

REVISED UG SYLLABUS UNDER CBCS
(Implemented from Academic Year - 2020-21)
PROGRAMME: FOUR YEAR B.A. /B.Sc. (Hons)
Domain Subject: **ANTHROPOLOGY**

Skill Enhancement Courses (SECs) for Semester V, from 2022-23 (Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

Structure of SECs for Semester–V

(To choose One pair from the Three alternate pairs of SECs)

| Univ Code | Course Number 6&7 | Name of Course | Hours/Week | Credits | Marks | |
|-----------|----------------------|-----------------------------|------------|----------|------------------------|------------|
| | | | | | IA–20 Field Work 05 | Sem End |
| | 6A | APPLIED ANTHROPOLOGY | 6 | 5 | 25 | 75 |
| | 7A | ACTION ANTHROPOLOGY | 6 | 5 | 25 | 75 |

OR

| | | | | | | |
|--|----|-----------------------------------|----------|----------|-----------|-----------|
| | 6B | METHODS OF DATA COLLECTION | 6 | 5 | 25 | 75 |
| | 7B | ANTHROPOLOGICAL FIELD WORK | 6 | 5 | 25 | 75 |

OR

| | | | | | | |
|--|----|----------------------------------|----------|----------|-----------|-----------|
| | 6C | DEVELOPMENT ANTHROPOLOGY | 6 | 5 | 25 | 75 |
| | 7C | PARTICIPATORY DEVELOPMENT | 6 | 5 | 25 | 75 |

Note-1: For Semester–V, for the domain subject Anthropology, any one of the three pairs of SECs shall be chosen as courses 6 and 7, i.e., (6A & 7A) or (6B & 7B) or (6C & 7C), the pair shall not be broken. A, B, C allotment is random, not on any priority basis.

Note-2: One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented.

Hence, teachers shall also impart practical training to students on the skills embedded in the syllabus citing related real field situations.

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6A APPLIED ANTHROPOLOGY

Learning Outcomes

By successful completion of the Course, students will be able to:

1. Understand the applications of Anthropology in bringing social and culture change.
2. Analyze the agents and promoters of change.
3. Investigate the social, cultural and psychological barriers to change
4. Understand applications of Anthropology in Agriculture, Education, Public health and Environment..

Syllabus

Unit – I: Meaning and scope of Applied Anthropology
Relationship with Action Anthropology

Unit – II : Concepts of Social and Culture Change
Innovation, Culture Contact, Diffusion, Acculturation and Socialization

Unit –III :Agents and Promoters of Change
Anthropologist as a Change agent / catalyzer

Unit – IV : Barriers to Social and Cultural Change
Social, Cultural and Psychological barriers to Change

Unit –V : Applications of Anthropology in development sectors (9 hrs.)
Applications of Anthropology in Agriculture, Primary Education, Public Health and Environment with suitable examples in tribal areas.

Co-curricular Activities Suggested (3 Hrs.)

1. Assignments, Group discussions and Quiz programs
2. Field visits to local areas to study the weaker sections of the communities
3. Invited lecturers by Project Implementing Agencies (PIAs)
4. Preparation of brief reports on field visits.

Reference Books

1. Clifton, J.A (Ed).. 1970. Applied Anthropology: Readings in the use of the Science of Man. Boston:Houghton-Mifflin,
2. Foster, G.M. 1969 Traditional Cultures and the impact of Technological

- Change, Bombay, Allied Publeshers.
3. Hogbin, I.H. 1958, Social Change. London: Watts & Co.
 4. Vidhyarthi, L.P.. 1968. Applied Anthropology in India. Allahabad, Kitab Mahal.
 5. Sarah Pink (Ed) 2006. Applications of Anthropology: Professional Anthropology in the 21st century. (Studies in Public and Applied Anthropology
 6. Erve chambers 1989. Applied Anthropology: A Practical guide.
 7. John Van willigen 2005. Applied anthropology: Domines of application, Westport. C.T. Green road Press

V. Suggested Question Paper Pattern:

Max.Marks:75 Time:3 hrs SECTION – A (Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

SECTION - B (Total: 5 X 5=25Marks)

(Answer any five questions. Each answer carries 5 Marks)

(At least 1 question should be given from each Unit)

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SECTION - C (Total: 5 X 8 = 40 Marks)

(Answer ALL the questions. Each question carries 8 Marks)

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| 1. | (a) or (b) |
| 2. | (a) or (b) |
| 3. | (a) or (b) |
| 4. | (a) or (b) |
| 5. | (a) or (b) |

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6B ACTION ANTHROPOLOGY

Learning Outcomes

By successful completion of the Course, students will be able to:

1. Understand the role of Action anthropology in promoting change and development
2. Understand the Action anthropologist as an agent of Change
3. Establishment of rapport and collection of data in vulnerable societies
4. Identification of barriers and promoters of change and development

Syllabus

Unit – I: Meaning and scope of Action anthropology

Meaning and scope of Action anthropology
Relationship between Applied and Action anthropology
Social Assessment and Social Impact Assessment.

Unit –II: Action anthropologist and Field work

Field work and establishment of rapport

Unit – III : Participant Observation and collection of data

Study of Society, culture and development

Unit – IV : Identification of Barriers in planning and implementation of development programmes

Study of the objectives and target population of the development activity

Unit – V : Monitoring and Evaluation

:Identification of issues in implementation of the development activity
Suggestions for making suitable changes in planning and execution of development

Co-curricular Activities Suggested (3 Hrs.)

1. Assignments, Group discussions and Quiz programs
2. Field visits to local areas to study the weaker sections of the communities
3. Invited lecturers by Project Implementing Agencies (PIAs)
4. Preparation of brief reports on field visits.

Reference Books:

1. Vidhyarthi, L.P.. !968. Applied Anthropology in India. Allahabad, Kitab Mahal.
2. Riall,Nolan 2003. Anthropology in Practice

3. Sarah Pink (Ed) 2006. Applications of Anthropology: Professional Anthropology in the 21st century. (Studies in Public and Applied Anthropology
4. Erve chambers 1989. Applied Anthropology: A Practical guide.
5. John Van willigen 2005. Applied anthropology: Domines of application, Westport. C.T. Green road Press

V. Suggested Question Paper Pattern:

Max.Marks:75 Time:3 hrs SECTION – A (Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

SECTION - B (Total: 5 X 5=25Marks)

(Answer any five questions. Each answer carries 5 Marks)

(At least 1 question should be given from each Unit)

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SECTION - C (Total: 5 X 8 = 40 Marks)

(Answer ALL the questions. Each question carries 8 Marks)

| | |
|----|------------|
| 1. | (a) or (b) |
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| 4. | (a) or (b) |
| 5. | (a) or (b) |

B

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B METHODS OF DATA COLLECTION

Learning Outcomes

By successful completion of the Course, students will be able to:

1. Understand the importance of collection of data for human development
2. Understand various methods of data collection, their merits and demerits
3. Use of Survey method – National Sample Survey, Census operations and Enumeration
4. Understand the processing, analyzing and tabulation of data

Syllabus

Unit – I: Importance of Collection of Data (9hrs.)

Primary data and Secondary data; Qualitative and Quantitative data

Unit –II : Data collection in Development Planning

National Sample Survey, Census operations, Business Marketing and Enumeration

Unit –III : Various methods of Data collection (9 hrs.)

Use of Open and Close ended questions

Data collection techniques :Interview, Questionnaire, Schedule and Observation

Unit – IV : Selection of Sample and methods of Sampling

Survey and Case Study methods

Unit – V : Analysis and Tabulation of Data (9 hrs.)

Classification of Data and Variables

Tabulation and use of Computers

Co-curricular Activities Suggested (3 Hrs.)

1. Assignments, Group discussions and Quiz programs
2. Field visits to local areas for collection of data
3. Invited lecturers by Project Implementing Agencies (PIAs)
4. Preparation of tools and tabulation

Reference books

1. Kothari, C.R. 1997. Research Methods: Methods and Techniques. Delhi:

Wishwa Prakasan

2. Werner, O and Schoepfle. G. M. 1987. Systematic field work (Vol.1) Foundations of ethno9graphy Interviewing. Newbury Park: C.A. sage Publications.
3. Thomas, D.H. 1976. Figuring Anthropology: first Principles of Probability and Statistics. New York: Holt, Rinehart and Winston.
4. Danda, A. Research methodology in Anthropology. Inter India , New Delhi

V. Suggested Question Paper Pattern:

Max.Marks:75 Time:3 hrs SECTION – A (Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

SECTION - B (Total: 5 X 5=25Marks)

(Answer any five questions. Each answer carries 5 Marks)

(At least 1 question should be given from each Unit)

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(Answer ALL the questions. Each question carries 8 Marks)

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| 5. | (a) or (b) |

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7B ANTHROPOLOGICAL FIELD WORK

Learning Outcomes

By successful completion of the Course, students will be able to:

1. Understand the importance of Field work in Anthropology
2. Understand Qualitative and Quantitative data through Field work
3. Understand the Art of Field work in Development sector
4. Development of Rapport and Confidence building

Syllabus

Unit – I : Importance of Field work in Ethnographic and Development Studies
Field work tradition in anthropology and Collection of Qualitative data

Unit – II : Preparation for Field work : i0. Intellectual preparation, ii). Physical preparation and
Psychological preparation.

Unit – III : Establishment of Rapport : Learning native language and Winning confidence
as a
neutral observer.

Unit – IV : Ethical Values in Field work, Use of field diary and electronic equipment

Unit – V : Collection of data using data collection tools and participant observation

Co-curricular Activities Suggested (3 Hrs.)

1. Assignments, Group discussions and Quiz programs
2. Field visits to local areas for collection of data
3. Invited lecturers by Project Implementing Agencies (PIAs)
4. Preparation of field diaries and use of electronic equipment in field work.

Reference books

1. Danda, A. Research methodology in Anthropology. Inter India , New Delhi
2. Kothari, C.R. 1997. Research Methods: Methods and Techniques. Delhi: Wishwa Prakasan
Werner, O and Schoepfle. G. M. 1987. Systematic field work (Vol.1)
Foundations of ethno9graphy Interviewing. Newbury Park: C.A. sage

Publications

4. John George Garson (1899) Notes and queries on Anthropology,
The Anthropological institute, 3 Hanover square

V. Suggested Question Paper Pattern:

Max.Marks:75 Time:3 hrs SECTION – A (Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

SECTION - B (Total: 5 X 5=25Marks)

(Answer any five questions. Each answer carries 5 Marks)

(At least 1 question should be given from each Unit)

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(Answer ALL the questions. Each question carries 8 Marks)

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6C DEVELOPMENT ANTHROPOLOGY

Learning Outcomes

By successful completion of the Course, students will be able to

1. Understand the concepts of Development and Sustainable Development
2. Know the indicators of Development: and Measurement of Development
3. Understand the importance of people's participation in development
4. Identify the Social –Cultural variables in Rural development
5. Know the National and International development agencies.

Syllabus

Unit – I : Concepts of Development and Sustainable Development

Meaning of Development and Sustainable Development
Development planning and implementation
Monitoring and Evaluation

Unit – II :Indicators of Development: and Measurement of Development

Identification of clear indicators in each development sector
Measurement of Development and Ranking

Unit – III :National and International Development Agencies

Role of UNDP, World Bank, DFID, Care India, Action Aid and other Agencies in Development.
Role of Non-Government Organizations in Development

Unit – IV : Social – Cultural variables in Rural Development

Importance of Social-Cultural factors in the implementation of development programmes
Case Studies : Irrigation, Education, Health, Watersheds and JFM

Unit – V : People's participation in Rural Development

Importance of People's participation in planning and implementation of development Programmes.
Role of Local bodies and Community Organizations in development
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Co-curricular Activities Suggested (3 Hrs.)

1. Assignments, Group discussions and Quiz programs
2. Field visits to local areas for collection of data
3. Invited lecturers by Project Implementing Agencies (PIAs)
4. Preparation of development indicators for different development sectors

Reference Books:

- 1.Cochrane, G. 1971. Development Anthropology, New York. Oxford University Press.
2. Duve, S.C. 1989. Tradition and Development. New Delhi. Vikas Publishing Home.
3. Cernea, M.M. 1991. Putting People First: Sociological Variables in Development, New York: Oxford University Press
4. Mair. Lucy P. 1984 Anthropology and Development. London, Macmillan & Co.

V. Suggested Question Paper Pattern:

Max.Marks:75 Time:3 hrs SECTION – A (Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

SECTION - B (Total: 5 X 5=25Marks)

(Answer any five questions. Each answer carries 5 Marks)

(At least 1 question should be given from each Unit)

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7C PARTICIPATORY DEVELOPMENT

Learning Outcomes

By successful completion of the Course, students will be able to:

1. Understand the concept of Participatory development
2. Understand the need for people's participation in rural development
3. Learn the PRA method – Participatory Rural Appraisal and its use
4. Understand the role of Social-Cultural factors in rural development
5. National and International Development Agencies in Participatory Development.

Syllabus

Unit – I : Concept of Participatory Development

Meaning of Participatory Development

Community participation in Rural development

Unit – II : Need for people's participation in Rural development

Multi-ethnic, multi-religious and multi-cultural Society

Getting Social-Cultural acceptability in planning and implementation

Problems in identification of genuine beneficiaries

Unit – III : Participatory Rural Appraisal (PRA)

Village Mapping, Social Mapping and Resource Mapping

Need Assessment, Social Ranking , Wealth Ranking and Problem Analysis

Unit – IV : Case Studies in Participatory Development

People's participation in Irrigation, Forestry, Water-sheds and Primary Education

Unit – V : National and International Development Agencies

Local Bodies, Government and Non-Government Organizations

UNDP, DFID, World Bank, Action-Aid and CARE India

Co-curricular Activities Suggested (3 Hrs.)

1. Assignments, Group discussions and Quiz programs
2. Field visits to local areas to learn PRA method
3. Invited lecturers by Project Implementing Agencies (PIAs)
4. Preparation of Village Mapping, Social Mapping and Resource Mapping

Reference Books:

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. Sivaram, P.N.D. PRA: Techniques and Applications, Hyderabad, NIRD
4. Somesh Kumar, 2002. Methods for Community Participation, Delhi, Vistar (Sage)
5. White, W.F. 1991. Participatory Action Research, New Delhi, Sage Publications

V. Suggested Question Paper Pattern:

Max.Marks:75 Time:3 hrs SECTION – A (Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

SECTION - B (Total: 5 X 5=25Marks)

(Answer any five questions. Each answer carries 5 Marks)

(At least 1 question should be given from each Unit)

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