



SAVITRIBAI PHULE PUNE UNIVERSITY

SYBA Anthropology

SYLLABUS

Semester III and IV

Based on National Education Policy 2020

Effective from June 2025

Semester III

Sr. no.		Subject Code	Subject Name	Credits (Theory/ Practical)
1	Discipline Specific Course (DSC-2) Group B – Social Sciences-I Major Core	AN-201-MJ-T	Anthropology of Politics, Religion and Economy	4 Credits (Theory)
		AN-202-MJ-T	Theory Marriage, Family and Kinship	2 Credits (Theory)
2	Vocational Skill Course(VSC)	VSC -221-AN	Software Applications in Anthropological Research-1	2 Credits (Practical)
3	FP/OJT/CEP	FP -231-AN	Ethnographic Fieldwork	2 Credits (Practical)
4	Minor	AN-241-MN-T	Tribal Cultures of Maharashtra	2 Credits (Theory)
		AN-242-MN-T	Marriage, Family in 21 st Century	2 Credits (Theory)
5	GE/OE	OE-201-AN	Anthropology of Food	2 Credits (Theory)
6	IKS (Subject Specific)	AN-200-IKS	Indigenous Technology of Tribes of Maharashtra	2 Credits (Theory)

Semester IV

Sr. no.		Subject Code	Subject Name	Credits (Theory/ Practical)
1	Discipline Specific Course (DSC-2) Group B – Social Sciences I Major Core	AN-251-MJ-T	Tribes and Peasants of Maharashtra	4 Credits (Theory)
		AN-252-MJ-T	Introduction to Biological Anthropology	2 Credits (Theory)
2	Vocational Skill Course (VSC)	VSC -271-AN	Software Applications in Anthropological Research-2	2 Credits (Practical)
3	FP/OJT/CEP	CEP-281-P	Community Development and Anthropology	2 Credits (Practical)
4	Minor	AN-291-MN-T	Anthropological Perspectives of Political, Economic and Religious Organisation	2 Credits (Theory)
		AN-291-MN-T	Social Research Methods	2 Credits (Theory)
5	GE/OE	OE-251-AN	Print, Visual and Social Media from Anthropological Lens	2 Credits (Theory)

Semester III

AN-201-T: Anthropology of Politics, Religion, and Economy

Discipline Specific Course (DSC-2)

Group B - Social Sciences I, Major Core, Theory, 4 Credits

Course Description:

This course provides an anthropological introduction to the study of political, economic, and religious organizations as interconnected systems that shape human societies. It explores how these institutions are constructed, maintained, and transformed across diverse cultural contexts. This course emphasizes the interplay of power, belief, and resource distribution. Topics include the evolution of political authority, economic exchange systems, religious rituals, and their roles in social cohesion and conflict. By the end of the course, students will develop a nuanced understanding of how politics, religion, and economy intersect to influence social organization and cultural practices.

Course Outcomes:

At the end of the course, the students are expected to be able to understand –

1. Understand anthropological concepts of political, economic, and religious organizations and their roles in shaping societal structures.
2. Identify and discuss the contributions of prominent anthropologists to the study of politics, religion, and economy, including their theoretical frameworks and ethnographic works.
3. Conduct a study on political, economic, and religious organizations across different cultural and historical contexts using ethnographic case studies.
4. Engage with Ethnography: Apply basic ethnographic methods to analyse the interplay of power, belief, and resource distribution in social systems.

Syllabus:

Unit 1: Introduction to Anthropology of Politics, Religion, and Economy

Introduction to political, economic, and religious organizations; holistic and comparative approaches in anthropology.

Society and Social Organization

Concept of organization of society;

Forms of social organization: family, lineage, clan, Moiety, Phratry, tribe.

Overview of anthropological theories (evolutionism, functionalism, structuralism, Marxism, post-colonialism); their relevance to politics, religion, and economy.

Unit 2: Economic Organization

Definition and significance; Primitive, peasant and modern economy;

Property Access rights, ownership and inheritance

Individual and collective property,

Principles of production, distribution and consumption,

Production Resources, division of labour and technology;

Distribution - Reciprocity and exchange; Gift, trade, barter, currency and market economy;

Consumption - Normal and conspicuous consumption;

Subsistence, surplus and prestige economy, Kula Ring and Potlatch;

Hunting-gathering, pastoral, agricultural and industrial economic organization; Economic change and economic adaptation.

Unit 3: Political Organization

Definition and significance; order within and between societies;

Concept of authority, power, rank, leadership, legitimacy and control;

Types of political organizations - egalitarian, non-egalitarian, decentralized and centralized;

Egalitarian Decentralized: band, tribe, kinship, age-grade and association;

Non-egalitarian- Centralized: Big Man-ship, chiefdom, rank-societies, state, nation-state;

Justice, jurisprudence, law, and social control; customary and codified law; primitive law;

Dispute resolution, conflict, coercion and consensus models for settlement of disputes;

Informal means of social control – pressure, satire, gossip, religion and magic, role expectations; reward-punishment mechanism, etc.;

Formal means - legal, judicial institutions; punitive, enforcing institutions.

Unit 4: Religious Organization

Definition, significance and aspects;

Anthropological approaches to study of religion: evolutionary, psychological, functional;

Symbol, idol, deity, rites and rituals;

Sacred and profane; sacred complex;

Religious beliefs and mythology; Religion and life-cycle;

Atheism, monotheism, polytheism

Forms of religion - Animism, animatism, manaism, bongaism, fetishism, totemic;

Magic - Black and white, contagious, defensive, destructive, imitative, sympathetic;

Magico-religious functionaries: Priest, shaman, medicine-man, sorcerer, witch; Distinction between magic and religion. Functions of magic and religion;

Religious change: Sanskritization, religious conversion, religious adaptation.

LIST OF BOOKS

Text books -

Prichard, E. E. (1990). *Social Anthropology*. New Delhi: Universal Book Stall.

Marvin, H. (1983), *Cultural Anthropology*. New York: Harper & Row Publication.

Haviland, W. A. (1993), *Cultural Anthropology*. London: Harcourt Brace College Publication.

Honigman, J. (1997), *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.

Rosman & Rubel. (1989). *The Tapestry of Culture*. New York: Random House.

Recommended Books -

Barrett, R. (1984), *Culture and Conduct*. Wadsworth Publishing.

Duranti, Alessandra (1997), *Linguistic Anthropology*. Cambridge: Cambridge University Press.

Robin, F. (1967). *Kinship and Marriage*. Penguin Book.

Lewellen, T. (1983). *Political Anthropology: An Introduction*. Massachusetts: Bergin and Garvey Publishers.

Sahlins & Service. (1970). *Evolution and Culture*. Ann Arbor: University of Michigan Press.

Reference Books -

Ember & Ember. (1995). *Anthropology*. New Delhi: Prentice Hall of India Private Limited.

Ember & Ember. (2008) *Anthropology*. New Delhi: Pearson Prentice Hall of India Private Limited.

Hicks & Gwynne. (1994). *Cultural Anthropology*. Harper Collins College Publishers.

Holy Ladislov (1996). *Anthropological Perspectives on Kinship*. London: Pluto Press.

Mair, L. (1998). *An Introduction to Social Anthropology*. Oxford University Press.

Vidarthi, L. P. and Rai, B. K. (1985), *Tribal Cultures in India*. New Delhi: Concept Publishing House.

Kottak, C. P. (2002). *Anthropology: The Exploration of Human Diversity*. New York: McGraw-Hill, Inc.

Harris, M . (1927) .(1985). *Culture, People, Nature: An Introduction to General Anthropology*. New York: Harper & Row Publishers, Inc.

AN-202-T Marriage and Family and Kinship

Discipline Specific Course (DSC-2)

Group B - Social Sciences I, Major Core, Theory, 2 Credits

Course Description:

This course examines the transformations in marriage and family systems in 21st-century India, situating them within global and local socio-economic, cultural, and political contexts. It explores the interplay of tradition and modernity, focusing on changing marriage practices, family structures, gender roles, and kinship dynamics in India. Through ethnographic case studies, theoretical frameworks, and contemporary data, students will analyse the impact of globalization, urbanization, technology, and legal reforms on Indian marriage and family systems.

Course Outcomes:

At the end of the course, the students are expected to be able to understand –

1. Evaluate traditional and contemporary marriage systems in India, including arranged, love, and inter-caste marriages, and their socio-cultural implications.
2. Identify and compare diverse family types (nuclear, joint, extended) and their evolving roles in urban and rural Indian contexts.
3. Analyse kinship structures, descent patterns, and digital networks, with a focus on regional variations and diaspora communities in India.
4. Evaluate the impact of globalization, urbanization, and legal reforms on marriage, family, and kinship dynamics in 21st-century India.
5. Critically assess social issues such as dowry, gender roles, and domestic violence, and the role of policies and social movements in reshaping Indian family systems.

Syllabus

Unit 1: Marriage in Contemporary India

Definitions and cultural significance of marriage in India.

Traditional marriage systems: Arranged marriages, endogamy, exogamy, dowry, and bride price.

Emerging trends: Love marriages, inter-caste and inter-religious marriages, same-sex unions.

Marriage transactions: Dowry practices, anti-dowry laws, and their social impact.

Changing Legal frameworks: Hindu Marriage Act, Special Marriage Act, and recent judicial reforms.

Change in Age at marriage, marriage distance, divorce, and remarriage trends.

Unit 2: Family Structures and Dynamics in Modern India

Concept and universality of the family in Indian contexts.

Typology: Nuclear, joint, extended, single-parent, and non-traditional families.

Residence patterns: Patrilocal, matrilineal, neolocal, and urban influences.

Division of labor and gender roles within households.

Functions of the family: Social, economic, religious, and educative roles in urban and rural settings.

Impact of migration, urbanization, and nuclearization on family structures.

Unit 3: Kinship and Social Networks in 21st Century India

Concept of kinship in India: Consanguineal, affinal, and fictive kin.

Kinship systems: Patrilineal, matrilineal, and bilateral descent in Indian contexts.

Kin groups: Joint families, kindred, and community-based networks.

Kinship terminology and its regional variations (e.g., Dravidian vs. Indo-Aryan systems).

Impact of technology: Digital kinship networks, online matrimonial platforms, and social media.

Kinship in diaspora communities: Maintaining ties across borders.

Unit 4: Contemporary Challenges and Global Influences

Globalization and marriage: Influence of Western ideals, cross-cultural marriages, and global media.

Changing gender dynamics: Women's empowerment, feminism, and shifting family roles.

Economic pressures: Urbanization, employment, and the decline of joint families.

Social issues: Domestic violence, dowry-related conflicts, and legal interventions.

Policy and reforms: Role of government schemes, education, and healthcare in family welfare.

Case studies: Same-sex marriages, live-in relationships, and adoption reforms.

LIST OF BOOKS

Text Books:

- Karve, I (1953). *Kinship Organization in India*. Deccan Collage, Pune.
- Mandalbaum, D. (1972). *Society in India*. Popular Prakashan, Bombay.
- Ghurye, GS. (1961). *Caste, Class, and Occupation*. Popular Book Depot, Bombay
- Anjali, K. (1998). *Ethnic Identity and Social Mobility*. Rawat Publications.
- Kothari, R (1970). *Caste in Indian Politics*. Orient Longman, New Delhi.
- Brigadier SJ (1998). *Hindus Of India*. Gyan Publishing House, New Delhi.

Recommended Books:

- Bashain, AL. (1977). *The Wonder that was India*. Rupa& Co., New Delhi.
- Farquhar, JN. (1911). *A primer of Hinduism*. London: Christian Literature Society for India
- Majumdar, RC. (1951). *History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
- Milton, S. (1975). *Traditional India Structure & Change*. Rawat Publications
- Betealle, A. (1965). *Caste, Class, and Power*. California University, Berkley.

Reference Books:

- Dr. Babasahed Ambedkar Writings and Speeches*, Education Deptt. Govt. Of Maharashtra Bombay, Vol. III, 1987.
- Dr. Babasaheb Ambedkar: Writings and Speeches*, Education Department, Government of Maharashtra, Bombay, Vol. VII. 2013.
- Dr. Babasaheb Ambedkar: Writings and Speeches*, Education Department, Government of Maharashtra, Bombay, Vol. 1. 1979
- Khare, R. (1991). *Cultural Diversity and Social Discontent: Anthropological Studies on Contemporary India*. New Delhi: Sage.
- Rush, BW. (1985). *Ethnic Diversity in India*, New Delhi: Anmol Publication.
- Srinivas, M.N. (1966). *Social Change In India*, Bombay: Allied Publication.
- Rao, M.S.A. (1970). *Urbanization and Social Change*, Delhi: Orient Longman.
- Sahay, V. S. (1998). *Indian Anthropology*. Allahabad: K. K. Publications.
- Husnain, N (1996). *Indian Anthropology*. Allahabad: PalkaPrakashan.
- Mishra, U. S, Husnain, N. (1998). *Unifying Anthropology*. New Delhi: Vivek Prakashan Uberoi, P. (Ed.). (1993). *Family, Kinship and Marriage in India*. Oxford University Press.

Kapadia, K. M. (1966). *Marriage and Family in India*. Oxford University Press.

Nongbri, T. (2014). *Development, Gender and Tribe: Essays on Northeast India*.

VSC-221-AN: Software Applications in Anthropological Research-1

Vocational Skill Course (VSC), Practical, 2 Credits

Course Description:

This course equips students with practical skills to utilize digital tools for conducting and presenting anthropological research effectively. Focusing on widely used software such as Microsoft Word, PowerPoint, Excel, and free/open-source alternatives like Open Office, and Google tools, the course covers essential techniques for research writing, presentation design, and data management. Students will learn to format professional research documents (e.g., term papers and dissertation reports), create compelling research presentations (e.g., talks and posters), and manage anthropological data using spreadsheets. The course emphasizes hands-on application, enabling students to produce polished, well-organized research outputs while exploring free and accessible software options to support their work in diverse research settings.

Course Outcomes:

Upon successful completion of this course, students will be able to-

1. **Format Professional Research Documents:** Apply Microsoft Word and open-source alternatives to create properly formatted term papers and dissertation reports, including customized margins, fonts, headings, page numbers, tables of contents, and accurate citations and bibliographies.
2. **Design Effective Research Presentations:** Utilize PowerPoint, Prezi, or Google Slides to develop engaging research presentations, including popular talks, research talks, and posters, with appropriate slide sizes, layouts, animations, and multimedia elements (images, videos, audio).
3. **Manage and Analyze Anthropological Data:** Use Excel and similar tools to organize data in spreadsheets, generate automatic lists, apply sorting and filtering techniques, and perform basic calculations using formulae to support anthropological research.
4. **Apply Best Practices in Digital Research Tools:** Demonstrate an understanding of when and how to use specific formatting, design, and data management features effectively, ensuring clarity, professionalism, and appropriateness in anthropological research outputs.

Syllabus

Digital Tools for Research Writing

1. WORD

- a. Margins, paper sizes, fronts

- b. Formatting a Research Document
 - i. Term Paper
 - ii. Dissertation report
 - c. Headings, Page Numbers, TOCs (Contents, Figures etc)
 - d. Citations and Bibliography
- 2. PowerPoint**
 - a. Slides slide sizes and aspect ratios
 - b. Formatting a Research Presentation
 - i. Popular Talk based on research
 - ii. Research Talk
 - iii. Poster
 - c. Slide layouts, animations when to and not to use them
 - d. Inserting Images, Videos, Audio
- 3. Excel**
 - a. Understanding Sheets
 - b. Generating automatic lists
 - c. Table layouts, Sorting and Filtering
 - d. Calculations: Formulae
- 4. Other Free/Open Source Software:** Open Office, Libre Office, Prezi, Google

Reference Books

1. **Microsoft Office 2019 Step by Step** by Joan Lambert and Curtis Frye (2018, Microsoft Press)
2. **Libre Office 7.0 Getting Started Guide** by Libre Office Documentation Team (2020, Libre Office Community, Free PDF)
3. **Prezi for Dummies** by Stephanie Diamond (2010, Wiley)
4. **Google Apps: The Missing Manual** by Nancy Conner (2008, O'Reilly Media)

Recommended Reading

1. **Digital Anthropology** by Heather A. Horst and Daniel Miller (2012, Berg Publishers)
2. **Research Methods in Anthropology: Qualitative and Quantitative Approaches** by H. Russell Bernard (2017, Rowman & Littlefield)

Semester III
FP-231-AN: Ethnographic Fieldwork
Field Project, Practical, 2 Credits

Course Description

This course aims to give students first-hand experience to the field situation in tribal setting for training in the ethnographic method of field research. The fieldwork will be organised and conducted by the Department in a suitable tribal area. The duration of ethnographic fieldwork will be minimum 10 days. The fieldwork would be carried out by the entire batch of students as a team-work. However, each student will be given an individual topic for conducting ethnographic fieldwork. After the fieldwork the students would undertake the analysis and report writing under the guidance of the assigned faculty members. At the end of the course, the students are expected to understand about – Preparation for ethnographic field-work; Data collection; Compilation, organization and analysis of data; Interpretation of data and report writing.

Syllabus

Topics for Ethnographic Field-work

Topics which require ethnographic method for data collection, would be assigned to the students. Some of these topics may be divided or combined in accordance to the circumstances and needs.

Identity, History, Folklore; Settlement Pattern; Cultural Ecology; Material Culture; Life Cycle; Marriage, Family & Kinship; Economic Organization; Political Organization; Religious Organization; Inter & Intra Community Relations; Status of Women; Ethno medical System; Ethnography of Food; Response to Family Welfare Program; Awareness & Utilization of Health Care Services (ICDS and other Special Programs); Education, Aspirations & Mobility; Impact of Communication & Transportation; Development Programs; Socio-Economic Survey;

Semester III
AN-241-MN-T: Tribal Cultures of Maharashtra

Minor, Theory, 2 Credits

Course Description

This course aims to throw light on tribal culture Maharashtra. It explains tribal societies, their culture, development and issues. At the end of the course students will be able to understand the tribal communities of Maharashtra and their culture.

Syllabus

Unit I. Introduction to Tribes of Maharashtra

1. Tribe – Definitions and Characteristic Cultural Features.
2. Population and distribution of scheduled tribes,
3. scheduled castes;
4. Scheduled areas in Maharashtra;
5. Distinctive characteristics of tribal settings.

Unit II. Tribal social, political and religious structure

1. Different family structures,
2. marriage patterns, and kinship systems;
3. the traditional political systems;
4. traditional economic activities of tribes, including hunting, gathering, pastoralism, and agriculture;
5. the traditional religious beliefs, rituals, and practices

Suggested Books/Reading Material:

Hasnain, N. (2012). Tribal India.

Deogaonkar, S. (1994). Tribal Administration and Development. Concept publication.

Haimondorf, C. (1985). Tribes of India: Struggle for Survival. Oxford University Press, New

Delhi. Colorado. Patil & Jagat deb. (1991). Tribal demography in India, Ashish Publishing house, New Delhi. Singh, K.S. (1972). Tribal society in India; Motilal Banarasidas, New Delhi.

Verma, M.M.(1996) Tribal development in India: Programmes and Perspective, Concept publishing.

Choudhary, M.(1997).Tribes of ancient India, Indian museum, Calcutta.

Khare, P.K.(1991).Social change of Indian Tribes: Impact of planning and economic development , Deep & Deep Publications.

AN-242-MN-T: Marriage and Family in 21st Century

Minor, Theory, 2 Credits

Course Description

This course examines the transformations in marriage and family systems in 21st-century India, situating them within global and local socio-economic, cultural, and political contexts. It explores the interplay of tradition and modernity, focusing on changing marriage practices, family structures, gender roles, and kinship dynamics in India. Through ethnographic case studies, theoretical frameworks, and contemporary data, students will analyse the impact of globalization, urbanization, technology, and legal reforms on Indian marriage and family systems.

Course Outcomes:

At the end of the course, the students are expected to be able to understand –

1. Evaluate traditional and contemporary marriage systems in India, including arranged, love, and inter-caste marriages, and their socio-cultural implications.
2. Identify and compare diverse family types (nuclear, joint, extended) and their evolving roles in urban and rural Indian contexts.
3. Analyse kinship structures, descent patterns, and digital networks, with a focus on regional variations and diaspora communities in India.
4. Evaluate the impact of globalization, urbanization, and legal reforms on marriage, family, and kinship dynamics in 21st-century India.
5. Critically assess social issues such as dowry, gender roles, and domestic violence, and the role of policies and social movements in reshaping Indian family systems.

Syllabus

Unit 1: Marriage in Contemporary India

Definitions and cultural significance of marriage in India.

Traditional marriage systems: Arranged marriages, endogamy, exogamy, dowry, and bride price.

Emerging trends: Love marriages, inter-caste and inter-religious marriages, same-sex unions.

Marriage transactions: Dowry practices, anti-dowry laws, and their social impact.

Legal frameworks: Hindu Marriage Act, Special Marriage Act, and recent judicial reforms.

Age at marriage, marriage distance, divorce, and remarriage trends.

Unit 2: Family Structures and Dynamics in Modern India

Concept and universality of the family in Indian contexts.

Typology: Nuclear, joint, extended, single-parent, and non-traditional families.

Residence patterns: Patrilocal, matrilineal, neolocal, and urban influences.

Division of labor and gender roles within households.

Functions of the family: Social, economic, religious, and educative roles in urban and rural settings.

Impact of migration, urbanization, and nuclearization on family structures.

Unit 3: Kinship and Social Networks in 21st Century India

Concept of kinship in India: Consanguineal, affinal, and fictive kin.

Kinship systems: Patrilineal, matrilineal, and bilateral descent in Indian contexts.

Kin groups: Joint families, kindred, and community-based networks.

Kinship terminology and its regional variations (e.g., Dravidian vs. Indo-Aryan systems).

Impact of technology: Digital kinship networks, online matrimonial platforms, and social media.

Kinship in diaspora communities: Maintaining ties across borders.

Unit 4: Contemporary Challenges and Global Influences

Globalization and marriage: Influence of Western ideals, cross-cultural marriages, and global media.

Changing gender dynamics: Women's empowerment, feminism, and shifting family roles.

Economic pressures: Urbanization, employment, and the decline of joint families.

Social issues: Domestic violence, dowry-related conflicts, and legal interventions.

Policy and reforms: Role of government schemes, education, and healthcare in family welfare.

Case studies: Same-sex marriages, live-in relationships, and adoption reforms.

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Text Books:

Karve, I (1953). *Kinship Organization in India*. Deccan Collage, Pune.

Mandalbaum, D. (1972). *Society in India*. Popular Prakashan, Bombay.

Ghurye, GS. (1961). *Caste, Class, and Occupation*. Popular Book Depot, Bombay

Anjali, K. (1998). *Ethnic Identity and Social Mobility*. Rawat Publications.

Kothari, R (1970). *Caste in Indian Politics*. Orient Longman, New Delhi.

Brigadier SJ (1998). *Hindus Of India*. Gyan Publishing House, New Delhi.

Recommended Books:

Bashain, AL. (1977). *The Wonder that was India*. Rupa& Co., New Delhi.

Farquhar, JN. (1911). *A primer of Hinduism*. London: Christian Literature Society for India

Majumdar, RC. (1951). *History and Culture of the Indian People*. Bharatiya Vidya Bhavan.

Milton, S. (1975). *Traditional India Structure & Change*. Rawat Publications

Betealle, A. (1965). *Caste, Class, and Power*. California University, Berkley.

Reference Books:

Dr. Babasahed Ambedkar Writings and Speeches, Education Deptt. Govt. Of Maharashtra
Bombay, Vol. III, 1987.

Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department, Government of
Maharashtra, Bombay, Vol. VII. 2013.

Dr. Babasaheb Ambedkar: Writings and Speeches, Education Department, Government of
Maharashtra, Bombay, Vol. 1. 1979

Khare, R. (1991). *Cultural Diversity and Social Discontent: Anthropological Studies on
Contemporary India*. New Delhi: Sage.

Rush, BW. (1985). *Ethnic Diversity in India*, New Delhi: Anmol Publication.

Srinivas, M.N. (1966). *Social Change In India*, Bombay: Allied Publication.

Rao, M.S.A. (1970). *Urbanization and Social Change*, Delhi: Orient Longman.

Sahay, V. S. (1998). *Indian Anthropology*. Allahabad: K. K. Publications.

Husnain, N (1996). *Indian Anthropology*. Allahabad: PalkaPrakashan.

Mishra, U. S, Husnain, N. (1998). *Unifying Anthropology*. New Delhi: Vivek Prakashan Uberoi,

P. (Ed.). (1993). *Family, Kinship and Marriage in India*. Oxford University Press.

Kapadia, K. M. (1966). *Marriage and Family in India*. Oxford University Press.

Nongbri, T. (2014). *Development, Gender and Tribe: Essays on*

OE-201-AN: Anthropology of Food

GE/OE, Theory, 2 Credits

Course Description:

This course explores the cultural, social, and historical dimensions of food and eating practices across diverse societies. The course examines how food shapes identities, social relationships, economies, and power dynamics. Topics include food production and consumption, culinary traditions, globalization, food justice, and the sensory and symbolic meanings of food. Students will critically analyse the role of food in human societies and develop skills in anthropological research and analysis.

Course Outcomes:

At the end of the course, the students are expected to be able to understand -

1. Articulate the connections between food, identity, and power in diverse cultural contexts.
2. Evaluate the social, economic, and political factors shaping food systems and culinary traditions.
3. Critically assess the impacts of globalization and industrialization on food production and consumption.
4. Conduct ethnographic research on food practices, including participant observation and interviews.

Syllabus:

Unit 1: Food, Nutrition, and Culture

Anthropological approaches to food and nutrition; food as a cultural and nutritional symbol; diet and identity (ethnicity, gender, class).

Rituals, Taboos, and food avoidance

Symbolism and meaning in food

Unit 2: Food Production and Dietary Traditions

Subsistence systems (foraging, agriculture); traditional diets and nutritional outcomes.

Food in rituals and health practices.

Food and religion

Unit 3: Globalization, Food Systems and Food Research

Global food trade; fast food and cultural change; food and power (colonialism, inequality).

Fast food culture and global homogenization

Food access and nutritional disparities; sustainable diets; basic ethnographic methods for studying food.

Reading and reference books

Counihan, C. M., and Van Esterik, P. (Eds.). (2013). "Food and Culture: A Reader" (3rd ed.). Routledge.

Goody, J. (1982). "Cooking, Cuisine and Class: A Study in Comparative Sociology." Cambridge University Press.

Mintz, S. W. (1996). "Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past." Beacon Press.

Sutton, D. E. (Ed.). (2001). "Remembrance of Repasts: An Anthropology of Food and Memory." Berg.

Harris, M. (1985). "Good to Eat: Riddles of Food and Culture." Waveland Press.

Readings:

Levi-Strauss, C. (1969). "The Culinary Triangle." "From Honey to Ashes: Introduction to a Science of Mythology," Vol. 2. Harper and Row.

Appadurai, A. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India." "Comparative Studies in Society and History," 30(1), 3-24.

Lévi-Strauss, C. (1966). "The Culinary Triangle." "The Savage Mind." University of Chicago Press.

Fischler, C. (1988). "Food, Self, and Identity." "Social Science Information," 27(2), 275-292.

Sutton, D. E. (2001). "Feeding the Buddha: A Ritual Feast in Taiwan." "Remembrance of Repasts: An Anthropology of Food and Memory." Berg.

Wilson, C. M. (2001). "Eating in the Dark: A Maasai Way of Knowing." "Remembrance of Repasts: An Anthropology of Food and Memory." Berg.

Korsmeyer, C. (2005). "Making Sense of Taste: Food and Philosophy." Cornell University Press.

Anand, N. (2007). "Battles over Bovines: Beef Ban in Maharashtra." Economic and Political Weekly, 52(47), 40-48.

IKS-201-AN: Indigenous Technology of Tribes of Maharashtra

IKS (Subject Specific), Theory, 2 Credits

Course Description

The objective of this course throws light on the rich indigenous practices and technologies developed by tribal communities in Maharashtra, including agriculture, medicine, and various craft skills. These systems, passed down through generations, are crucial for understanding the socio-economic context and development of these communities. At the end of the course students will be able to understand indigenous practices and technologies developed by tribal communities in Maharashtra.

Syllabus

Unit I. Agriculture

Traditional farming techniques, crop selection, soil management, and pest control

Unit II. Medicine

Ethno-medicinal practices, using plants and other natural resources for healing

Unit III. Crafts

Weaving, pottery, metalwork, and wood carving.

Suggested Books/Reading Material:

Hasnain, N. (2012). Tribal India.

Deogaonkar, S. (1994). Tribal Administration and Development. Concept publication.

Haimondorf, C. (1985). Tribes of India: Struggle for Survival. Oxford University Press, New Delhi. Colorado. Patil & Jagat deb. (1991). Tribal demography in India , Ashish Publishing house, New Delhi. Singh, K.S. (1972). Tribal society in India;, Motilal Banarasidas, New Delhi.

Verma, M.M.(1996) Tribal development in India: Programmes and Perspective, Concept publishing.

Choudhary, M.(1997). Tribes of ancient India, Indian museum, Calcutta.

Khare, P.K.(1991). Social change of Indian Tribes: Impact of planning and economic development , Deep & Deep Publications.

AN-251-MJ-T: Tribes and Peasants of Maharashtra (MN)

Discipline Specific Course (DSC-2)

Group B - Social Sciences I, Major Core, Theory, 4 Credits

Course Description

This course aims to throw light on tribal culture and peasant movements and agrarian history within Maharashtra. It explains tribal societies, their culture, development and issues. It also tries to understand land relations, peasant movements, and the impact of various policies on agricultural communities. At the end of the course students will be able to understand the tribal culture and peasant communities of Maharashtra.

Syllabus

Unit I. Introduction

Population and distribution of scheduled tribes, scheduled castes; Scheduled areas in Maharashtra; Distinctive characteristics of tribal settings. Tribe – Definitions and Characteristic Cultural Features. The peasant population in Maharashtra; the peasant movements in Maharashtra; All India Kisan Sabha (AIKS); Satyashodhak Samaj

Unit II. Tribal social and political structure

Different family structures, marriage patterns, and kinship systems; the traditional political systems, leadership structures, and decision-making processes within tribal communities; traditional economic activities of tribes, including hunting, gathering, pastoralism, and agriculture.

Unit III Tribal Religion and Language

The traditional religious beliefs, rituals, and practices of tribal communities; the linguistic diversity of tribal communities and their traditional literature

Unit IV Contemporary issues

Tribal: Socio-Economic Issues; Development and Displacement; Tribal Rights and Movements.

Peasants: Farm Loan Waivers; Remunerative Prices for Crops; Land Rights and issues.

Suggested Books/Reading Material:

Hasnain, N. (2012). Tribal India.

Deogaonkar, S. (1994). Tribal Administration and Development. Concept publication.

Haimondorf, C. (1985). Tribes of India: Struggle for Survival. Oxford University Press, New Delhi. Colorado. Patil & Jagat deb. (1991). Tribal demography in India , Ashish Publishing house, New Delhi. Singh, K.S. (1972). Tribal society in India;,MotilalBanarasidas, New Delhi.

Verma, M.M.(1996) Tribal development in India: Programmes and Perspective, Concept publishing.

Choudhary, M.(1997).Tribes of ancient India, Indian museum, Calcutta.

Khare, P.K.(1991).Social change of Indian Tribes: Impact of planning and economic development , Deep & Deep Publications.

AN-252-MJ-T: Introduction to Biological Anthropology

Discipline Specific Course (DSC-2)

Group B - Social Sciences I, Major Core, Theory, 2 Credits

Course Description:

This course aims at introducing the students to the basics of biological anthropology, its historical background, how it evolved as a science, its important branches and scope. It places these in the context of theories of Evolution by introducing the students to basics of biology and evolution.

Course Outcome:

At the end of the course, students will-

- Know Biological Anthropology, its branches and related disciplines
- understand the basics of biological basis of life
- understand, and critically evaluate concepts of Evolution

Syllabus:

Unit 1: Introduction to Biological Anthropology

Introduction, Nature and Scope

Branches of Biological Anthropology

Bio-cultural Perspective

Applied aspects of Biological Anthropology

Introduction to Human Evolution and Variation

Unit 2: Biological Basis of Life

Cell, Cell structure, Chromosomes, DNA: Structure, Replication, Protein Synthesis

Cell Divisions: Mitosis and Meiosis, Evolutionary significance of Meiosis

Mendel's Laws of inheritance: Segregation, Dominant and Recessive traits, Independent Assortment Importance of Genetics in Evolution and Biological Anthropology

Unit 3: Theories of Evolution and Dimensions of Evolution

Theories of evolution: Lamarckism, Darwinism, Neo – Darwinism, Modern Synthesis

Evidences of Evolution: Morphological, Embryological, Paleontological, geological, histological evidences

Macroevolution and Micro Evolution

Reference Books:

1. Essentials of Biological Anthropology by Clark Spencer Larsen (4th Edition, 2019, W.W. Norton & Company)
2. Explorations: An Open Invitation to Biological Anthropology by Society for Anthropology in Community Colleges (2023, Free at explorations.americananthro.org)
3. The Human Species: An Introduction to Biological Anthropology by John Relethford (8th Edition, 2010, McGraw-Hill)
4. Core Concepts in Biological Anthropology by Agustin Fuentes (2007, McGraw-Hill)
5. Biological Anthropology by Craig Stanford, John S. Allen, and Susan C. Antón (2011, Pearson)
6. Kindred: Neanderthal Life, Love, Death and Art by Rebecca Wragg Sykes (2020, Bloomsbury Sigma)

VSC-271-AN: Software Applications in Anthropological Research-2

Vocational Skill Course, Practical, 2 Credits

Course Description:

This course provides students with essential skills to manage research sources effectively in anthropological studies using digital tools. It covers accessing and navigating academic databases such as Google Scholar, PubMed, JSTOR, EBSCO, Shodhganga, UGC INFILIBNET, and Jaykar Library resources. Students will learn to understand and avoid plagiarism through best practices in original writing, paraphrasing, and citation. The course explores citation and reference management tools, including Zotero, EndNote, Mendeley, and Microsoft Word's citation features. Additionally, it introduces research metrics such as Impact Factor, Citation Index, social media metrics, and databases like Web of Science and Scopus. Through hands-on practice, students will develop proficiency in organizing, citing, and evaluating research sources to produce ethical and high-quality anthropological research.

Course Outcomes:

Upon successful completion of this course, students will be able to-

1. Effectively search and retrieve scholarly sources from Google Scholar, PubMed, JSTOR, EBSCO, Shodhganga, UGC INFILIBNET, and Jaykar Library subscribed resources to support anthropological research.
2. Understand the principles of plagiarism, apply best practices for original writing and paraphrasing, and implement proper citation techniques to maintain academic integrity.
3. Efficiently use tools like Zotero, EndNote, Mendeley, and Microsoft Word's citation features to organize, manage, and format citations and bibliographies for anthropological research.
4. Analyze and interpret research metrics, including Impact Factor, Citation Index, social media metrics, and databases like Web of Science and Scopus, to assess the impact and relevance of anthropological research.
5. Apply Ethical Research Practices; Integrate digital tools and best practices to manage research sources ethically, ensuring accurate, organized, and professional research outputs in anthropological studies.

Syllabus:

Digital Tools for managing Research Sources

1. Sources

- a. Google Scholar
- b. Pubmed, Jstor, EBESCO, shodhganga
- c. UGC INFILIBNET, Jaykar Library subscribed resources

2. What is Plagiarism and how to avoid it

- a. Introduction to Plagiarism and Original Writing
- b. Rules and best practices for paraphrasing
- c. Best practices in Writing and citations

3. Citation and Reference Managers

- a. Zotero
- b. Endnote
- c. Mendeley
- d. Citation management through Word

4. Research Metrics

- a. Impact Factor
- b. Citation index
- c. Social media Metrics
- d. Web of Science, Scopus

Reference Books:

1. The Craft of Research by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald (4th Edition, 2016, University of Chicago Press)
2. Zotero: A Guide for Librarians, Researchers, and Educators by Jason Puckett (2nd Edition, 2017, ACRL Publishing)
3. EndNote 1-2-3 Easy!: Reference Management for the Professional by Abha Agrawal and Majid Rasouli (3rd Edition, 2019, Springer)
4. Mendeley Guide by Mendeley Community (2020, Free at mendeley.com/guides)

Recommended Reading:

1. They Say / I Say: The Moves That Matter in Academic Writing by Gerald Graff and Cathy Birkenstein (4th Edition, 2018, W.W. Norton & Company)
2. Digital Tools for Qualitative Research by Trena M. Paulus, Jessica N. Lester, and Paul G. Dempster (2014, SAGE Publications)

CEP-281-AN: Community Development and Anthropology

CEP, Practical, 2 Credits

Course Description:

The objective of this course is to enable students with the skills to engage with the community through Non-Governmental Organisations (NGOs). At the end of the course students will be able to understand the working of NGOs, government agencies, and other organizations for community development.

Syllabus

Introduction to community development

What is community development? Definition, goals, and approaches; The role of anthropology in community development: Understanding cultural contexts, engaging communities, and evaluating development projects; Community Engagement and Anthropological research; Involving community members in all phases of research; working with NGOs, government agencies, and other organizations;

Students are expected to visit NGOs and engage themselves in documenting community engagement and understand and write the effectiveness of development interventions.

Suggested Books/Reading Material:

Social and Community Development Practice
by Manohar Pawar
Development Anthropology: Putting Culture First
by Hari Mohan Mathur

AN-291-MN-T: Anthropological Perspectives of Political, Economic and Religious Organisation

Minor, Theory, 2 Credits

Course Description

This course provides an anthropological introduction to the study of political, economic, and religious organizations as interconnected systems that shape human societies. It explores how these institutions are constructed, maintained, and transformed across diverse cultural contexts. Students will engage with key anthropological theories, examine the contributions of prominent anthropologists. This course emphasizes the interplay of power, belief, and resource distribution. Topics include the evolution of political authority, economic exchange systems, religious rituals, and their roles in social cohesion and conflict. By the end of the course, students will develop a nuanced understanding of how politics, religion, and economy intersect to influence social organization and cultural practices.

Learning Outcomes

At the end of the course, the students are expected to be able to understand –

1. Understand anthropological concepts of political, economic, and religious organizations and their roles in shaping societal structures.
2. Identify and discuss the contributions of prominent anthropologists to the study of politics, religion, and economy, including their theoretical frameworks and ethnographic works.
3. Conduct a study on political, economic, and religious organizations across different cultural and historical contexts using ethnographic case studies.

Syllabus:

Unit 1: Introduction to Anthropology of Politics, Religion, and Economy

Introduction to political, economic, and religious organizations; holistic and comparative approaches in anthropology.

Society and Social Organization

Concept of organization of society;

Forms of social organization: family, lineage, clan, Moiety, Phratry, tribe.

Unit 2: Economic Organization

Definition and significance; Primitive, peasant and modern economy;

Individual and collective property,

Property Access rights, ownership and inheritance

Distribution - Reciprocity and exchange; Gift, trade, barter

Subsistence, surplus and prestige economy, Kula Ring and Potlatch;

Hunting-gathering, pastoral, agricultural

Unit 3: Political Organization

Definition and significance; order within and between societies;

Concept of authority, power, rank, leadership, legitimacy and control;

Types of political organizations

Egalitarian Decentralized: band, tribe, kinship, age-grade and association;

Non-egalitarian- Centralized: Big Man-ship, chiefdom, rank-societies, state, nation-state

Unit 4: Religious Organization

Definitions, Anthropological approaches to study of religion: evolutionary, psychological, functional

Symbol, idol, deity, rites and rituals;

Atheism, monotheism, polytheism

Forms of religion - Animism, animatism, manaism, bongaism, fetishism, totemic;

Magic - Black and white, contagious, defensive, destructive, imitative, sympathetic; Magico-religious functionaries: Priest, shaman, medicine-man, sorcerer, witch; Distinction between magic and religion.

LIST OF BOOKS

Text books -

Prichard, E. E. (1990) .*Social Anthropology*. New Delhi: Universal Book Stall.

Marvin, H. (1983), *Cultural Anthropology*. New York: Harper & Row Publication.

Haviland, W. A. (1993), *Cultural Anthropology*. London: Harcourt Brace College Publication.

Honigman, J. (1997), *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.

Rosman & Rubel. (1989). *The Tapestry of Culture*. New York: Random House.

Recommended Books -

Barrett, R.. 1984, *Culture and Conduct*. Wadsworth Publishing.

DurantiAllesandra (1997), *Linguistic Anthropology*. Cambridge: Cambridge University Press.

Robin, F. (1967). *Kinship and Marriage*. Penguin Book.

Lewellen T.(1983). *Political Anthropology: An Introduction*. Massachusetts: Bergin and Gravey Publishers.

Sahlins& Service. (1970). *Evolution and Culture*. Ann Arbor: University of Michigan Press.

Reference Books -

Ember & Ember. (1995). *Anthropology*. New Delhi: Prentice Hall of India Private Limited.

Ember & Ember. (2008) *Anthropology*. New Delhi: Pearson Prentice Hall of India Private Limited.

Hicks & Gwynne. (1994). *Cultural Anthropology*. Harper Collins College Publishers.

Holy Ladislov (1996). *Anthropological Perspectives on Kinship*. London: Pluto Press.

Mair, L. (1998). *An Introduction to Social Anthropology*. Oxford University Press.

Vidyarthi, L. P. and Rai, B. K. (1985), *Tribal Cultures in India*. New Delhi: Concept Publishing House.

Kottak, C. P. (2002). *Anthropology: The Exploration of Human Diversity*. New York: McGraw-Hill, Inc.

Harris, M . (1927) .(1985).*Culture, People, Nature: An Introduction to General Anthropology*. New York: Harper & Row Publishers, Inc.

Doshi, S.L. & Jain, P. C. *Introduction to social anthropology*

AN-292-MN-T: Social Research Methods

Minor, Theory, 2 Credits

S. Y. B. A. Anthropology

Course Description

The objective of this course is to enable to understand the qualitative research methods in Anthropology. It covers the full cycle of a qualitative research project, from: design, to data collection, analysis, report writing. At the end of the course students will be able to understand the core methods of qualitative and quantitative data collection.

Syllabus

Unit 1: Overview of research in social sciences

What is qualitative research? Science as an approach and system of knowledge; Science - essence and characteristics; Relation between science, theory and fact; Inductive and deductive aspects of scientific research; Quantitative and Qualitative research; Positivism

Unit II. Tools and techniques

Research designs; sampling; data collection through interview guide/schedule, etc
Structured interview Schedule, unstructured interview, questionnaire
Varying qualitative approaches – Case Study, Ethnography, life history, Phenomenology, Grounded Theory; Survey Research Method

Suggested Books/Reading Material:

Babbie, E. R. (2015). The Practice of Social Research - Standalone Book (14 edition). Boston, MA: Wadsworth Publishing.

Bernard, H. R. (2005). Research Methods in Anthropology: Qualitative and Quantitative Approaches (Fourth Edition edition).

Lanham, MD: AltaMira Press. Ember, C. R. (2009). Cross-Cultural Research Methods. Altamira Press, USA.

Fetterman, D. M. (2009). Ethnography: Step-by-Step (3rd edition). Los Angeles: SAGE Publications, Inc.

Green, J., and Browne, J. (2005). Principles of Social Research (1 edition). Maidenhead: Open University Press.

Hammersley, M., and Atkinson, P. (1983). Ethnography: Principles in Practice. Tavistock Publications

Jackson, K., & Bazeley, P. (2019). Qualitative Data Analysis with NVivo (3rd edition). SAGE Publications Ltd.

Marshall, C., & Rossman, G. B. (2006). Designing Qualitative Research (Fourth Edition). Thousands Oaks, Calif: Sage Publications, Inc.

AN-271-AN: Print, Visual and Social Media from Anthropological lenses

GE/OE, Theory, 2 Credits

Course Description:

The aim of this course is to enable students to understand the concept and theories of popular culture. It will focus on cultural theories, contemporary popular culture, and recent trends in popular culture. At the end of the course, students are expected to understand the concepts, theories of popular culture, contemporary popular culture, audio-visual, digital media, social media and its impact on society and culture.

Syllabus

Unit I. Popular Culture and media

Meaning and definition of popular culture; Representation of ethnicity and alternative lifestyle in popular culture ethical approaches applied to commodity as spectacle: The “Male Gaze” in popular culture. Moral panics in popular culture-effects

Unit II. Print, Audio-visual and social media

Print Media- News Paper, Literature, Magazine; Visual Media- Films, Television- Daily Soap Operas and formation of Ideological identity; Digital Media- Youtube, Netflix, Amazon Prime, Web series and other online video streaming media; Social Media- Facebook, Instagram, Twitter, LinkedIn, etc; Contemporary changes in culture

Suggested Books/Reading Material:

Geeti Sen (ed), (2003), India: A National Culture, Sage, New Delhi.

Geeta Kapur, (2000), When was Modernism, Tulika, New Delhi.

Sumanta Banerjee, (1998) The Parlor and the Street, Seagull, Calcutta.

Arvind Rajgopal, (2001) Politics after Television, Cambridge University Press.

Vinay Lal and Ashish Nandy (eds), (2006) Fingerprinting Popular Culture, Oxford University Press.

Arjun Appadurai & Carol Breckenridge (eds), (1994) Consuming Modernity, Oxford University Press. Robin Jeffrey. (2001) India's Newspaper Revolution, Oxford University Press, New Delhi.

Boria Majumdar and J.A.Mangan, (2005) Sport in South Asian Society, Routledge, New York.
