal Kingdom

Hours 13

- 4.1 Principles of Taxonomy
- 4.2 Man's place in animal kingdom
- 4.3 Order Primate
- 4.4 Comparative anatomy of Apes and Man

Suggested Readings specific to the Module IV

- 4.1 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.
- 4.2 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.
- 4.3 Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.
- 4.4 Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Kroeber, A. L. 1948. Anthropology. New Delhi: Oxford & IBH Publishing Co.
2. Park, Michael, Alal.1996. Biological Anthropology. London: Mayfield Publishing Company.
3. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
4. Tomar, R.C. 2008. Biological Anthropology. New Delhi: Arise Publishers & Distributors.

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

1. Bhattacharya D.K. 1998. An Outline of Indian Prehistory. Delhi: Palaka Prakashan
2. Clarke, G. and Piggott, S. 1971. Prehistoric Cultures. Harmondsworth: Penguin Books.
3. Das, B. M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
4. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. New York: Wadsworth Publishers.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content, and use of human skeletons for demonstrating it.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the meaning and scope of Biological Anthropology?
2. What are the branches of Biological Anthropology?
3. Explain the structure and function of a cell?
4. Discuss on the interplay of cultural and biological factors in human evolution?
5. Illustrate the taxonomy of animal kingdom?
6. Evaluate scope of Mendalism?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU01DSCANT202 Biological Anthropology Practical

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Major	200	KU01DSCANT202	4	120

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	4	0	50	50	100	2

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, Comparative anatomy and their importance and applications in understanding the problems of Human Variation and Evolution.

Course Prerequisite: Biological Anthropological theoretical knowledge is essential

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

CO No.	Expected Outcome	Learning Domains
1	From the practical component, the students will learn how to identify, draw and describe human bones.	A
2	The students will be able to take and analyse somatometric measurements.	A
3	They will learn the somatoscopic observations.	A
4	They will be able to have practical knowledge in human skeletons.	A
5	They will be able to take anthropometric measurements and also craniometry.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓	✓		
CO 2	✓	✓	✓	✓	✓		
CO 3	✓	✓	✓	✓	✓		
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓	✓		

Module 1 **Hours 30**

1.1 Study of Human skeleton: identification and description of different bones of the skeleton.

Module 2 **Hours 30**

2.1 Age and sex determination from Skull and Pelvis, Anatomical comparison between man and non-human primates, Anatomical comparison between skulls of Ape and Man.

Module 3 **Hours 30**

1.1 Anthropometry and anthropometric instruments, drawing of various views of the Human skull and description of landmarks. Craniometry: techniques, landmarks, measurements and indices.

3.2 Direct or/and indirect measurements to be taken on the human skull and jaw.

Module 4 **Hours 30**

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 and standard errors.

4.2 Somatoscopic observation on living individuals. ABO system and identification of blood sample.

Note: The measurements may be selected by the Department depending upon its resources out of the following list:

A- Craniometry

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:

I. SKULL

SKULL	
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, Bizygomatic Breadth, Bimaxillary 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 Angle, Alveolar Angle, Angle of Nasal Root
15	Lambda, Opisthion Angle/ Occiput, Calvarial Base Angle
16	Inclination Angle of Occipital Foramen, Frontal Curvature Angle.

II. LOWER JAW (Linear measurement and angles)

LOWER JAW (Linear measurement and angles)			
1	Bicondylar Breadth	4	Symphyseal Height
2	Bigonial Breadth	5	Minimum Breadth of Ramus
3	Height of Ramus	6	Mandibular Angle

B. Somatometry

B- Somatometry			
1	Maximum Head Length	20	Right Upper Arm Length
2	Maximum Head Breadth	21	Right Fore Arm Length (Direct and Indirect)
3	Maximum Frontal Breadth	22	Right Hand Breadth
4	Maximum Bizygomatic Breadth	23	Right Hand Length
5	Bigonial Breadth	24	Right Foot Length
6	Nasal Height	25	Right Foot Breadth
7	Nasal Length	26	Biacromial Breadth
8	Nasal Breadth	27	Bideltoid Breadth
9	Physiognomic Facial Height	28	Bicristal breadth
10	Morphological Facial Height	29	Bitrochanteric Breadth
11	Physiognomic Upper Facial Height	30	Maximum Hip Width
12	Morphological Upper Facial Height	31	Chest Breadth (Transverse)
13	Head Circumference	32	Chest Depth (Sagittal)
14	Stature	33	Chest Girth
15	Sitting Height	34	Head Circumference
16	Body Weight	35	Upper Arm girth
17	Sitting Height Cervical	36	Calf Girth
18	Total Right Upper Extremity Length (Direct and Indirect)	37	Skinfold at Triceps
19	Total Lower Extremity Length(k-quotient method)	38	Skinfold at Biceps

C - Somatoscopy

Somatoscopy			
1	Head form	5	Nose form
2	Hair form	6	Hair colour
3	Facial form	7	Eye colour
4	Eye form	8	Skin colour

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Das, B. M. and Ranjan Deka. 1992. Physical Anthropology-Practical. Allahabad: Kitab Mahal.
2. Ember Carol R, with Melvin Ember and Peter N Peregrine. 2006. Anthropology 10th edition. Delhi: Pearson Education.
3. Jurmain, R. with H. Nelson, L. Kilgore and W. Trevathan 1999. Introduction to Physical Anthropology. Belmont: Wadsworth.
4. Naidu, C.K.S. 2007. Outlines of Physical Anthropology. New Delhi: Arise Publishers and Distributors.
5. Singh, I.P. and M. K. Bhasin. 2005. A Manual of Biological Anthropology. Kamla-Raj Enterprises. Delhi.

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

1. Singh, I.P. and M. K. Bhasin. 1989 (Rpt): Anthropometry. Delhi: Kamla-Raj Enterprises.
2. Strickberger, M.W. 1990. Evolution. London: Jones and Bartlett Publishers.
3. Turnbaugh, W. with R. Jurmain, H. Nelson and L. Kilgore. 1996, Understanding Physical Anthropology and Archaeology, 6th ed. St. Paul: West Publishing Company.

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

Practical

Mode of Transaction

Offline Practical

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation (Practical (20), Record (20), Viva voce (10))		50
Continuous Evaluation		50
a)	Practical Test	30
b)	Viva-voce	20
Total		100

Sample Questions to test Outcomes

1. Draw the Lateral view of the human skull and mark the bones, sutures and landmarks?
2. Take measurements on the skull provided to you and explain the following landmarks?
(A- Cranial Breadth, B- Maximum Cranial circumference, C- Bizygomatic Breadth, D- Horizontal Cranial circumference)
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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors particularly in the area of Biological Anthropology. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU03DSCANT203
Indian Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Major	200	KU03DSCANT203	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

In India, anthropological studies started in the second half of the nineteenth century by the colonial administrators and later on some Departments of Anthropology established in India in the first quarter of the twentieth century. During the last century, a lot of Indian Anthropologist established the subject and it has developed as Indian Anthropology. This course is intended to acquaint the students of Anthropology with the basic understanding on the development of Anthropology in India.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the history of anthropology in India.	U
2	The students are expected to study the growth of Indian Anthropology.	R
3	The students will learn about the contributions of eminent anthropologists of India.	R
4	The students will be able to understand the salient features of Indian social system.	U
5	The students will be above to analyze the disabilities, provisions and social change.	A

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓		✓	

COURSE CONTENTS

Hours 13

Module I History of Indian Anthropology

- 1.1 Origin and growth of Indian Anthropology
- 1.2 Formative period, Descriptive period, Analytical period
- 1.3 Pioneers of Indian Anthropology
- 1.4 Significant contributions in Indian Anthropology

Suggested Readings specific to the Module I

- 1.1 Hasnain, Nadeem. 1991. Indian Anthropology. Delhi: Palaka Prakashan.
- 1.2 Vidyarthi, L. P. 1978. The Rise of Anthropology in India. Delhi: Concept Publishing Company.
- 1.3 Hasnain, Nadeem. 1991. Indian Anthropology. Delhi: Palaka Prakashan.
- 1.4 Upadhyay, V.S and Pandey, Gaya. 1997. History of Anthropological Thought, New Delhi: Concept Publishing Co.

Module II Classification of Indian Population

Hours 13

- 2.1 Racial and ethnic elements in Indian population
- 2.2 Religious elements in Indian population
- 2.3 Linguistic elements in Indian population
- 2.4 Geographical elements in Indian population

Suggested Readings specific to the Module II

- 2.1 Majumdar, D.N. 1964. Races and cultures of India, Allahabad: Kitabistan Publishing Co.
- 2.2 Majumdar, D.N. 1964. Races and cultures of India, Allahabad: Kitabistan Publishing Co.

- 2.3 Majumdar, D.N. 1964. Races and cultures of India, Allahabad: Kitabistan Publishing Co.
- 2.4 Majumdar, D.N. 1964. Races and cultures of India, Allahabad: Kitabistan Publishing Co.

Module III Salient features of Indian Social system

Hours 13

- 3.1 Multi-ethnic Society, Multi-lingual Society
- 3.2 Multi-religious Society, Multi-caste Society
- 3.3 Indian villages and culture - Unity in Diversity
- 3.4 Changing social institutions

Suggested Readings specific to the Module III

- 3.1 Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service.
- 3.2 Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service.
- 3.3 Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service.
- 3.4 Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service.

Module IV Disabilities, Provisions and Social Change

Hours 13

- 4.1 Social and economic disabilities suffered by Scheduled Castes and Scheduled Tribes in India
- 4.2 Constitutional safeguards for Scheduled Castes and Scheduled Tribes in India
- 4.3 Process of Social change in India
- 4.4 Sanskritisation, Westernisation, Industrialisation, Urbanisation, Pecuniarisation, Globalisation

Suggested Readings specific to the Module IV

- 4.1 Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service.
- 4.2 Hasnain, Nadeem. 1991. Indian Anthropology. Delhi: Palaka Prakashan.
- 4.3 Srinivas M. N. 1966. Social Change in Modern India. New Delhi: Orient Longman Ltd.
- 4.4 Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.
2. Majumdar, D.N. 1964. Races and cultures of India, Allahabad: Kitabistan Publishing Co.
3. Srinivas M. N. 1966. Social Change in Modern India. New Delhi: Orient Longman Ltd.
4. Vidyarthi, L. P. 1978. The Rise of Anthropology in India. Delhi: Concept Publishing Company.

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

1. Singh, Rohan Kr. 2023. New Delhi: Edukeen Publisher.
2. Hasnain, Nadeem. 2022. Tribal India. (Expanded and updated Ed.) Bombay: Palaka Prakashan.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the history of Indian Anthropology?
2. What are the contributions of Indian Anthropologists?
3. Explain the salient features of Indian social system?
4. Evaluate the social and economic disabilities suffered by the Sc and ST?
5. Explain the processes of social change in India?
6. Differentiate Industrialisation and Urbanisation?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU03DSCANT204 Media Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	Major	200	KU03DSCANT204	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The objective of the course is to provide insights into the new branch of anthropology entitled 'Media Anthropology', which will give a comprehensive understanding on media and communication processes.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about media anthropology and media technology.	U
2	They will also learn about film and TV production, journalism and advertising, and social media.	R
3	The students will be able to understand the characteristics of mass media.	R
4	The students will learn about the role of media in social movement.	U
5	The students will learn about the salient features of Digital Media.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2		✓			✓		
CO 3		✓					
CO 4		✓				✓	
CO 5				✓			✓

COURSE CONTENTS

Hours 13

Module I Introduction to Media Anthropology

- 1.1 Introduction to Media Anthropology: its objectives and scope
- 1.2 The history and evolution of Media Anthropology
- 1.3 Technology and media, media production
- 1.4 Characteristics of Mass Media

Suggested Readings specific to the Module I

- 1.1 Rothenbuhler, Eric W., Coman, Mihai. 2005. *Media Anthropology*. California: Sage.
- 1.2 Rothenbuhler, Eric W., Coman, Mihai. 2005. *Media Anthropology*. California: Sage.
- 1.3 Rothenbuhler, Eric W., Coman, Mihai. 2005. *Media Anthropology*. California: Sage.
- 1.4 Rothenbuhler, Eric W., Coman, Mihai. 2005. *Media Anthropology*. California: Sage.

Module II Films and TV Productions

Hours 13

- 2.1 Scripting for Media Production
- 2.2 Commercial filmmaking
- 2.3 Television production
- 2.4 Documentary production

Suggested Readings specific to the Module II

- 2.1 Miller, D. 2018. Digital Anthropology. *The Cambridge Encyclopaedia of Anthropology*. Retrieved from <http://www.anthroencyclopedia.com/entry/digital-anthropology>.
- 2.2 Miller, D. 2018. Digital Anthropology. *The Cambridge Encyclopaedia of Anthropology*. Retrieved from <http://www.anthroencyclopedia.com/entry/digital-anthropology>.
- 2.3 Pink, S. 2016. *Digital Ethnography*. Los Angeles: Sage.
- 2.4 Pink, S. 2016. *Digital Ethnography*. Los Angeles: Sage.

Module III Digital Media

Hours 13

- 3.1 The digital turn: New Directions in Media Anthropology
- 3.2 Pros and Cons of Digital Media

3.3 The Journalist as Ethnographer

3.4 Media and Culture

Suggested Readings specific to the Module III

3.1 Fromming, U., Kohn, S., Fox, S., Terry, M. (eds). 2017. Digital Environments: Ethnographic perspectives across global online and offline spaces. Berlin: Deutsche National bibliography.

3.2 Pink, S. 2016. Digital Ethnography. Los Angeles: Sage.

3.3 Pink, S. 2016. Digital Ethnography. Los Angeles: Sage.

3.4 Durham, M. and Keller, D. 2012. Media and cultural studies, 2nd Ed. Malden: Wiley- Blackwell.

Module IV Media and Social Change

Hours 13

4.1 Social Media and Cyber Media

4.2 Journalism and Advertising

4.3 Media activism

4.4 Media and Social Change, Role of Media in Social Movements

Suggested Readings specific to the Module IV

4.1 Briggs, A. and Burke, P. 2013. A social history of the media. 3rd Ed. Cambridge: Polity.

4.2 Pink, S. 2016. Digital Ethnography. Los Angeles: Sage.

4.3 Durham, M. and Keller, D. 2012. Media and cultural studies, 2nd Ed. Malden: Wiley- Blackwell.

4.4 Fromming, U., Kohn, S., Fox, S., Terry, M. (eds). 2017. Digital Environments: Ethnographic perspectives across global online and offline spaces. Berlin: Deutsche National bibliography.

Module V Teacher Specific Module

Hours 8

5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Escobar, A. 1994. Welcome to Cyberia: Notes on the Anthropology of Cyberculture. Current Anthropology, 35(3): 211-232.
2. Horst, H. and Miller, D. 2012. Digital anthropology. London: Berg.
3. Madianou, M. and Miller, D. 2012. Migration and New Media: Transnational Families and Polymedia. Cambridge: Polity Press.

4. Miller, D.(ed).2009. Anthropology of the Individual. Oxford: Berg.
5. Miller, D. 2016. How the world changed social media. London. University College London Press.

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

1. Tacchi, J. and Chandola, T. 2015. Complicating connectivity: women's negotiations with smartphones in an Indian slum. Routledge Handbook of New Media in Asia. Abingdon: Routledge, 179-188.
2. Wesch, M. and Whitehead, N. 2012. Human no more. Boulder: University Press of Colorado.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write an account on the meaning and scope of Media Anthropology?
2. What are the characteristics of mass media?
3. Explain the salient features of Digital Media?
4. Evaluate the media activism?
5. Explain the role of media in social movements?
6. What is the future of Media Anthropology?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU03VACANT200
Fieldwork in Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC	200	KU03VACANT200	3	45

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	0	0	50	50	100	2

Course Description:

The course aims to provide a general understanding on anthropological fieldwork. This is important from the perspective of learning things from direct observation and involving in the everyday life of the people.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the importance of anthropological fieldwork.	U
2	They will learn about preparing for fieldwork and selection of field site.	R
3	They will also learn about various methods and techniques of data collection.	U
4	They will learn basic research techniques and ethnographic fieldwork in anthropology	U
5	This course impart knowledge on Anthropological Research Project.	U

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓		✓	✓	

COURSE CONTENTS

Hours 13

Module I Relevance of Anthropological Fieldwork

- 1.1 Fieldwork tradition in Anthropology
- 1.2 History of fieldwork in Anthropology
- 1.3 Current trend of fieldwork
- 1.4 Use of technology in fieldwork

Suggested Readings specific to the Module I

- 1.1 Jha, Makhan.1983. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House Pvt. Ltd.
- 1.2 Jha, Makhan.1983. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House Pvt. Ltd.
- 1.3 Jha, Makhan.1983. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House Pvt. Ltd.
- 1.4 Jha, Makhan.1983. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House Pvt. Ltd.

Module II Examples of Fieldwork

Hours 13

- 2.1 Malinowski -Trobriand Islands
- 2.2 Margaret Mead – Samoan Study
- 2.3 Napoleon Chagnon – Yanomami study
- 2.4 Ruth Benedict – The Chrysanthemum and the Sword

Suggested Readings specific to the Module II

- 2.1 Malinowski, B. 1922. 2014 Rpt. Argonauts of Western Pacific. London: Routledge.
- 2.2 Mead, Margaret. 1928. Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization. New York: William Morrow and Company.
- 2.3 Chagnon, Napoleon.1968. Yanomamo: The Fierce People. New York: Holt, Rinehart and Winston.
- 2.4 Benedict, Ruth. 1946. 2006 Rpt. The Chrysanthemum and the Sword: Patterns of Japanese Culture. Boston, USA: Mariner Books.

Module III Fieldwork Tradition in Anthropology

Hours 13

- 3.1 Introduction to Anthropological fieldwork

- 3.2 Preparing for Fieldwork
- 3.3 Informed consent – Subjectivity, Objectivity
- 3.4 Key informant and Native Language

Suggested Readings specific to the Module III

- 3.1 Upadhyay, V.S. and Gaya Pandey. 1993. History of Anthropological Thought. New Delhi: Concept Publishing Co.
- 3.2 Jha, Makhan.1983. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House Pvt. Ltd.
- 3.3 Upadhyay, V.S. and Gaya Pandey. 1993. History of Anthropological Thought. New Delhi: Concept Publishing Co.
- 3.4 Jha, Makhan.1983. An Introduction to Anthropological Thought. New Delhi: Vikas Publishing House Pvt. Ltd.

Module IV Study of Monographs

Hours 13

- 4.1 The Toda – W.H.R. Rivers
- 4.2 The Nuer – E.E. Evans Pritchard
- 4.3 The Cholanaickan – B. Ananda Bhanu
- 4.4 The Mappila Fisherfolk of Kerala – P.R.G. Mathur

Suggested Readings specific to the Module IV

- 4.1 Rivers, W.H.R. 1906. The Toda. London: Macmillan
- 4.2 Evans Pritchard, E. E. 1940. The Nuer. London: Oxford University Press.
- 4.3 Bhanu, B. Ananda. 1989. The Cholanaickan of Kerala. Kolkata: Anthropological Survey of India.
- 4.4 Mathur, P.R.G. 1977. The Mappila Fisherfolk of Kerala. Thiruvananthapuram: Kerala Historical Society.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1. Ritchie J.& Lewis J. (eds): Qualitative Research Practice. A Guide for Social Science Students and Researchers. London: Sage Publications.
- 2. Gibbs, G. 2007: Analysing Qualitative Data, The Sage Qualitative Research Kit, Vol. 6 (edited by U. Flick). London: Sage Publications
- 3. Charmaz, K. 2006: Constructing Grounded Theory: A Practical Guide through Qualitative Analysis. London: Sage Publications

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

1. Lewins, A. & Silver 2007: Using Software in Qualitative Research: A Step-by-step Guide. London: Sage Publications
2. Saldana, J. 2009: The Coding Manual for Qualitative Researchers. London: Sage Publications.
3. Williams, T. R. 1967. Field Methods in the Study of Culture. London: Holt, Rinehart and Winston.
4. Srivastava, Vinaykumar. 2004. Methodology and Fieldwork. New Delhi, Oxford University press.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Explain the importance of fieldwork in Anthropological studies?
2. Explain the relationship of anthropology with other disciplines?
3. Analyse the perspectives and approaches in Anthropology?
4. Write a note on cultural evolution?
5. Analyse the scientific study of culture?

6. Write a note on the ethnographic approach of anthropology?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER IV

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
IV	DSC-A8	KU04DSCANT205	Archaeological Anthropology	50	50	100	6	4
	DSC-A9	KU04DSCANT206	Archaeological Anthropology Practical (ESA: Practical 30 +Record 20)	50	50	100		4
	DSC-A10	KU04DSCANT207	Anthropology of Food	50	50	100		4
	DSC-A11	KU04DSCANT208	Applications of Anthropology	50	50	100		4
	SEC-1	KU04SECANT201	Data Analysis	50	50	100		3
	VAC-2	KU04VACANT202	Anthropology of Disasters	50	50	100		3
				300	300	600		22

KU04DSCANT205
Archaeological Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	Major	200	KU04DSCANT205	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

It is intended to give a general understanding on Archaeological Anthropology and its relationship with other branches of Anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about how the past is reconstructed	U
2	They will learn about the method of understanding human past through material remains.	R
3	The students will learn the dating methods.	U
4	The students will learn the cultural chronology.	U
5	This course impart knowledge on various aspects of Archaeological Anthropology.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Introduction to Archaeological Anthropology

- 1.1 Subject matter, scope and relationship of Archaeological Anthropology with Physical/Biological 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. Periodisation in prehistory
- 1.4 Processual Archaeology, Pre-history, Proto-history and History

Suggested Readings specific to the Module I

- 1.1 Rajendran, P. 1989. The Prehistoric Cultures and Environment. New Delhi: Classical Publishing Company.
- 1.2 Turnbaugh, William A. (Et al.) 1993. Understanding Physical Anthropology and Archaeology. New York: West Publishing Company.
- 1.3 Turnbaugh, William A. (Et al.) 1993. Understanding Physical Anthropology and Archaeology. New York: West Publishing Company.
- 1.4 Burkitt, M. C. 1963. The Old Stone Age-A Study of Palaeolithic Times. Kolkata: Rupa & Co.

Module II Dating Methods

Hours 13

- 2.1 Chronology: relative and absolute.
- 2.2 Methods of dating: Radio-carbon (C-14 Dating). Potassium Argon Dating. Thermoluminescence or TL Dating. Dendrochronology. Fluorine and Uranium Dating. Nitrogen or Collagen Dating. Fission Track Dating. Paleomagnetic Dating. Stratigraphy.
- 2.3 Relationship between culture and environment. Glacial and Interglacial Periods. Causes of Ice Ages. Pluvial and Interpluvial Periods.
- 2.4 River Terraces. Sea-level Changes. Environmental changes at the close of the Pleistocene. Economic adaptations to environmental changes. Development of microlithic technology. Use of bow and arrow.

Suggested Readings specific to the Module II

- 2.1 Michels, Joseph W. 1973. Dating Methods in Archaeology. Cambridge: Academic Press Inc.
- 2.2 Taylor, R.E. and Aitken, Martin J. Eds. 1997. Chronometric Dating in Archaeology. Germany: Springer.
- 2.3 Beals & Hoijer. 1966. An Introduction to Anthropology. University of California.
- 2.4 Turnbaugh, William A. (Et al.) 1993. Understanding Physical Anthropology and Archaeology. New York: West Publishing Company.

Module III Beginnings and Causes of Food Production**Hours 13**

- 3.1 Beginnings and causes of food production. Economic and social consequences of food production.
- 3.2 Growth of settled village life and diffusion of the way of life of a farming community beyond the nuclear regions
- 3.3 Development of trade and metallurgy. Invention of writing. Earliest civilizations.
- 3.4 Salient features of Indus Civilization. Indus Civilization and its Origin and decline

Suggested Readings specific to the Module III

- 3.1 Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.
- 3.2 Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.
- 3.3 Swain, J. E. 2000. History of World Civilisation. New Delhi: S. Chand and Company.
- 3.4 Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge: Cambridge University Press.

Module IV Cultural Chronology**Hours 13**

- 4.1 Palaeolithic Period
- 4.2 Mesolithic Period
- 4.3 Neolithic Period
- 4.4 Chalcolithic Period

Suggested Readings specific to the Module IV

- 4.1 Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.
- 4.2 Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.
- 4.3 Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.
- 4.4 Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.

Module V Teacher Specific Module**Hours 8**

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Battacharya, D. K. 1998. An outline of Indian Prehistory. Delhi: Palaka Prakashana.
2. Bhattacharya, D. K. 1996. Palaeolithic Europe. New Jersey: Humanities Press.
3. Burkitt, M. C. 1963. The Old Stone Age-A Study of Palaeolithic Times. Kolkata: Rupa & Co.
4. Rajendran, P. 1989. The Prehistoric Cultures and Environment. New Delhi: Classical Publishing Company.

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

1. Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge: Cambridge University Press.
2. Clarke, G and S. Piggott, 1971. Prehistoric Cultures. United Kingdom: Penguin Books.
3. Durant, Will. 2011. Story of Civilisation. Noida: Simon & Schuster
4. Oakley, K. P. 1957. Man, the Toolmaker. Chicago: Chicago University Press.
5. Reddy, V. Rami. 1987. Elements of Prehistory. New Delhi: Mittal Publications.
6. Swain, J. E. 2000. History of World Civilisation. New Delhi: S. Chand and Company.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU04DSCANT206
Archaeological Anthropology Practical

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	Major	200	KU04DSCANT206	4	120

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	4	0	50	50	100	2

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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	Students will learn to identify and draw representative artefacts.	U
2	Students will be able to identify rocks most commonly used as rawmaterials in the manufacture of artefacts of different periods.	R
3	From the practical component they will learn about how to draw, identify and interpret prehistoric tools.	U
4	The field visit will help them to have better understanding on archaeologically important sites.	U
5	This course imparts a comprehensive knowledge on Archaeological Anthropological material remains.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 30

Module I Introduction to Archaeological Anthropology Practical

- 1.1 Introduction to Stone Tools
- 1.2 Methods of Identification and understanding stone tools

Module II Methods of Identification, Measuring and Drawing Artefacts

Hours 30

- 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 III Palaeolithic and Mesolithic Stone Tools

Hours 30

- 3.1 Palaeolithic Stone Tools – Identify, Draw and Describe.
- 3.2 Mesolithic Stone Tools – Identify, Draw and Describe

Module IV Field Visit and Practical

Hours 30

- 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.
- 4.3 The number of days will be decided on the basis of the topic and site for practical

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Wilson, Douglas et al. Archaeology lab manual.
2. County, Anne Arundel. 2022. Archaeology Lab Manual.

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

1. Bhattacharya, D.K. 1979. Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa &Co.
2. Burkitt, M.C. 1963. The Old Stone Age: A Study of Palaeolithic Times. Calcutta: Rupa &Co.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Practical Test Paper- 1	20
b)	Practical Test Paper -2	20
c)	Viva voce	10
Total		100

Sample Questions to test Outcomes

- 1 Identify a Palaeolithic tool?
- 2 How to measure the stone tools?
- 3 How to draw a stone tools 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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU04DSCANT207 Anthropology of Food

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	Major	200	KU04DSCANT207	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course will explore connections among food, culture, and society, in our ever-globalizing world.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students should be able to understand the concept of food cross-culturally	U
2	They will learn about how to reduce ethnocentrism by critically looking at your own culture as well as other cultures in terms of food.	R
3	They will also learn about how anthropologists approach the study of food.	U
4	The students will be learning the social functions of food.	U
5	The students will learn about different cultures and their food holistically.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓	✓	✓	

COURSE CONTENTS

Hours 13

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 Seal, Partho Pratim. 2024. Food Anthropology in India. New Delhi: Routledge.
- 1.2 Seal, Partho Pratim. 2024. Food Anthropology in India. New Delhi: Routledge.
- 1.3 Crowther, G. 2013. Eating Culture: An Anthropological Guide to Food. Toronto: University of Toronto Press.
- 1.4 Crowther, G. 2013. Eating Culture: An Anthropological Guide to Food. Toronto: University of Toronto Press.

Module II Evolution of Food Patterns

Hours 13

- 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 Crowther, G. 2013. Eating Culture: An Anthropological Guide to Food. Toronto: University of Toronto Press.
- 2.2 Bourdieu, P. 1984. Distinction: A social critique of the judgement of taste. Cambridge, MA: Harvard University Press.
- 2.3 Mintz, S. Wand C.M. DuBois. 2002. The anthropology of food and eating. Annual Review of Anthropology, 31:99-119.
- 2.4 Mintz, S. Wand C.M. DuBois. 2002. The anthropology of food and eating. Annual Review of Anthropology, 31:99-119.

Module III Social Functions**Hours 13**

- 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 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.
- 3.2 Douglas, M. 1966. Purity and danger: An analysis of concepts of pollution and taboo. London: Routledge & Kegan Paul.
- 3.3 Counihan, C. and P. van Esterik. 1997. Food and Culture: A Reader. New York: Routledge. Crowther, G. 2013. Eating Culture: An Anthropological Guide to Food. Toronto: University of Toronto Press.
- 3.4 Watson, J. L. and M.L. Caldwell.2004. The Cultural Politics of Food and Eating: A Reader. New Jersey: Wiley-Blackwell.

Module IV Food as heritage**Hours 13**

- 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 Taylor Sen, C. 2016. Feast and Fasts: A History of Food in India. London: Reaktion.
- 4.2 Watson, J. L. and M. L. Caldwell. 2004. The Cultural Politics of Food and Eating: A Reader. New Jersey: Wiley-Blackwell.
- 4.3 Harris, M. 1985. The sacred cow and the abominable pig: Riddles of food and culture. New York: Simon & Schuster.
- 4.4 Crowther, G. 2013. Eating Culture: An Anthropological Guide to Food. Toronto: University of Toronto Press.

5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Appadurai, A. 1981. Gastro-politics in Hindu South Asia. *American Ethnologist*, 8 (3):494-511.
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.
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: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.
4. Counihan, C. and P. van Esterik. 1997. *Food and Culture: A Reader*. New York: Routledge.

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

1. Blumenshine, R.J. 1986. Carcass consumption sequences and the archaeological distinction of scavenging and hunting. *Journal of Human Evolution*, 15(8):639-59.
2. Brillat-Savarin, J. A. 1994. *The physiology of taste*. London: Penguin. Caplan, P. 1994. *Feasts, Fasts and Famine: Food for Thought*. Oxford: Berg.
3. Counihan, C. and P. van Esterik. 1997. *Food and Culture: A Reader*. New York: Routledge.
4. Douglas, M. 1966. *Purity and danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.
5. Goody, J. 1998. *Food and Love: A cultural history of East and West*. London: Verso, 161-71. Lawrence, D. 1988. Menstrual politics: Women and pigs in rural Portugal. In T. Buckley & A. Gottlieb (eds.), *Blood magic: The anthropology of menstruation*. Berkeley: Univ. Calif. Press, 117-36.
6. Harris, M. 1985. *The sacred cow and the abominable pig: Riddles of food and culture*. New York: Simon & Schuster.
7. Levi-Strauss, Claude. 1966. The Culinary Triangle. *Partisan Review*, 33: 587-95.
8. Mintz, S. 1985. *Sweetness and Power: The place of sugar in modern history*. New York: Penguin.
9. O'Connell, J. F., K. Hawkes and N. G. Blurton Jones. 1999. Grandmothering and the evolution of *Homo erectus*. *Journal of Human Evolution*, 36: 461-485.
10. 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.

11. Watson, J. L. and M. L. Caldwell. 2004. The Cultural Politics of Food and Eating: A Reader. New Jersey: Wiley-Blackwell.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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.
6. Comment on relevance of Religious food - feasting and fasting.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates,

anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU04DSCANT208

Applications of Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	Major	200	KU04DSCANT208	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The course aims to provide various aspects of applications of anthropology in different fields with retrospective and prospective perspective.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will acquire knowledge in various aspects of Applied Anthropology.	U
2	They will learn about application of anthropology in Biological Anthropology, Sports, Forensic analysis, and environmental management.	R
3	They will also learn about the application of anthropology in the medical and nutritional anthropology.	U
4	They will learn about the application of social cultural anthropology.	U
5	The students will learn about the application of anthropology in the areas of planning and implementation.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓	✓	✓		
CO 3	✓	✓	✓	✓	✓		
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Hours 13

Module I Introduction to Applications in Anthropology

- 1.1 Meaning and scope of Applied Anthropology
- 1.2 History of the development of applied anthropology
- 1.3 Applications of Anthropology in Social Analysis
- 1.4 Anthropology in conflict resolution

Suggested Readings specific to the Module I

- 1.1 Van Willigen, J. 2002. Applied Anthropology: An Introduction. 3rd ed. Westport, CT.: Bergin and Garvey.
- 1.2 Vidyarathi, L.P. 1968. Applied Anthropology, Allahabad: Kitab Mahal.
- 1.3 Chambers, E. 1985. Applied Anthropology, New Jersey: Prentice-Hall.
- 1.4 Chambers, E. 1985. Applied Anthropology, New Jersey: Prentice-Hall.

Module II Applications of Anthropology I

Hours 13

- 2.1 Applications in Biological Anthropology
- 2.2 Forensic Anthropology
- 2.3 Sports Anthropology
- 2.4 Applications in Environmental Management

Suggested Readings specific to the Module II

- 2.1 Nicholas, Mascie-Taylor, C.G. and Lasker, Gabriel W. eds. 2005. Applications of Biological Anthropology to Human Affairs: 8 (Cambridge Studies in Biological and Evolutionary Anthropology. London: Cambridge University Press.
- 2.2 Mair, L.P. 1955. Studies in Applied Anthropology. London School of Economics Monograph. London: London University
- 2.3 Blanchard, Kendall. 1995. The Anthropology of Sport: An Introduction. New Delhi: Praeger Publishers.
- 2.4 Harnish, Allison; Haenn, Nora and Wilk, Richard. 2016. The Environment in Anthropology; A Reader in Ecology, Culture and Sustainable Living. New York: new York University Press.

Module III Applications of Anthropology II

Hours 13

- 3.1 Medical Anthropology, Nutritional Anthropology
- 3.2 Applications of Social-cultural Anthropology
- 3.3 Public administration, Modern education
- 3.4 Industry and Agriculture

Suggested Readings specific to the Module III

- 3.1 Brown, Peter J. and Svea Closser. eds. 2016. Understanding and Applying Medical Anthropology. US: Left Coast Press Inc.
- 3.2 Vidyarathi, L.P. 1968. Applied Anthropology, Allahabad: Kitab Mahal.
- 3.3 Ervin, Alexander M. 2000. Applied anthropology: Tools and perspectives for contemporary practice. Boston: Allyn and Bacon
- 3.4 Baba, Marietta L. 1998. Anthropologists in corporate America: Knowledge management and ethical angst. Chronicle of Higher Education (May 8): B4–B5

Module IV Applications of Anthropology in Planning and Implementation

Hours 13

- 4.1 Tribal policy in Indian Constitution
- 4.2 Community Development programmes in India
- 4.3 Role of Anthropology in Rural and Tribal Development
- 4.4 Role of Anthropology in Human Resource Management

Suggested Readings specific to the Module IV

- 4.1 Vidyarathi, L.P. 1968. Applied Anthropology, Allahabad: Kitab Mahal.
- 4.2 Vidyarathi, L.P. 1968. Applied Anthropology, Allahabad: Kitab Mahal.
- 4.3 Vidyarathi, L.P. 1968. Applied Anthropology, Allahabad: Kitab Mahal.
- 4.4 Foster, G.M. 1969. Applied Anthropology, Boston: Little Brown and Co.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Ervin, Alexander M. 2000. Applied anthropology: Tools and perspectives for contemporary practice. Boston: Allyn and Bacon
2. Ferraro, G.P. 1998. Applying Cultural Anthropology, Belmont, California, Wadsworth.
3. Foster, G.M. 1969. Applied Anthropology, Boston: Little Brown and Co.

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

4. Baba, Marietta L. 1998. Anthropologists in corporate America: Knowledge

- management and ethical angst. Chronicle of Higher Education (May 8): B4–B5
5. Chambers, E. 1985. Applied Anthropology, New Jersey: Prentice-Hall.
 6. Chambers, Erve. 1989. Applied anthropology: A practical guide. Prospect Heights, Ill.: Waveland Press.
 7. Kedia, S. and J. van Willigen, eds. 2005. Applied Anthropology: Domains of Application. Westport, CT: Greenwood Publishing Group.
 8. Van Willigen, J. 2002. Applied Anthropology: An Introduction. 3rd ed. Westport, CT.: Bergin and Garvey.
 9. Vidyarathi, L.P. 1968. Applied Anthropology, Allahabad: Kitab Mahal.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the applications of anthropology?
2. Discuss about the applications of Biological Anthropology?
3. Analyse the applications of anthropology in the planning and implementation?
4. Explain the role of anthropology in rural development?
5. Explain the role of anthropology in the Human Resource Management?
6. Give a note on the role of anthropology in the public administration?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU04SECANT201

Data Analysis (Practical)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	SEC	200	KU01SECANT201	3	90

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	3	0	50	50	100	2

Course Description:

The course aims to provide a practical understanding on various methods of data analysis for anthropological studies.

Course Prerequisite: Basic knowledge in computer operation.

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the methods of data classification and analysis.	A
2	They will also learn about interpretation of data after the analysis.	A
3	The students will be able to do the steps of precoding and coding data.	A
4	The students will learn about the measures of central tendency.	A
5	The students will learn the methods of data visualisation.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			✓
CO 5	✓	✓	✓	✓	✓		✓

COURSE CONTENTS

Hours 30

Module I Data Analysis

- 1.1 Classification of Data
- 1.2 Qualitative Data and Quantitative Data
- 1.3 Precoding and Coding of Data
- 1.4 Data entry in computer software (Microsoft Excel)

Module II Data Analysis using Excel

Hours 30

- 2.1 Overview of Computer Software for Data Analysis
- 2.2 Data analysis - Univariate and Bivariate
- 2.3 Measures of central tendency (Mean, Mode, Media)
- 2.4 T test, F test, Chi square test

Module III Data Visualisation

Hours 30

- 3.1 Graphical presentation of data
- 3.2 Advanced Graphics
- 3.3 Presentation of Data
- 3.4 Interpretation of Data

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Chibnik, Michael. 1985. The Use of Statistics in Sociocultural Anthropology. Annual Review of Anthropology.
https://www.researchgate.net/publication/47353080_The_Use_of_Statistics_in_Sociocultural_Anthropology/link/5b79a5bc92851c1e12207691/download?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

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

1. Madrigal, Lorena. 2012. Statistics for Anthropology. New York: Cambridge University Press.
http://ndl.ethernet.edu.et/bitstream/123456789/31863/1/Lorena%20Madrigal_2012.pdf
2. 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.
3. Excel Fundamentals. <https://www.sgul.ac.uk/about/our-professional-services/information-services/library/documents/training-manuals/Excel-Fundamentals-Manual.pdf>

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

Practical

Mode of Transaction

Offline Practical

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation (Practical (30), Viva voce (20))		50
Continuous Evaluation		50
a)	Practical Test	30
b)	Assignment	10
c)	Viva-voce	10
Total		100

Sample Questions to test Outcomes

1. How to classify data?
2. Explain the steps of precoding and coding data?
3. How to find measures of central tendency?
4. Explain the methods of data visualisation?
5. How to interpret data?
6. How to incorporate the findings in a research report?

Employability for the Course/Programme

- After completing this course, the students will be able to prepare their research reports while working as teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors particularly in the area of Biological Anthropology. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU04VACANT202
Anthropology of Disasters

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	VAC	200	KU04VACANT202	3	45

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	0	0	50	50	100	2

Course Description:

The objective of this course is to familiarize the students with disaster research and management.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will be able to interpret disasters as social and cultural occurrences by drawing on historical, economic, social, and political, factors that give rise to them	R
2	They will learn about various types of disasters.	U
3	They will also learn about the concepts in the Anthropology of Disasters.	U
4	They will learn about the development and displacement.	U
5	This course will impart knowledge on the National and International disaster management framework.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓		✓	✓	
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Introduction

- 1.1 Introduction to the Anthropology of Disasters
- 1.2 Hazard, Risk, Vulnerability, Disaster Management, Meaning, Nature, Importance, and Dimensions
- 1.3 Scope of Disaster Management, Disaster Management Cycle.
- 1.4 Displacement situation: Natural and manmade, 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

Hours 13

- 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 Scudder, T. 1973. The Human Ecology and Big Projects: River Basin Development and Resettlement. In Annual Review of Anthropology.
- 2.2 Goldsmith, E. and Hilyard, N. 1986. The Social and Environmental Effects of Large Dams: Volume 2: Case Studies. Wadebridge (England): Wadebridge Ecological Centre.
- 2.3 Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation
- 2.4 Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation

Module III Types of Disasters I

Hours 13

- 3.1 Hydrological Disasters
- 3.2 Flood, Flash flood, Drought, cloud burst
- 3.3 Geological Disasters
- 3.4 Earthquakes, Landslides, Avalanches, Volcanic eruptions, Mudflow

Suggested Readings specific to the Module III

- 3.1 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
- 3.2 Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation.
- 3.3 Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation.
- 3.4 Asian Development Bank. 2004. Disaster Mitigation in Asia and the Pacific, Manila ADB

Module IV Types of Disasters II

Hours 13

- 4.1 Wind related
- 4.2 Cyclone, Storm, Storm surge
- 4.3 Tidal waves, Heat and cold Waves, Climatic Change
- 4.4 Global warming, Sea Level rise, Ozone Depletion

Suggested Readings specific to the Module IV

- 4.1 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
- 4.2 Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation
- 4.3 Asian Development Bank. 2004. Disaster Mitigation in Asia and the Pacific, Manila ADB
- 4.4 <https://www.intechopen.com/chapters/39170>

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Scudder, T. 1973. The Human Ecology and Big Projects: River Basin Development and Resettlement. In Annual Review of Anthropology.
2. Goldsmith, E. and Hilyard, N. 1986. The Social and Environmental Effects of Large Dams: Volume 2: Case Studies. Wadebridge (England): Wadebridge Ecological Centre.
3. Ghosh, G. K. 2011. Disaster Management. New Delhi: A.P.H. Publishing Corporation
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. Asian Development Bank. 2004. Disaster Mitigation in Asia and the Pacific, Manila ADB

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

1. Asian Development Bank, Disaster Mitigation in Asia and the Pacific, Manila ADB, 1991. Disaster Administration and Management, Text & Case studies- SL Goel-Deep and Deep Publications.

2. Bose, B.P.C. Disaster Policies and Administration: A Study of Three AndhraDisasters
3. Cheng, F.Y. and Wang, Y.Y. 1996. Post-Earthquake Rehabilitation and Reconstruction.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Explain the meaning and scope of Anthropology of Disaster?
2. What are the types of disasters?
3. Discuss about the National Disaster Management Framework?
4. Give an account on the hydrological disasters?
5. Write a note on Geological Disasters?
6. Discuss about the impact of Dams and displacement of people?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER V

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
V	DSC-A12	KU05DSCANT301	Anthropological Theories	50	50	100	6	4
	DSC-A13	KU05DSCANT302	Participatory Development	50	50	100		4
	DSC-A14	KU05DSCANT303	Introduction to Anthropological Research	50	50	100		4
	DSC-A15	KU05DSCANT304	Anthropology of Tourism	50	50	100		4
	DSE-1	KU05DSEANT301	Public Health and Epidemiology	50	50	100		4
		KU05DSEANT302	Ethnography					
	SEC-2	KU05SECANT302	Report Writing using Office tools (Practical)	50	50	100	3	
			300	300	600		23	

KU05DSCANT301 Anthropological Theories

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major	300	KU05DSCANT301	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The main purpose of the course is to convey to the students in a nutshell the basic ideas and the intellectual movements in social cultural anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	This course will help the students to learn the conceptual and theoretical developments in Anthropology.	U
2	They will learn about the first theoretical development in Anthropology.	R
3	They will also learn about the theory of Diffusion.	U
4	They will learn about the functional theory.	U
5	They will learn about the Structural Functional theory.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Introduction, Evolution

- 1.1 Anthropological thought and Theoretical Development in Anthropology
- 1.2 Evolutionist School of Thought: British, German and American
- 1.3 Nineteenth Century evolutionary theories of culture, Contributions of E.B. Tylor and L.H. Morgan
- 1.4 Neo-evolutionism, Contributions of Leslie A white and J.H. Steward

Suggested Readings specific to the Module I

- 1.1 Marris, 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 Jha, Makhan. 1994. An Introduction To Anthropological Thought. New Delhi: Vikas Publishing House.
- 1.4 Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi: Concept Publishing Co.

Module II Diffusion

Hours 13

- 2.1 Diffusionist School of Thought: British, German and American
- 2.2 British School of Diffusion, Contributions of G.E Smith, W.J. Perry and W.H.R. Rivers
- 2.3 German-Austrian school of Diffusion, Contributions of F. Ratzel, F. Graebner and W. Schmidt
- 2.4 American School of Diffusion, Contributions of Clark Wissler and A.L. Kroeber

Suggested Readings specific to the Module II

- 2.1 Marris, Marvin. 1968. Rise of Anthropological Theory. United States: Alta Mira.
- 2.2 Jha, Makhan. 1994. An Introduction To Anthropological Thought. New Delhi: Vikas Publishing House.
- 2.3 Jha, Makhan. 1994. An Introduction To Anthropological Thought. New Delhi: Vikas Publishing House.
- 2.4 Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi: Concept Publishing Co.

Module III Functionalism

Hours 13

- 3.1 Malinowski's contributions to functionalism.
- 3.2 British School of Functionalism
- 3.3 Contributions of B. Malinowski
- 3.4 Ethnography and Intensive Fieldwork

Suggested Readings specific to the Module III

- 3.1 Bronislaw Malinowski. 1944. A Scientific Theory of Culture and Other Essays. North Carolina: University of North Carolina Press.
- 3.2 Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi: Concept Publishing Co.
- 3.3 Malinowski, Bronislaw. 1922. Argonauts of Western Pacific. London: Routledge & Kegan Paul Ltd.
- 3.4 Malinowski, Bronislaw. 1922. Argonauts of Western Pacific. London: Routledge & Kegan Paul Ltd.

Module IV Structural Functionalism

Hours 13

- 4.1 Radcliffe-Brown's Structural functionalism
- 4.2 British School of Structural-Functionalism
- 4.3 Contributions of A.R. Radcliffe-Brown
- 4.4 Applications of Functionalism and Structuralism

Suggested Readings specific to the Module IV

- 4.1 Radcliffe-Brown, A. R. 1965. Structure and Function in Primitive Society. New York: Free Press.
- 4.2 Jha, Makhan. 1994. An Introduction To Anthropological Thought. New Delhi: Vikas Publishing House.
- 4.3 Radcliffe-Brown, A. R. 1965. Structure and Function in Primitive Society. New York: Free Press.
- 4.4 Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Jha, Makhan. 1998. An Introduction to Anthropological Thought, New Delhi: Vikas Publications.
2. Harris, Marvin. 1968. Rise of Anthropological Theories. Oxford: Altamira Press.
3. Malinowski, B. 1922. Argonauts of the Western Pacific. London: Routledge and Kegan Paul Ltd.
4. Radcliffe-Brown, A.R. 1952. Structure and Function in Primitive Society. Illinois: The Free Press.
5. Upadhyay, V. S. and Pandey, Gaya. 1997. History of Anthropological Thought, New Delhi: Concept Publications.

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

1. Tylor, E.B. 1871. Primitive Culture. London: John Murray.
2. Singh, Vikram. 2011. Anthropological Thought. New Delhi: Jawahar Publishers and Distributors.
3. Ember, C. R. and Ember, M. 2002. Anthropology. New York, Prentice-Hall of India Pvt. Ltd.
4. Lenkeit, R. E. 2001. Introduction to Cultural Anthropology. New York: McGraw, Hill Mayfield.
5. Srivastava, A.R.N. 2005. Essentials of Cultural Anthropology, New Delhi: Prentice Hall of India Pvt. Ltd.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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. Explain the theory of Functionalism?
5. How can we differentiate the theoretical framework and theory as a methodological tool.
6. How to apply anthropological theories?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU04SECANT202
Museology (Museum Visit and Record)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	SEC	200	KU04SECANT202	3	45

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	1	0	50	50	100	2

Course Description:

This course will give an insight about various aspects of Museology and its anthropological perspectives and dimensions. This course will give a practical experience to the students regarding the organisation of Museum and its maintenance. They can crosscheck their theoretical knowledge in the practical context of the Museums.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the history and development of museums in India.	U
2	The students will learn about acquisition, documentation and display of museum specimens.	R
3	They will also learn about storage and conservation of specimens.	U
4	From the practical component they will learn about how to document and conserve different categories of specimens.	E
5	This course will enable them how to maintain a museum.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓	✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Introduction to Museology

- 1.1 Definition of Museology
- 1.2 Aim and scope of Museology
- 1.3 Different kinds of Museums (Anthropological, Archaeological, Natural History & Technology)
- 1.4 Anthropological Museology

Suggested Readings specific to the Module I

- 1.1 Ambrose, Timothy and Paine, Crispin. 2018. Museum Basics: The International Handbook. London: Routledge.
- 1.2 Ambrose, Timothy and Paine, Crispin. 2018. Museum Basics: The International Handbook. London: Routledge.
- 1.3 Sathyamurthy and Ayyappan. 1960. Hand book of Museum Techniques. Madras: Government of Madras.
- 1.4 Sathyamurthy and Ayyappan. 1960. Hand book of Museum Techniques. Madras: Government of Madras.

Module II Museum Collections

Hours 13

- 2.1 Acquisition and display of objects
- 2.2 Preparation and display of objects
- 2.3 Preparations of cards
- 2.4 Preparations of registers, Preparations of other documents

Suggested Readings specific to the Module II

- 2.1 Sathyamurthy and Ayyappan. 1960. Hand book of Museum Techniques. Madras: Government of Madras.
- 2.2 Dudley, Dorothy H and Bezold, Irma. 2012. Museum Registration Methods. United States: Literary Licensing, LLC.
- 2.3 Dudley, Dorothy H and Bezold, Irma. 2012. Museum Registration Methods. United States: Literary Licensing, LLC.
- 2.4 Dudley, Dorothy H and Bezold, Irma. 2012. Museum Registration Methods. United States: Literary Licensing, LLC.

Module III Museum Management

Hours 13

- 3.1 Museum organisation management
- 3.2 Security measures
- 3.3 Up keeping of Museums
- 3.4 Preservation and conservation of museum objects

Suggested Readings specific to the Module III

- 3.1 Walton, L.B. 2015. Contributions to Museum Technique: Cataloguing Museum Specimens. USA: Andesite Press.
- 3.2 Walton, L.B. 2015. Contributions to Museum Technique: Cataloguing Museum Specimens. USA: Andesite Press.
- 3.3 Walton, L.B. 2015. Contributions to Museum Technique: Cataloguing Museum Specimens. USA: Andesite Press.
- 3.4 Singh, A.P. 2018. Conservation and Museum Techniques. Delhi: Agam Kala Prakashan.

Module IV Museum Visit (Maximum Duration- One Week) and Report

Hours 13

- 4.1 This course is intended to have exposure for students to museum exhibits of any selected museum by the Department in each year. The students shall visit a museum with the supervision of faculty members. After the visit, the students shall submit a report based on the subtopics assigned to them by the Department. This will help the students to go for further studies in the area of museology. The maximum duration of the Museum visit is restricted to one week.

Suggested Readings specific to the Module IV

- 4.1 Burns, Ned J. Field manual for Museums. Washington: United States Government Printing Office.
- 4.2 Dudley, Dorothy H and Bezold, Irma. 2012. Museum Registration Methods. United States: Literary Licensing, LLC.
- 4.3 Singh, A.P. 2018. Conservation and Museum Techniques. Delhi: Agam Kala Prakashan.
- 4.4 Sathyamurthy and Ayyappan. 1960. Hand book of Museum Techniques. Madras: Government of Madras.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Singh, A.P. 2018. Conservation and Museum Techniques. Delhi: Agam Kala Prakashan.
2. Singh, Hampreet; Grover, Neeraj and Singh, Nishant. 2017. Museum Techniques. Germany: LAP Lambert Academic Publishing.
3. Walton, L.B. 2015. Contributions to Museum Technique: Cataloguing Museum Specimens. USA: Andesite Press.
4. Dudley, Dorothy H and Bezold, Irma. 2012. Museum Registration Methods. United States: Literary Licensing, LLC.

- Sathyamurthy and Ayyappan. 1960. Hand book of Museum Techniques. Madras: Government of Madras.

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

- Ambrose, Timothy and Paine, Crispin. 2018. Museum Basics: The International Handbook. London: Routledge.
- Burns, Ned J. Field manual for Museums. Washington: United States Government Printing Office.
- Choudhry, Anil Roy. 1964. Art Museum Documentation and Practical Training. Choudhry.
- Simmons, John E. 2016. Museums: A History. United States: Rowman & Littlefield Publishers.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

- Explain the aim and scope of Museology?
- What are the types of Museums?
- Discuss about the museum organisation management?

4. Give an account on the Indian Legislative measures pertains to Museums?
5. Write a note on Anthropological Museums?
6. Write a note on the Natural History method?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU05DSCANT303
Introduction to Anthropological Research

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major	300	KU05DSCANT303	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The course introduces to the students 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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about fieldwork and its relationship with anthropology.	U
2	They will learn about preparing for fieldwork and selection of field site.	R
3	They will also learn about various methods and techniques of data collection.	U
4	They will learn about the features of anthropological research.	U
5	They will learn about report writing also.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓		✓	✓	

COURSE CONTENTS

Hours 13

Module I Introduction to Anthropological Research

- 1.1 Nature of research in social sciences
- 1.2 Science and Scientific Research
- 1.3 Anthropology as a natural science
- 1.4 Anthropology as a humanistic discipline

Suggested Readings specific to the Module I

- 1.1 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 1.2 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 1.3 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 1.4 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.

Module II Features of Anthropological Research

Hours 13

- 2.1 Salient features of Anthropological research
- 2.2 Bio-cultural, Synchronic, Diachronic, Comparative and holistic perspectives.
- 2.3 Fieldwork and Data Collection
- 2.4 Basic techniques of data collection in Anthropological research

Suggested Readings specific to the Module II

- 2.1 Bernard, H Russell. 1988. Research Methods in Cultural Anthropology, New bur Park: Sage Publications.
- 2.2 Bernard, H Russell. 1988. Research Methods in Cultural Anthropology, New bur Park: Sage Publications.
- 2.3 Bernard, H Russell. 1988. Research Methods in Cultural Anthropology, New bur Park: Sage Publications.
- 2.4 Bernard, H Russell. 1988. Research Methods in Cultural Anthropology, New bur Park: Sage Publications.

Module III Research Methods I

Hours 13

- 3.1 Interview and Observation
- 3.2 Case study and Extended Case Method
- 3.3 Genealogical method
- 3.4 Use of documents

Suggested Readings specific to the Module III

- 3.1 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 3.2 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 3.3 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 3.4 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.

Module IV Research Methods II

Hours 13

- 4.1 Use of native language
- 4.2 Rapport establishment
- 4.3 Use of Key-informants
- 4.4 Report writing

Suggested Readings specific to the Module IV

- 4.1 Royal Anthropological Institute. 1929. Notes and Queries on Anthropology. London: Rutledge and Kegan Paul.
- 4.2 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 4.3 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.
- 4.4 Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bernard, H Russell. 1988. Research Methods in Cultural Anthropology, New bur Park: Sage Publications.
2. Pelto, Pertti J. and Pelto, Gretel H. 1978. Anthropological Research –The Structure of Inquiry. London: Cambridge University Press.

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

1. Royal Anthropological Institute. 1929. Notes and Queries in Anthropology, London: Rutledge and Kegan Paul,
2. Yough, Pauline. 1984. Scientific Social Surveys and Research, New Delhi: Prentice Hall

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the nature of research in social sciences?
2. Explain the peculiar features of Anthropological Research?
3. Discuss on the fieldwork tradition of anthropology?
4. Write a note on use of native language?
5. Write a note on the basic techniques of data collection in anthropology?
6. What is the relevance of fieldwork in anthropological studies?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU05DSCANT304 Anthropology of Tourism

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major	300	KU05DSCANT304	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The main objectives of the course include anthropological issues and theoretical concerns in tourism, and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	Students understand the way in which anthropology help tourism industry and its strong relation with the study of tourism.	U
2	Students learn how the tourism industry is organized and developed.	R
3	Students learn how tourism influences society locally, nationally and globally.	U
4	Students get deeper understanding about tourism as an activity.	U
5	Students address the issues in the tourism industry with anthropological perspective.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓	✓		
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Hours 13

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

Hours 13

- 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

Hours 13

- 3.1 Implications of tourism as a major mechanism of cross-cultural interaction. Commodification of culture or cultural degradation
- 3.2 Role of Symbolism and Semiotics 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

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

Hours 13

- 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, Ecotourism and sustainable development

Suggested Readings specific to the Module IV

- 4.1 Bochner, Stephen. 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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Chambers, E. 2000. Native Tours: The Anthropology of Travel and Tourism. Prospect Heights: Waveland.
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.
3. Hitchcock. 1997. Cultural, Economic and Environmental Impacts of Tourism Among the Kalahari. In Chambers E (eds.) Tourism and Culture: An Applied Perspective. New York: SUNY Press.

4. Kirshenblatt-Gimblett, B. 1998. *Destination Culture: Tourism, Museums, and Heritage*.
5. Nash D. 1996. *Anthropology of Tourism*. New York: Pergamon.
6. Picard, M. and Wood, R. 1997. *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. Hawaii: University of Hawaii Press.

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

1. Crick, M. 1995. *The Anthropologist as Tourist: An Identity in Question*. In Lanfant MF, Allcock JB, Bruner EM (eds.) *International Tourism: Identity and Change*. London: Sage. pp. 205-223.
2. Dann GMS, Nash D and Pearce PL. (1988). *Methodology in Tourism Research*. *Annals of Tourism Research*. 15:1-28.
3. Dann, G. 2002. *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.
4. Graburn, NHH. 1977. *Tourism: The Sacred Journey. Hosts and Guests: The Anthropology of Tourism*. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
5. Richard B. (1992). *Alternative Tourism: The Thin Edge of the Wedge*. In Valene Smith and Eadington Tourism (eds.). *Alternatives: Potentials and Problems in the Development of Tourism*. University of Pennsylvania Press.
6. 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.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU05DSEANT301
Public Health and Epidemiology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major	300	KU05DSEANT301	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The students will learn about how a community health centre works and delivers healthcare to the people. It will introduce the students to the basic techniques of data collection and data processing that anthropologists have evolved as the discipline transformed through greater in-depth understandings and comparisons of cultures and societies.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	Understand the Meaning and Scope, Methods, Rates, Indices, Genetic Epidemiology, Clinical Epidemiology	U
2	To understand the Complex Diseases	U
3	Know about human obesity and its complications	U
4	Learn the major Communicable and Non-communicable diseases	R
5	To understand human attitude towards diseases in different societies	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

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**

Hours 13

- 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**

Hours 13

- 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

Hours 13

- 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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Aschengrau, A. and Seage, G.R. 2008. Essentials of Epidemiology in Public Health. Boston, Massachusetts.
2. Gordis, L. 2004. Epidemiology. Third Edition. Philadelphia: Elsevier Saunders.
3. Lee, L.M. 2010. Principles and Practice of Public Health Surveillance. Oxford University Press.
4. Merson, M, Black, R, Mills, A. 2006. International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
5. Remington, P.L, Brownson, R.C., and Wegner, M.V. 2010. Chronic Disease Epidemiology and Control. American Public Health Association.
6. Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publishers.

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

1. Edberg, M. 2013. Essentials of Health Behaviour: Social and Behavioural Theory in

Public Health. Second Edition. Jones and Bartlett Publishers.

2. Griffith, J.R and White, K.R. 2010. The Well-Managed Healthcare Organization. Chicago, IL: Health Administration Press.
3. Kovner, A.R, McAlearney, A.S., Neuhauser, D. 2013. Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
4. Pagano, M. and Gauvreau, K. 2000. Principles of Biostatistics. Belmont, CA: Wadsworth.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU05DSEANT302

Ethnography

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	Major	300	KU05DSEANT302	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The course introduces the students to the fundamentals of ethnography and fieldwork. It will introduce the students to the basic techniques of data collection and data processing that anthropologists have evolved as the discipline transformed through greater in-depth understandings and comparisons of cultures and societies.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn the fundamentals of anthropological fieldwork and ethnography.	R
2	They will learn about how to select and prepare for the field in relation to a research question	C
3	It enables a student to select a research problem and use appropriate methods and techniques of data collection.	C
4	The students will learn about data analysis and report writing	A
5	The students will learn about emerging dimensions in ethnographic research.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓		✓		
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Fundamentals of Ethnography

- 1.1 Ethnography – Origin, Meaning and Scope
- 1.2 Doing ethnography
- 1.3 Cultural Context and setting
- 1.4 Ethnography and Ethnology

Suggested Readings specific to the Module I

- 1.1 Malinowski, Bronislaw. 1922. 2014 Rpt. *Argonauts of Western Pacific*. London: Routledge.
- 1.2 Ellen, R. F. 1984. *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
- 1.3 George, et al. 1979. (Ed.). *Long-Term Field Research in Social Anthropology*. New York: Academic Press.
- 1.4 Bray Zoe. 2008. *Ethnographic approaches in Approaches and Methodologies in the Social Sciences*. Donatella della Porta and Michael Keating (Ed). Cambridge: Cambridge University Press

Module II Field and Fieldwork

Hours 13

- 2.1 Conceptualizing field and fieldwork
- 2.2 Fieldwork tradition in Anthropology
- 2.3 Multi sited ethnography
- 2.4 Challenges of Ethnographic Fieldwork

Suggested Readings specific to the Module II

- 2.1 Bray Zoe. 2008. *Ethnographic approaches in Approaches and Methodologies in the Social Sciences*. Donatella della Porta and Michael Keating (Ed). Cambridge: Cambridge University Press
- 2.2 Bray Zoe. 2008. *Ethnographic approaches in Approaches and Methodologies in the Social Sciences*. Donatella della Porta and Michael Keating (Ed). Cambridge: Cambridge University Press
- 2.3 Hammersley, Martyn and Paul Atkinson.2019. *Ethnography: Principles in Practice*. Routledge
- 2.4 Hammersley, Martyn and Paul Atkinson.2019. *Ethnography: Principles in Practice*. Routledge

Module III Skills in Data Collection

Hours 13

- 3.1 Participant Observation and Interviewing
- 3.2 Survey, Schedule and Questionnaire
- 3.3 Case study, life history and genealogy

- 3.4 Focus Group discussion, Collection of narratives

Suggested Readings specific to the Module III

- 3.1 Malinowski, Bronislaw. 1922. 2014 Rpt. Argonauts of Western Pacific. London: Routledge.
- 3.2 Pelto, P.J. and G.H. Pelto: 1978. Anthropological Research: The Structure of Inquiry. New York: Cambridge University.
- 3.3 Bray Zoe. 2008. Ethnographic approaches in Approaches and Methodologies in the Social Sciences. Donatella della Porta and Michael Keating (Ed). Cambridge: Cambridge University Press.
- 3.4 Bray Zoe. 2008. Ethnographic approaches in Approaches and Methodologies in the Social Sciences. Donatella della Porta and Michael Keating (Ed). Cambridge: Cambridge University Press.

Module IV Ethnographic Writing and Analysis

Hours 13

- 4.1 Data Analysis, and Interpretation
- 4.2 Report Writing
- 4.3 Reflexivity and Ethics in Ethnographic research
- 4.4 Emerging dimensions in ethnographic research

Suggested Readings specific to the Module IV

- 4.1 Srivastava, V K. 2005. Methodology and Fieldwork. Oxford University Press
- 4.2 Srivastava, V K. 2005. Methodology and Fieldwork. Oxford University Press
- 4.3 Srivastava, V K. 2005. Methodology and Fieldwork. Oxford University Press
- 4.4 Srivastava, V K. 2005. Methodology and Fieldwork. Oxford University Press

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bray Zoe. 2008. Ethnographic approaches in Approaches and Methodologies in the Social Sciences. Donatella della Porta and Michael Keating (Ed). Cambridge: Cambridge University Press.
2. Ellen, R. F. 1984. Ethnographic Research: A Guide to General Conduct. London: Academic Press.
3. Goode, W.J. and P.K. Hatt. 1981. Methods in Social Research. Singapore: McGraw-Hill.
4. Hammersley, Martyn and Paul Atkinson. 2019. Ethnography: Principles in Practice.

Routledge

5. Malinowski, Bronislaw. 1922. 2014 Rpt. Argonauts of Western Pacific. London: Routledge.
6. Sarana, G. 1975. The Methodology of Anthropology. New York: The University of Arizona Press.
7. Srivastava, V K. 2005. Methodology and Fieldwork. Oxford University Press

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

1. George, et al. 1979. (Ed.). Long-Term Field Research in Social Anthropology. New York: Academic Press.
2. Russel, Bernard.2003. Research Methods in Anthropology- Qualitative and Quantitative Approaches, 4th Edition. New York: Altamira Press
3. Sarana, G. 1975. The Methodology of Anthropology. New York: The University of Arizona Press.
4. Young, P.V. 1966. Scientific Social Surveys and Research: An Introduction to the Background, Content, Methods, Principles and Analysis of Social Attitudes. New Jersey: Prentice Hall.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Explain the meaning and scope of ethnography?
2. Distinguish ethnography and ethnology?
3. What is the purpose of genealogical method?
4. Give an account on the problems of reflexivity in ethnographic studies?
5. Write a note on the ethics of ethnographic research?
6. What are the emerging dimensions of ethnographic research?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU05SECANT302
Report Writing using Office tools (Practical)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	SEC	300	KU05SECANT302	3	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
2	2	0	50	50	100	1

Course Description:

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

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn how to use office tools properly to write a research report of dissertation.	A
2	They will learn about word processing.	A
3	They will also learn about data analysis.	A
4	They will learn about how to interpret data.	A
5	This course will impart practical training in report writing.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓		✓	
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

Module I 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

Suggested Readings specific to the Module I

- 1.1 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.
- 1.2 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.
- 1.3 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.
- 1.4 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.

Module II Tools for Report Writing

Hours 13

- 2.1 Citations and Bibliography
- 2.2 Bibliography Style
- 2.3 Foot Notes and End Notes
- 2.4 Using Table, Charts and Photos

Suggested Readings specific to the Module II

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.

Module III Excel for Data Analysis

Hours 13

- 3.1 Understanding Worksheet
- 3.2 Data analysis
- 3.3 Tables and Charts
- 3.4 Understanding Functions

Suggested Readings specific to the Module III

- 3.1 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.
- 3.2 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.
- 3.3 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.
- 3.4 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.

Module IV Power Point

Hours 13

- 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 specific to the Module IV

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 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.

5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. 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.

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

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

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a project report using office tools?
2. How to format text?

3. Create table as per the sample provided?
4. Create a chart as per the data provided?
5. How to create a questionnaire using office tools?
6. How to edit and insert pictures for word document?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER VI

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
VI	DSC-A16	KU06DSCANT305	Tribal Cultures of India	50	50	100	6	4
	DSC-A17	KU06DSCANT306	Anthropology in Practice	50	50	100		4
	DSC-A18	KU06DSCANT307	Ethnographic Fieldwork and Dissertation	50	50	100		4
	DSE-2	KU06DSEANT303	Vulnerable Sections and Social Justice	50	50	100		4
		KU06DSEANT304	Business Anthropology					
	SEC3	KU06SECANT303	Participatory Development	50	50	100		3
	INTERNSHIP	KU06INTANT300	INTERNSHIP	50	50	100		4
			250	250	500		20	
Total Credits 133								
STUDENTS EXITING AFTER 3 YEARS AND AWARDED UG DEGREE WITH MAJOR IN ANTHROPOLOGICAL SCIENCES								

KU06DSCANT305 Tribal Cultures of India

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major	300	KU06DSCANT305	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The aim of this course is to provide a comprehensive understanding on the tribal situation and tribal Cultures of India.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students of anthropology can have a basic understanding on the tribes in India.	U
2	They will learn about the classification of Indian tribes.	R
3	They will also learn about tribal economy.	U
4	This course will impart a comprehensive picture on the tribes of India.	U
5	The students will learn about tribal problems.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓		✓	
CO 5	✓	✓	✓		✓		✓

COURSE CONTENTS

Hours 13

Module I Tribes in India

- 1.1 Tribe: Definitions and Characteristics
- 1.2 Scheduled Tribes (ST) and Particularly Vulnerable Tribal Groups (PVTGs)
- 1.3 Tribes in India: Antiquity, History
- 1.4 Anthropology and Tribal Administration

Suggested Readings specific to the Module I

- 1.1 Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.
- 1.2 Vidyarthi, L.P. and B.K. Rai. 1976. Tribal Cultures of India, New Delhi: Concept Publishers.
- 1.3 Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.
- 1.4 Bharadwaj, A.N. 1979. Problems of Scheduled Caste and Scheduled Tribes in India. USA: Asia Book Corporation of America.

Module II Classification of Indian Tribes

Hours 13

- 2.1 Linguistic and Racial elements of tribal population in India
- 2.2 Geographical distribution of tribal population in India
- 2.3 Tribes of North-East India, North India, Central India, Eastern India, South India
- 2.4 Tribes of Kerala

Suggested Readings specific to the Module II

- 2.1 Ghurye, G.S. 1959. The Scheduled Tribes of India. Bombay, Popular Book Depot
- 2.2 Ghurye, G.S. 1959. The Scheduled Tribes of India. Bombay, Popular Book Depot
- 2.3 Ghurye, G.S. 1959. The Scheduled Tribes of India. Bombay, Popular Book Depot
- 2.4 Ghurye, G.S. 1959. The Scheduled Tribes of India. Bombay, Popular Book Depot

Module III Tribal Economy

Hours 13

- 3.1 Hunters and Food Gatherers
- 3.2 Nomads, Pastoralists, Fishing Communities
- 3.3 Shifting Cultivators, Agriculturists
- 3.4 Industrial Labourers

Suggested Readings specific to the Module III

- 3.1 Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.

- 3.2 Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.
- 3.3 Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.
- 3.4 Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.

Module IV Tribal problems

Hours 13

- 4.1 Land Alienation and Tribal Displacement
- 4.2 Indebtedness, Poverty and Malnutrition
- 4.3 Forest Policies and Tribal Issues
- 4.4 Issues of Education, Health

Suggested Readings specific to the Module IV

- 4.1 Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.
- 4.2 Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.
- 4.3 Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.
- 4.4 Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bharadwaj, A.N. 1979. Problems of Scheduled Caste and Scheduled Tribes in India. USA: Asia Book Corporation of America.
2. Bose, N.K. 1971. Tribal Life in India, New Delhi, National Book Trust,
3. Ghurye, G.S. 1959. The Scheduled Tribes of India. Bombay, Popular Book Depot

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

1. Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.
2. Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.
3. Vidyarthi, L.P. and B.K. Rai. 1976. Tribal Cultures of India, New Delhi: Concept Publishers.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Define tribe?
2. Distinguish the Scheduled Tribes and Particularly Vulnerable Tribes?
3. Write a note on the classification of Indian Tribes?
4. Analyse the different stages of Tribal Economies?
5. Evaluate the Forest Policies and its impact on forest dwelling Tribes?
6. Analyse the health problems of the Scheduled Tribes?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU06DSCANT306

Anthropology in Practice

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major	300	KU06DSCANT306	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course will give a comprehensive account on Anthropology in Practice

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about applied anthropology and the various fields in which anthropological knowledge can be applied.	U
2	They will learn about application of anthropological knowledge in the field of development, modernization, industrialization, and urbanization.	R
3	They will also learn about the role of Anthropology in Development and Public Policy	U
4	The students will learn the new trends in anthropology.	U
5	They will learn about Constitutional Perspective and Human Rights Constitutional Provisions.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓	✓		✓

COURSE CONTENTS

Hours 13

Module I Introduction to Anthropology in Practice

- 1.1 Introduction to Anthropology in Practice
- 1.2 Academic Anthropology and Applied Anthropology
- 1.3 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 and Public Policy Hours 13

- 2.1 Role of Anthropology in Development and Public Policy,
- 2.2 Need Assessment and Community Development, Anthropology of NGOs
- 2.3 Environment and Community Health, Social and economic sustainability
- 2.4 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 Trends in Anthropology Hours 13

- 3.1 Anthropology of Tourism, Demographic Anthropology
- 3.2 Fashion Anthropology, Audio-Visual Anthropology
- 3.3 Management Anthropology, Business Anthropology
- 3.4 Medical Anthropology, Anthropology of Museums

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 Hours 13

Constitutional Provisions

- 4.1 National and State Human Rights Commission and other grievance redressal mechanism
- 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.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Ervic, Alexander M. 2000. Applied Anthropology: Tools and Perspectives for Contemporary Practise. Boston, MA: Allyn and Bacon.
2. Erwin, A. 2004. Applied Anthropology Tools and Practice. Allyn and Bacon.
3. Goodale, M. 2009. Human Rights: An Anthropological Reader. Wiley Blackwell.
4. Gupta, S. and Kapoor, A.K. 2007. Human Rights, Development and Tribe. In Genes, Environment and Health - Anthropological Perspectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I. eds. New Delhi: Serials Publications.

5. Halbar, B.G. and Khan, C.G.H. 1991. Relevance of Anthropology - The Indian Scenario. Jaipur: Rawat Publications.
6. Kertzer, D. I. and Fricke, T. 1997. Anthropology. Chicago: University of Chicago Press.
7. Noaln, R.W. 2002. Anthropology in Practice: Building a Career outside the Academy.
8. Patnaik, S.M. 1996. Displacement, Rehabilitation & Social Change. New Delhi: Inter India Publications.

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

1. Arya, A. and Kapoor, A.K. 2012. Gender and Health Management in Afro-Indians. New Delhi: Global Vision Publishing House.
2. Basu, A. and Aaby, P. 1998. The Methods and the Uses of Anthropological Demography. Oxford: Clarendon Press.
3. Bhat, H.K., Joshi, P.C., and Vijayendra, B.R. eds. 2013. Explorations in Indian MedicalAnthropology. New Delhi: Concept Publishing Co.
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.
5. Kumar, R. K. and Kapoor, A.K. 2009. Management of a Primitive Tribe: Role of Development Dynamics. Delhi: Academic Excellence.
6. Margaret, A.G. 2003. Applied Anthropology: A Career-Oriented Approach. Boston, MA: Allynand Bacon.
7. Vidyarthi, L.P. 1990. Applied Anthropology in India - Principles, Problems and Case Studies. Delhi: Kitab Mahal.
8. Vidyarthi, L.P. and Sahay, B.N. 2001. Applied Anthropology and Development in India. New Delhi: NationalPublishing House.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU06DSCANT307
Ethnographic Fieldwork and Dissertation

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major	300	KU06DSCANT307	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	4	0	50	50	100	2

Course Description:

Fieldwork is the backbone of social anthropological studies and research. By staying in the field area, living with people and applying various techniques of social research, one can understand various aspects of a human society. Every student of anthropology has to be well trained in anthropological fieldwork. In the initial period, the student has to establish good rapport with the people of the area and later on carry out the fieldwork under the guidance of a teacher.

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 field report to be submitted for examination. The duration for the fieldwork shall be 15 days.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the preliminary steps of fieldwork.	U
2	The students will learn about how to make rapport.	R
3	The students will learn how to use various methods and techniques to collect data.	U
4	They will also learn how to collect data, draw tables or charts, interpret data and derive appropriate generalizations based on the study.	U
5	The students will learn about writing the report.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bartlett, F. C. The Study of Society (Sel. Chapters). Casandrade (ed.). In the Company of Man. Bernard, H.R 1998 - Research Methods in Cultural Anthropology. New Delhi: Sage publication.
2. Fetterman, D.H. 1989. Ethnography: Step by Step. New Delhi: Sage Publications.
3. Fischer, M. 1977. Applications in Computing for Social Anthropology. London: Routledge and Kegan Paul.
4. Madrigal, L. 1998. Statistics for Anthropology. Cambridge: Cambridge University Press
5. Nichtes, M. 1984. Participatory Research as a First Step. In Social Science and Medicine, Vol. 19, No.3 pp. 237 –257.
6. Peacock, J.L. 1988. The Anthropological Lens. Cambridge: Cambridge University Press.
7. Pelto, P.J. and G.H Pelto, 1978. Anthropological Research. Cambridge: Cambridge University Press.
8. Pelto, P. J. and G.H. Pelto. 1979. Anthropological Research. N.Y: Harper and Row. Royal Anthropological Institute: Notes and Queries on Anthropology.
9. Sarana, G. 1975. The Methodology of Anthropological Comparisons. Trucson: The University of Arizona Press.
10. Scrimshaw, C. Mand H. Hurtado. 1989. Rapid Assessment Procedures. Tokyo : UN University.
11. Weller, S.C. and Romney, A.K. 1990. Systematic Data Collection. Newbary Park: Sage.

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

1. 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 (40) and Viva voce (10)		50
Continuous Evaluation		50
a)	Research Design	20
b)	Review of Literature	10
c)	Presentation of proposal	10
e)	Word processing ability	10
Total		100

Sample Questions to test Outcomes

1. What are the preliminary steps of fieldwork?
2. What is the relevance of making rapport in the field?
3. What are the methods and techniques to collect data from the field?
4. How to collect data, draw tables or charts, interpret data?
5. How to derive appropriate generalizations based on the study?
6. How to write Dissertation using word processor?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU06SECANT303 Participatory Development

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	SEC	300	KU06SECANT303	3	45

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	0	0	50	50	100	2

Course Description:

The main purpose of the course is to convey to the students in a nutshell the basic ideas in Participatory Development. It involves orientation and practices of developmental actors in relationship with local communities.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the concept of Participatory development.	U
2	They will learn about PRA	R
3	They will understand the needs for people.	U
4	They will also learn about participation in rural development.	U
5	The students will have an understanding on various development agencies.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

Module I Concept and Meaning

- 1.1 Concept and Meaning of Participatory Development
- 1.2 Community/People's participation in rural development
- 1.3 Getting Social-Cultural acceptability in planning and implementation
- 1.4 Putting People First

Suggested Readings specific to the Module I

- 1.1 Keough, Noel. 1998. Participatory development principles and practice: Reflections of a western development worker. <https://doi.org/10.1093/cdj/33.3.187>
- 1.2 Kumar, Somesh. 2002. Methods for Community Participation. New Delhi: Vistar
- 1.3 Keough, Noel. 1998. Participatory development principles and practice: Reflections of a western development worker. <https://doi.org/10.1093/cdj/33.3.187>
- 1.4 Pan, Haozhi. 2022. Participatory Development of Planning Support Systems to Improve Empowerment and Localization <https://doi.org/10.1080/10630732.2022.2031431>

Module II Participatory Rural Appraisal

Hours 13

- 2.1 Participatory Rural Appraisal (PRA), Village Mapping
- 2.2 Social Mapping and Resource Mapping
- 2.3 Need Assessment, Social Ranking and Problem Analysis
- 2.4 Problems in identification of beneficiaries

Suggested Readings specific to the Module II

- 2.1 Chambers, R. 1994. Participatory Rural Appraisal: Analysis of Experience, World Development, Volume 22 (7).
- 2.2 Chambers, R. 1994. Participatory Rural Appraisal: Analysis of Experience, World Development, Volume 22 (7).
- 2.3 Chambers, R. 1994. Participatory Rural Appraisal: Analysis of Experience, World Development, Volume 22 (7).
- 2.4 Chambers, R. 1994. Participatory Rural Appraisal: Analysis of Experience, World Development, Volume 22 (7).

Module III Case Studies

Hours 13

- 3.1 Case Studies in Participatory Development
- 3.2 People's participation in Irrigation
- 3.3 Forestry, Water-sheds
- 3.4 Primary Education

Suggested Readings specific to the Module III

- 3.1 Isaac, Thomas and Richard W. Franke. 2021. People's Planning: Kerala, Local Democracy and Development. New Delhi: Leftwood Books.
- 3.2 Isaac, Thomas and Richard W. Franke. 2021. People's Planning: Kerala, Local

Democracy and Development. New Delhi: Leftwood Books.

3.3 Connell, Dan. 1997. Participatory Development.

<https://doi.org/10.1080/09614529754486>

3.4 Connell, Dan. 1997. Participatory Development.

<https://doi.org/10.1080/09614529754486>

Module IV Development Agencies

Hours 13

4.1 National and International Development Agencies

4.2 Local Bodies, Government and Non-Government Organizations

4.3 UNDP, World Bank

4.4 ActionAid and CARE India.

Suggested Readings specific to the Module IV

4.1 Pan, Haozhi. 2022. Participatory Development of Planning Support Systems to Improve Empowerment and Localization <https://doi.org/10.1080/10630732.2022.2031431>

4.2 Pan, Haozhi. 2022. Participatory Development of Planning Support Systems to Improve Empowerment and Localization <https://doi.org/10.1080/10630732.2022.2031431>

4.3 Websites of UNDP and World Bank

4.4 Websites of ActionAid and CARE India

Module V Teacher Specific Module

Hours 8

5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Keough, Noel. 1998. Participatory development principles and practice: Reflections of a western development worker. <https://doi.org/10.1093/cdj/33.3.187>

2. Kumar, Somesh. 2002. Methods for Community Participation, Delhi, Vistar (Sage)

3. Pan, Haozhi. 2022. Participatory Development of Planning Support Systems to Improve Empowerment and Localization

<https://doi.org/10.1080/10630732.2022.2031431>

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

1. Cernea, M. M. 1991. Putting People First: Sociological Variables in Development, New York: Oxford University Press.

2. Chambers, R. 1994. Participatory Rural Appraisal: Analysis of Experience, World Development, Volume 22 (7).

3. Connell, Dan. 1997. Participatory Development.

<https://doi.org/10.1080/09614529754486>

4. White, W.F. 1991. Participatory Action Research, New Delhi, Sage Publications.

5. Gayathri Panampitiya, Non-Governmental Organizations in the Process of

Empowerment of Livelihood Activities in Rural Areas in Sri Lanka.

<https://www.researchgate.net/publication/330998440>

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Explain the concept and meaning of participatory development?
2. Explain the concept of putting people first?
3. Evaluate the research possibilities of PRA?
4. Write a note on the National and International Development Agencies and their functioning?
5. Distinguish Social Mapping and Resource Mapping?
6. What is the role of Government agencies in promoting participatory development?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

U06DSEANT304
Vulnerable Sections and Social Justice

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major	300	KU06DSEANT304	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course mainly deals with the Welfare Schemes for Vulnerable Sections of the population by the Centre and States.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the concept of vulnerable sections.	U
2	They will learn about the welfare schemes, laws, institutions and bodies for SCs and STs.	R
3	They will also learn about the Schemes, Laws, Institutions and Bodies for PWD, Elderly and Minorities	U
4	They will learn about Schemes, Laws, Institutions and Bodies for Women and Children.	U
5	The students will get an overall picture of welfare schemes for the improvement of vulnerable sections.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓	✓		✓	

COURSE CONTENTS

Hours 13

Module I Vulnerable Sections: Concept, Meaning, Categories

- 1.1 SC & ST
- 1.2 Disabled, Elderly, Minorities, Transgender, Children, Women
- 1.3 Understanding the Issues of Vulnerable Sections
- 1.4 Concept of Social Justice

Suggested Readings specific to the Module I

- 1.1 Pandey, A. K. 1997. Tribal Situation in India. New Delhi: Manak.
- 1.2 Joshi, Vidyut. 2017. Tribal Situation in India. New Delhi: Rawat Publications.
- 1.3 Panda, B. K. and Sukanta Sarkar. 2015. Vulnerable Children Human Rights Perspectives. Kalpaz Publications.
- 1.4 Ruchi Ramesh and Sudhir Kumar Singh. 2011. Disability Towards Inclusive India. New Delhi: Pentagon Press.

Module II Welfare Schemes, Laws, Institutions and Bodies for SCs and STs Hours 13

- 2.1 SC: The Protection of Civil Rights Act, The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act
- 2.2 National Commission for Scheduled Castes, Scheduled Castes Sub Plan
- 2.3 ST: National Commission for Scheduled Tribes, Tribal Sub Plan TRIFED
- 2.4 Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act

Suggested Readings specific to the Module II

- 2.1 http://nhrc.nic.in/sites/default/files/PHRAct_2021_o.pdf
- 2.2 <https://ncsc.nic.in/>
- 2.3 <https://ncst.nic.in/>
- 2.4 <https://tribal.nic.in/fra.aspx>

Module III Schemes, Laws, Institutions and Bodies for PWD, Elderly and Minorities Hours 13

- 3.1 Disabled: The Rehabilitation Council of India Act, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, Mental Retardation and Multiple Disabilities Act, The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Rights of the Persons with Disabilities Act
- 3.2 Elderly: Maintenance and Welfare of Parents and Senior Citizens Act
- 3.3 Minorities: National Commission for Minorities, National Commission for Religious and

Linguistic Minorities

- 3.4 Transgender: The Transgender Persons (Protection Of Rights) Act, 2019

Suggested Readings specific to the Module III

- 3.1 <https://rehabcouncil.nic.in/>
3.2 <https://socialjustice.gov.in/writerreaddata/UploadFile/83211672138255.pdf>
3.3 <https://ncm.nic.in/>
3.4 [https://transgender.dosje.gov.in/docs/TG_act_poster\(3\).pdf](https://transgender.dosje.gov.in/docs/TG_act_poster(3).pdf)

Module IV Schemes, Laws, Institutions and Bodies for Women & Children Hours 13

- 4.1 The Immoral Traffic (Prevention) Act, The Indecent Representation of Women (Prevention) Act, The Dowry Prohibition Act, The Commission of Sati (Prevention) Act, The Prohibition of Child Marriage Act, Protection of Women from Domestic Violence Act
4.2 Juvenile Justice (Care and Protection of Children) Act, Central Adoption Resource Agency (CARA), The Protection of Children from Sexual Offences (POCSO) Act
4.3 Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Pre-Conception and Pre Natal Diagnostic Techniques (PC&PNDT) Act
4.4 Gender Budgeting, National Policy for Women, Domestic Violence Act, Maternity Benefit (Amendment) Act.

Suggested Readings specific to the Module IV

- 4.1 <https://eparlib.nic.in/bitstream/123456789/634854/1/134925.pdf>
<https://wcd.nic.in/act/rules-under-indecent-representation-women-prohibition-act-1986>
<https://wcd.nic.in/sites/default/files/POSCO%20Act%2C%202012.pdf>
4.2 https://megsocialwelfare.gov.in/acts/JJ_care_protection_children_act_2015.pdf
<https://cara.wcd.gov.in/Regulation/CARA.html>
4.3 <https://wcd.nic.in/sites/default/files/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf>
<https://www.indiacode.nic.in/bitstream/123456789/8399/1/pre-conception-pre-natal-diagnostic-techniques-act-1994.pdf>
4.4 <https://wcd.nic.in/womendevlopment/national-policy-women-empowerment>

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Milika Mehrotra, "A Resource Book On Disability Studies In India", www.jnu.ac.in .
2. Nagarajan, R. (2014, 30 May). First count of third gender in census: 4.9 lakh, Times of India.

Retrieved from <http://timesofindia.indiatimes.com/india/Firstcount-of-third-gender-in-census-4-9-lakh/articleshow/35741613.cms>

3. Panda, B. K. and Sukanta Sarkar. 2015. Vulnerable Children Human Rights Perspectives. Kalpaz Publications.
4. Ruchi Ramesh and Sudhir Kumar Singh, "Disability Towards Inclusive India". Pentagon Press.

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

1. Compendium of schemes for the Welfare of Persons with Disabilities, 2018, Government of India, Ministry of Social Justice and Empowerment, www.disabilityaffairsgov.in.
2. <https://www.financialexpress.com/money/why-should-india-consider-increasing-the-retirement-age/2129403/> 2.
2. <https://www.mospi.gov.in/documents/213904/301563/Elderly%20in%20India%2020211627985144626.pdf/a4647f03-bca1-1ae2-6c0f-9fc459dad64c>
3. <https://www.ohchr.org/en/professionalinterest/pages/olderpersons.aspx>
4. India, Ministry of Social Justice and Empowerment, 2014. Report of the Expert Committee on the Issues Relating to Transgender Community. Retrieved from <http://socialjustice.nic.in/writereaddata/UploadFile/Binder2.pdf>.
5. India, Ministry of Social Justice and Empowerment, 2014. Report of the Expert Committee on the Issues Relating to Transgender Community. Retrieved from <http://socialjustice.nic.in/writereaddata/UploadFile/Binder2.pdf>.
6. India, United Nations Development Programme (UNDP), 2010. Hijras/Transgender Women In India: HIV, Human Rights And Social Exclusion. Retrieved from http://www.undp.org/content/dam/india/docs/hijras_transgender_in_india_hiv_human_rights_and_social_exclusion.pdf
7. India, United Nations Development Programme (UNDP), 2010. Hijras/Transgender Women In India: HIV, Human Rights And Social Exclusion. Retrieved from http://www.undp.org/content/dam/india/docs/hijras_transgender_in_india_hiv_human_rights_and_social_exclusion.pdf.
8. Lawyers Collective, (n.d.). Retrieved from <http://www.lawyerscollective.org/updates/supreme-court-recognises-the-right-to-determine-and-express-ones-gender-grants-legal-status-to-thirdgender.html> 4.
9. Martha Albertson Fineman, Vulnerability and Social Justice, 53 VAL. U. L. REV. 341 (2019).
10. Schemes and services for the PWD, Social Security and Empowerment of Persons with

Disabilities department.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

- 1 Write a note on vulnerable section in India?
- 2 Explain the concept of social justice?
- 3 What is the impact of FRA?
- 4 Write a note on National Commission for ST?
- 5 Explain the concept of Gender Budgeting?
- 6 Write a note on the National Commission for Minorities?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU06DSEANT304
Business Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	Major	300	KU06DSEANT304	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This paper gives the students a comprehensive knowledge in studying cultural and social differences, apply their knowledge, skills and research methods to improve business performance, competitiveness and communication.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the new subject Business Anthropology.	U
2	The students will learn the History and subject matter the development of anthropology applied to business.	R
3	The students will learn about the concepts of Business Anthropology.	U
4	They will also learn studying the fields in which culture is relevant to understand differences in managerial strategies, corporate values and decision making.	U
5	They will also learn about the Organizational Culture and Changes and Conflicts.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓				✓

COURSE CONTENTS

Hours 13

Module I Introduction to Business Anthropology

- 1.1 History and Growth of Business Anthropology
- 1.2 Industrial Anthropology and Human Relations School (1930-1960)
- 1.3 The question of Ethics (1960-1980)
- 1.4 The rebirth of Business Anthropology, 1980 and Beyond. Basic concepts: Group, Role and Status, Corporate and Organizational Culture, Business and Business Management and Behaviour Network

Suggested Readings specific to the Module I

- 1.1 Malefyt, Timothy de Waal. 2023. Business Anthropology: The Basics. London: Routledge.
- 1.2 Baba, Marietta L. 2008. Business and Industrial Anthropology: An Overview. New Delhi: CBS Publishers and Distributors Pvt. Ltd.
- 1.3 Jordan, Ann T. 2012. Business Anthropology. Waveland Press.
- 1.4 Jordan, Ann T. 2012. Business Anthropology. Waveland Press.

Module II Culture and Business Anthropology

Hours 13

- 2.1 Studying the fields in which culture is relevant to understand differences in managerial strategies
- 2.2 Corporate values and decision making. Intersection between global and local trends in business strategies
- 2.3 Anthropology and consumer behaviour: Basic concepts - customer, consumer, market anthropological theory and practice in marketing and consumer behaviour.
- 2.4 Cross-cultural marketing

Suggested Readings specific to the Module II

- 2.1 Jordan, Ann T. 2012. Business Anthropology. Waveland Press.
- 2.2 Ferraro, Gary P. and Elizabeth K. Briody. 2017. Cultural Dimensions of Global Business. UK: Routledge.
- 2.3 Ferraro, Gary P. and Elizabeth K. Briody. 2017. Cultural Dimensions of Global Business. UK: Routledge.
- 2.4 Jordan, Ann T. 2012. Business Anthropology. Waveland Press.

Module III The Organizational Culture: Changes and Conflicts

Hours 13

- 3.1 Organizational cultures of companies
- 3.2 Perceiving changes and conflicts through an anthropological perspective

- 3.3 The way tastes and preferences are shaped according to cultural and social features
- 3.4 Organisational Culture: Changes and Conflicts

Suggested Readings specific to the Module III

- 3.1 Mathur, Ajit. 2019. Organisational Culture. Chennai: Notion Press.
- 3.2 Black, Richard J. 2003. Organisational Culture: Creating the Influence Needed for Strategic Success. New Delhi: Universal Publishers
- 3.3 Black, Richard J. 2003. Organisational Culture: Creating the Influence Needed for Strategic Success. New Delhi: Universal Publishers
- 3.4 Black, Richard J. 2003. Organisational Culture: Creating the Influence Needed for Strategic Success. New Delhi: Universal Publishers

Module IV Applications of Business Anthropology Hours 13

- 4.1 Applications of Business Anthropology in industry, application of the ethnography in business management.
- 4.2 Anthropology and consumer behaviour.
- 4.3 Globalization, international trade and anthropology.
- 4.4 Techniques for conducting fieldwork for Business Organizations.

Suggested Readings specific to the Module IV

- 4.1 Jordan, Ann T. 2012. Business Anthropology. Waveland Press.
- 4.2 Jordan, Ann T. 2012. Business Anthropology. Waveland Press.
- 4.3 Malefyt, Timothy de Waal. 2023. Business Anthropology: The Basics. London: Routledge.
- 4.4 Malefyt, Timothy de Waal. 2023. Business Anthropology: The Basics. London: Routledge.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1.1 Appadurai, Arjun. 1996. Disjuncture and difference in the global cultural economy. In *Modernity at large: Cultural dimensions of globalization*. Minneapolis: University of Minnesota Press, 27-47.
- 1.2 Baba, M. 2006. Anthropology and Business in *Encyclopaedia of Anthropology*. H. James Birx, Ed. Thousand Oaks, CA: Sage Publications. Pages 83-117.
- 1.3 Ferraro, G. P. 2006. *The Cultural Dimension of International Business*. 5th Ed., Upper Saddle River, NJ: Pearson Prentice Hall.
- 1.4 Gardner, Burleigh B. 1978 *Doing Business with Management*. In *Applied Anthropology*

in America, Elizabeth M. Eddy and William Partridge (Eds.). New York: Columbia University Press. Pp.245- 260. 3. Advanced reading in Business Anthropology (Eds) Robert Guang Tian, Daming Zhu, Alfons van Marrewijk.

1.5 Jordan, A. 2011. The importance of business anthropology: Its unique contribution. In R. G. Tian, D. Zhou, & A. van Marrewijk (Eds.), Advanced readings in business anthropology (pp. 19-27). Toronto: North American Business Press.

1.6 Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. Handbook of Anthropology in Business (ed) Rita M Denny.

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

1. Aguilera, F. 1996. Is Anthropology Good for the Company? American Anthropologist, 98(4): 735-742.
2. McFarland, J. 2001. Margaret Mead Meets Consumer Fieldwork. Harvard Business Articles UO108C.
3. Whyte, W.F. 1948. Incentives for Productivity: The Case of the Bundy Tubing Company Applied Anthropology.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write an account on the development of Business Anthropology and its growth?
2. Explain the concept of Organisational Behaviour?
3. Explain the interplay of culture and Business Anthropology?
4. Discuss on the international trade and its anthropological implications?
5. What is the use of ethnography in business management?
6. Explain the scope of Business Anthropology in the study of consumer behaviour?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU06INTANT300

INTERNSHIP

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	INTERNSHIP	300	KU06INTANT300	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	4	0	100	0	100	0

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

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will get individual capacity in Research in Community Studies.	U
2	The students will get individual capacity in documentation.	R
3	The students will have an understanding on the museum management.	U
4	The students will learn about the museum gallery development.	U
5	The students will learn the pattern of work in research institutes.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓	✓		
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓		✓	✓

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.

SEMESTER VII

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
VII	DSC-A19	KU07DSCANT401	Techniques of Anthropological Research	50	50	100	6	4
	DSC-A20	KU07DSCANT402	Advanced Anthropological Theories	50	50	100		4
	DSC-A21	KU07DSCANT403	Fundamentals of Human Origin and Evolution	50	50	100		4
	DSC-A22	KU07DSCANT404	Economic Anthropology	50	50	100		4
	DSE-3	KU07DSEANT401	Anthropology of Gender	50	50	100		4
		KU07DSEANT402	Tribes and Peasants in India	50	50	100		4
	DSE-4	KU07DSEANT403	Village Studies					
	DSE-5	KU07DSEANT404	Indian Society and Culture	50	50	100		4
		KU07DSEANT405	Human Ecology and Adaptation					
		KU07DSEANT406	Anthropology of Religion					
	MOOC/ Online 1	MOOC / Online 1 (4C)	50	50	100	4		
			300	300	600		24	

KU07DSCANT401
Techniques of Anthropological Research

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSCANT401	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

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

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about fieldwork and its relationship with anthropology.	U
2	They will learn about preparing for fieldwork and selection of field site.	R
3	They will also learn about various methods and techniques of data collection.	U
4	From the practical component, they will learn about how to use the various methods and techniques of data collection and write a report on a given topic.	U
5	They will learn to write their reports.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓	✓	✓	
CO 5	✓	✓	✓	✓	✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Science and Scientific Research

- 1.1 Introduction to research in anthropology
- 1.2 Subjectivity, Objectivity and Inter subjective objectivity
- 1.3 Ethical, Experimental and Epistemological problems.
- 1.4 Ethical dimensions.

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

Hours 13

- 2.1 Identification of broad area of research and the problem
- 2.2 Review of literature
- 2.3 Hypotheses and Sampling
- 2.4 Construction of tools and techniques of data collection

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 Hours 13

- 3.1 Ethnographic approach and concepts- using native language, Key informants,
- 3.2 Personal, official, historical documents and Oral Narratives
- 3.3 Interview, Observation, Questionnaire and Schedule
- 3.4 Genealogy, Pedigree, Case study and Extended case method, 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 Hours 13

- 4.1 Classification, tabulation and presentation of data
- 4.2 Measures of central tendency (Mean, Mode, Median), Measures of variation - Mean deviation and Standard deviation. Inter individual and Instrumental errors
- 4.3 Context analysis, Content analysis and Grounded theory approach, Restudy and Reinterpretation
- 4.4 Preparation of Anthropological research report

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.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bechhofer, F. and L. Paterson. 2000. Principles of Research Design in the Social Sciences. London: Routledge.
2. Beteille, A. and T. N. Madan. 1975. Encounter and Experience. New Delhi: Vikas.
3. Burgess, R. G. 1984. In the Field: An Introduction to Field Research. London: Routledge.
4. Ellen, R. F. 1984. Ethnographic Research: A Guide to General Conduct. London: Academic Press.
5. Foster, G. M. et al. 1979. Long Term Field Research in Social Anthropology. New York: Academic Press.
6. Frelich, M. 1970. Marginal Natives: Anthropologists at Work. New York: Harper & Sons.
7. Russell, Bernard, H. 1995. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Walnut Creek, CA: Alta Mira Press.
8. Williams, T. R. 1967. Field Methods in the Study of Culture. London: Holt, Rinehart and Winston.

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

1. Amit, V. 1999. Constructing the Field. London: Routledge.
2. Epstein, A.L. 1978. Crafts in Social Anthropology. Delhi: Hindustan Publishing Corp.
3. Goode, W.J. and P.K. Hatt. 1981. Methods in Social Research. Singapore: McGraw-Hill. Jongmans, D.G. and P.C.W. Gutkind. 1967. Anthropologists in the Field. Assen: Van, Gorcum & Co.
4. Srinivas, M.N. 1983. The Observer and the Observed. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore.
5. Stocking, G.W. 1983. Observers Observed: Essays on Ethnographic Fieldwork. Madison: The University of Wisconsin Press.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSCANT402
Advanced Anthropological Theories

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSCANT402	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The main purpose of the course is to provide the anthropological theories to the post graduate students in a nutshell and also to provide the schools of thought and the intellectual movements, both past and present and the new theoretical developments in social-cultural anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the important advanced theories of anthropology.	U
2	It aims that the students will learn about later developments in anthropological theories.	R
3	The purpose of the course is to provide comprehensive knowledge on various anthropological theories.	U
4	The students will learn how to use theories in different forms like theoretical framework and methodological tool.	U
5	This course aims to provide an understanding on theoretical applications in anthropological studies.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓		✓	✓	
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Anthropological Theories

- 1.1 Anthropological Theories
- 1.2 Schools of Thought
- 1.3 Distinction between Theory and Method
- 1.4 New Theoretical Developments

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: McGraw- 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 Patterns and Culture and Personality

Hours 13

- 2.1 Theory of Pattern and study of Culture at a Distance
- 2.2 Culture and Personality: Basic Personality Construct and Model Personality
- 2.3 National Character studies of Margaret Mead
- 2.4 Contributions of Ralph Linton, Abram Kardiner, Cora-Du-Bois

Suggested Readings specific to the Module II

- 2.1 Benedict, Ruth. 1935. Patterns of Culture. London: Routledge and Kegan Paul Ltd.
- 2.2 Benedict, Ruth. 1947. The Chrysanthemum and the Sword. London: Secker & Warburg.
- 2.3 Mandelbaum, David G. 1953. On the Study of National Character. Journal - American Anthropologist.
- 2.4 Geertz, Clifford. 1989. Margaret Mead 1901-1978. Washington DC: National Academy of Sciences

Module III Structuralism and Post Structuralism

Hours 13

- 3.1 Structuralism in linguistics and in social-cultural anthropology
- 3.2 Structural Anthropology
- 3.3 Social structure as model: views of Levi-Strauss
- 3.4 Post Structuralism

Suggested Readings specific to the Module III

- 3.1 Levi-Strauss, Claude. 1963. Structural Anthropology. New York: Doubleday Anchor Books.
- 3.2 Levi-Strauss, Claude. 1963. Structural Anthropology. New York: Doubleday Anchor Books.
- 3.3 Giddens, Anthony. 2014. Social Theory and Modern Sociology. Jaipur & New Delhi: Rawat Publications.
- 3.4 Ritzer, George. Ed. 2007. The Blackwell Companion to Globalization. Malden (USA): Blackwell Publishing

Module IV Postmodernism and Globalization

Hours 13

- 4.1 Postmodernism
- 4.2 Theoretical Dilemma
- 4.3 Globalization
- 4.4 Application of Anthropological Theories

Suggested Readings specific to the Module IV

- 4.1 Giddens, Anthony. 2014. Social Theory and Modern Sociology. Jaipur & New Delhi: Rawat Publications.
- 4.2 Ritzer, George. Ed. 2007. The Blackwell Companion to Globalization. Malden (USA): Blackwell Publishing
- 4.3 Ritzer, George. Ed. 2007. The Blackwell Companion to Globalization. Malden (USA): Blackwell Publishing
- 4.4 Ritzer, George. Ed. 2007. The Blackwell Companion to Globalization. Malden (USA): Blackwell Publishing

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Giddens, Anthony. 2014. Social Theory and Modern Sociology. Jaipur & New Delhi: Rawat Publications.
2. Giddens, Anthony. 1987. Social Theory. California: Stanford University Press. Harris, Marvin. 1968. Rise of Anthropological Theory. United States: Alta Mira.
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. Lemert, Charles. 2009. Social Theory-The Multicultural and Classic Readings. New York:Westview Press.
- 6 Levi-Strauss, Claude. 1963. Structural Anthropology. New York: Doubleday Anchor Books.
7. Mahendrakumar, M.S. 2006. Pecuniarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.
8. Malinowski, Bronislaw. 1922. (2014 Rpt.) Argonauts of Western Pacific. London: Routledge & KeganPaul Ltd.
9. Manners, R. and Kaplan, D. ed. 1969. Theory in Anthropology. Chicago: Aldine Publishing Company.
10. Paul Bohannan and Mark Glazer. 1973. High Points in Anthropology. New York: McGrew-Hill Publications.
11. Radcliffe-Brown, A. R. 1965. Structure and Function in Primitive Society. New York: FreePress.
- 12 Redfield, R. 1962. Human Nature and the Study of Society. Chicago: University of Chicago.
- 13 Srinivas, M.N. 1995 Rpt. Social Change in Modern India. New Delhi: Allied Publishers.
- 14 Tyler, Stephen (Ed). Cognitive Anthropology. 1969. New York: Holt, Rinehart and Winston.
15. Tylor, E.B. 1871. Primitive Culture. London: John Murray.
16. Upadhyay, V.S. and Pandey, Gaya. 1997. History of Anthropological Thought. New Delhi:Concept Publishing Co.

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

1. Milton, Kay. 1996. Environmentalism and Cultural Theory. London: Routledge.
- Morgan, Lewis Henry. 1878. Ancient Society. New York: Henry Holt and Company.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

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

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSCANT403

Human Origin and Evolution

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSCANT403	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course is designed to give the fundamental understanding on the origin and evolution of Hominoid groups in the Primates.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the origin and distribution of man.	U
2	The students will learn about the characteristics and the process of hominization.	R
3	The students will learn primatology.	U
4	The students will learn about various human species.	U
5	The students will acquire an overall understanding on human evolution.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Hours 13

Module I Primatology

- 1.1 An Introduction: The Search for Human Ancestors
- 1.2 Approaches to the Study of Human Evolution
- 1.3 Introduction to Human Osteology
- 1.4 Evolutionary Processes and Time Scales

Suggested Readings specific to the Module I

- 1.1 Conroy, G.C. 1997. *Reconstructing Human Origins: A Modern Synthesis*. New York: W. W. Norton & Company.
- 1.2 Buettner-Janusch, J. 1966. *Origins of Man: Physical Anthropology*. New York: John Wiley & Sons.
- 1.3 Buettner-Janusch, J. 1966. *Origins of Man: Physical Anthropology*. New York: John Wiley & Sons.
- 1.4 Conroy, G.C. 1997. *Reconstructing Human Origins: A Modern Synthesis*. New York: W. W. Norton & Company.

Module II Primate Origins and Evolution

Hours 13

- 2.1 Primate Origins and Evolution
- 2.2 Miocene Hominoids
- 2.3 *Dryopithecus*, distribution, features and their phylogenetic relationships
- 2.4 *Ramapithecus*, distribution, features and their phylogenetic relationships

Suggested Readings specific to the Module II

- 2.1 Campbell, Bernard G. and James D. Loy. 1996. *Human Kind Emerging*. London: Harper & Collins.
- 2.2 Jurmain, Robert; Nelson, Harry Nelson; and Kilgore, Lynn. Eds. 1997. *Introduction to Physical Anthropology*. USA: Wadsworth Publishing Company.
- 2.3 Das, B.M. 1998. *Physical Anthropology Practical*. New Delhi: Kitab Mahal Distributors.
- 2.4 Reddy, V. Remi. 1992. *Physical Anthropology, Evolution and Genetics of Man*. Andhra Pradesh: V. Indira Publications.

Module III Human Evolution I

Hours 13

- 3.1 *Australopithecines*: distribution, features and their phylogenetic relationships
- 3.2 Appearance of genus *Homo* (*Homo habilis*) and related finds
- 3.3 *Homo heidelbergensis*

3.4 Cro-Magnon Man

Suggested Readings specific to the Module III

- 3.1 Jurmain, Robert; Nelson, Harry Nelson; and Kilgore, Lynn. Eds. 1997. Introduction to Physical Anthropology. USA: Wadsworth Publishing Company.
- 3.2 Das, B.M. 1998. Physical Anthropology Practical. New Delhi: Kitab Mahal Distributors.
- 3.3 Reddy, V. Remi. 1992. Physical Anthropology, Evolution and Genetics of Man. Andhra Pradesh: V. Indira Publications.
- 3.4 Das, B.M. 1998. Physical Anthropology Practical. New Delhi: Kitab Mahal Distributors.

Module IV Human Evolution II

Hours 13

- 4.1 Homo erectus from Asia, Europe and Africa
- 4.2 Distribution, features and the phylogenetic status Homo erectus
- 4.3 Modern Primates and Their Relevance to Understanding Human Origins
- 4.4 Origin of Homo sapiens: fossil evidences of Neanderthals and Archaic Homo sapiens sapiens and the process of hominization

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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Buettner-Janusch, J. 1966. Origins of Man: Physical Anthropology. New York: John Wiley & Sons.
2. Campbell, Bernard G. and James D. Loy. 1996. Human Kind Emerging. London: Harper & Collins.
3. Conroy, G.C. 1997. Reconstructing Human Origins: A Modern Synthesis. New York: W. W. Norton & Company.
4. Nystrom, P. and Ashmore, P. 2011. The Life of Primates. New Delhi: PHI Learning Private Limited.

5. Seth, P. K. and Seth, S. 1986. The Primates. New Delhi: Northern Book Centre.
6. Standford, C., Allen, J.S. and Anton, S.C. 2012. Biological Anthropology: The Natural History of Mankind. New Delhi: PHI Learning Private Limited.
7. Swindler, D. R. 2009. Introduction to the Primates. New Delhi: Overseas Press India Pvt. Ltd.

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

1. Howell, F.C. 1977. Horizons of Anthropology. Eds. S. Tax and L.G. Freeman. Chicago: Aldine Publishing House.
2. Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.
3. Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological Anthropology. Delhi: Kamla-Raj Enterprises.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the approaches to the study of human origins?
2. Discuss on primatology?
3. Discuss on the development of various schools of thoughts in socio-cultural anthropology.
4. Write a note on the phylogenetic status of Homo erectus?
5. Write a note on the distribution of the Australopithecines?
6. Give an account on the modern primates?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSCANT404 Economic Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSCANT404	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The objective of the course is to understand the economic relations and economic organisations, particularly in non-market economies, and economic anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn the different approaches in economic anthropology.	U
2	The students will learn economy and society of different societies from the perspective of organisation of subsistence production.	R
3	They will be able to learn consumption pattern in subsistence economies.	U
4	Students will be able to compare learn the fundamentals of modern economy and its relevance in non-market societies.	U
5	Students will be able to compare and contrast the strategies of production, distribution and consumption in both market and non- market economies.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓		✓	
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓	✓	✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Introduction: Approaches to Economic Anthropology

- 1.1 Meaning and 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. Economic Anthropology. USA: Polity Press.
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

Hours 13

- 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 Exchange and Service

Hours 13

- 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 Hours 13

- 4.1 Pattern of distribution of resources
- 4.2 Wealth status and social differentiation
- 4.3 Economic Organisation Todas – Case Study
- 4.4 Economic Organisation of Cholanaickan – Case Study

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, Economy and Society. 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.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1. Bailey, F. G. 1957. Caste and Economic Frontier. A Village in High land Orissa. Bombay: Oxford University Press.
- 2. Belshaw, C. S. 1965. Traditional Exchange and Modern Markets. New Delhi: Prentice-Hall of India Private Ltd.
- 3. Bhanu, B. Ananda. 1989. The Cholanaickan of Kerala. Calcutta: Anthropological

- Survey of India.
4. Clammer, John(Ed).1978.The New Economic Anthropology. London: The MacmillanPress Ltd.
 5. Clammer, John. 1987. Beyond New Economic Anthropology. New York: St. Martin's Press,Inc.
 6. Dalton, George (Ed). 1971.Economic Development and Social Change. New York: The NaturalHistory Press.
 7. Dalton, George. 1968. Economics, Economic Development, and Economic Anthropology, Journal of Economic Issues, Vol. 2, No. 2 (Jun., 1968), pp. 173-186.
 8. Epstein, T. Scarlett.1962. Economic Development and Social Change in South India. Firth, Raymond (Ed). 1967. Themes in Economic Anthropology. New York: Tavistock Publications.
 9. Forde, C. Daryll. 1977. Habitat, Economy and Society. London: Methuen & Co, Ltd.
 10. Gudeman, Stephen. 2001. The Anthropology of Economy: Community, Market, and Culture. USA: Blackwell Publishers.
 11. Hann, Chriss& Hart, Keith.2011. Economic Anthropology. USA: Polity Press.
 12. Herskovits, M.J. 1952. Economic Anthropology: A Study in comparative economics. New York:Alfred A. Knopf, Inc.
 13. Herskovits, M.J. 1965.Economic Anthropology: the economic life of primitive peoples. New York: Alfred A. Knopf, Inc.
 14. Leclair and Schneider (Ed).1968. Economic Anthropology Readings in Theory and Analysis. New York: Rinehart and Winston, Inc.
 15. Narotzky, Susana. 1997. New directions in Economic Anthropology. London: Pluto Press.New York: Manchester University Press.

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

1. Geertz, Clifford. 1962.Peddlers and Princes-Social Change and Economic Modernisation in Two Indonesian Towns. Chicago& London: The University of Chicago Press.
2. Rivers, W.H.R. 1906. The Todas. London: Macmillan & Co. Ltd.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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 note on the pattern of the distribution of resources with suitable examples?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSEANT401 Anthropology of Gender

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSEANT401	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course provides a broader setting to understand cross-cultural view of the concept of gender, role of cultural and religious frameworks in shaping this concept. It provides insight in to the gender development models and their implementation in gender sensitive manner.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The course will enable the learner to self-critically understand the concepts and debates in gender.	U
2	This course provides a broader understanding on cross-cultural view of the concept of gender, role of cultural and religious frameworks.	U
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.	An
4	It provides insight into the gender development models and their implementation in gender sensitive manner.	U
5	The course would discuss the issues related to gender and culture with special reference to India.	An

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓		✓	✓
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓	✓		
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Introduction

- 1.1 Concept of Gender: evolution of concept of gender in Anthropology
- 1.2 Social and biological theories of gender
- 1.3 Socialization and Social construction of gender
- 1.4 Cross cultural concept of gender, approaches to gender studies.

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

Hours 13

- 2.1 Gender role, gender differences in social role and gender discrimination
- 2.2 Psychological and cultural factors determining gender role and relationship
- 2.3 Role of 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

Hours 13

- 3.1 Theories, models, and strategies, for gender development
- 3.2 Impact of globalization on gender

- 3.3 Gender and violence: definition and dilemmas
- 3.4 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

Hours 13

- 4.1 Gender and development, Gender mainstreaming, gender sensitization
- 4.2 Definitions of terms like gender sensitive, gender equity and gender discrimination
- 4.3 Gender Development Index
- 4.4 National and international policies of development and their 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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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.

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

1. Ardener, Shirley 1985. The social anthropology of women and feminist anthropology, *Anthropology Today*, 1, 5, 24.
2. Atkinson, Jane M and Shelly Errington, eds. 1990. *Power and Difference: Gender in islandsoutheast Asia*. Stanford:Stanford University Press.
3. Chanana, Karuna. ed. 1988. *Socialisation, education and women: Explorations in Genderidentity*. Nehru Memorial Museum and Library and Orient Longman.
4. Dasgupta, Monica, Lincoln C. Chen, and T.N. Krishnan, eds. 1995. *Women's health inIndia Risk and Vulnerability*. New Delhi: Oxford University Press.
5. Dube, Leela. 1997. *Women and Kinship: Comparative perspectives on gender in South andSoutheast Asia*. Tokyo: United University Press, New Delhi: Vistaar.
6. Dube, Leela. Leacock, E. and Ardener. eds. 1986, 1989 rpt. *Visibility and Power: Essays onwomen in society and development*. New Delhi: Oxford University Press.
7. Dube, Leela 2001. *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi:Sage.
8. Dube, Leela and Rajni Palriwala. Eds. 1990. *Structures and Strategies: Women, work andfamily*. New Delhi: Sage.
9. Jejeebhoy, Shireen. 1995. *Women's education, Autonomy and reproductive health*. NewDelhi: Oxford University Press.
10. Lughod, Lila. 2016. (30th Ann. Publication). *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. University of California Press.
11. Menon, Vineetha and Nair, K.N. eds. 2008. *Confronting Violence against Women in Kerala. Engendering Kerala's Development Experience*. New Delhi: Daanish.

12. Mead, Margaret. 2001 Rpt. 1935. Sex and Temperament: In three Primitive Societies. New York:Harper Collins.
13. Moore, Henrietta. 1988. Feminism and Anthropology. Minneapolis: University of MinnesotaPress.
14. Palriwala, R. 1994. Changing Kinship, family and gender relations in South Asia: Processes, Trends, Issues Women and Autonomy Centre. Leiden: University of Leiden.
15. Sargent, C and Brettell, C 1996. Gender and Health: An International Perspective, UpperSaddle River. NJ: Prentice Hall.
16. Shostak, Marjorie. 1981. Nisa- The Life and Words of a Kung Woman. Harvard UniversityPress.
17. Srinivas, M.N. ed. 1996. Caste: Its 20th century avatar. New Delhi: Viking Penguin, India.
18. World Bank Report. 1991. Gender and Poverty in India.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSEANT402

Tribes and Peasants in India

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSEANT402	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course provides an introduction to Agricultural Anthropology and an understanding on the concepts of tribes and peasants. It also discusses various problems of tribes and peasants of India.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will acquire knowledge on Tribes and Peasants of India.	U
2	The students will learn about the contemporary issues of the tribes and peasants.	R
3	They will learn various approaches with regard to the study on the tribes and peasants.	U
4	The students will learn the basics of Agricultural Anthropology.	U
5	The students will also learn about the tribal and peasant movements.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓	✓			✓
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓			✓	✓
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Hours 13

Module I Tribes and Peasants in India

- 1.1 Anthropological Concepts of Tribe and Peasants
- 1.2 Problems of nomenclature, Definition and Classification of Tribes and Peasants
- 1.3 Peasant Studies in Anthropology
- 1.4 Agricultural Tribes and their Problems

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 Tribe, Peasant and Agricultural Anthropology

Hours 13

- 2.1 Introduction to Agricultural Anthropology
- 2.2 Interlinks between Anthropology and Agriculture
- 2.3 Approaches to the study of Tribes - Economic, Political and Cultural
- 2.4 Approaches to the study of peasants - Economic, Political and Cultural

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 Contemporary Issues

Hours 13

- 3.1 Market Economy
- 3.2 Agrarian Crisis and Migration

- 3.3 Development Impact Response and Consequences
- 3.4 Protests, Resistance and Ethno-political Movements

Suggested Readings specific to the Module III

- 3.1 Belshaw, C. S. 1965. Traditional Exchange and Modern Markets. New Delhi: Prentice-Hall of India Private Ltd.
- 3.2 Himanshu, Praveen Jha and Gerry Rodgers. 2016. Changing Village in India. New Delhi: Oxford University Press.
- 3.3 Singh K.S. 1983 "Tribal Movement in India" Vol-2, New Delhi: Manohar Publication.
- 3.4 Singh K.S. 1983 "Tribal Movement in India" Vol-2, New Delhi: Manohar Publication.

Module IV Tribal and Peasant Movements in India

Hours 13

- 4.1 Tribal movements in India.
- 4.2 Peasant Movements in India
- 4.3 Ethnicity Issues: Tribe and Peasant
- 4.4 Social Change among the Tribes and Peasants

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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1. Beteille, Andre. 1966. Caste, Class and Power. Bombay: Oxford University Press.
- 2. Bharadwaj, A.N. 1979. Problems of Scheduled Caste and Scheduled Tribes in India. USA: Asia Book Corporation of America.
- 3. Bose, N.K. 1971. Tribal Life in India, New Delhi, National Book Trust,
- 4. Desai, A.R. 1979. Peasant Struggles in India, Bombay: Oxford University Press.
- 5. Dube, S. C. India's Changing Villages. Bombay: Allied Publishers Private Ltd.

- Joshi, Vidyut and Upadhyay, Chandrakant. 2017. Tribal Situation in India. Jaipur: Rawat Publications.

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

- Mayer, Adrian C. 1960 (1986 rpt.) Caste and Kinship in Central India: A Village and its Region. New Delhi: Universal Book Stall.
- Nash, Manning. 1966. Primitive and Peasant Economic Systems. San Francisco: Chandler Publishing Company.
- Osella, Filippo & Osella, Caroline. 2000. Social Mobility in Kerala – Modernity and Identity in Conflict. London: Pluto Press.
- Sreenivas, M.N. 1972. Social Change in Modern India, Orient Longman, Bombay.
- Mahendrakumar, M.S. 2006. Peculiarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.
- Verma, R.C. 2016. Indian Tribes through the Ages. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India.
- Vidyarthi, L.P. and B.K. Rai. 1976. Tribal Cultures of India, New Delhi: Concept Publishers.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the history of peasant studies in Anthropology?
2. Write a note on Agricultural Anthropology?
3. Discuss on the Tribal Ethnicity?
4. Write a note on the agrarian crisis in India?
5. Analyse the tribal movements in India?
6. Give an account on the peasant movements in India?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU06DSEANT403 Village Studies

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSEANT403	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the heterogeneous people of India.	U
2	The students will learn the dynamics of Indian villages.	R
3	The students will learn about the importance of village studies for the development and welfare of village communities.	U
4	The students will learn about the caste system of India.	U
5	The students will learn the emerging trend of village studies.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Hours 13

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. Peculiarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.

Module II Caste in India

Hours 13

- 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

Hours 13

- 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 Social Change

Hours 13

- 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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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. Village Studies in India. Anurekha Chari Wagh.
<https://ebooks.inflibnet.ac.in/socp4/chapter/village-studies-in-india/>

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

1. Beteille, Andre. 1966. Caste, Class and Power. Bombay: Oxford University Press.
2. Desai, A.R. 1979. Peasant Struggles in India, Bombay: Oxford University Press.
3. Dube, S. C. India's Changing Villages. Bombay: Allied Publishers Private Ltd.
4. Mahendrakumar, M.S. 2006. Peculiarisation – A New Theory of Social Change in India. New Delhi: Serials Publications.
5. Mayer, Adrian C. 1960 (1986 rpt.) Caste and Kinship in Central India: A Village and its Region. New Delhi: Universal Book Stall.
6. Nash, Manning. 1966. Primitive and Peasant Economic Systems. San Francisco: Chandler Publishing Company.
7. Osella, Filippo & Osella, Caroline. 2000. Social Mobility in Kerala – Modernity and Identity in Conflict. London: Pluto Press.
8. Sreenivas, M.N. 1972. Social Change in Modern India, Orient Longman, Bombay.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSEANT404
Indian Society and Culture

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSEANT404	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn the concepts of culture and civilisation.	U
2	The students will learn the process of Social Change.	R
3	The students will learn the concept of Indian Social system.	U
4	They will study Indian Education system.	U
5	They will study the approaches of study of Indian society.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓	✓		✓	✓
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

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

Hours 13

- 2.1 Linguistic diversity and classification of languages
- 2.2 Religious and Philosophical Tradition
- 2.3 Sacred Texts of India
- 2.4 Indian Caste System: Fission and Fusion; 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 University Press.
- 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

Hours 13

- 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

Hours 13

- 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

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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 University.
5. Singh, K. S. 1998. *People of India – National Series*. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press.
6. Singh, Yogendra. 1980 (Reprint). *Social Stratification and Change in India*. New Delhi: Manohar Book Services.
7. Srinivas, M. N. 1995 (Reprint). *Social Change in Modern India*. New Delhi: Orient Longman.

Core Suggested 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. Mahendrakumar, M.S. 2006. *Peculiarisation- 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 (Classroom activities/Lab activities/Field Activities)

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSEANT405
Human Ecology and Adaptation

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSEANT405	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course will give an insight about human ecology and adaptation by learning the four modules with regard to the relation between anthropology, ecology and adaptation.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the conceptual aspects of human ecology and adaptation.	U
2	They will learn about nutritional requirements of human body.	R
3	They will also learn about how human body adapts to various ecological conditions.	U
4	They will learn about the physiological responses of man.	U
5	They will learn about the infectious diseases.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	✓
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Introduction

- 1.1 Introduction to Human Ecology and Adaptation
- 1.2 Definition, objectives, approaches to the study of human and cultural ecology
- 1.3 Variety of human ecosystem
- 1.4 Environmental degradation and human health, stress and strain.

Suggested Readings specific to the Module I

- 1.1 Bhasin V., Srivastava V.K. and M.K. Bhasin. 2001. Human Ecology in the New Millennium. New Delhi: Kamla Raj Enterprise
- 1.2 Harrison, G.A. and H. Murphy. 1998. Human Adaptation. Oxford: Oxford University Press.
- 1.3 Bose K. 2006. Ecology, Culture, Nutrition, Health and Disease. New Delhi: Kamla Raj Enterprise.
- 1.4 Bhasin V., and M.K. Bhasin. 2000. Man-Environment Relationship. New Delhi: Kamla Raj Enterprise.

Module II Physiological Responses of Man

Hours 13

- 2.1 Acclimatization, adaptation, homeostasis
- 2.2 Human adaptation to heat, cold and high altitude
- 2.3 Population variation in physiological responses to climatic stresses
- 2.4 Climatic adaptation.

Suggested Readings specific to the Module II

- 2.1 Roberts, D.F. 1978. Climate and Human Variability. California: Cumming.
- 2.2 Baker, P.T. 1978. The Biology of High Altitude Peoples. Cambridge: University Press.
- 2.3 Baker, P.T. and J.S. Weiner. 1966. The Biology of Human Adaptability. Oxford: Clarendon Press.
- 2.4 Chapman, J.L. and M.J. Reiss. 1994. Ecology: Principles and Applications. Cambridge: Cambridge University Press.

Module III Nutritional requirements of humans

Hours 13

- 3.1 Nutritional requirements of humans
- 3.2 Malnutrition, dietary and anthropometric assessment of nutritional status
- 3.3 Homeostatic and genetic potential theories
- 3.4 Food Culture

Suggested Readings specific to the Module III

- 3.1 Johnson, F.E. 1987. Nutritional Anthropology. New York: Wiley-Liss.
- 3.2 Himes, J.H. (ed.) 1991. Anthropometric Assessment of Nutritional Status. New York: Wiley-Liss.
- 3.3 Malik, S. L. and D. K. Bhattacharya. 1986. Aspects of Human Ecology. New Delhi: NorthernBook Centre.
- 3.4 Pelto, G.H., P.J. Pelto and E. Messer (eds.). 1989. Research Methods in Nutritional Anthropology. Tokyo: The UN University.

Module IV Infectious diseases

Hours 13

- 4.1 Infectious diseases: nature of infectious diseases
- 4.2 Cultural evolution and diseases
- 4.3 Human adaptability and diseases
- 4.4 Co-evolution of people and diseases

Suggested Readings specific to the Module IV

- 4.1 Willet, W. 2006. Nutritional Epidemiology. Oxford: Oxford University Press.
- 4.2 Malik, S. L. and D. K. Bhattacharya. 1986. Aspects of Human Ecology. New Delhi: Northern Book Centre.
- 4.3 Baker, P.T. and J.S. Weiner. 1966. The Biology of Human Adaptability. Oxford: ClarendonPress.
- 4.4 Himes, J.H. (ed.) 1991. Anthropometric Assessment of Nutritional Status. New York: Wiley-Liss.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Baker, P.T. 1978. The Biology of High-Altitude Peoples. Cambridge: University Press.
2. Baker, P.T. and J.S. Weiner. 1966. The Biology of Human Adaptability. Oxford: ClarendonPress.
3. Bhasin V., and M.K. Bhasin. 2000. Man-Environment Relationship. New Delhi: Kamla RajEnterprise.
4. Bhasin V., Srivastava V.K. and M.K. Bhasin. 2001. Human Ecology in the New Millennium. New Delhi: Kamla Raj Enterprise.
5. Bose K. 2006. Ecology, Culture, Nutrition, Health and Disease. New Delhi: Kamla RajEnterprise.

6. Chapman, J.L. and M.J. Reiss. 1994. Ecology: Principles and Applications. Cambridge:Cambridge University Press.
7. Friscancho, A.R. 1981. Human Adaptation. Ann Arbor: University of Michigan Press.
8. Harrison, G.A. and H. Murphy. 1998. Human Adaptation. Oxford: Oxford University Press.
9. Himes, J.H. (ed.) 1991. Anthropometric Assessment of Nutritional Status. New York: Wiley-Liss.
10. Johnson, F.E. 1987. Nutritional Anthropology. New York: Wiley-Liss.

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

1. Little, M.A. and J.D. Haas. 1989. Human Population Biology. New York: Oxford University Press.
2. Malik, S. L. and D. K. Bhattacharya. 1986. Aspects of Human Ecology. New Delhi: Northern Book Centre.
3. Marten, G. G. 2001. Human Ecology. London: Stylus Publishing.
4. Mascie-Taylor, C.G.N. and B. Bogin. 1995. Human Variability and Plasticity. Cambridge:Cambridge University Press.
5. Moran, E.F. (ed.) 1990. The Ecosystem Approach in Anthropology. Michigan: University Press
6. Pelto, G.H., P.J. Pelto and E. Messer (eds.). 1989. Research Methods in Nutritional Anthropology. Tokyo: The UN University.
7. Roberts, D.F. 1978. Climate and Human Variability. California: Cumming.
8. Sukhatme, P.V. (ed.) 1982. Newer Concepts in Nutrition and Their Implications for Policy. Pune: Maharashtra Association for the Cultivation Sciences Research Institute.
9. Ulijaszek, S.J. and S. Strickland. 1993. Nutritional Anthropology: Prospects and Perspectives. London: Smith Gordon.
10. Willet, W. 2006. Nutritional Epidemiology. Oxford: Oxford University Press.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Define Human Ecology?
2. Give a note on Cultural Adaptation?
3. Write a note on Human Adaptability and Diseases?
4. What are the anthropometric measurements to determine nutritional deficiency?
5. Write a note on the infectious diseases?
6. Give an analysis on food culture and ecosystem?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU07DSEANT406
Anthropology of Religion

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	Major	400	KU07DSEANT406	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course will give an insight on the topic Anthropology of Religion and it aims at understanding the principles of religion, the importance of mythologies, symbolism and sacred geography.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will be able to study and analyse various religions anthropologically.	An
2	The students will be able to appreciate the basic principles in comparative religions.	R
3	The students will be able to conduct ethnography of religion in different communities.	A
4	They will be able to understand religion and sacred texts.	U
5	They will be able to analyse the symbolism in the study of religion.	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Origin and Existence of Religion

- 1.1 Meaning and Scope of Anthropology of Religion
- 1.2 Concepts of Religion, Origin and theories of religion, Prehistoric, Protohistoric
- 1.3 The beginning of anthropological study of Religion and Tylor's Study on Religion
- 1.4 Contributions of Classical Anthropologists in the study of Religion

Suggested Readings specific to the Module I

- 1.1 Tylor, E.B. 1871. Primitive Culture. London: John Murray.
- 1.2 Rivers, W. H. R. 2013. Medicine, Magic and Religion. London: Routledge publishers.
- 1.3 Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.
- 1.4 Jha, Makhan. 1994. An Introduction To Anthropological Thought. New Delhi: Vikas Publishing House.

Module II Religion and Sacred Texts

Hours 13

- 2.1 Anthropological Approaches to Religion
- 2.2 Sacred Texts: Oral and written tradition, mythologies and cultural transmission
- 2.3 Sacred Geography: Sacred Complex
- 2.4 Places of Pilgrimage: Local, Regional, National

Suggested Readings specific to the Module II

- 2.1 Upadhyay, V. S. and Pandey, Gaya. 2000. History of Anthropological Thought. New Delhi: Concept Publishing Co.
- 2.2 Jha, Makhan. 1994. An Introduction To Anthropological Thought. New Delhi: Vikas Publishing House.
- 2.3 Singh, Yogendra. 1980. Social Stratification and Change in India. New Delhi: Manohar Book Service
- 2.4 Encyclopaedia, Britannica. "The Origin of Civilization and the Primitive Condition of Man." Encyclopaedia Britannica Online. Accessed on 2nd May. 2011

Module III Symbolism in Religion

Hours 13

- 3.1 Introduction to Symbolic Anthropology
- 3.2 Symbolism in Religion
- 3.3 Symbolism and cultural expression in performing and graphic arts
- 3.4 Concepts of Totem, Pure, Impure, and Pollution

Suggested Readings specific to the Module III

- 3.1 Firth, Raymond. 1973. 2011 Rpt. Symbols: Public and Private. London: Routledge. (Google Books)
- 3.2 Firth, Raymond. 1973. 2011 Rpt. Symbols: Public and Private. London: Routledge. (Google Books)
- 3.3 Dolgin, Janet L. 1977. Symbolic Anthropology: A Reader in the Study of Symbols and Meanings. Columbia: Columbia University Press.
- 3.4 Levi-Strauss, Claude. 1958/1963. Structural Anthropology. New York: Basic Books. Reprint 1963.

Module IV Study of Religion

Hours 13

- 4.1 Religious Pluralism
- 4.2 Ethnographic Studies of Religion
- 4.3 Religious Revivalism: New Movements and Cults
- 4.4 Religion and Social Change

Suggested Readings specific to the Module IV

- 4.1 Giordan, Giuseppe and Enzo Pace. 2014. Religious Pluralism. Springer.
- 4.2 Srinivas M.N. 1952. Religion and society among the Coorgs if South India, Oxford: Clarendon Press.
- 4.3 Srinivas M.N. 1952. Religion and society among the Coorgs if South India, Oxford: Clarendon Press.
- 4.4 Srinivas M.N. 1952. Religion and society among the Coorgs if South India, Oxford: Clarendon Press.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bloch, Maurice. 1992. Prey into Hunter: The Politics of a Religious Experience. Cambridge: Cambridge University Press.
2. Durkheim, Emile. 1912. Elementary Forms of Religious Life. London: Hollen Street. Reprint 1961.
3. Encyclopaedia, Britannica. "The Origin of Civilization and the Primitive Condition of Man." Encyclopaedia Britannica Online. Accessed on 2nd May. 2011
4. Frazer, James. 1890. The Golden Bough. London: Macmillan.
5. Geertz, Clifford. 1973. The Interpretation of Cultures. New York: Basic Books.
6. Godelier, M. 1975. 'Towards a Marxist Anthropology of Religion'. Dialectical Anthropology. Vol-1 no. 1: 81-5.

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

1. Benedict, Ruth. 1934. Patterns of Culture. New York: Houghton Mifflin.
2. Douglas, Mary. 1970. Natural Symbols: Explorations in Cosmology with a New Introduction. 1st ed., London and New York: Routledge.
3. Dundes, Alan. 1981. 'Wet and dry, the evil eye'. In Alland Dundes (ed.) The Evil Eye: A Case Book. New York and London: Garland. Pp 257-312.
4. Dumont, Louis. 1959. 'A structural definition of a folk deity of Tamilnad: Aiyandar the Lord'. Contributions to Indian Sociology 3: 75-87.
5. Eriksen, Erik H. 1950. Childhood and Society. 2nd ed. 1964. rev. & enl. New York: Norton.
6. Evans-Pritchard, E.E. 1937. Witchcraft, Oracles and Magic among the Azande. Oxford: Oxford Clarendon Press
7. Levi-Strauss, Claude. 1958/1963. Structural Anthropology. New York: Basic Books.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the origin and existence of religion.
2. Explain the meaning and scope of Symbolic Anthroppology?
3. Discuss on the relationship of symbolism and cultural expression in performing and graphic arts?
4. Write a note on religious pluralism?
5. Explain the concept of Religious Revivalism?
6. Give an account on the religious movements in India?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER VIII

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
VIII	DSC-A23	KU08DSCANT405	Environmental Anthropology	50	50	100	1 DSC OR 1 DSE, 1 MOOC OR 1 Online and 1 Project OR 1 Dissertation Total Courses 3	4
	DSE-6	KU08DSEANT407	Medical Anthropology					
		KU08DSEANT408	Political Anthropology					
	MOOC/ Online 2	MOOC/ Online 2	MOOC / Online 2 (4C)	50	50	100		4
	Project/ Dissertation	KU08PROANT400	Ethnographic Filmmaking Project	50	50	100		12
		KU08DISANT400	OR Ethnographic Research and Dissertation					
				150	150	300	20	
	ADDITIONAL COURSES	ADDITIONAL COURSES	For Honours with Research, three Additional Courses (DSC/DSE) of 4 Credits have to be studied				3	DSC OR DSE
DSC	KU08DSCANT406	Tribal Development	50	50	100	4		
DSC	KU08DSCANT407	Social Exclusion and Inclusive Policy	50	50	100	4		
STUDENT EXIT WITH 4 YEAR DEGREE – HONOURS WITH RESEARCH WITH MAJOR IN ANTHROPOLOGICAL SCIENCES								

KU08DSCANT405 Environmental Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08DSCANT405	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course aims to provide a comprehensive understanding of the environment, ecosystem, ecology, and the interaction between Nature, humans, society, and culture. Course also discusses different approaches in environmental anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will study the definition, objectives, approaches to the study of human and cultural ecology, variety of human ecosystem, environmental degradation.	R
2	The students will learn about environmental requirements of human adaptation.	U
3	The students will learn about how human culture adapts to various ecological conditions.	U
4	The students will learn about the conceptual aspects of man environment interactions.	U
5	The students will study about deforestation and other factors affecting the survival of humans in different ways.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

Module I Fundamental concepts and approaches in Environmental Anthropology

- 1.1 Introduction to environmental Anthropology: Theoretical and Methodological issues
- 1.2 Population ecology, System ecology, Ethnoecology
- 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

Hours 13

- 2.1 Concepts and theories in cultural adaptation
- 2.2 Hunters and gatherers (Cholanaicken)
- 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 Cholanaicken 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 Hours 13

- 3.1 Service Nomadism (Nandiwala)
- 3.2 Island communities (Jarawas, Onge, Andamanese)
- 3.3 Fishing communities (Mappila)
- 3.4 Agricultural communities (Kurichiyar)

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, Matriliney 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 Hours 13

- 4.1 Human Dimensions of Environmental Change
- 4.2 Deforestation and ecological imbalance
- 4.3 Climate 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

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Hardesty, L. Donald. 1977. Ecological Anthropology. Canada: John Wiley and Sons.
2. Channa, S.M. ed. 1998. Ecology and Human Adaptation. New Delhi: Cosmo Publications.
3. Dove, Michael R and Carol Carpenter. 2008. Environmental Anthropology: a historical
4. Malik, S. L. and D. K. Battacharya. 1986. Aspects of Human Ecology. A Dynamic Interrelationship between Man and Environment. New Delhi: Northern Book Centre
5. Singh, P. Indera and S.C. Tiwari (Eds). 1980. Man and His Environment. New Delhi: Concept Publishing Co.
6. Verma, K. K. 1977. Cultural, Ecology and Population. New Delhi: National Publishing House.

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

1. Guha, Ramachandra ed. 1994. Social Ecology. New Delhi. Oxford University Press.
2. Harris, Marvin. 1985. Culture, People, Nature: An Introduction to General Anthropology.
3. Honigmann, John J. ed. 1997. Handbook of Social and Cultural Anthropology Vol-1. New Delhi: Rawat publications.
4. Kopnina, Helen and Eleanor Shoreman- Ouimet (Ed.). 2011. Environmental Anthropology Today. London: Routledge.
5. Mahadevan, K. Chi-Hsien Tuan and Balakrishnan Nair (Eds). 1992. Ecology, Development and Population Problem. Delhi: B.R. Publications.
6. Mukerjee, Radhakamal. 1968. Man and His Habitation. Bombay: Popular Prakashan.
7. Rivers, W.H.R. 1906. The Todas. London: Macmillan & Co. Ltd.
8. Singh, Pratap, Udai and Awadesh Kumar Singh (Eds). 1999. Human Ecology and Development In India. New Delhi: A.P.H Publishing Corporations.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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'?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU08DSEANT407 Medical Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08DSEANT407	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	Demonstrates the knowledge about biomedical and socio-cultural perspective of health and disease.	U
2	Know about the operational aspects of health care delivery from village to international level, with a critique from people's perspectives.	R
3	Acquire knowledge about the scientific aspects of health and disease	R
4	Understand the role of international health organizations	U
5	Understand the interaction of international agencies with national health setup at governmental and non-governmental levels.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

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 Anderson, 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 Hours 13

- 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 Hours 13

- 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

Hours 13

- 4.1 Psycho somatic and mental disorders
- 4.2 Drug addiction
- 4.3 Demographic, socio-economic and mental health conditions
- 4.4 Application of anthropological knowledge in promoting health care in tribal and rural communities.

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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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.

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

1. Basu, Salil. ed.1994. *Tribal Health in India*. New Delhi: Serial Publications.
2. Bhasin, Veena. 1993. *People, Health and Disease: The Indian Scenario*. New Delhi: KamalaRaj Enterprises.
3. Bhusari, B. Nikanth and Korpenwar, Anil. 2013. *A Text Book of Ethnomedicine*. New Delhi:Gaurav Books.
4. Brown, Peter J. and Svea Closser, eds. 2016. *Understanding and Applying Medical Anthropology*. US: Left Coast Press Inc.
5. Calan, Michael. 1987. *Health and Illness*. London and New York: Tavistock Publications.
6. Caudill, William.1953. *Applied Anthropology in Medicine*. In A.L. Kroeber ed., *Anthropology Today: An Encyclopaedic Inventor*. Chicago: University of Chicago Press.
7. Johnson, Shanti. C and Rajan, Irudaya S. 2010. *Ageing and Health in India*. New Delhi: Rawat Publications.
8. Kleinman, Arthur. 1981. *Patients and Healers in the Context of Culture*. University of

California Press.

9. Landy, David. ed. 1977. Culture, Disease, and Healing: Studies in Medical Anthropology. UK: Macmillan.
10. Mehta, S. R. 1992. Society and Health. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Misra, Pramod. 2004. Ecology, Culture and Health. New Delhi: Serial Publications.
12. Mutatkar, R. K., Danda, K. Ajith, and Bhatt, Vikas.2010. Studies on Bio-medical Anthropology, Profiles of Health Cultures. New Delhi: Aryan Books International.
13. Narasaiah, M. L. 2004. Food and Health. New Delhi: Discovery Publishing House.
14. Paul, D, Benjamin and Walter, B, Miller. 1955. Health, Culture, and Community. UK: Russell Sage Foundation.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU08DSEANT408
Political Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08DSEANT408	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The objective of the course is to inculcate an understanding in the study of political units. The role of civil society in highlighting issues with reference to specific political systems will be highlighted in this course.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the different concepts and themes in Political anthropology.	U
2	They will learn polity and society from the perspective of anthropology.	R
3	The students will learn about social control, state and civil society.	U
4	They will learn about political movements.	U
5	They will be able to learn about the various types of political organisations in India.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓			✓	
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓			✓
CO 5	✓	✓	✓				✓

COURSE CONTENTS

Hours 13

Module I Concepts and Themes in Political Anthropology

- 1.1 Meaning, Scope and Growth of Political Anthropology
- 1.2 Basic Concepts- Power, Authority, Legitimacy
- 1.3 Governance and Power
- 1.4 Approaches to the study of Political Anthropology and Political Science

Suggested Readings specific to the Module I

- 1.1 Lewellen, Ted, C. 2003. Political Anthropology- An Introduction, (3rd Edition). London: Praeger Publishers.
- 1.2 Lewellen, Ted, C. 2003. Political Anthropology- An Introduction, (3rd Edition). London: Praeger Publishers.
- 1.3 Lewellen, Ted, C. 2003. Political Anthropology- An Introduction, (3rd Edition). London: Praeger Publishers.
- 1.4 Lewellen, Ted, C. 2003. Political Anthropology- An Introduction, (3rd Edition). London: Praeger Publishers.

Module II Types of Political Units and Local Political system in India

Hours 13

- 2.1 Types of preindustrial political units and systems: Band, Tribe, Chiefdom and State
- 2.2 Tribal and village Panchayats
- 2.3 Political Organisation – Nuer
- 2.4 Political Organisation - Gond

Suggested Readings specific to the Module II

- 2.1 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.
- 2.2 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.
- 2.3 Evans-Pritchard, E. E. 1940. The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford University
- 2.4 Kumar, Rajeev. 2018. The Political Socialisation of Gond Tribe. New Delhi: V L Media Solutions.

Module III Social Control, State and Civil Society

Hours 13

- 3.1 Customary law and codified law- Social control
- 3.2 Origin of state, Characteristics of state
- 3.3 Stateless Societies
- 3.4 Concept of Civil Society

Suggested Readings specific to the Module III

- 3.1 Keesing, R. M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.
- 3.2 Keesing, R. M. 1958. Cultural Anthropology - The Science of Custom. New York: Rinehart.
- 3.3 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.
- 3.4 Haviland, W.A. 1993. Cultural Anthropology. London: Harcourt and Brace.

Module IV Political Ideologies and Political Movements

Hours 13

- 4.1 Regionalism
- 4.2 Communalism
- 4.3 Ethnic Movements
- 4.4 Interrelationship between Religion, Politics and Economy

Suggested Readings specific to the Module IV

- 4.1 June Nash. Transnational Civil Society. In the Companion to the Anthropology of Politics. (Available online at: <https://www.box.com/s/21psd6o9irqkg3q4zmst>)
- 4.2 Sharma, Aradhana, and Gupta, Akhil. Eds.. 2006. The Anthropology of the State. UK: Oxford.
- 4.3 Nicholas, Ralph. 1973. Social and political movements. Annual Review of Anthropology 2.1: 63–84. DOI: 10.1146/annurev.an.02.100173.000431
- 4.4 Flanagan, James G. 1989. "Hierarchy in Simple 'Egalitarian' Societies." Annual Review of Fortes, M. and E. E. Evans-Pritchard. 1940 African Political Systems. London: Oxford University Press.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Brown, Michael E. 1978. "Society against the State': The Fullness of the Primitive." October, 6, 61-73.
2. Conrad Phillip Kottak. 2006. Anthropology: The Exploration of Human Diversity. McGraw-Hill Education
3. Gudeman, Stephen. 2001. The Anthropology of Economy: Community, Market, and Culture. USA: Blackwell Publishers.
4. Lewellen, Ted, C. 2003. Political Anthropology- An Introduction, (3rd Edition). London: Praeger Publishers.

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

1. Sharma, Aradhana, and Gupta, Akhil. Eds. 2006. *The Anthropology of the State*. UK: Oxford
2. Talal, Asad. 2002. "From the History of Colonial Anthropology to the Anthropology of Western Hegemony." in *The Anthropology of Politics: A Reader in Ethnography, Theory, and Critique*, edited by Joan Vincent, pp. 133-142. Oxford: Blackwell.
3. Vidyarthi, L.P and BK Rai. Eds. 1977. *The Tribal Culture of India*. New Delhi: Concept Publishing Company.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the growth of Political Anthropology?
2. What are the key concepts of Political Anthropology?
3. Give a note on pre-industrial political units?
4. Explain the stateless societies?
5. Give an account on ethnic movements?
6. Discuss on the interrelationship between religion, politics and economy?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU08PROANT400 Ethnographic Filmmaking Project

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08PROANT400	12	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
12	0	0	50	50	100	2

Course Description:

This is a practical component, which will impart the knowledge in Ethnographic Filmmaking.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn the fundamentals of ethnographic filmmaking.	U
2	They will learn the methods of ethnography and ethnographic filming.	R
3	They will learn the fundamentals of photography.	U
4	The students will learn the basic camera controls to equip them to produce ethnographic films.	U
5	After completing the practical training, the students will be able to make an Ethnographic Film with a duration of 10 to 15 minutes and they should submit it for End Semester Assessment.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓		✓	
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓		✓	✓	✓

Ethnographic Filmmaking -Project

The students can plan an Ethnographic Film project in consultation with the instructor and shall be allowed the students to go for a short-term fieldwork, without disturbing other courses of the semester, for shooting the project. After shooting, the post-production works can be accomplished individually or as a group, however, it should not be not more than three students in a group. The final project should be submitted in digital format for evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version of Visual Anthropology. New Delhi: Concept Publishing Co.
2. Banks, Marcus and Howard Moorphy (Eds.) 1999. Rethinking Visual Anthropology. London: Yale University Press.
3. Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The Hague
4. Huda, Anwar. 2004. The Art and Science of Cinema. New Delhi: Atlantic Publishers and Distributors.
5. Lehman, Peter. (Ed) 1997. Defining Cinema. London: The Athlone Press.
6. Milner, Andrew & Jeff Browitt. 2003. Contemporary Cultural Theory. Jaipur: Rawat Publications.
7. Monaco, James. 2000. How to Read a Film. New York: Oxford University Press.
8. Pink, Sarah.2007. Doing Visual Ethnography. New Delhi: Sage Publications.

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

1. Pink, Sarah et al. 2016. Digital Ethnography- Principles and Practice. New Delhi: SagePublications.
2. Sahay, K.N. 1993. Visual Anthropology in India and its Developments. New Delhi: Gyan Publishing
3. Singh, K.S. (Ed) 1992. Visual Anthropology and India. Calcutta: Anthropological Survey of India.
4. Thwaites, Tony; Lloyed Davis, Warwick Mules. 2005. Introducing Cultural and Media Studies – A Semiotic Approach. New York: Palgrave.
5. Wtaker, W. Richard, Janet E. Ramsey, Ronald D. Smith. 2004. Media Writing – Print, Broadcast and Public Relations. New Jersey: Lawrence Erlbaum Associates Publishers

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Video Project (40) and Viva Voce (10)		50
Continuous Evaluation		50
a)	Test Paper- 1	20
b)	Book/ Article Review	10
c)	Seminar	10
d)	Viva voce	10
Total		100

Sample Questions to test Outcomes

1. What are the fundamental steps of ethnographic filmmaking.
2. Distinguish the methods of ethnography and ethnographic filming.
3. How to use photography as a tool for documenting cultures?
4. What is the difference between Visual Anthropology and Audio-Visual Anthropology
5. Write a note on the steps of post-production?
6. How to use digital media?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU08DISANT400
Ethnographic Research and Dissertation
(Credits 12)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08DISANT400	12	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
12	0	0	50	50	100	2

Course Description:

Fieldwork is the backbone of anthropological research. By staying in the field area, living with people, and applying the various techniques of social research, the students can study any society and this approach is popularly known as fieldwork. Every student of anthropology has to be well trained in anthropological fieldwork. In the initial period, he has to establish good rapport with the people of the study area and later on carry out the fieldwork under the guidance of a teacher.

The writing of Dissertation is also equally important part of the training. The data collected in the field have to be analysed, interpreted and documented in a scientific manner. An external examiner shall evaluate the dissertation and shall conduct the viva voce examination.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn how to employ various methods and techniques of research to collect data from the field.	U
2	They will learn how to draw Tables or Charts, interpret the data and draw appropriate generalisations.	A
3	They will learn how to communicate and how they have done their research, where they have done the research, what are the generalisations made and what are the implications of their findings.	U
4	They will then learn how to give references that are complete, correct and consistent.	U
5	Finally, they will learn how to defend their findings orally.	U

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓		✓	✓	
CO 5	✓	✓	✓	✓	✓		

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

Bartlett, F. C. 1998. *The Study of Society (Sel. Chapters)*. Casandrade, ed., *In the Company of Man*. Bernard, H.R *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 Kagan Paul.

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

Nichtes, 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 Pelto, G.H. 1978. *Anthropological Research*. Cambridge: Cambridge University Press.

Sarana, G. 1975. *The Methodology of Anthropological Comparisons*. Trucson: The University of Arizona 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)

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation (Dissertation 40 and Viva voce 10)		50
Continuous Evaluation		50
a)	Research Design	10
b)	Review of Literature	10
c)	Presentation	10
d)	Fieldwork	10
e)	Viva voce	10
Total		100

Sample Questions to test Outcomes

1. How to employ various methods and techniques of research to collect data from the field?
2. How to collect data, draw tables or charts, interpret the data and draw appropriate generalisations?
3. How they have done their research, where they have done the research, what are the generalisations made
4. What are the implications of their findings.
5. How to give references that are complete, correct and consistent.
6. How to defend their findings orally.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

ADDITIONAL COURSES

KU08DSCANT406 Tribal Development

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08DSCANT406	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

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.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the Tribe, Scheduled Tribe and Particularly Vulnerable Tribal Groups	U
2	The students will learn about the Classification and characteristics of tribal regions.	R
3	The students will learn about the Racial and Linguistic classification of Tribes.	U
4	The students will analyse the history of Tribal development in India and policies of Tribal Development in India.	An
5	The students will learn about Constitutional Safeguards for the Tribes of India and they will learn the Development planning and strategies for Tribal Development in India.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Hours 13

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 and Linguistic classification of Tribes
- 1.4 Tribal Situation in India

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

Hours 13

- 2.1 History of Tribal Development in India
- 2.2 History of Tribal Development in Kerala
- 2.3 Impact of Civilized Societies on Tribal Languages and Traditions
- 2.4 Migration and Occupational Mobility

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

Hours 13

- 3.1 Indian Constitution- Safeguards and Provisions for Scheduled Tribes: Socio-cultural, Economic, Educational, Political and Services, etc.
- 3.2 Tribal Administration
- 3.3 Administration of Scheduled Areas
- 3.4 Integrated Tribal development, and Tribal Policy

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

Hours 13

- 4.1 Planning and development: Scheduled Tribes in Five Year Plans
- 4.2 Strategies of tribal development: Special multipurpose, Sub-plans,
- 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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1 Bahadur, K.P. 1977. Caste and Tribes and Culture in India, Vol. II. Delhi: ESS Publications.
2. Bhanage, N. P. 1994. Tribal Commissions and committees in India. Bombay: Himalaya Publishing House.
3. Bose, N.K. 1969. Statement of Tribal Situation in India. Shimla: Indian Institute of Advanced Study.
4. Bose, N.K. 1971. Tribal Life in India. New Delhi: National Book Trust.

5. Bose, N.K. 1973. Some Indian Tribes. New Delhi: National Book Trust.
6. Danda, Ajit K. 1973. Tribal Economies and Their Transformations. New Delhi: Indian Council of Social Science Research.
7. Gupta, Ranjit (Ed). 1977. Planning for Tribal Development. New Delhi: Ankur Publications.
8. Haimendorf, C.V.F. 1982. Tribes in India, The Struggle for Survival. New Delhi: Oxford University Press.
9. Misra, G.K. 1982. Tribal Development in India, Conceptual Contradictions, New Delhi: IIPA.
10. Singh, A.K. 1999. Tribal Development in India. New Delhi: Classical Publishing Company.
11. Vidyarthi, L.P. 1981. Tribal Development and Its Administration. New Delhi: Concept Publishing Co.

Core Suggested 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. Bose, N.K. 1973. Some Indian Tribes. New Delhi: National Book Trust.
3. Danda, Ajit K. 1973. Tribal Economies and Their Transformations. New Delhi: Indian Council of Social Science Research.
4. Gupta, Ranjit (Ed). 1977. Planning for Tribal Development. New Delhi: Ankur Publications.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

ADDITIONAL COURSES

KU08DSCANT407

Social Exclusion and Inclusive Policy

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	Major	400	KU08DSCANT407	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The course aims to evaluate the specific cases to Social Exclusion, developing an understanding of discrimination at an empirical level and policies for protecting the rights and eradicating exclusion and discrimination.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about various types of social exclusion.	U
2	They will learn about the inclusive policy.	R
3	They will learn about social exclusion and marginalisation.	U
4	They will learn about the caste and inequality.	U
5	This course impart knowledge on the solutions for the social exclusion in India.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓		✓	✓	✓

COURSE CONTENTS

Hours 13

Module I Social Exclusion

- 1.1 Introduction
- 1.2 Social Exclusion: Concept, Meaning and forms of social exclusion
- 1.3 Who is socially excluded and why this matter
- 1.4 Role of culture in social exclusion.

Suggested Readings specific to the Module I

- 1.1 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 1.2 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 1.3 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 1.4 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.

Module II Types of Social Exclusion

Hours 13

- 2.1 Cases of Social Exclusion
- 2.2 Dalits and ST
- 2.3 Religious minorities
- 2.4 Children, Women, Aged, Physically and mentally challenged people

Suggested Readings specific to the Module II

- 2.1 Beteille, Andre. 1983. Equality and Inequality: Theory and Practice. New Delhi: Oxford University Press.
- 2.2 Singh, K.S. 1998. People of India -The Scheduled Castes. New Delhi: Oxford University Press.
- 2.3 Beteille, Andre. 1983. Equality and Inequality: Theory and Practice. New Delhi: Oxford University Press.
- 2.4 Beteille, Andre. 1983. Equality and Inequality: Theory and Practice. New Delhi: Oxford University Press.

Module III Social Exclusion and Marginalization

Hours 13

- 3.1 Specific areas of Social Exclusion and marginalization
- 3.2 People affected by HIV/AIDS, Displaced people of mega development projects, Poverty leading to social marginalization,
- 3.3 Caste system, inequality and social exclusion,
- 3.4 Social exclusion and exploitation, Reducing poverty by tackling social exclusion.

Suggested Readings specific to the Module III

- 3.1 Gupta, Dipankar (Ed.) 2004. Caste in Question – Identity or Hierarchy? New Delhi: Sage Publications.
- 3.2 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 3.3 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 3.4 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.

Module IV Inclusive Policy

Hours 13

- 4.1 Current policies of protective discrimination,
- 4.2 Public policies to reduce social exclusion, Constitutional safeguards
- 4.3 Panchayati Raj and women empowerment, Convention on the Rights of the Child
Sub-plan approach to tribal development
- 4.4 Possible improvement in current policies and strategies relating to weaker section

Suggested Readings specific to the Module IV

- 4.1 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 4.2 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 4.3 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
- 4.4 Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Ambedkar, B.R. 1936. The Annihilation of Caste. Published by the Author.
2. Bourdieu, Pierre. 1986. The Forms of Capital (in) Handbook of Theory and Research for the Sociology of Education, (Ed.) J.R. Richardson. New York: Greenwood Press.
3. Bourdieu, Pierre. 1987. What Makes a Social Class? On The Theoretical and Practical Existence of Groups. (in) Berkeley Journal of Sociology.
4. Gupta, Dipankar (Ed.) 1992. Social Stratification. Delhi: Oxford University Press.
5. Gupta, Dipankar (Ed.) 2004. Caste in Question – Identity or Hierarchy? New Delhi: Sage Publications.
6. Kozyr-Kowalski, Stanislaw. 1970. Marx's Theory of Classes and Social Strata and Capital. (in) The Polish Sociological Bulletin, No1, 1970.
7. Lopreato, Joseph & Hazelrigg, Lawrence E. 2005. Class, Conflict, and Mobility – Theories and Studies of Class Structure. New Delhi: Rawat Publications.

8. Murdock, George Peter 1949. Social Structure. New York: The McMillan Company.
9. Sharma, K.L. 1984. Caste and Class in India: Some Conceptual Problems. (in) Sociological Bulletin, March-September 1984, Vol 33. No1/2. Sage Publications, Inc.
10. Sharma, K. L. 1997. Social Stratification in India – Issues and Themes. New Delhi: Sage Publications.
11. Singh, K.S. 1998. People of India -The Scheduled Castes. New Delhi: Oxford University Press.
12. Tumin, Melvin M. 1987. Social Stratification – The Forms and Functions of Inequality. New Delhi: Prentice Hall of India Pvt. Ltd.

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

1. Thorat, 2006. Social Exclusion in India. Oxford: Oxford University Press.
2. DFID Report.2005. Tackling Poverty by Reducing Social Exclusion
3. Contemporary Society: Tribal Studies (Vol. I to X). New Delhi: Concept Publishing Company
4. Fuchs, S. 1973. The Aboriginal Tribes of India. Delhi: The Macmillan Co. of Ind. Ltd

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Explain the types of social exclusion?
2. Discuss on the social exclusion based on caste system?
3. Write a note on Panchayat Raj for reducing social exclusion?
4. Give an account on Constitutional Safeguard?
5. What are the inclusive policies and strategies relating to weaker sections?
6. Write a note on caste system and inequality?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

SEMESTER IX

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
IX	DSC-A24	KU09DSCANT501	Development Anthropology	50	50	100	5	4
	DSC-A25	KU09DSCANT502	Demographic Anthropology	50	50	100		4
	DSC-A26	KU09DSCANT503	Audio-Visual Anthropology	50	50	100		4
	DSC-A27	KU09DSCANT504	Local Self Governance and Administration	50	50	100		4
	DSC-A28	KU09DSCANT505	Urban Anthropology	50	50	100		4
	INTERNSHIP	KU09DSCANT506 INTERNSHIP	One 4 Credit Internship in lieu of One DSC and/or One 4 Credit MOOC/Online/Blended Course in lieu of One DSC					4
				250	250	500		

KU09DSCANT501 Development Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	Major	400	KU09DSCANT501	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This paper aims at creating awareness among the students of anthropology about different concepts of development, development processes, development programmes and problems of development taking cognizance of the anthropological perspectives. The course also aims to appreciate that development is multi-dimensional and should be people-centred.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will acquire knowledge about development anthropology, development debates, and the relationship between culture and development.	U
2	The students will learn about theories of development	R
3	The students understand and evaluate various policies and programmes.	U
4	The students learn about the participatory planning process and decentralisation.	U
5	The students get aware of the activities and role of various NGOs and VOs in Rural Development.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓	✓	✓	✓
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Development Anthropology: Theories and models of Development

- 1.1 Meaning and Scope, Anthropology Coming Home and Concepts of Development
- 1.2 Modernization Theories; Human Capital theory
- 1.3 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

Hours 13

- 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, Socio-Economic Planning - Physical Planning
- 2.3 Nehruvian Approach to Planning
- 2.4 Monitoring and Evaluation

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

Hours 13

- 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 Hours 13

- 4.1 Gandhiji's Vision of Rural Development, Five-year plans and rural development, NITI Ayog, Agencies for development: NGOs, VOs
- 4.2 Panchayatiraj System in India, Decentralized Planning, Participatory Development
- 4.3 Kerala's Development Experience
- 4.4 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.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1 Beteille, Andre. 2007. Marxism and Class Analysis. New Delhi: Oxford University Press
2. Chambers, Robert. 1983. Whose reality counts? Putting the First Last
3. Cochrane. Glynn. 1971. Development Anthropology. New York: Oxford University Press.
4. Mair, Lucy. 1984. Anthropology and Development. London: Macmillan.
5. Mathur, Hari Mohan. (Ed.). 1990. The human dimension of development: Perspectives from anthropology. New Delhi: Concept.
6. Mathur, Hari Mohan. 1977. Anthropology in the Development Processes. New Delhi: Vikas.

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

1. Dalton, George. 1971. *Economic Anthropology and Development*. New York: Basic Books.
2. De, Nitish. R. 1985. *Overcoming Underdevelopment*. Shillong: NEHU.
3. Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: allied Publishers.
4. Krishnamachari, V.T. 1968. *Community Development in India*. Delhi: Publication Division, Ministry of IB, GOI.
5. Lewis, Oscar. 1959. *Five Families: Mexican Studies in the Culture of Poverty*
6. Mehta, V.L. 1964. *Decentralised Economic Development*. Bombay: Khadi and Village Industries Commission.
7. Mishra, R. P. et al (Ed.). *Regional Planning and National Development*. New Delhi: Vikas.
8. Mishra, Sweta, Chaitali Pal. 2000. *Decentralised planning and Panchayati Raj institutions*. New Delhi: Mittal.
9. Myrdal, Gunnar. 1968. *Asian Drama: An Enquiry into the Poverty of Nations*. New York: Pantheon.
10. Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
11. Pitt, David, C. 1976. *Development from Below: Anthropologists and Development Situations*. The Hague: Mouton.
12. Prasad, Kamta. 1987. *Planning for Poverty Alleviation*. New Delhi: Sage.
13. Sen, Amartya. 1999. *Development as Freedom*. Oxford: Oxford University Press.
14. Sen, Amartya. 1992. *Inequality Re-examined*. Oxford: Oxford University Press.
15. Singh, Tarlok. 1974. *India's Development Experience*. Bombay: MacMillan.
16. Spicer, E. H. 1952. *Human Problems in Technological Change*. New York: Wiley.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU09DSCANT502 Demographic Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	Major	400	KU09DSCANT502	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This paper aims to understand the anthropological determinants of demographic structure of a population

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will understand the current trend of demographic dynamics of different populations.	U
2	They will learn about the basic components of population change.	R
3	They will analyse the factors affecting these changes in populations.	An
4	They will also learn about the different ways of estimation of demographic characteristics	U
5	They will learn about the role of various national and health policies relevant to demographic changes	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓			✓	✓
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓			
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Basic concepts and definition of demography

- 1.1 Basic concepts and definition of demography
- 1.2 Relationship between demography and anthropology
- 1.3 Importance of population studies and their implications
- 1.4 Population dilemma and fluctuations in population thought

Suggested Readings specific to the Module I

- 1.1 Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropology. 15: 219-246
- 1.2 Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropology. 15: 219-246
- 1.3 Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropology. 15: 219-246
- 1.4 Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropology. 15: 219-246

Module II Sources of Demographic Data

Hours 13

- 2.1 Various types of sampling design and their relevance in demographic studies.
- 2.2 Sources of demographic data- Census, Civil Registration system (CRS), Sample Registration system (SRS), National samples survey organizations (NSSO), Model Registration System (MRS)
- 2.3 Problems with Demographic Data
- 2.4 Demographic Processes: Fertility, Mortality and Migration

Suggested Readings specific to the Module II

- 2.1 Bhende A. and Kaniikar, T. 2006. Principles of Population Studies. Mumbai: Himalaya Publishing House.
- 2.2 Census of India 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.
Websites of Census, Civil Registration system (CRS), Sample Registration system (SRS), National samples survey organizations (NSSO), Model Registration System (MRS)
- 2.3 Shryock, H. S. and Siegel, J.S. 1971. The Methods & Materials in Demography. London: Elsevier Academic Press.
- 2.4 Srivastava O.S. 1994. Demography and Population Studies. New Delhi: Vikas Publishing House.

Module III Population Structure

Hours 13

- 3.1 Population structure- Age and sex composition, Ethnic and racial composition, geographical distribution and urbanization, distribution according to various social characteristics
- 3.2 Literacy trend in world population, population projection
- 3.3 The basic components of population change - fertility, mortality, marriage, migration and biological, social, ecological and economic factors influencing these components
- 3.4 Family Planning and Family Welfare

Suggested Readings specific to the Module III

- 3.1 Caldwell, J. C. 2006. Demographic Transition Theory. Springer.
- 3.2 Caldwell, J. C. 2006. Demographic Transition Theory. Springer.
- 3.3 Caldwell, J. C. 2006. Demographic Transition Theory. Springer.
- 3.4 Caldwell, J. C. 2006. Demographic Transition Theory. Springer.

Module IV Population Policy

Hours 13

- 4.1 National increase and population growth
- 4.2 Methods used in describing population growth, effect of socioeconomic development on population growth
- 4.3 Population Policy of India
- 4.4 Estimation of demographic characteristics - general estimates and specific estimates and their merits and demerits

Suggested Readings specific to the Module IV

- 4.1 Srivastava O.S. 1994. Demography and Population Studies. New Delhi: Vikas Publishing House.
- 4.2 Srivastava O.S. 1994. Demography and Population Studies. New Delhi: Vikas Publishing House.
- 4.3 Srivastava O.S. 1994. Demography and Population Studies. New Delhi: Vikas Publishing House.
- 4.4 Srivastava O.S. 1994. Demography and Population Studies. New Delhi: Vikas Publishing House.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Bhende A. and Kaniikar, T. 2006. Principles of Population Studies. Mumbai: Himalaya Publishing House.
2. Bogue. 1969. Principles of Demography. New York: Wiley
3. Caldwell, J. C. 2006. Demographic Transition Theory. Springer.
4. Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropology. 15: 219-246
5. Kshatriya, G. K. 2000. Ecology and health with special reference to Indian tribes, Human Ecology Special Volume 9:229-245
6. Shryock, H. S. and Siegel, J.S. 1971. The Methods & Materials in Demography. London: Elsevier Academic Press.
7. Srivastava O.S. 1994. Demography and Population Studies. New Delhi: Vikas Publishing House.

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

1. Census of India 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.
2. Cox, P. 1976. Demography. New Delhi: Vikas Publishing House.
3. Driver, E. D. 1963 Fertility differentials in Central India. Princeton University Press Princeton. NFHS 111111, 1992, 1998, 2006 India: lips Bombay
4. Gautam R. K., Kshatriya, G.K. and Kapoor A.K. 2010. Population Ecology and Family Planning. New Delhi: Serials publications.
5. UNOP. 2004. Human Development Report. Oxford University Press.
6. World Bank. 2000. World Development Report 2000, World Bank Publication.
7. Zubrow, EBW .1976. Demographic Anthropology Quantitative Approaches. Albuquerque: University of New Mexico Press.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Define Demographic Anthropology?
2. Analyse the relationship between Demography and Anthropology?
3. What are the basic components of population change?
4. What are the sources of demographic data?
5. Explain what is population structure?
6. Write a note on Population Policy?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU09DSCANT503
Audio-Visual Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	Major	400	KU09DSCANT503	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

The objective of the course is to provide insights the conceptual and theoretical aspects of Audio-Visual Anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about Audio-Visual Anthropology.	U
2	The students will learn about the differences between Visual Anthropology and Audio-Visual Anthropology.	R
3	The students will learn how to use Visual Anthropology and Audio-Visual Anthropology for the study of society and culture.	U
4	The students will learn the theoretical and methodological aspects of ethnographic filming.	U
5	The students will analyse the conceptual differences of Audio-Visual Anthropology.	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				✓
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

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

Hours 13

- 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

Hours 13

- 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

Hours 13

- 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.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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.

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

1. Banks, Marcus and Howard Moorphy (Eds.) 1999. Rethinking Visual Anthropology. London: Yale University Press.
2. Hockings, Paul. ed, 1975. Principles of Visual Anthropology. Mouton: The Hague
3. Huda, Anwar. 2004. The Art and Science of Cinema. New Delhi: Atlantic Publishers and Distributors.
4. Lehman, Peter. (Ed) 1997. Defining Cinema. London: The Athlone Press.
5. Mahendrakumar, M.S. 2013. Audio-Visual Anthropology – A New Version of Visual Anthropology. New Delhi: Concept Publishing Co.
6. Milner, Andrew & Jeff Browitt. 2003. Contemporary Cultural Theory. Jaipur: Rawat Publications.
7. Monaco, James. 2000. How to Read a Film. New York: Oxford University Press.
8. Pink, Sarah.2007. Doing Visual Ethnography. New Delhi: Sage Publications.
9. Pink, Sarah et al. 2016. Digital Ethnography- Principles and Practice. New Delhi: SagePublications.
10. Sahay, K.N. 1993. Visual Anthropology in India and its Developments. New Delhi: Gyan Publishing
11. Singh, K.S. (Ed) 1992. Visual Anthropology and India. Calcutta: Anthropological Survey of India.
12. Thwaites, Tony; Lloyed Davis, Warwick Mules. 2005. Introducing Cultural and Media Studies – A Semiotic Approach. New York: Palgrave.
13. Wtaker, W. Richard, Janet E. Ramsey, Ronald D. Smith. 2004. Media Writing – Print, Broadcast and Public Relations. New Jersey: Lawrence Erlbaum Associates Publishers

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU09DSCANT504
Local Self Governance and Administration

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	Major	400	KU09DSCANT504	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The course enables to understand the scope and importance of Local Self Governance.	U
2	The Course facilitates to understand the origin and evolution of Local Governance and Planning.	R
3	It provides insights on the meaning of democracy and decentralisation.	U
4	It helps the students understand societal problems and evaluate the governance and administrative process.	U
5	The course develops capacity among the students in the planning, implementation and monitoring of various development and welfare programmes.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Hours 13

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

Hours 13

- 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 Hours 13

- 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 Hours 13

- 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).

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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. OECD/DAC Expert Group on Women in Development. 1994. "Gender matters in participatory development and good governance." DAC/DAC/WID(94)6
6. 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>

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

1. Mukherjee, Neela. 2002. Participatory Learning and Action: With 100 Field Methods - Issue 4 of Studies in rural participation, New Delhi: Concept Publishing Company.
2. Muraleedharan, Sarada. 2014. Democratic Decentralisation and Citizenship, Economic and Political Weekly, Vol.XLIX, No. 20.
3. Srivastava, Madhuri and Alok Kumar Singh (Eds.) (2008), Rural development in India: Approaches, strategies, and programmes, New Delhi: Deep and Deep Publications.
4. UNDP. 2000. Decentralisation in India: Challenges and Opportunities, New Delhi: Human Development Resource Centre.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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.

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU09DSCANT505 Urban Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	Major	400	KU09DSCANT505	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn how to apply anthropological approach to the analysis of local, national, and global urban issues	U
2	The students will learn about the developments in Urban Anthropology.	R
3	The students will learn about a comprehensive knowledge on various aspects of Urban Anthropology.	U
4	The students will learn about the concept of political economy.	U
5	The students will learn the concepts and methods of Urban Anthropology	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

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

Hours 13

- 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/P000293/M015586/ET/146303462501ET.pdf
- 2.4 Yogendra Singh. 2009. *Social Stratification and Change in India*. New Delhi: Manohar Publishers and Distributors.

Module III Class Approach**Hours 13**

- 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/middleclass10.pdf>

Module IV Urban Inequality and Disasters**Hours 13**

- 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

- 5.1 Mention broad area of content, transaction and evaluation.

Core 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://lhc.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. Mahendra P. Agasty and Rabi N. Patra. 2019. *Rural-Urban Migration: Theory, Determinants and Impacts*. New Delhi: Abhijeet Publications.
9. *Urban Anthropology*. Giuliana B. Prato & Italo Pardo.
https://www.researchgate.net/publication/339437526_Urban_Anthropology

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

1. 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.
2. 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.
3. 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
4. Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in *There is NoSuch thing as a Natural Disaster*, Squires and Hartman, eds.
5. 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.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

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?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU09DSCANT506

INTERNSHIP

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

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.

SEMESTER X

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
X	Research OR 5 DSC	KU10RADANT500	Research and Dissertation	250	250	500	Research OR Coursework	20
	DSC-A29	KU10DSCANT507	Ethics of Anthropological Research	50	50	100	Coursework of 5 DSC in lieu of Research with 20 credits	4
	DSC-A30	KU10DSCANT508	Review of Literature (Practical)	50	50	100		4
	DSC-A31	KU10DSCANT509	Symbolic Anthropology	50	50	100		4
	DSC-A32	KU10DSCANT510	Anthropology of Indian Diaspora	50	50	100		4
	DSC-A33	KU10DSCANT511	Anthropology of Complex Societies	50	50	100		4
					250	250	500	

KU10RADANT500

Research and Dissertation

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	Major	400	KU10RADANT500	12	360

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	12	0	250	250	500	2

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. 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 Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about fieldwork and its relationship with anthropology.	A
2	They will learn about preparing for fieldwork and selection of field site.	A
3	They will also learn about various methods and techniques of data collection.	A
4	The students will learn about the basic research techniques and ethnographic fieldwork in anthropology.	A
5	This course impart knowledge on Anthropological Research Project.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓	✓		
CO 2	✓	✓	✓	✓	✓		
CO 3	✓	✓	✓	✓	✓		
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓	✓	✓	✓

COURSE CONTENTS

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. 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.

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 andKegan 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 to accomplish their research and dissertation. Conducting student presentations, viva voce, and Post Fieldwork presentation of the students.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		250
Dissertation (200) & Viva voce (50)		
Continuous Evaluation		250
a)	Research Design (20) & Presentation (20)	40
b)	Book Review (20) & Presentation (20)	40
c)	Article Review (20) & Presentation (20)	40
d)	Assignment	20
f)	Seminar	20
g)	Viva voce	20
h)	Fieldwork (20) & Post fieldwork presentation (20)	40
i)	Word processing ability	30
Total		500

Sample Questions to test Outcomes

1. What are the preliminary steps of fieldwork?
1. What is the relevance of making rapport in the field?
2. What are the methods and techniques to collect data from the field?

3. How to collect data, draw tables or charts, interpret data?
4. How to derive appropriate generalizations based on the study?
5. How to write Dissertation using word processor?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU10DSCANT507
Ethics of Anthropological Research

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	Major	400	KU10DSCANT507	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course develops an anthropological approach to the study of ethics that explores how value and meaning are socially, culturally, and historically produced. The course analyses a range of ethnographic case studies that explore how ethical values operate in a variety of contexts.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the key concepts in the ethics of anthropological research.	U
2	They will learn about the conduct of research and academic ethics.	R
3	They will apply the aspects like protecting anonymity, privacy and Confidentiality while conducting fieldwork.	A
4	They will analyse the Policy Guidelines for handling plagiarism in institutions.	An
5	This course impart knowledge on ethics in anthropological research.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓		✓		
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I

Research Ethics

- 1.1 Ethics- Concept and definitions
- 1.2 Conduct of research and academic ethics
- 1.3 Basic Principles- Principle of honesty, Principle of objectivity, Principle of integrity, Principle of openness, Principle of responsibility
- 1.4 Research ethics: Researcher and Participant- minimize harm to the participant

Suggested Readings specific to the Module I

- 1.1 American Anthropological Association: AAA Code of Ethics. 1998. Association of Social Anthropologists of the UK and Commonwealth <http://www.theasa.org/>
- 1.2 American Anthropological Association: AAA Code of Ethics. 1998. Association of Social Anthropologists of the UK and Commonwealth <http://www.theasa.org/>
- 1.3 Bell, E. and Wray-Bliss, E. 2009. Research ethics: Regulations and Responsibilities. In Bryman, A. and Buchanan, D. eds. Sage Handbook of Organizational Research Methods. London: Sage, pp. 78-92.
- 1.4 Bell, E. and Wray-Bliss, E. 2009. Research ethics: Regulations and Responsibilities. In Bryman, A. and Buchanan, D. eds. Sage Handbook of Organizational Research Methods. London: Sage, pp. 78-92.

Module II Ethical aspects and Fieldwork

Hours 13

- 2.1 Researcher's competence, Seeking Consent- Obtaining Informed consent
- 2.2 Protecting anonymity, privacy and Confidentiality
- 2.3 Probing and ethics of probing
- 2.4 Dealing with Vulnerability and avoiding deceptive practices

Suggested Readings specific to the Module II

- 2.1 Murphy, E and Dingwall, R. 2001. The Ethics of Ethnography, Ch. 23 in Atkinson, P., Coffey, A.,
- 2.2 Murphy, E and Dingwall, R. 2001. The Ethics of Ethnography, Ch. 23 in Atkinson, P., Coffey, A.,
- 2.3 Bell, E. and Wray-Bliss, E. 2009. Research ethics: Regulations and Responsibilities. In Bryman, A. and Buchanan, D. eds. Sage Handbook of Organizational Research Methods. London: Sage, pp. 78-92.
- 2.4 Bell, E. and Wray-Bliss, E. 2009. Research ethics: Regulations and Responsibilities. In Bryman, A. and Buchanan, D. eds. Sage Handbook of Organizational Research Methods. London: Sage, pp. 78-92.

Module III Publication Ethics and Misconducts

Hours 13

- 3.1 Moral Perspective
- 3.2 Professional Perspective
- 3.3 Legal Perspective
- 3.4 Publication misconducts: Data fabrication, Data falsification, Plagiarism, Dual Publication, Citation manipulation

Suggested Readings specific to the Module III

- 3.1 American Anthropological Association: AAA Code of Ethics. 1998. Association of Social Anthropologists of the UK and Commonwealth <http://www.theasa.org/>
- 3.2 American Anthropological Association: AAA Code of Ethics. 1998. Association of Social Anthropologists of the UK and Commonwealth <http://www.theasa.org/>
- 3.3 Clark, A. 2007. Making Observations: The Potential of Observation Methods for Gerontology, London: Centre for Policy on Ageing.
- 3.4 Clark, A. 2007. Making Observations: The Potential of Observation Methods for Gerontology, London: Centre for Policy on Ageing.

Module IV Understanding Plagiarism

Hours 13

- 4.1 Types of Plagiarism
- 4.2 Use of Plagiarism detection software
- 4.3 Policy Guidelines for handling plagiarism in institutions
- 4.4 Ethics in publishing a research work

Suggested Readings specific to the Module IV

- 4.1 Dougherty, M.V. 2020. Disguised Academic Plagiarism- A Typology and Case Studies for Researchers and Editors. Springer.
- 4.2 University of Stirling 2016. The Little Book of Plagiarism-What it is and how to avoid it
- 4.3 UGC Notification- Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions- Regulations, 2018, 23 July 2018.
- 4.4 Atkinson, Paul. et al, Eds. 2001. Handbook of Ethnography, London: Sage Publications.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. American Anthropological Association: AAA Code of Ethics. 1998. Association of Social Anthropologists of the UK and Commonwealth <http://www.theasa.org/>
2. Atkinson, Paul. et al, Eds. 2001. Handbook of Ethnography, London: Sage Publications.
3. Bell, E. and Wray-Bliss, E. 2009. Research ethics: Regulations and Responsibilities. In Bryman, A. and Buchanan, D. eds. Sage Handbook of Organizational Research Methods. London: Sage, pp. 78-92.
4. Clark, A. 2007. Making Observations: The Potential of Observation Methods for Gerontology, London: Centre for Policy on Ageing
5. Durham Community Research Team. 2012. Community-Based Participatory Research: Ethical Challenges, Durham University: Centre for Social Justice and Community Action. https://www.dur.ac.uk/beacon/socialjustice/ethics_consultation/ 67
6. Iphofen, R. 2011. Ethical Decision Making in Social Research: A Practical Guide, London: Palgrave Macmillan.
7. Mauthner, M., Birch, M., Jessop, J., and Miller, T. (eds) 2002. Ethics in Qualitative Research, London: Sage
8. Murphy, E and Dingwall, R. 2001. The Ethics of Ethnography, Ch. 23 in Atkinson, P., Coffey, A., Delamont, S., Lofland, J. and Lofland, L. (eds) Handbook of Ethnography, London: Sage.

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

1. Cooke, B and Kothari, U. 2001. Participation: The New Tyranny? London: Zed Books
2. Cotterill, P. 1992. Interviewing women: issues of friendship, vulnerability and power, Women's Studies International Forum, 15(5/6): 593-606.
3. Craig, G., Corden, A. and Thornton, P. 2001. A Code of Safety for Social Researchers, London: SRA
4. National Disability Authority. 2004. Ethical Guidelines for Disability Research, Dublin: NDA (www.nda.ie)
5. Oakley, A. 2000. Experiments in Knowing: Gender and Method in the Social Sciences, Cambridge: Polity Press.
6. United Nations. 1993. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities. New York: United Nations.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the concept and definitions of research ethics?
2. How to minimise minimize harm to the participant?
3. Write a note on the professional perspective?
4. Write a note on the Policy Guidelines of UGC to curtail plagiarism?
5. Write a note on the use of Plagiarism detection softwares?
6. Explain the ethics in publishing a research work?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU10DSCANT508
Review of Literature (Practical)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	Major	400	KU10DSCANT508	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
0	4	0	50	50	100	2

Course Description:

This course will give a comprehensive and practical understanding on review of literature. It discusses the relevance of review of literature in anthropological research.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the purpose of review of literature.	U
2	They will learn about all types of literature.	R
3	They will learn to review literature.	U
4	They will learn about writing process.	U
5	This course will give an analysis on the review of literature for research and studies.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓	✓			
CO 2	✓	✓	✓	✓			
CO 3	✓	✓	✓	✓			
CO 4	✓	✓	✓	✓	✓		
CO 5	✓	✓	✓	✓	✓		

Practical Content

- Introduction, Objectives
- Purposes of Review of Literature
- Sources of Review of Literature: Journals and Books, Reviews, Abstracts, Indexes,

Internet, Doctoral Dissertations

- Types of Literature, Subject Specific Books, Official Publications, Writing Aids, Journal Articles, Writing Process
- A literature review is an integrated analysis of scholarly writings that are related directly to your research.
- A review of a literature is a comprehensive review of the existing literature pertaining to a specific topic or research question.
- A literature review surveys prior research published in books, scholarly articles, and any other sources relevant to a particular issue or a specific topic.

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

Publication Manual of the American Psychological Association (7th edition, 2019).

Washington DC: American Psychological Association.

Singh, A. K. 2009. Test Measurements and Research Methods in Behavioural Sciences (5th edition). New Delhi: Bharti Bhawan Publishers & Distributors

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Review of a Book (20), Review of an Article (20) and Viva voce (10)		
Continuous Evaluation		50
a)	Review of Book & Presentation 1	10
b)	Review of Book & Presentation 2	10
c)	Review of Article & Presentation 1	10
d)	Review of Article & Presentation 2	10
e)	Viva voce	10
Total		100

Sample Questions to test Outcomes

- 1 How to review a book? (Book will be provided by the examiner) – Duration: 1 Hr
- 2 How to review an article? (Article will be provided by the examiner) – Duration: 1 Hr

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU10DSCANT509 Symbolic Anthropology

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	Major	400	KU10DSCANT509	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

Symbolic Anthropology examines symbols and processes by which human assign meaning. It addresses the fundamental questions about human social life, especially through myths and rituals. The course aims to provide a comprehensive understanding on the topic Symbolic Anthropology.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The student will learn about the basic ideas in Anthropological Symbolism	U
2	The student will learn to identify, classify and find meanings in the symbols.	R
3	The students will learn about the contributions of the major symbolic anthropologists.	U
4	They will learn about the symbolism in everyday life.	U
5	The students will have an overall idea on the Symbolic Anthropology.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Introduction to Symbolic Anthropology

- 1.1 Basic concepts in Symbolic Anthropology
- 1.2 Problems of definition, religion and Symbolic Anthropology
- 1.3 Symbolism and kinship
- 1.4 Symbolic capital

Suggested Readings specific to the Module I

- 1.1 Dolgin, J. L., Schneider, David M., eds. 1977. *Symbolic Anthropology: A Reader in the Study of Symbols and Meanings*. New York: Columbia University Press.
- 1.2 Dolgin, J. L., Schneider, David M., eds. 1977. *Symbolic Anthropology: A Reader in the Study of Symbols and Meanings*. New York: Columbia University Press.
- 1.3 Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.
- 1.4 Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.

Module II Symbolism

Hours 13

- 2.1 Classification, symbols and taboo, symbols in ritual
- 2.2 Symbolism and neurosciences in Anthropology
- 2.3 Symbols and environment
- 2.4 Political symbolism

Suggested Readings specific to the Module II

- 2.1 Turner, Victor. 1975. *Symbolic Studies*. *Annual Review of Anthropology*, 4: 145–161
- 2.2 Turner, Victor. 1975. *Symbolic Studies*. *Annual Review of Anthropology*, 4: 145–161
- 2.3 Turner, Victor. 1975. *Symbolic Studies*. *Annual Review of Anthropology*, 4: 145–161
- 2.4 Turner, Victor. 1975. *Symbolic Studies*. *Annual Review of Anthropology*, 4: 145–161

Module III Major symbolic anthropologists

Hours 13

- 3.1 Major symbolic anthropologists: Victor Turner, Mary Dougl
- 3.2 Clifford Geertz, Rodney Needham
- 3.3 Raymond Firth, Levi-Strauss,
- 3.4 Abner Cohen, Peter Bourdieu, and Talal Asad

Suggested Readings specific to the Module III

- 3.1 Turner, Victor. 1986. *Dewey, Dilthey and Drama: An essay in the anthropology of experience*. In Victor Turner and Edward M. Bruner (Eds.) *The Anthropology of Experience*. Urbana: University of Illinois.

- 3.2 Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.
- 3.3 Firth, Raymond. 1971. 2012 Rpt. *Symbols – Public and Private*. United Kingdom: Routledge publications.
- 3.4 Levi-Strauss, Claude. 1963. *Structural Anthropology*. New York: Doubleday Anchor Books.

Module IV Symbolism in Everyday Life

Hours 13

- 4.1 Symbolism and the idea of everyday life
- 4.2 Comparing symbolic analysis
- 4.3 Symbols in visual analysis
- 4.4 Critiques of symbolism

Suggested Readings specific to the Module IV

- 4.1 Turner, Victor. 1975. *Symbolic Studies*. *Annual Review of Anthropology*, 4: 145–161
- 4.2 Turner, Victor. 1975. *Symbolic Studies*. *Annual Review of Anthropology*, 4: 145–161
- 4.3 Firth, Raymond. 1971. 2012 Rpt. *Symbols – Public and Private*. United Kingdom: Routledge publications.
- 4.4 Firth, Raymond. 1971. 2012 Rpt. *Symbols – Public and Private*. United Kingdom: Routledge publications.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1 Asad, Talal. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: Johns Hopkins University Press.
- 2 Dolgin, J. L., Schneider, David M., eds. 1977. *Symbolic Anthropology: A Reader in the Study of Symbols and Meanings*. New York: Columbia University Press.
- 3 Douglas, Mary. 1970. *Natural Symbols*. London: Cresset.
- 4 Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.
- 5 Geertz, Clifford. 2000. *Available Light: Anthropological Reflection on Philosophical Topics*.
- 6 Ortner, Sherry. ed. 1984. *Theory in Anthropology since the Sixties*. *Comparative Studies in Society and History*, 26(1): 126–166. Princeton: Princeton University Press.
- 7 Turner, Victor. 1967. *The Forest of Symbols*. Ithaca: Cornell University Press.
- 8 Turner, Victor. 1974. *Dramas, Fields and Metaphors*. Ithaca: Cornell University Press.

9 Turner, Victor. 1975. Symbolic Studies. Annual Review of Anthropology, 4: 145–161.

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

- 1 Kroeber, Albert L., and Kluckhohn, Clyde. 1952. Culture: A Critical Review of Concepts and Definitions. Cambridge: The Peabody Museum.
- 2 Ortner, Sherry. ed. 1984. Theory in Anthropology since the Sixties. Comparative Studies in Society and History, 26(1): 126–166. Princeton: Princeton University Press.
- 3 Schneider, David M. 1969. Kinship, Nationality and Religion in American Culture. In Spencer, R.F., ed. Forms of Symbolic Action. Seattle: University of Washington Press, 116–125.
- 4 Turner, Victor. 1987. The Anthropology of Performance. New York: PAJ Publications.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

- 1 Explain the basic ideas in Anthropological Symbolism?
- 2 How to identify, classify and find meanings in the symbols?

- 3 Write a note on the contributions of the major symbolic anthropologists?
- 4 Give a note on the symbolism in everyday life?
- 5 Relevance of Symbolic Anthropology?
- 6 Contributions of Raymond Firth on Symbolic Anthropology?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU10DSCANT510

Anthropology of Indian Diaspora

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	Major	400	KU10DSCANT510	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

This course will give an insight on the concept of diaspora and its related concepts.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about how India as a nation looks at its diaspora.	An
2	They will learn about how the diasporic communities look at India.	U
3	They will also learn about in depth about one of the Indian diasporic communities.	E
4	The students will learn about the methodology of diasporic studies.	U
5	The students will learn about India's Policy towards its Diaspora.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Introduction to Diaspora

- 1.1 Concepts of diaspora: home, migration and diasporic imaginations
- 1.2 History and significance of diasporic studies in India
- 1.3 Types of Migration: Emigration, Immigration, In-migration, Out-migration
- 1.4 Anthropology of Indian Diaspora

Suggested Readings specific to the Module I

- 1.1 Cohen, Robin. 2008. *Global Diasporas: An Introduction*. New York: Routledge.
- 1.2 Shuval, Judith. 2000. Diaspora Migration: Definitional Ambiguities and Theoretical Paradigm. *International Migration*, 38(5): 41-55.
- 1.3 Mishra, Vijay. 2007. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New York: Routledge.
- 1.4 Mishra, Vijay. 2007. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New York: Routledge.

Module II Indian Diaspora

Hours 13

- 2.1 Theories of diaspora, methodology of diasporic studies
- 2.2 Pioneering studies on Indian diaspora
- 2.3 Indian Diaspora and Transnationalism
- 2.4 Ethnicity and Gender in International Migrations

Suggested Readings specific to the Module II

- 2.1 Shuval, Judith. 2000. Diaspora Migration: Definitional Ambiguities and Theoretical Paradigm. *International Migration*, 38(5): 41-55.
- 2.2 Safran, William. 1991. Diaspora in Modern Societies: Myths of Homeland and Return. *Diaspora*, 1(1): 83-89.
- 2.3 Jain, Ravindra K. 1970. *Indians in Malaya: Immigration and Settlement 1786-1957*. Cambridge: Cambridge University Press.
- 2.4 Tololyan, K. 2007. The Contemporary Discourse of Diaspora Studies. *Comparative Studies of South Asia, Africa and the Middle East*, 27(3); 647-55.

Module III Issues of Identity

Hours 13

- 3.1 Issues of Identity in the Indian Diaspora: Religion and Caste, Language and Culture, Institutions and Associations
- 3.2 Southeast Asia and Indian diaspora
- 3.3 The Caribbean Islands and Indian diaspora
- 3.4 Indian diaspora in Europe, America and the Gulf countries

Suggested Readings specific to the Module III

- 3.1 Tololyan, K. 2007. The Contemporary Discourse of Diaspora Studies. *Comparative Studies of South Asia, Africa and the Middle East*, 27(3); 647-55.
- 3.2 Tololyan, K. 2007. The Contemporary Discourse of Diaspora Studies. *Comparative Studies of South Asia, Africa and the Middle East*, 27(3); 647-55.
- 3.3 Gopinath, Gayatri. 2005. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Durham; Duke University Press.
- 3.4 Sheffer, G. 2003. *Diaspora Politics: At Home Abroad*. Cambridge: Cambridge University Press.

Module IV Policies and Experiences

Hours 13

- 4.1 India and her diasporic people, India's Policy towards its Diaspora
- 4.2 Diasporic experiences about India
- 4.3 Diaspora and its role in India's trade and politics
- 4.4 Major Issues pertaining to Indian Diaspora

Suggested Readings specific to the Module IV

- 4.1 Mishra, Vijay. 2007. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New York: Routledge.
- 4.2 Jain, Ravindra K. 1970. *Indians in Malaya: Immigration and Settlement 1786-1957*. Cambridge: Cambridge University Press.
- 4.3 Van Hear, Nicholas. 1998. *New Diasporas: The Mass Exodus, Dispersal and Regrouping of Migrant Communities*. London: University of California Press.
- 4.4 Van Hear, Nicholas. 1998. *New Diasporas: The Mass Exodus, Dispersal and Regrouping of Migrant Communities*. London: University of California Press.

Module V Teacher Specific Module

Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

1. Cohen, Robin. 2008. *Global Diasporas: An Introduction*. New York: Routledge.
2. Gopinath, Gayatri. 2005. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Durham; Duke University Press.
3. Jain, Ravindra K. 1970. *Indians in Malaya: Immigration and Settlement 1786-1957*. Cambridge: Cambridge University Press.
4. Mishra, Vijay. 2007. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. New York: Routledge.
5. Misra, P. K. 1995. Cultural Design in Identity Formation in Trinidad. *The Eastern Anthropologist*, 48(3): 201-26.
6. Safran, William. 1991. *Diaspora in Modern Societies: Myths of Homeland and*

Return. *Diaspora*, 1(1): 83-89.

7. Tololyan, K. 2007. The Contemporary Discourse of Diaspora Studies. *Comparative Studies of South Asia, Africa and the Middle East*, 27(3); 647-55.
8. Van Hear, Nicholas. 1998. *New Diasporas: The Mass Exodus, Dispersal and Regrouping of Migrant Communities*. London: University of California Press.
9. Vertovec, S. 1992. *Hindu Trinidad: Religion, Ethnicity and Socio-economic Change*. London: Macmillan.

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

1. Sheffer, G. 2003. *Diaspora Politics: At Home Abroad*. Cambridge: Cambridge University Press.
2. Shuval, Judith. 2000. Diaspora Migration: Definitional Ambiguities and Theoretical Paradigm. *International Migration*, 38(5): 41-55.

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

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Explain the concepts of diasporic studies in anthropology?
2. Write a note on the History and significance of diasporic studies in India?
3. How does India as a nation looks at its diaspora?
4. How does the diasporic communities look at India?
5. Write a note on the Indian diasporic communities?
6. Discuss on the methodology of diasporic studies?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.

KU10DSCANT511
Anthropology of Complex Societies

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	Major	400	KU10DSCANT510	4	60

Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

Course Description:

In India, anthropology as a discipline undertakes studies in caste/peasant villages and in cities. There is mobility and dynamics which change it peasant folk communities. Mythologies are woven around complex phenomena across wide geographical areas. Anthropology therefore does not limit itself to study of simple tribal communities.

Course Prerequisite: NIL

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

CO No.	Expected Outcome	Learning Domains
1	The students will learn about the study of complex society.	U
2	They will learn about the anthropological approaches in the study of complex societies.	R
3	They will also learn about the Indian cities.	U
4	They will learn about the culture and poverty.	U
5	This course impart knowledge on the anthropological approach to the urban planning.	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓				
CO 4	✓	✓	✓				
CO 5	✓	✓	✓				

COURSE CONTENTS

Hours 13

Module I Anthropological Approaches to the Study of Complex Societies

- 1.1 Anthropological approaches to the study of complex societies
- 1.2 British anthropologists' model and American anthropological approaches
- 1.3 Concept of peasant society and peasant culture: Indian village as a peasant society
- 1.4 Studies of rural and peasant societies

Suggested Readings specific to the Module I

- 1.1 Banton, M. Ed. 2004. Social Anthropology of Complex Societies. London: Routledge.
- 1.2 Banton, M. Ed. 2004. Social Anthropology of Complex Societies. London: Routledge.
- 1.3 Singer, M. Ed. 2018 Rpt. Traditional India: Structure and Change. Jaipur: Rawat Publications.
- 1.4 Singer, M. Ed. 2018 Rpt. Traditional India: Structure and Change. Jaipur: Rawat Publications.

Module II Study of Indian Cities

Hours 13

- 2.1 Study of cities in historical perspective and in transition
- 2.2 Pre-industrial and post-industrial cities
- 2.3 Cultural role of cities, study of Indian cities
- 2.4 Concept of scale in urbanization

Suggested Readings specific to the Module II

- 2.1 Singer, M. Ed. 2023 Rpt. When a Great Tradition modernizes: An Anthropological Approach to Indian Civilization. Jaipur: Rawat Publications.
- 2.2 Singer, M. Ed. 2023 Rpt. When a Great Tradition modernizes: An Anthropological Approach to Indian Civilization. Jaipur: Rawat Publications.
- 2.3 Cohn, B.S. 2000. India: Social Anthropology of a Civilization. New Delhi: Oxford University Press.
- 2.4 Cohn, B.S. 2000. India: Social Anthropology of a Civilization. New Delhi: Oxford University Press.

Module III Study of Culture and Poverty

Hours 13

- 3.1 Community: group and industry in western culture
- 3.2 Concept of culture of poverty and anthropological approaches to the study of culture and poverty
- 3.3 Emergence of Urban Anthropology
- 3.4 Extended Case Study method

Suggested Readings specific to the Module III

- 3.1 Marriot, M., (Ed) 2017. Village India: Studies in Little Community. Jaipur: Rawat Publications.
- 3.2 Cherry, Gordon (Ed.) 1974. Urban Planning Problems. London: L. Hill.
- 3.3 Ganguly, Indrani. 1986. Urban Anthropology: A Critical Review. New Delhi: Unique Publications.
- 3.4 Banton, M. Ed. 2004. Social Anthropology of Complex Societies. London: Routledge.

Module IV Anthropological Approaches to Urban Planning Hours 13

- 4.1 Anthropological approaches to urban planning
- 4.2 Role of participatory communication to urban planning
- 4.3 Advocacy and pluralism in urban planning
- 4.4 Social, economic, political and urban environmental dimensions of planning process

Suggested Readings specific to the Module IV

- 4.1 Cherry, Gordon. Ed. 1974. Urban Planning Problems. London: L. Hill.
- 4.2 Hack, Gibbs. Ed. 2012. Urban Research Methods. USA: Literary Licensing LLC
- 4.3 Paul, Brass. 1991. Ethnicity and Nationalism: Theory and Comparison. New Delhi: Sage Publications. Pvt. Ltd.
- 4.4 Ganguly, Indrani. 1986. Urban Anthropology: A Critical Review. New Delhi: Unique Publications.

Module V Teacher Specific Module Hours 8

- 5.1 Mention broad area of content, transaction and evaluation.

Core Compulsory Readings (Books, Journals, E-sources, Websites/weblinks)

- 1 Agrawal, B.C. Ed. 1982. Anthropological Approaches to the Study of Civilizations. UP: Ethnographic and Folk-culture Society.
- 2 Banton, M. Ed. 2004. Social Anthropology of Complex Societies. London: Routledge.
- 3 Cherry, Gordon. Ed. 1974. Urban Planning Problems. London: L. Hill.
- 4 Cohn, B.S. 2000. India: Social Anthropology of a Civilization. New Delhi: Oxford University Press.
- 5 Erikson, T.H. 2002. Ethnicity and Nationalism Anthropological Perspectives. London: Pluto Press.
- 6 Singer, M. Ed. 2023 Rpt. When a Great Tradition modernizes: An Anthropological Approach to Indian Civilization. Jaipur: Rawat Publications.
- 7 Singer, M. Ed. 2018 Rpt. Traditional India: Structure and Change. Jaipur: Rawat Publications.

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

- 1 Hack, Gibbs. Ed. 2012. Urban Research Methods. USA: Literary Licensing LLC.
- 2 Marriot, M., Ed. 2017. Village India: Studies in Little Community. Jaipur: Rawat Publications.
- 3 Paul, Brass. 1991. Ethnicity and Nationalism: Theory and Comparison. New Delhi: Sage Publications. Pvt. Ltd.

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

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Mode of Transaction

Offline Classes

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
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a)	Test Paper- 1	10
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c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
Total		100

Sample Questions to test Outcomes

1. Write a note on the anthropology of complex societies?
2. Explain the anthropological approaches in the study of complex societies?
3. Write a note on the Indian cities?
4. Explain the concept of culture and poverty?
5. Give an account on the anthropological approach to the urban planning?
6. Write a note on the Extended Case Study method?

Employability for the Course/Programme

- After completing the programme, the students will be able to work in the areas of teaching, research, investigator, research assistants, research associates, anthropologists, museum curators in various governmental sectors. They can work in the Tribal Research Institutes, Anthropological Survey of India, Ministry of Culture, Archaeological Survey of India, Universities, Higher Secondary Schools and so on.