



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Anthropology
Semester II (2023-2025)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment					
MAANTHRO 201	CC	Human Genetics	60	20	20	0	0	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit; *Teacher's Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAANTHRO 201: HUMAN GENETICS

Course Educational Objectives (CEOs):

- CEO1: To impart basic knowledge of human genetics & processes involved in Human Biological Diversity.
- CEO2: To provide knowledge about various Theories of Human Genetics & Laws of Population Genetics.
- CEO3: To provide knowledge about Human Population Genetics.
- CEO4: To provide knowledge about Chromosomal Aberrations in Humans.
- CEO5: To enable the learner to be interested in studying the evolutionary phenomenon.

Course Outcomes (COs): Students are expected to:

- CO 1: Understand the significance of human genetics in Anthropology.
- CO 2: Explain Mendel's contribution to Genetics, characteristics, traits, true-breeder, genotype, phenotype, allele, autosomal dominant and recessive traits & a monohybrid cross.
- CO 3: Have an Analytical understanding of Theories of Human Genetics and Laws of Population Genetics
- CO 4: Explain how the characters/traits are inherited from parents to offspring.
- CO5: Discuss the normal and abnormal composition of the chromosomes leading to syndromes. disorders/syndromes.

Course Contents:

UNIT-I: Introduction to Human Genetics

Meaning and Scope of Human Genetics; Structure and Function of Human Cell, RNA and DNA, Genetic Code; Cell Division- Mitosis and Meiosis, significance of cell division; Methods of studying heredity: Pedigree Method, Twin method, Population, Family, Linkage Studies, Karyotyping, Cytogenetic and Biochemical, and DNA Techniques.

UNIT-II: Patterns of Inheritance

Mendelian Inheritance, Patterns of Inheritance-Autosomal (Dominant, Recessive, and Co-dominance), Sex-Linked Inheritance, Sex-Influenced, Sex-Limited, Lethal Genes, Modifying Genes, Multiple Alleles.

UNIT-III: Human Population Genetics

Definition, Aim & Scope; Hardy-Weinberg Law, Genetic Polymorphism; Mating Patterns-Random


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Mating; Assortative Mating; Consanguinity and Inbreeding; Miscegenation; Genetic Load; Selection & Genetic Polymorphism.

UNIT-IV: Human Cytogenetic

Identification of Human Chromosomes; Karyotyping and Nomenclature; Techniques of Studying Human Chromosomes; Numerical and Structural Chromosomal Abnormalities; Sex determination; Lyon's hypothesis.

UNIT-V: Human Molecular Genetics

Introduction to Molecular Genetics, DNA Polymorphisms, and Disease Association: Monogenic Disease; Multifactorial Disease; Human Genome Project (HGP): Introduction; Goal of HGP; Benefits of HGP; Disadvantage of HGP; Post Genomic Era Studies- Ethical, Legal and Social Implications (ELSI)

Suggested Readings:

- Barua, S. (2002). *Human Genetics. An Anthropological Perspective*. Kolkata: Classique Books.
- Cummings, M.R. (1997). *Human Heredity: Principles & Issues*. New York: International Thomson Publishing Co.
- Harrison, G. A., Tanner, J. M., Pilbeam, D. R., and Baker, P. T. (1990). *Human Biology. An Introduction to Human Evolution, Variation, Growth and Adaptability. 3rd ed.* Oxford: Oxford University Press.
- Jorde L.B, Carey J.C, Bamshad M.J, and White R.L (2000). *Medical Genetics*. Mosbey: St. Louis.
- Korf, B. R., & Irons, M. B. (2013). *Human Genetics and Genomics (4 edition)*. Chichester, UK: Wiley-Blackwell.
- Larsen, C. S. (2010). *A Companion to Biological Anthropology (1 edition)*. Malden Mass: Wiley-Blackwell.
- Lewis, R. (2014). *Human Genetics (11 edition)*. New York: McGraw-Hill Education.
- Nath, P. (2020). *Physical Anthropology. 9th Edition*. Higher Publications.
- Verma, P. S and Agarwal, V.K. (2009). *Genetics*. New Delhi: S. Chand & Company Ltd.

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MAANTH RO202	CC	Research Methods in Anthropology	60	20	20	0	0	3	0	0	3

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MAANTHRO202: Research Methods in Anthropology

Course Educational Objectives (CEOs):

- CEO1:** To provide a basic understanding of the nature and procedure of scientific research as practiced in social sciences.
- CEO2:** To equip the students with the concept and methods of Social Science Research and various types of research designs,
- CEO3:** To provide an understanding of sampling and sampling techniques.
- CEO4:** To provide an understanding of the fieldwork, the qualitative and quantitative methods, and the tools and techniques of data collection
- CEO5:** To provide an understanding of statistical analysis and writing a proposal.

Course Outcomes (COs): The students are expected to:

- CO1:** Describe the various types of research designs; tools of data collection, data analysis, and interpretation and construct a questionnaire relying on several types of questions.
- CO2:** Select the appropriate sample size.
- CO3:** Select appropriate quantitative methodologies for use in the study to be conducted.
- CO4:** Analyze data by using appropriate qualitative as well as quantitative techniques of analysis.
- CO5:** Write an effective research proposal

Course Content:

Unit I: Social Research: Definition, Nature, and Purpose; Steps in Social Research; Problem of Objectivity and Subjectivity in Social Research

Unit II: Research Design: Steps in Research Design; Review of Literature; Conceptual Framework; Formulation of Research Problem; Formulation of Hypothesis; Tools and Techniques of Data Collection; Determination of the Mode of Analysis and Reporting.

Unit III: Survey Method and Sampling Techniques: Introduction to Survey Research Method; Concept and Significance of Sampling; Probability and Non- Non-Probability Sampling

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Unit IV: Fieldwork as a tradition in Anthropology: its Relevance. Ethnography: Ethnography as a qualitative Research; Ethnography as a Holistic Documentation of Culture; Techniques, Methods and Methodology; Genealogy and Pedigree. Tools and Techniques of Data Collection- Primary Data: Observation; Interview; Focus Group Discussion (FGDs); Schedules, Case Study etc. Secondary Data: Census Registration system & Population Registers, Sample Survey, Handbooks, Gazetteer, Other sources of Data etc.

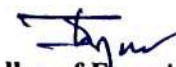
Unit V: Introduction to Qualitative and Quantitative Analysis; Statistical Analysis: Collection and Presentation of Data; Measures of Central Tendency and Dispersion, Statistical Distribution. Report Writing -Steps in Report Writing.

Suggested Readings:

- Bernard, Russel H. (1998). *Handbook of Methods in Cultural Anthropology*. North America: Altamira Press.
- Danda, Ajit (1992). *Research Methodology in Anthropology*. New Delhi: Inter-India,
- Fetterman, David (1989). *Ethnography Step by Step*. New Delhi: Sage Publication.
- Goode, W.J., and Hatt, P. K. (1953). *Methods in Social Research*. New York: Mc. Graw- /hill Book Co.
- Hammersley, M. (1983). *Ethnography Principles in Practice*. Tavistock Publications.
- Kothari C. R. (2004). *Research Methodology*. New Delhi: Vishwa Prakashan, Latest Edition.
- Krishnaswami O. R., and Ranganatham M. (2011). *Methodology of Research in Social Sciences*. New Delhi: Himalaya Publishing House.
- Neuman Laurence W. (1997). *Social Research Methods*. Boston: Allyn & Bacon.
- Pelto, P.S. & Pelto, G.H. (1979). *Anthropological Research*. New Delhi: Cambridge Univ. Press.
- Scupin, R & RC Decorse. (2005). *Anthropology A Global Perspective*. New Delhi: Printice- Hall.
- Vidyarthi, L P. (1990). *Applied Anthropology in India*. Allahbad: Kitab Mahal.
- Wilkinson, T.S. & Bhandarkar, P.L. (1994). *Methodology and Techniques of Social Research*. Bombay: Himalaya Publishing House.
- Young, P V. (2001). *Scientific Social Survey & Research*. New Delhi: Prentice Hall International,


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MAANTHRO 203	CC	Human Ecology	60	20	20	0	0	3	0	0	3

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MAANTHRO203: HUMAN ECOLOGY

Course Educational Objectives (CEOs):

- CEO1:** To appraise basic concept of ecological anthropology.
- CEO2:** To transfer knowledge on various concepts of ecology and human interrelationships
- CEO3:** To inform the importance of bio-social perspective in human evolution and human crisis management in ecology
- CEO4:** To provide the understanding of primary human adaptive strategies (sometimes referred to as subsistence patterns) that have been identified by anthropologists.
- CEO5:** To train the students to recognize the potential of this indigenous knowledge to contribute to sustainable solutions to future food needs, energy provision, and resource conservation.

Course Outcomes (COs): The students are expected to :

- CO1:** Define Ecology and Explain the relationship between cultural and natural (or ecological) systems
- CO2:** Describe the Cultural Ecology and Anthropology and adopt an appropriate methodology to study/understand a situation.
- CO3:** Understand and appreciate the social and cultural adaptive strategies that human groups developed in dealing with diverse environments prior to the industrial age.
- CO4:** Analyze and critically assess the socio-cultural, economic, and environmental costs and benefits of industrialized agriculture, including biotechnologically engineered food crops.
- CO5:** Evaluate critically environmental and natural resource issues in light of understanding interrelationships, ecosystems, and institutions.

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Course Contents:

UNIT I: Concepts in Ecology: Definition, eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component. Anthropology and Human Ecology: Concept of Human Ecology in Anthropology; Cultural Ecology and Anthropology; Ecological Approaches in Anthropology;

Biological Dimensions

UNIT II: Methods of studying Human Ecology.

UNIT III: Adaptation to various ecological stresses: Adaptation to high altitude, heat, cold, and diet; Ecological rules and their applicability to the human population; Impact of urbanization and industrialization on Man. Relation between ecology & disease: Adaptation to Communicable & Non-communicable diseases.

Cultural Dimensions

UNIT IV: Culture as a tool of adaptation; various modes of human adaptation in pre-state societies.

- i. Hunting and food gathering
- ii. Pastoralism
- iii. Shifting cultivation

UNIT V: Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic civilization.

Dynamics in Cultural Dimensions of Human Ecology: Agriculture, Peasantry, Industrial civilization, and the growth of urban societies


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Suggested Readings:

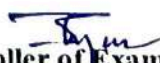
- Cohen, Yehudi A. (1968). *Man Inadaptation; The Cultural Present*. Chicago: Aldine Pub. Co.
- Berry, J. B. (1976). *Human Ecology and Cognitive Style: Comparative Studies in Cultural and Physical Adaptation*. New York: John Wiley..
- Paul, R. Ehrlich, Anne, H., Ehrlich John, P., and W.H. Holderness (1973). *Human Ecology: Problems and Solutions*. San Francisco: Freeman & Company,.
- Nath, P. (2020). *Physical Anthropology. 9th Edition*. Higher Publishers.
- Redfield, Robert. (1965). *Peasant Society and Culture An Anthropological Approach To Civilization*. Chicago [u.a.]: University of Chicago Press.
- Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., and Jackson, R. B. (2011). *The Exponential Model Describes Population Growth In An Idealized, Unlimited Environment. In Campbell biology (10th ed., pp. 1190-1192)*. San Francisco, CA: Pearson.
- Richard, B. Lee and Irven, DeVore (1969). *Man The Hunter, Symposium on Man the Hunter*. Chicago: Aldine Pub. Co.
- Schutkowski, H. (2006). *Human Ecology: Bio-cultural Adaptation in Human Communities*. Berlin: Springer.
- Vandermeer, J. H. and Goldberg, D. E. (2003). *Population Ecology: First Principles*. Princeton University Press. Oxfordshire: Woodstock.


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MAANTHRO 2041	DSE	Comparative Ethnography	60	20	20	0	0	3	0	0	3	

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MAANTHRO 2041: Comparative Ethnography

Course Educational Objectives (CEOs):

- CEO1: To provide an overview of key theoretical and topical issues in Cultural Anthropology
- CEO2: To Focus on the wide range of Ethnographic Data that helped the historical development of Ethnographic Writing with a critical approach to the way that Ethnographic Monographs are created from the fieldwork endeavor.
- CEO3: To provide knowledge about the definition and types of Family, Marriage, and Kinship
- CEO4: To provide knowledge about Religious, Social, Economic, and Political Organizations.
- CEO5: To provide an understanding of the economic life of the people and the changes that have occurred over time and the meaning of politics in simple societies and the way political systems work in different societies

Course Outcomes (COs): The students are expected to:

- CO1: Focus on some case studies with the aim of defining how Anthropologists have constructed their Theoretical and Methodological Toolkit,
- CO2: Discuss Approaches to Ethnography
- CO3: Explain the concept of Social Stratification; Ethnicity, Caste, and Class
- CO4: Discuss the way, Political Systems work in different societies;
- CO5: Promote critical analysis in writing of contemporary Cultural phenomena.

Course Contents:

UNIT I: Introduction and Approaches to Ethnography

Ethnography: Aim, Objectives; concept; Nature, and Scope; Ethnography and its Methodology. Ethnographic Process; Ethnography and its Ethics; Uses of Ethnography; Approaches to Ethnography.

UNIT-II: Kinship, Family and Marriage


UNIT III: Social Stratification, Ethnicity, Class, caste


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UNIT IV: Religion and Rituals; Social Organization

- Religion and Society among the Coorg's of South India
- Social Organizations: Theoretical part and Description of Ethnography of the Nuer and Samoans.

UNIT V: Economic Organization and Political Organizations

- Economic Organizations: Theoretical part and Description of Ethnography of the Archipelagoes of Melanesian and the Trobriander's of Papua New Guinea.
- Political Organizations: Theoretical part and Description of the Ethnography of a Nilotic people and Highland of Burma.

Suggested Readings:

- Barnard, Alan and Jonathan Spencer (ed.). (1996). *Encyclopedia of Social and Cultural Anthropology*. London and New York: Routledge.
- Degerando, Joseph-Maricie (1969). *The Observation of Savage Peoples*. Trans and ed. F.C. T. Moore. Berkeley: University of California Press.
- Ember, C.R., and Ember, M. (2009). *Cross-cultural Research Methods*. USA: Altamira Press.
- Eriksen, Thomas H. (1995). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.
- Geertz, Clifford (1973). *Interpretations of Culture: Selected Essays*. New York: Basic Books.
- Golde, Peggy (1970). *Women in the Field*. Chicago: Aldine.
- Hammersley, M., & Atkinson, P. (1983). *Ethnography: Principles in Practice*. Tavistock Publications.
- Handwerker, P. W. (2001). *Quick Ethnography: A Guide to Rapid Multi-Method Research*.
- Harris, Marvin (1968). *Rise of Anthropological Theory*. London: Routledge & Kegan Paul.
- Henry, F, & S.Saberwal (1969). *Stress & Responses in Fieldwork*. New York: Holt, Rinehart & Winston.
- Jha, M. (1983). *An Introduction to Anthropological Thought*. New Delhi: Vikas Publishing House.
- Keiser, Lincoln (1969). *The Voice Lords: Warriors of Streets*. New York: Holt, Rinehart & Winston. U.S: Alta Mira Press.
- Young, Pauline (1984). *Scientific Social Surveys and Research*. New Delhi: Prentice Hall of India.

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MAANTHRO 2042	DSE	Social Gerontology	60	20	20	0	0	3	0	0	3

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MAANTHRO2042: SOCIAL GERONTOLOGY

Course Educational Objectives (CEOs):

- CEO 1: Provide an understanding of the Demography of Ageing and Longevity, and Ageing in Twentieth Century,
- CEO 2: To provide an understanding of the Process of Ageing.
- CEO 3: To expose the basics of Gerontology – The Demographic, as well as Socio-Cultural dimensions of Ageing and their long-term implications
- CEO 4: To provide an understanding of the changing structure of Families and the Aged
- CEO 5: To provide an understanding of Ageing and Health

Course Outcomes (COs): The students are expected to:

- CO1: Explain the Basics of Gerontology – the demographic, as well as Socio-Cultural Dimensions of Ageing and their long-term implications
- CO2: Discuss the process of Ageing and ageing in the Twentieth Century
- CO3: Describe the various Factors Affecting the Ageing
- CO4: Explain the Impact of various Socio-Demographic Factors affecting Aged
- CO 5: Analyze the factors affecting the Quality of Life among the Aged

Course Contents:

UNIT I: Ageing in Twentieth Century

- Global Perspective.
- Situation in India.
- Demography of Ageing and Longevity.

UNIT II: The Process of Ageing


- Biological Ageing.
- Psychological changes.
- Socio-cultural Dimensions of Ageing.


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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./M.Sc. Anthropology
Semester II (2023-2025)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAANTHRO 2042	DSE	Social Gerontology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT III: Ageing in Cultural Context

- The Diverse meanings of Age & Ageing,
- Sex & Gender in Ageing Society,
- Elderly females in India,
- Ageing and Widowhood.

UNIT IV: Aged in the Family

- Changing status and Role;
- Family Support: Ageing in Urban India.
- Ageing in a Rural/ Tribal Society.
- Institutionalized ageism and intergeneration relation.
- Family care verses Senior Citizen's Homes

UNIT V: Ageing and Health

- Organic and psychosomatic changes.
- Chronic Diseases of Old Age.
- Minor ailments
- Healthy Ageing.
- Lifestyle and Ageing.
- Ageing & Nutrition.
- Welfare of the Aged

References:

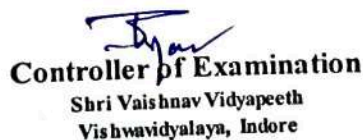
- Bagchi, K. (1997). *Elderly Females In India*. Society for Gerontological Research. New Delhi: HelpAge.
- Bagga, Amrita and Anuradha, Sakurkar (2013). *Women, Ageing and Mental Health*. New Delhi: Mittal Publication.


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MAANTHRO 2042	DSE	Social Gerontology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.


- Bhatia, H. S. (1983). *Ageing and Society*. Udaipur: Aryas book Centre.
- Bond, J., Coleman, P., & Peace, S. (1996). *Ageing in Society - An Introduction to Social Gerontology*. New Delhi: Sage Publication.
- Chakravarty, I. (1997). *Life in Twilight Years*. Calcutta: Kwality Book Company.
- Craig, G. J. (1996). *Human Development*. Prentice Hall, New Jersey.
- Dandekar, K. (1996). *The Elderly in India*. New Delhi: Sage Publication.
- Das Gupta, M., Chen, L. C., & Krishnan, T. N. (1998). *Women's Health in India: Risk and Vulnerability*. Bombay: Oxford University Press.
- Devi, Dayabati and Amrita Bagga (2006). *Ageing in Women: A Study in North-East India*. New Delhi: Mittal Publication.
- Gokhale, S.D., Ramamurti, P. V., Pandit, N., & B. Pendase, (1999). *Ageing in India*. Mumbai: Somaiya Publications.
- Gubrium, J. F., & Sankar, A. (1993). *Qualitative Methods in Aging Research*. California: Sage.
- Muttagi P. K. (1997). *Ageing Issues and Old Age Care*. New Delhi: Classical Publishing Company.
- Pati, R. N. & Jena, B. (1989). *Aged in India*. New Delhi: Ashish Publishing House,
- Raj, M. K., Sudarshan, R. M., & Shariff, A. (1998). *Gender, population and development*. Rao, S. (eds) New Delhi: Oxford University Press.
- Rao, V. A. (1987). *National Task Force on Problems of The Aged Seeking Psychiatric Help*. New Delhi: Indian Council of Medical Research..
- Straurt H. I. (1995). *The Psychology of Ageing*. London & Bristol, Pennsylvania Jessica : Kingsey Publishers,
- Ulijaszwk, S. J., Johnston, F. E., & Preece, M A. (1998). *The Cambridge Encyclopedia of Human Growth And Development*. Cambridge University Press.


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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAANTHRO 2043	DSE	Urban Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
***Teacher's Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAANTHRO 2043: Urban Anthropology

Course Educational Objectives (CEOs):

- CEO1: To introduce the various Approaches to the Study of Complex, Urban Societies and the Process of Urbanization.
- CEO2: To provide a theoretical contribution of Anthropology in the domain of Complex and Urban Societies.
- CEO3: To provide an understanding of the concept of Complex Societies
- CEO4: To provide an understanding of the Process of Urbanization
- CEO5: To develop the skills for analyzing a city with an eye to understanding how it is put together and how it operates

Course Outcomes (COs): The students are expected to

- CO1: Study the Concept of Complex Societies; the process of Urbanization; and articulate various Social Science perspectives for understanding Urban Environments.
- CO2: Explain how Political, Economic, and Ideological webs of relationships operate to establish power, wealth, and privilege in cities.
- CO3: Analyze a city to understand how it is put together and how it operates
- CO4: Apply an Anthropological Approach to the analysis of Local, National, and Global urban issues.
- CO5: Analyze ways in which the built environment both shapes and is shaped by Sociocultural, Political, & Economic processes.

Course Contents:

UNIT I : Rise of city and civilization in India- Pre-industrial, Orthogenetic and Heterogenetic; Folk-urban continuum: Continuities between Rural and Urban; Folk Urban Continuum; Robert Redfield and McKim Marriot; Semi-Urban and Peri-Urban; Towns and Two-Tier Cities

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MAANTHRO 2043	DSE	Urban Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
***Teacher's Assessment** shall be based on following components: Quiz/Assignment/
Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT II: Processes of Urbanization: Urbanization; Types of Urbanization; Urbanism, Urban Structures and Urban Ecology;

UNIT III: Basic Features of Urban Social Structure

- Heterogeneity
- Neighborhood
- Slums
- Ethnic, Cultural, and Linguistic affiliation of an Indian city

UNIT IV: Continuity and Change in Indian Urban Society

- Kinship and family
- Caste
- Religion

UNIT V: Secular values and Urban setting

- Secularism
- Multi-ethnicity
- Cultural integration

Suggested Readings

- Campbell, S. (1996). *Readings in Urban Theory*. Massachusetts: Blackwell Publishers.
- Eames, E. & J. G. Good. (1977) *Anthropology of the city*. Prentice Hall.

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MAANTHRO 2043	DSE	Urban Anthropology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Fox, R. G. (1977). *Urban Anthropology: Cities and their Cultural Setting*. Englewood Cliffs: Prentice-Hall.
- Glazer, N., & Moynihan, D. P. (1970). *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Massachusetts: The M.I.T. Press.
- GMelch G. & W.P. Zenner. (1996). *Urban Life*. Waveland Press
- Hannertz, U. (1983). *Exploring the city inquires towards an urban anthropology*. New York: Columbia University Press.
- Mangin, W. (1970). *Peasant in City*. Boston: Houghton Mifflin.
- Nair, K. S. (1978) *Ethnicity and Urbanization*. Delhi: Ajantha Publications East west Press Pvt. Ltd.
- Rao, M. S. A., Bhat, C., & Kadekar, L. N. (1991). *A Reader in Urban Sociology*. New Delhi: Orient Longman.
- Redfield, M. P. (ed). (1962). *Human Nature and Study of Sociology Vol. 1*. Chicago: University of Chicago Press.
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- Southhall, A & A.W. Southall (1973). *Urban anthropology*. New Delhi: Oxford University Press.
- Uzzell, J. D. & R. Provencher. (1976). *Urban Anthropology*. Dubuque: W.C. Brown Co.

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MAANTHRO 205	SEC	Field Study/Case Study/Seminar	0	0	0	0	50	0	0	4	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives CEOs):

CEO1: This paper has an objective of exposing the students to various field study concepts.

CEO2: To provide an opportunity for students to apply theoretical concepts in real life situations.

CEO3: To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes:

CO1: The student shall be able to:

Field Study/Case Study and Seminar is an integral part of the academic curriculum of the Department. It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights and exposure. It serves the twin purposes of providing critical social, cultural and economic insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student based on work assigned and regular submissions. The students need to complete the work in the stipulated time.

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MAANTHRO 206		Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

- CEO1: To provide an opportunity for students to apply theoretical concepts in real-life situations.
CEO2: To enable students to manage resources, work under deadlines, and identify and carry out specific goal -oriented tasks.

Course Outcomes: The students are expected to:

- CO1: Acquire speaking skills and capabilities to demonstrate the subject knowledge.

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