



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 III (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 302	CC	Advanced Anthropological Theories- I	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 302: ANTHROPOLOGICAL THEORIES- I

Course Educational Objectives (CEOs):

- CEO 1: To introduce the Evolutionary Theories of Anthropology.
- CEO 2: To explain the Diffusionism Theories of Anthropology.
- CEO 3: To provide knowledge about the Premises of Functionalism.
- CEO 4: To provide knowledge about Structural- Functionalism Theories.
- CEO 5: To provide knowledge about Theories of Psychological Anthropology.

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

- CO 1: Discuss the historical development of Anthropological Theories from the beginning.
- CO 2: Analyze various schools of Diffusionism and Historical Particularism.
- CO 3: Compare and contrast the Theoretical Approach of Radcliffe-Brown, Malinowski, and Talcott Parsons.
- CO 4: Compare and contrast the Theoretical Approaches of Structuralism and Functionalism.
- CO 5: Explain how Personality plays an important role in formation of cultural patterns.

Course Contents:

UNIT I: Evolutionism: Nineteenth Century Evolutionism - Tylor and Morgan; Criticism of Nineteenth Century Evolutionism, Evolutionism in Biology and Anthropology compared - Julian Huxley; Contemporary trends in Evolutionary Studies: Universal Evolution, Multilinear Evolution; Specific and General Evolution.

UNIT II: Diffusionism Theory: (British, German, and American); Historical Particularism: Franz Boas and his contribution.

UNIT III: Functionalism Theory: Contribution of Malinowski.

UNIT IV: Structuralism- Functionalism (Contributions of Redcliffe Brown, Evans Pritchard, Nadel, Leach and Firth).

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UNIT V: Psychological Anthropology: Sigmund Freud, Margarete Mead, Ruth Benedict, Kardiner, Linton and Cora-du-Bois.

Suggested Readings:

Textbooks

- Evans-Prichard, E.E. (1981). *A History of Anthropological Thought*. London/ Boston: Faber & Faber.
- Harris, Marvin (1968). *Rise of Anthropological Theory*. London: Routledge & Kegan Paul.
- Honnigman, J. (1997). *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.
- Jha, Makhan (1983). *An Introduction to Anthropological Thought*. New Delhi: Vikas Publishing House, Private Limited.
- Layton, Robert (1997). *Introduction to Theory in Anthropology*. Cambridge University Press.

Reference Books

- Erickson, Paul A., and Liam, D. Murphy (2017). *A History of Anthropological Thought (5th Edition)*. University of Toronto Press.
- Pandey, Gaya (2016). *Neo Anthropological Theory*. New Delhi: Concept Publishing House.

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MAANTHRO 303	CC	Tribal Culture of India	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 303: TRIBAL CULTURE OF INDIA

Course Educational Objectives (CEOs):

- CEO1:** To acquaint students with Tribal Nomenclature, Geographical Distribution, Racial, and Linguistic Differences; Economic, Religious, and Political Life
- CEO2:** To provide the knowledge about Cultural Types of Indian Tribes
- CEO3:** To provide knowledge about the impact of Urbanization, Industrialization, Modernization and Globalization on the life of tribals.
- CEO4:** To provide knowledge about the relationship of Tribals with Forests.
- CEO5:** To transfer the knowledge on the basics of Tribal Movement

Course Objectives (COs): The students are expected to

- CO1:** Understand the various basis of Tribal Ethnic Formation.
- CO2:** Explain the Cultural Types of Indian Tribes
- CO3:** Describe the impact of social change processes like Globalization, Industrialization and Modernization of the life of tribals.
- CO4:** Discuss the relation of Tribals with Forests and Forest Policy
- CO5:** Comprehend why Tribal Movements in India taking place.

Course Contents:

UNIT I: Tribe: Definition, Characteristics, Nomenclature, Geographical Distribution, Racial, Linguistic, Economic, Religious, and Political Classification.

UNIT II: Culture Types of Indian Tribes: Hunting-Gathering, Pastoral, Shifting Cultivation, Settled Agriculture, Artisan, Labour-unskilled and skilled, Folk artist and Entrepreneurship.

UNIT III: Social-Cultural Change in Tribes: Peasantization, Tribe-Caste Continuum, De-tribalization, Re-tribalization, Revitalization. Urbanization, Industrialization, Modernization, and Globalization.

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UNIT IV: Forest and Tribes: Forest villages, the relation of tribes with Forest, Social, Economic, Religious, Collection Of Minor Forest Produce, Forest and Herbal Medicine, Forest Policy, and Forest Movements.

UNIT V: Tribal Problems: Major problems and related issues.

Tribal Movements: Maler revolt, Great Kol revolt, Santhal revolt, Birsa revolt, and Tana Bhagat Movement.

Suggested Readings:

- Behera, Maguni Charan (Editor) (2019). *Tribal Studies in India: Perspectives of History, Archaeology, and Culture*. Springer; 1st ed. 2020 edition (20 November 2019).
- Deogaonkar, S. (1994). *Tribal Administration and Development*. New Delhi: Concept publication.
- Elwin, V. (1963). *A New Deal for Tribal India*. Ministry of Home Affairs.
- Elwin, V. (1964). *The Tribal World of Verrier Elwin: An Autobiography*. New Delhi: Oxford University Press.
- Govt. of India (1973). *The Tribal People of India*. New Delhi: GOI.
- Haimondorf, C. (1985). *Tribes of India: Struggle for Survival*. New Delhi: Oxford University Press.
- Hasnain, Nadeem (2021). *Tribal India*. 7th Edition. 10th Reprint, Delhi: Palaka Prakashan.
- Irpate, Vinayak S. (2014). *Sociology of Tribal Society*. New Delhi: Agri-Bio Vet Press.
- Munda, G.S. (2000). *Caste Dynamics and Tribal Societies*. New Delhi: Dominant Publishers.
- Patil, & Jagat Deb (1991). *Tribal demography in India*. New Delhi: Ashish Publishing house.
- Sahay, K. N. (1998). *Dynamics and Dimensions of Tribal Societies*. Delhi: Commonwealth Publications.
- Sahu, C. (1998). *Primitive Tribes of India*. Delhi: Sarup & Sons.
- Raj, Bhanti (2002). *Perspectives in Tribal Development*. New Delhi: Himanshu Publications.
- Singh, Awadhesh Ku. (2008) *Tribal Development in India*. Serials Publications; 1st edition.

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- Singh, K.S. (1972). *Tribal society in India*. New Delhi: Motilal Banarasidas,
- Sharma, B.K. (1996). *Tribal Revolts*. Pointer.
- Verma, M. M. (1996). *Tribal development in India: Programs and Perspective*. New Delhi: Concept publishing.
- Vidyarthi, L. P. and B. K. Rai (1985). *Tribal Cultures in India*. New Delhi: Concept Publishing House.
- Vashum, R. (2005). *Nagas' Right to Self-determination: An Anthropological Historical Perspective*. (2nd Edition) New Delhi: Mittal Publication.

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MAANTHRO304E1	DSE	Medical Anthropology	60	20	20	0	0	3	0	0	3

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MAANTHRO304E1: MEDICAL ANTHROPOLOGY

Course Educational Objectives (CEOs):

CEO1: To teach the Origin and Growth of Medical Anthropology

CEO2: To provide an understanding of Medical Pluralism

CEO3: To provide knowledge about Medical Agents

CEO4: To provide the knowledge about an Anthropological understanding of Disease, Illness and Treatment

CEO5: To provide knowledge about the Medical Programs

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

CO1: Define and Explain the Scope of Medical Anthropology

CO2: Explain key concepts used in Medical Anthropology, such as Medical Pluralism, Ethnomedicine etc.

CO3: Describe the Medical Agents

CO4: Discuss Social and Cultural Aspects in Analysis of Health, Illness, and Medicine.

CO5: Understand the field of 'Global Health', including topics such as Cancer, HIV/AIDS, Leprosy etc.

Course Contents:

UNIT I: Medical Anthropology: Meaning; Definition and Scope, the Origin of Medical Anthropology; Application of Anthropological Approaches.

UNIT II: Medical Systems of India: AYUSH- (Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homeopathic, Allopathy).

UNIT-III: Medical Agents: Traditional, Modern, Governmental, Non-governmental, International and Media.

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MAANTHRO304E1	DSE	Medical Anthropology	60	20	20	0	0	3	0	0	3

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UNIT IV: Folk and Herbal Medicine, Diseases related to age and sex.

UNIT V: Medical programs: For children, women (Malaria, TB, AIDS, Leprosy, and Blindness, Family Welfare, and Cancers).

Suggested Readings

- Helman, C. (2003). *Culture, Health, and Illness*. Oxford: Butterworth Heinman.
- Foster, G.M., and B.G. Anderson (1988). *Medical Anthropology*. USA: Random House.
- Elroy, M, E and P.K. Townsend (2003). *Medical Anthropology in ecological perspective*. Boulder USA: Westview Press.
- Alland, A. (1970). *Adaptation in Cultural Evolution: An Approach to Medical Anthropology*. Columbia University Press.
- Landy. D. (1976). *Culture, Disease, and Healing: Studies in Medical Anthropology*. McMillan University Press.
- Morsy. S. (1996). *Handbook of Medical Anthropology*. Greenwood Press.
- Joshi, P.C. and Mahajan. A. (1991). *Studies in Medical Anthropology*. Delhi: Reliance Publishers.
- Pandey, Gaya (2021). *Medical Anthropology A Textbook*. New Delhi: Concept Publishing Company.
- Park, K. (2017). *Textbook Of Preventive & Social Medicine*. Jabalpur: Banarsidas Bhanot Publishers.
- Pool, R. & W. Geissler (2005). *Medical Anthropology (1 edition)*. Maidenhead: Open University Press.

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MAANTHRO304E2	DSE	Gender and Society	60	20	20	0	0	3	0	0	3

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

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MAANTHRO 304E2: GENDER AND SOCIETY

Course Educational Objectives (CEOs):

CEO1: To focus on the Concept of Gender and how Gender is constructed in society through Anthropological Investigation.

CEO2: To provide knowledge about basic perceptions of Femininity and Masculinity, Gender and Its connection to nature and culture.

CEO3: To provide knowledge about Race, Class, Caste, Ethnicity, and Gender as forms of Social Stratification.

CEO4: To provide knowledge about Cross-Cultural Perspectives on Sexuality and Gender Globalization and Gender

CEO5: To highlight the Gender Inequality, Gender Bias, and Gender Discrimination in Indian society

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

CO1: Explain the Concept of Gender and Approaches to the Study of Gender

CO2: Explain the relation between Gender and Social Structure, Gender, and Socio-Cultural Change

CO3: Describe the relationship between Race, Caste, Class, Ethnicity, and Gender and the Impact of Changing the Social and Physical Environment of Tribal Women

CO4: Analyse Gender and Kinship; Gender and Social Construction of subordination in Social Categories of Family, Religion, Caste, Class, etc.; Women and Labour,

CO5: Describe Why Women's Movements in India taking place

Course Contents:

UNIT I: Approaches to the Study of Gender:

Conceptual Perspectives on Gender,

Patriarchy and Male Dominance,

Discrimination and Subordination.

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MAANTHRO304E2	DSE	Gender and Society	60	20	20	0	0	3	0	0	3

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UNIT II: Gender and Social Structure:

Role of Social structure with respect to gender,
 Gender in the context of Indian Society; Patriarchal society/ Matriarchal society
 Tribal
 Rural
 Urban
 Cultural Factors determining Gender Roles, and Relationships,
 Gender and Violence: its effect on social structure.

UNIT III: Social Stratification and Gender: Race and Gender, Class and Gender, Caste, and Gender, Ethnicity and Gender, and Women in Tribal Societies.

UNIT IV: Cross-Cultural Perspectives: Sexuality and Gender, Globalization and Gender, Mass Media and Gender.

UNIT V: Women's Movements in India:

Position of Women in India, Women's Movement in Pre- and Post- independent era,
 Women and Health.

Suggested Readings:

- Bank, W. (2001). *Engendering Development: Through Gender Equality in Rights, Resources, and Voice*. World Bank.
- Bank, World. (1991). *Gender and Poverty in India*. The World Bank.
- Beauvoir, De, Simone (2010). *The Second Sex, Translated by Constance Borde and Sheila Malovany-Chevallier*. London; Vintage Books

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- Beneria, L., Berik, G., & M. Floro, (2015). *Gender, Development, and Globalization: Economics as if All People Mattered*. New York: Routledge.
- Judith E. Owen Blakemore, Sheri A. Berenbaum, Lynn S. Liben (2013). *Gender Development*. New York: Psychology Place.
- Freud, Sigmund (1962). *Three Essays on the Theory of Sexuality, Trans, James Strachey*. New York : Basic Books.
- Desai, Neera and Usha Thakkar (2007). *Women in Indian Society*. New Delhi: National Book Trust.
- Narayan, Deepa (ed.). (2006). *Measuring Empowerment: Cross-Disciplinary Perspectives*. Washington, DC: The World Bank; Oxford University Press New Delhi.

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MAANTHRO 304E3	DSE	Recent Trends in Anthropology	60	20	20	0	0	3	0	0	3

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

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MAANTHRO 304E3: RECENT TRENDS IN ANTHROPOLOGY

Course Educational Objectives (CEOs):

- CEO1:** To focus on the recent trends in Anthropological Thinking
- CEO2:** To provide information about Dialectical Anthropology and Symbolic Anthropology
- CEO3:** To provide information about the Systems Theory
- CEO4:** To provide knowledge about Ecological Anthropology; Culture and Ecology; Human Ecology
- CEO5:** To provide an understanding of the emerging interdisciplinary development in the field of Anthropological Sciences

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

- CO1:** Understand the Recent Trends in Anthropological Thinking
- CO2:** Explain Dialectics Anthropology as a Perspective and Paradigm of Symbolic Anthropology
- CO3:** Describe the Systems Theory
- CO4:** Describe Post-Modernism and Ecological Anthropology
- CO5:** Combine Anthropological Perspectives with that of Biology, Psychology, Ecology, etc.

Course Contents:

UNIT I: Dialectical Anthropology: Dialectics Anthropology as a perspective; Dialectics – Classical tradition; Dialectics – Hegel, and Marx- Contributions and Criticism

UNIT II: Symbolic Anthropology: The paradigm of Symbolic Anthropology; Contributions of Clifford Geertz, V. Turner, and Mary Douglas; Methodological Approach within Symbolic Anthropology- Contributions and Criticism.

UNIT III: Systems Theory: Society as a Dynamic System; Equilibrium and Social Integration. Contributions of Talcott Parsons- Contributions and Criticism.

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MAANTHRO 304E3	DSE	Recent Trends in Anthropology	60	20	20	0	0	3	0	0	3

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UNIT IV: Post Modernism: Post-Modernism as a theoretical perspective; post-Modernism as a reaction to modernism; Post-Modernism as A Methodological Paradigm; Post-Modernism and Anthropology - Contributions and Criticism

UNIT V: Ecological Anthropology: Definition of Ecology, Culture, and Ecology, Human Ecology; Man and Adaptation: Culture and Natural Environment, Ecosystem, Human Ecological niche; Ecological Community; Environment and Environmentalism: Exploitation of natural resources, Deterioration, and Degradation of Environmental Quality; Environmental Sustainability; Ecological Movements: Contributions and Criticism.

Reading Unit and Seminar Topics

Suggested Readings:

- Bennet, John (1979). *The Ecological Transition: Cultural Anthropology and Human Adaptation*. Great Britain: Pergamon Press Inc.
- Chapple, Elliot (1980). *Biological Foundations of Individuality and Culture*. New York: Robert E. Krieger Publication.
- Douglas, Mary (1978). *Cultural Bias*. Great Britain and Ireland: Royal Anthropological Institute.
- Dolgin Janet L.; Kaminitzer David S.; and David M. Schneider (eds), (1977). *Symbolic Anthropology: A Reader in the study of Symbols and Meanings*. Columbia, University Press.
- Gadgil, M &R. Guha (2012). *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
- Garfinkel, H. (1967). *Studies in Ethno-methodology*. New Jersey: Prentice Hall Inc.
- Geertz, Clifford (1973). *The Interpretation of Culture: Selected Essays*. New York: Basic Books Inc. Publishers.
- Hardesty, Donald (1977). *Ecological Anthropology*. John Wiley and Sons.

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Choice Based Credit System (CBCS) in Light of NEP-2020
M.A./ M.Sc. Anthropology
Semester III (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 304E3	DSE	Recent Trends in 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.

- Hubinger, Vaclav (1996). *Grasping the Changing World: Anthropological Concepts in the Post-Modern Era*, Routledge, London Parsons, Talcott 1951 *The Social System*. New Delhi: American Publishing Company Pvt. Ltd.
- Ingham, John (1996). *Psychological Anthropology Reconsidered*. Cambridge University Press.
- Manganaro, Marc (1990). *Modernist Anthropologist: From Fieldwork to Text*. New Jersey: Princeton University Press.
- Sperber, Dam (1975). *Rethinking Symbolism*. Cambridge University Press.
- Tax, S. & Freeman, L. (1977). *Horizons of Anthropology*. Chicago: Aldine Publishing Company.
- Turner, Roy (1974). *Ethno-Methodology*. England: Penguin Education.

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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 305	PW/I	Major Research Project I	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 Objectives:

1. This paper has an objective of exposing the students on various field study concepts.
2. To provide an opportunity for students to apply theoretical concepts in real life situations.
3. To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes:

1. The student shall be able to:

Acquire research skills and capabilities to take up the project work. The work serves the twin purposes of providing critical 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 on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.

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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 306	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	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 Objectives:

1. Provide an opportunity for students to apply theoretical concepts in real-life situations.
2. Enable students to manage resources, work under deadlines, and identify and carry out specific goal-oriented tasks.

Course Outcomes:

The student shall be able to:

1. Display the speaking skills and capabilities to demonstrate the subject knowledge.

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