

**(Abstract)**

MA Tribal and Rural Studies Programme (CBCSS) in the University Department w.e.f 2020 admission--Introduction of Open Elective Courses in the III Semester- Modified Scheme, Syllabus and Model Question Papers of the programme w.e.f 2021 admission-Implemented-Order issued.

Acad/C1/12949/2020

**ACADEMIC C SECTION**

Dated: 09.12.2022

- Read:-1.U.O.No.Acad/C1/12949/2020 Dated:14.09.2021  
2.Minutes of the meeting of the IQAC, held on 27.07.2022  
3..Minutes of the meeting of the Department Council , Department of Rural and Tribal Sociology held on 10.10.2022  
4.Email from HoD, Department of Rural and Tribal Sociology dated 23.11.2022 forwarding the modified Scheme, Syllabus and Model Question Papers.

**ORDER**

1. As per paper read (1) above, revised Scheme, Syllabus and Model Question Papers of M A Tribal and Rural Studies programme (CBCSS) were implemented w.e.f 2020 admission in the Department of Rural and Tribal Sociology, Mananthavady Campus, Wayanad.
- 2.. Meeting of Internal Quality Assurance Cell held on 27.07.2022 as per paper read (2) above, resolved that all the teaching departments should offer Open Elective Courses, compulsorily in the 3rd semester.
3. As per paper read (3) above, the Department Council, Department of Rural and Tribal Sociology held on 10.10.2022 resolved to approve the modified Scheme & Syllabus of the M A Tribal and Rural Studies with the following changes, w.e.f 2021 admission.
  - Included Tribal India (MATRS03O01) as Open Elective in the III semester
  - Converted the open elective courses-MATRS02O01 Indian Population & MATRS04O02-Health and Society-as elective courses. Their course codes are also changed.(MATRS02E04-Indian Population & MATRS04E08-Health and Society)
4. Further, the Head, Department of Rural and Tribal Sociology, submitted the modified Scheme& Syllabus of M.A Tribal and Rural Studies Programme (CBCSS), for implementation w.e.f 2021 admission, as per paper read (4) above.
5. The Vice Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11 (l) of KU Act 1996 accorded sanction to implement modified Scheme Syllabus and Model Question Papers of M A Tribal and Rural Studies Programme (CBCSS) at the Department of Rural and Tribal Sociology, Mananthavady Campus, w.e.f 2021 admission, as detailed in para (3) above, and to report the same to Academic Council.
6. Modified Scheme, Syllabus and Model Question Papers for M A Tribal and Rural Studies Programme (CBCSS) w.e.f 2021 admission in the University Department, is appended and uploaded on the University website. (www.kannuruniversity.ac.in)
7. The U.O read(1) above, stands modified to this extent.  
Orders are issued accordingly.

Sd/-  
**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Head,Department of Rural and Tribal Sociology, Mananthavady Campus, Wayanad

- Copy To: 1.PS to VC/PA to PVC/PA to R  
2.The Examination Branch(through PA to CE), EXCI, EP-IV  
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4. Computer Programmer  
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Forwarded By Order  
SECTION OFFICER



**KANNUR UNIVERSITY  
SCHOOL OF SOCIAL SCIENCES  
DEPARTMENT OF RURAL AND TRIBAL SOCIOLOGY  
MANANTHAVADY CAMPUS,  
WAYANAD, KERALA**

**SYLLABUS  
FOR  
M.A. PROGRAMME IN TRIBAL AND RURAL STUDIES**

**UNDER  
CHOICE BASED CREDIT SEMESTER SYSTEM 2021**

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**KANNUR UNIVERSITY**  
**DEPARTMENT OF RURAL AND TRIBAL SOCIOLOGY**

The Department of Rural and Tribal Sociology was established in 2008 at Mananthavady Campus of Kannur University. This Department is a unique one among other Social Science/Humanities departments in the universities of Kerala, as it is the only research and teaching Department in the State and one among a few in the country that provides specific attention to the marginalised sections in our society. The Department is dedicated to conduct in-depth studies on tribal and rural sections of the Indian society with a view to generate knowledge and newer perspectives. The curriculum is envisaged to respond to contemporary social realities and challenges of development, and strive to apply the knowledge generated in the field for the creation of a tribal/rural-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

**VISION**

To transform the Department as a '**Centre of Excellence**' for the production and dissemination of knowledge related to tribal and rural societies

**MISSION**

- Teaching and training for inspired young minds to engage in the study of contemporary social realities.
- Promote research in all aspects of rural and tribal life.
- Documentation of custom, tradition and knowledge of tribal and rural societies.
- Conservation and promotion of cultural heritages in the hinterland by establishing an international centre for tribal/indigenous studies.
- Organize seminars on themes of Regional, National and International relevance.
- Publication of research activities and study reports of the department.

## **M.A. PROGRAMME IN TRIBAL AND RURAL STUDIES**

The Master of Arts in Tribal and Rural Studies is a unique programme offered by the Department of Rural and Tribal Sociology. This programme aims to create outstanding research, teaching and service relating to historical and contemporary position of tribes and rural communities in India in general and Kerala in particular. The content of this programme is interdisciplinary in nature and examines the concepts of tribe, caste and rural communities; identity issues; constitutional rights; critical examination of post-colonial historiography; development administration; economic and ecological development; urbanization and its impact; languages; gender and justice issues that require critical academic engagements.

### **PROGRAMME OBJECTIVES**

- To create outstanding research, teaching and service in the tribal and rural domain in India in general and that of Kerala in specific with a holistic and interdisciplinary perspective.
- To provide students with an academic environment for life-long learning needed for a successful professional career.
- To endow with field level in-depth training to build up the ability to identify, formulate, intervene and solve problems in the tribal and rural domain,
- To inculcate professional behavior such as being objective, unbiased, empathetic, ethical and truthful to become tribal and rural development facilitators

### **PROGRAMME LEARNING OUTCOMES**

- The students will be able to demonstrate a fundamental and systematic understanding of the academic field of tribal and rural studies.
- The students will acquire skills for life-long learning needed for a successful professional career.
- The students will demonstrate the ability to identify, formulate, intervene and solve problems related to local and global issues especially in the tribal and rural domains.
- The students will attain professional behavior such as being objective, unbiased, empathetic and truthful in all aspects of work and avoiding unethical behavior.
- The students will acquire the ability to equip with required skills to become tribal and rural development facilitators
- The students will be able to intervene themselves in the transformation of tribal and rural societies

**PROGRAMME STRUCTURE WITH CORE COURSES  
(CORE – 40 CREDITS; ELECTIVE/ OPEN ELECTIVE–40 CREDITS)**

Course Code	Course Titles	Mark			Credits	Contact Hours
		CE	ESE	Total		
<b>First Semester (20 Credits)</b>						
MATRS01C01	Understanding Society and Culture	40	60	100	4	4
MATRS01C02	Tribal Studies	40	60	100	4	4
MATRS01C03	Rural Studies	40	60	100	4	4
MATRS01C04	Introduction to Anthropology	40	60	100	4	4
MATRS01C05	Introduction to Sociology	40	60	100	4	4
<b>Total</b>				500	20	20
<b>Second Semester (20 Credits)</b>						
MATRS02C06	Doing Research in Social Sciences	40	60	100	4	4
MATRS02C07	Ethnographic Fieldwork	40	60	100	4	4
MATRS02E01 to MATRS02E04	Elective	40	60	100	4	4
	Elective	40	60	100	4	4
	Elective	40	60	100	4	4
<b>Total</b>				500	20	20
<b>Third Semester (20 Credits)</b>						
MATRS03C08	Theories on Culture and Society	40	60	100	4	4
MATRS03E05 to MATRS03E08	Elective	40	60	100	4	4
	Elective	40	60	100	4	4
	Elective	40	60	100	4	4
MATRS03O01 or Any other	Open Elective	40	60	100	4	4
<b>Total</b>				500	20	20
<b>Fourth Semester (20 Credits)</b>						
MATRS04E09 to MATRS04E12	Elective	40	60	100	4	4
	Elective	40	60	100	4	4
	Elective	40	60	100	4	4
MATRS04C09	Dissertation & Viva Voce	40	60	100	8	8
<b>Total</b>				400	20	20
<b>Grand Total</b>				1900	80	80

### LIST OF ELECTIVE COURSES

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS02E01	Knowing Social Science	4
MATRS02E02	Tribes in India	4
MATRS02E03	Visual Ethnography	4
MATRS02E04	Indian Population	4
MATRS03E05	Understanding Development	4
MATRS03E06	Tribes in Development	4
MATRS03E07	Problems and Development in Rural India	4
MATRS03E08	Health and Society	4
MATRS04E09	Tribal and Peasant Movements in India	4
MATRS04E10	Environment Society and Culture	4
MATRS04E11	Gender in Rural and Tribal India	4
MATRS04E12	Religion and Society	4

### LIST OF OPEN ELECTIVE COURSES

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
MATRS03O01	Tribal India	4

## **CORE COURSES**

### **FIRST SEMESTER**

#### **MATRS01C01: UNDERSTANDING SOCIETY AND CULTURE (4 Credits)**

#### **COURSE OBJECTIVES**

The course aims to introduce the students to the key concepts and the terms in the studies of Society and Culture. The course is also envisaged to provide a solid foundation in understanding the important institutions and organizations in society and culture.

#### **LEARNING OUTCOMES**

- The students will learn about social and cultural behaviour of human being
- The students will also learn the meanings of society and culture
- They will learn about key concept of society and culture along with various attributes of culture.
- The students will acquire an overall understanding on various institutions and organizations of society and culture.

#### **Module I Society**

- Sociality of Human Being
- Meanings of Society
- Types of Societies

#### **Module II Culture**

- Human being and culture
- Origin, Development and Meanings of Culture
- Attributes of Culture

#### **Module III Social Institutions**

- Family
- Marriage
- Kinship

#### **Module IV Economy, Polity and Religion**

- Pre-agricultural, agricultural, industrial, and post industrial economies
- Gift exchanges and Market economy.



- Concept of Power; Political organization of pre-modern societies; Rise of Nation State; State and Governance
- Concept and forms of religion.

### **CORE READINGS**

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- Malinowski, B. 1960 (1944). *A Scientific Theory of Culture and Other Essays*. New York: Oxford University Press. (Selected Chapters)
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- Shah, A.M. 1973. *The Household Dimension of the Family in India*. Delhi: Orient Longman.
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## **MATRS01C02: TRIBAL STUDIES**

**(4 Credits)**

### **COURSE OBJECTIVES**

The course aims to provide the fundamental understanding on the tribal studies at Indian and global contexts. It also aims to give a detailed idea about the meaning, scope, history, relevance of tribal studies. The course further investigates the concepts of tribe, their representation and the relevance of tribal studies.

### **LEARNING OUTCOMES**

- The students will get a holistic idea about studies on tribal and indigenous people around the world.
- The students will be able to understand the meaning, scope, history and relevance of tribal studies and its contemporary scenario.
- The student will also get an in depth understanding on the concepts as tribe, indigenous people, First Nations and Aboriginals.
- It enables the student to get a comprehensive and all-encompassing understanding about world indigenous population and their representation in both colonial and Post-colonial times.

### **Module I Introduction to Tribal Studies**

- Meaning and Scope of Tribal studies
- History of Tribal studies
- Tribal and indigenous studies in the contemporary era

### **Module II: Indigenous people of the world**

- Conceptualizing Indigeneity
- Sketching the idea of Tribe, Indigenous People, First Nations, Indians and Aboriginal
- Mapping of World Indigenous population

### **Module III Representation of Tribes**

- Ethnicity and Identity
- Colonial and Post Colonial Representation
- Indigenous People and the Modern State

### **Module IV Tribal Studies in India**

- Conceptualizing Tribe in India
- Tribal studies in India
- Relevance of tribal studies in contemporary India

## CORE READINGS

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## **MATRS01C03: RURAL STUDIES**

**(4 Credits)**

### **COURSE OBJECTIVES**

This course aims to introduce basic understanding on the rural society of India as well as the globe. Rural social system, economy, polity are also part of discussion along with the conceptual and historical understanding about rural studies. The course also emphasises to introduce different approaches to study rural society.

### **LEARNING OUTCOMES**

- The students will learn about meaning definition and features of rural society. They will also learn about rurality at global context.
- The students will learn about origin of folk and village studies as well as peasant and agrarian studies. The students will also get an insight into the trends in contemporary rural studies.
- The students will be familiar with studies on rural society in India. They will be able to understand different approaches and concepts related to the rural life in India.
- The students will be known about land tenure system and its changes, and agrarian classes. They will be able to critically evaluate social hierarchies of Indian villages and able to compare and contrast traditional and modern political institutions in Indian villages.

#### **Module 1 Rural : An Introduction**

- Concept, Meaning and Genesis of Rural
- Features of Rural society
- Rurality at Global context

#### **Module II Genealogy of Rural studies**

- Folk and Village studies
- Peasant and Agrarian Studies
- Rural Studies in Contemporary era

#### **Module III Rural Studies in India**

- Approaches to study Rural society : Colonial, Indological, Historical, Structural Functionalist, Marxist, Feminist and Subaltern perspective
- Concepts : Rural Urban continuum, Great and Little Tradition, Universalisation and Parochialisation, Sanskritisation, Westernisation, Modernisation,

#### **Module IV Caste, Agrarian class and Power in Rural India**

- Social hierarchies of Indian villages
- Traditional & Modern Political Institutions of Indian Villages
- Agrarian classes and its recent trends
- Land Tenure Systems and changes

## **CORE READINGS**

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- Chakrabarty, Dipesh. 2002. Habitations of Modernity Essays in the wake of Subaltern Studies. Chicago:University of Chicago Press. (Chapter-1)
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## **FURTHER READINGS**

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**MATRS01C04:**  
**INTRODUCTION TO ANTHROPOLOGY**  
**(4 Credits)**

**COURSE OBJECTIVES**

This course is framed to impart basic knowledge in the concepts and theories of Anthropology as a background for the in-depth study of rural and tribal society. Imparting the knowledge related to the bio- cultural evolution of human being is also a goal of the course. Apart from these, the course also intends to provide a deep conceptual and theoretical understanding about human being.

**LEARNING OUTCOMES**

- The students will learn the meaning scope and the history of world and Indian Anthropology. They will also learn the relationship of Anthropology with other disciplines.
- They will learn about bio- cultural evolution of human being.
- The students will get an idea on various classical theories in Anthropology.
- The students will acquire an overall conceptual and theoretical understanding on the cultural life of human being.

**Module 1 Meaning, Scope and History**

- Anthropology: Meaning, Scope, Subject matter and Branches
- Anthropological orientation and perspectives
- History of Anthropology (Global and Indian context)

**Module II Bio-cultural Evolution of Human**

- Emergence of human
- Development of Tool making
- Beginnings and causes of food production and settled village life.
- Origin of Civilization

**Module III Anthropological Theories-I**

- Evolutionism and Diffusionism
- Functionalism and Structural Functionalism
- Patterns of Culture and personality/ Culture and Personality

**Module IV Anthropological Theories-II**

- Structuralism
- Neo Evolutionism and Cultural Ecology
- Cultural Materialism

**CORE READINGS**

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**MATRS01C05 : INTRODUCTION TO SOCIOLOGY**  
**(4 Credits)**

**COURSE OBJECTIVES**

This course aims to impart basic knowledge to the students on Sociology and its emergence as a discipline. Providing insight into the different theoretical orientation through the writings of classical as well as contemporary sociological thinkers is also another objective of this course.

**LEARNING OUTCOMES**

- The students will learn about the fundamental of Sociology as well as its emergence discipline at global and Indian context.
- The students will learn about basic concepts in Sociology.
- The students will learn about various theories put forward by classical and contemporary sociologists.
- The course will help the students to develop critical thinking of social phenomena.

**Module 1 Introduction**

- Meaning, Scope, Subject matter and Branches of Sociology
- Origin and Development (Global and Indian context)
- Basic Concepts of Sociology

**Module II Sociological Theories 1**

- Positivism (August Comte)
- Social Organism (Herbert Spencer)
- Theories of Alienation and Class Conflict (Karl Marx)
- Division of Labour, Social Solidarity and Suicide (Emile Durkheim)
- Social action and Protestant ethics and Capitalism (Max Weber)

**Module III Sociological Theories -2**

- Structural Functionalism (Talcott Parsons)
- Functionalism (Robert K Merton)
- Neo-functionalism (Jeffrey C Alexander)

**Module IV Sociological Theories -3**

- Symbolic Interactionism (G.H Mead & Herbert Blumer)
- Phenomenology (Edmund Husserl, Alfred Schultz, and Peter Berger)
- Ethnomethodology (Garfinkel and Goffman)

## **CORE READINGS**

- Berger, Peter L. and Thomas Luckmann, 1966. *The social construction of reality*, London: The Penguin Press.
- Béteille, André. 2002. *Sociology : Essays on Approach and Method*. New Delhi : Oxford University Press.
- Coser, Lewis. 1977. *Masters of Sociological Thought*. New York: HBJ.
- Durkheim, E. 1933. *The Division of Labour in Society*. Glencoe: The Free Press..
- Garfinkel, Harold 1984. *Studies in Ethnomethodology*, Cambridge: Polity Press,.
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## **FURTHER READINGS**

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- Singh Yogendra. 2004. *Ideology and theory in Indian Sociology*. Jaipur : Rawat Publication.
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- Weber, M. 2002. *The Protestant Ethic and the Spirit of Capitalism*. Los Angeles: Blackwell Publishers.

## **SECOND SEMESTER**

### **MATRS02C06 DOING RESEARCH IN SOCIAL SCIENCES (4 Credits)**

#### **COURSE OBJECTIVES**

This course aims to introduce methods and techniques for conducting social science research. This course will help the students to get an insight into the formulation of research problem and get them equipped various methods of data collection and data analysis leading to report writing.

#### **LEARNING OUTCOMES**

- The students will gain knowledge in the formulation of research problem, construction of hypothesis and preparation of research design.
- They will learn about the conduct of research work and various methods of data collection.
- They will also learn about various methods of data analysis

#### **Module I Preparing for Research**

- Formulation of Research Problem
- Literature Review and Hypothesis
- Research Design: Meaning and Types
- Data: Primary and Secondary

#### **Module II Methods-I**

- Methods: Sampling, Survey Case Study, Comparative and Participatory
- Techniques : Questionnaire , Schedules and Visual Aids

#### **Module III Methods- II**

- Observation- Participant & Non Participant
- Interviewing – Types and Practice
- Genealogy -
- Life History
- Narratives

#### **Module IV Data Analysis**

- Scrutiny and processing of data (Coding, Tabulation, Classification and Presentation)
- Statistical Analysis : Descriptive and Inferential Statistics
- Constant comparative methods, Narrative analysis, Discourse analysis
- Data analysis Softwares: Qualitative and Quantitative

## **CORE READINGS**

- Agresti, A. and B. Finley. 1997. *Statistical Methods for the Social Sciences*, Prentice Hall and Pearson Publishing,
- Bernard, H. Russell, 1998. *Handbook of Methods in Cultural Anthropology*. California AltaMira Press.
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- DA de Vaus. 2003. *Survey in Social Science Research*. Jaipur: Rawat Publication.
- Elliott, Jane. 2005. *Using Narratives in Social Research*. London: Sage Publications.
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**MATRS02C07**  
**ETHNOGRAPHIC FIELDWORK**  
**(4 Credits)**

**COURSE OBJECTIVES**

The course aims to train the students to get a practical knowledge about doing ethnographic fieldwork. This course also helps the students to enhance their skill in data collection, analysis, interpretation and report writing.

**LEARNING OUTCOMES**

- The students will learn about meaning, scope and practice of ethnography and also understand the recent trends in ethnographic research.
- The students will acquire skills in understanding the social realities and issues of rural/tribal populations.
- From the practical component of ethnographic fieldwork the students will get hands on experience in data collection, analysis, interpretation, report writing and the presentation of report.
- The students will learn about the importance of ethnographic fieldwork in social sciences

**Module I Ethnography**

- Meaning of ethnography
- Doing Ethnography
- Recent Trends : Multi-sited Ethnography & Collaborative Research

**Module II Ethnographic Field Work**

Field work is carried out under the supervision of teacher(s) in any tribal/rural area or on a specific community for fifteen days. Each student shall collect data on an assigned topic. The organization of ethnographic research will unfold over three stages, beginning with a *pre-field* emphasis on planning of research, followed by an *in-field* focus on skill sets for participating in, observing, and documenting events of everyday life, and ending with a *post-field* focusing on report writing. The data collected in the field should be analysed, interpreted and documented in a scientific manner to be presented in the form of a Field Report. The total length of the Field Report may be limited to 15 to 20 pages (containing between 4000 to 6000 words). The students will have to submit a copy of the field report for evaluation. The Continuous Evaluation will be based on the performance in the field and the End Semester Evaluation will be based on the Ethnographic Fieldwork Report and an oral presentation.

## **CORE READINGS**

- Basu, M.N. 1961. *Field Methods in Anthropology and other Social Sciences*. Bookland. Calcutta.
- Bernard, H. Russell, 1998. *Handbook of Methods in Cultural Anthropology*. California Alta Mira Press.
- Emerson, R et al. 1995. *Writing Ethnographic Field notes*, Chicago: University of Chicago
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## **FURTHER READINGS**

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- Stocking, G.W. 1983. *Observers Observed: Essays on Ethnographic Fieldwork*. Madison: The University of Wisconsin Press.

## **THIRD SEMESTER**

### **MATRS03C08: THEORIES ON CULTURE AND SOCIETY (4 Credits)**

#### **COURSE OBJECTIVES**

This course is intended to provide a fundamental understanding to the students about the theories on culture and society. The contribution of major thinkers in divergent domain in the arena of culture and society are incorporated in the course in order to get a polemic understanding to the learners.

#### **LEARNING OUTCOMES**

- The students will learn about contributions of major thinkers on culture and society.
- The students will acquire a critical understanding on various approaches on the study of culture and society.
- The students will acquire the skill to critically examine the various theories on culture and society.

#### **Module I Symbolic and Interpretive Approach**

- Mary Douglas
- Victor Turner
- Clifford Geertz

#### **Module II Marxist and Structuralist Approach**

- Antonio Gramsci
- Louis Althusar

#### **Module III Modernity and Globalization Approach**

- Arjuna Appadurai
- Jurgen Habermas
- David Harvey

#### **Module IV Post- Structuralism, Feminism and Subaltern Approach**

- Michel Foucault and Pierre Bourdieu
- Sherry B Ortner and Lila Abu-Lughod
- B.R. Ambedkar and Stuart Hall

## **CORE READINGS**

- Althusser, L. 2006. (1970)). Ideology and Ideology State Apparatuses : Notes towards an Investigation. In Lenin and Philosophy and Other Essays. Delhi: Aakar Books.
- Ambedkar B.R. 1979. (1917). Caste in India. In Writing and Speeches. Vol. Bombay : Education Department Government of Maharashtra. Pp3-22.
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## **FURTHER READINGS**

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- Clifford, J. and Marcus. G.E. (1986) 2010. *Writing Culture – The Poetics and Politics of Ethnography*. California: University of California Press
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- Harvey David. 1995. Globalisation in Question. *Rethinking Marxism*. 8(4). Pp. 1-17.
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- Marcus, George E. & Michael Fischer. 1999. Anthropology as Cultural Critic: An Experimental Moment in the Human Sciences. University of Chicago Press.
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- Panikkar, KN. 2007. Colonialism, Culture and Resistance . New Delhi: Oxford University Press
- Said, Edward. 1978 . *Orientalism*. London: Penguin.
- Schoenmakers, Hans. 2012. The power of Culture: A short History of Anthropological Theory about Culture and Power. University of Groningen.
- Spivak, Gayathri Chakravorty.1988.Can Subaltern Speak. In Cary Nelson and Lowrence Grossberge. Maxism and Interpretation of Culture. London : Macmillion.
- Turner, Bryan S. 1990. Theories of Modernity and Post modernity. London: Sage Publications.
- Turner, Victor. W. 1967. Forest of Symbols. Cornell University Press.
- Verlin R. (Eds.) 2004. The Essential Writing of Dr. BR Ambedkar. Delhi. Oxford University Press

## **FOURTH SEMESTER**

### **MATRS04C09: DISSERTATION & VIVA VOCE**

**(6 Credits)**

#### **COURSE OBJECTIVES:**

The main objective of this course is to train the students in conducting a field based research and preparation of a report in the form of a dissertation. Students will have to select topics of their own interest and will have to work on the same under the supervision and guidance of faculty members in the department. The topic must be relevant with regard to the domain of rural and tribal research areas. By undertaking an independent individual field research of one month duration, the students will get hands on experience in the field research, rapport establishment, method of data collection and analysis of data.

The research will have various assessments on its progress and there will be an open presentation of the research proposals. The dissertation must contain word count in between 14000 to 16000. The students will have to submit two copies of the dissertation for evaluation. An evaluation of the dissertation and viva-voce will be conducted as part of the End Semester Evaluation by an external examiner. The viva board comprises of two members including one external examiner and the Head of the Department or a faculty member of the department nominated by the Head of the Department.

#### **LEARNING OUTCOMES**

- The students will get a practical experience on how to conduct an individual research.
- They will also learn how to collect data by using various methods and techniques, how to analyse and interpret the data, and draw appropriate generalisations from the same.
- They will also acquire the skill to communicate on where and how they have done their research work, what are the generalisations made and what are the implications of their findings.
- Finally, they will learn how to write dissertation and how to defend their findings orally

## **ELECTIVE COURSES**

### **MATRS02E01: KNOWING SOCIAL SCIENCE (4 Credits)**

#### **COURSE OBJECTIVES**

This course investigates the foundation of social science. It deals with the history and philosophical foundation of social science. It also aims to acquaint the students with empirical research, methodology and research ethics in social science.

#### **LEARNING OUTCOMES**

- The student will learn the historical and philosophical roots of social science and also familiar with epistemological questions in social science.
- They will learn about the empirical aspects of social science research and how it is associated with positivist and interpretivist traditions.
- They will also learn about methodology of social science and its application of qualitative and quantitative strategies.
- The students will get a broad idea about ethical aspects of social science research

#### **Module I Foundation of Social Science**

- History of Social science
- Approaches in Social science : Scientific and Humanist
- Debate between rationalism and empiricism

#### **Module II Ways of Knowing**

- Epistemological questions in Social Science
- Positivism and Interpretivism
- Empirical Research in Social Science

#### **Module III Understanding Methodology**

- Meanings of Methodology
- Methodology in Social Science
- Conceptual implications of Qualitative and Quantitative strategies

#### **Module IV Research Ethics**

- Ethics of Social Science Research
- Debate on Subjectivity and Objectivity
- Reflexivity in social science
- Privacy of the Data/subject



## **CORE READINGS**

- American Anthropological Association. 1998. "Code of Ethics." In *Ethnographic Fieldwork: An Anthropological Reader*, eds. Antonius C.G.M. Robben and Jeffrey A. Sluka, 325-330. Malden, MA: Blackwell Publishing.
- Bernard, H. Russell, 1998. *Handbook of Methods in Cultural Anthropology*. California Alta Mira Press.
- Chalmers, A.E. 1999 (1976). *What is this thing called Science?* Indianapolis: Hackett Publishing Company, Inc.
- Gellner, Ernest 1984. The Scientific Status of the Social Sciences. *International Social Science Journal*. XXXVI, ( 4).Pp 567-586.
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- May, Tim. And Beth Perry. 2010. *Social Research and Reflexivity*. London: Sage Publication.
- Ortner, Sherry. 2005. "Subjectivity and Cultural Critique." *Anthropological Theory* 5(1):31-52.
- Pelto and Pelto. 1970. *Anthropological Research*. USA: Cambridge University Press.
- Porta, Donatella della and Michael Keating, (Ed.). 2008. *Approaches and Methodologies in the Social Sciences*. Cambridge: Cambridge University Press.
- Sealy, Clive. *Researching society and culture*. Sage Publication
- Wallerstein, Immanuel et al. 1996. *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*. Stanford : Stanford University Press.
- Young, Pauline. 1984. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

## **FURTHER READINGS**

- Barnes, John A. 1979. *Who Should Know What? Social Science, Privacy and Ethics*. Harmondsworth: Penguin
- Barrotta, Pierluigi and Marcelo Dascal. (Ed.) 2005. *Controversies and Subjectivity*. Amsterdam: John Benjamins Publishing Company
- Behar, Ruth. 1995. "Introduction: Out of Exile." *Women Writing Culture*, eds. Ruth Behar and Deborah A. Gordon. Berkeley: University of California Press.
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- Pierre Bourdieu and Loïc J. D. Wacquant 1992. An Invitation To Reflexive Sociology. Chicago:. Chicago University Press.
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**MATRS02E02 : TRIBES IN INDIA**  
**(4 Credits)**

This course seeks to explore the various aspects of tribes in India and their social and cultural life. The changing livelihood strategies are also a thrust area for enquiry in the course. This course also introduces to the student about the tribal communities of Kerala.

**LEARNING OUTCOMES**

- The students will learn about different aspects of the tribal communities in India and will be able to critically examine the various classifications and categorization of tribes constructed from time to time.
- The students will get an insight into the changing pattern of tribal livelihood strategies.
- The students will get an idea on various tribal communities in Kerala, studies conducted on them and the current scenario of tribal societies in Kerala.

**Module I Systematizing Tribal India**

- Classification (Territorial, Linguistic, Racial and Economic)
- State Categorisation of Tribe : Pre and Post Colonial Period
- Tribal Communities in India
- Demography of Indian Tribe

**Module II Cultural and social life of tribal India**

- Social Institutions (Family, Marriage and Kinship) and change
- Belief systems and changes
- Polity : Tradition and change

**Module III Livelihood Strategies and Change**

- Traditional livelihood strategies
- Features of Tribal economic life
- Transitions in the livelihood strategies and Market economy

**Module IV Tribes of Kerala**

- Tribal Communities in Kerala
- Demographic Profile
- Tribal Studies in Kerala

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- Sunder, Nandini, 2016. The Scheduled Tribe and Their India: Politics, Identities, Policies and Work. New Delhi: Oxford University Press.

**MATRS02E03:  
VISUAL ETHNOGRAPHY  
(4 Credits)**

**COURSE OBJECTIVES**

Visual studies are getting more importance in the contemporary social sciences, particularly in those involved in ethnographic researches. The objective of this course is to develop a basic understanding of the highly evolving subfield of visual anthropology. This course is aimed at providing a detailed understanding to the students on the use of visual methods and techniques in researches along with theoretical foundation. The contemporary diversification of the field is also dealt and a number of relevant creations of eminent scholars are incorporated towards the end of the course.

**Learning Outcomes**

- This course will provide a detailed understanding to the students about the use of visual methods and techniques in researches.
- The course will help the student to learn the history and theoretical aspects of visual based researches.
- A student will get direct familiarity with major anthropological and ethnographic works from the field.
- The students will also learn visual methods for indigenous research

**Module I: History and Theory**

- Basic ideas about visual ethnography
- Concepts and theories
- History of visual methods

**Module II: Understanding the visual way**

- Understanding visual ethnographies in social researches
- Themes in visual researches
- Classic visual ethnographies

**Module III: Methods**

- Practicing visual ethnography
- Photography, films and visual ethnography
- Contemporary themes -Digital ethnography and future research

**Module IV: Visual Methods for Indigenous Research**

- Visual narratives of indigenous culture
- Painting and art of indigenous and tribal people
- Participatory methods in visual narration

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**MATRS02E04:  
INDIAN POPULATION  
(4 Credits)**

**COURSE OBJECTIVES**

This course is intended to provide students a broad outline of the different sections of the people in India. It introduces the compositions and hierarchies of Indian population apart from the legalized categories and people in the margin .

**LEARNING OUTCOMES**

- A student taking this course will learn about the Indian society's various features in an all-encompassing way.
- The student will get an idea about the social composition of Indian society based on such aspects and racial and ethnic elements, linguistic and religious diversity and also about the rural and urban dimension of the society.
- The course will enable a student to learn about the caste and class systems in India from historical to contemporary times.
- The course also focuses on the Scheduled Categories and Other Backward Classes in India.
- The course also deals with various minority communities in India, which is very much relevant in the contemporary social discourses.

**Module I Composition of Indian Population**

- Racial/ethnic elements
- Demographic composition
- Linguistic diversity, Rural and Urban Dimensions , Religious composition

**Module II Caste and Class in India**

- Caste and Class- Conceptual implications
- Caste System in India – Genesis and Theories
- Caste and Class in contemporary India

**Module III The Scheduled Categories**

- Scheduled Castes- Genesis, criterion for scheduling, demographic composition,
- Scheduled Tribes-- Genesis, criterion for scheduling, demographic composition,
- Contemporary scenario of Scheduled Categories

**Module IV The Other Backward Classes and Minorities**

- Defining the Backward Classes.
- Special constitutional provisions for the Backward Classes.
- Backward Class Movements in India
- Religious and linguistic Minorities



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**MATRS03E05:  
UNDERSTANDING DEVELOPMENT  
(4 Credits)**

**COURSE OBJECTIVES**

This course aims to provide a conceptual as well as theoretical framework of development along with its practices. The idea of sustainable development and development in globalisation era are also discussed in this course.

**LEARNING OUTCOMES**

- The students will get a broad idea about the concept of development and its emergence.
- They will learn about various theories on development.
- The students will get a deep understanding on various practices of development.
- The students will learn the recent trends in development in the era of globalization.

**Module I Introduction to Development**

- Idea of Development
- History of Development
- Proto-history of Development – Capitalistic emergence and its responses

**Module II Theories on Development**

- Modernisation
- Dependency and World System
- Basic Needs Approach
- Post Development

**Module III Development and its praxis**

- Indicators and Measures of Development
- Sustainable development - Concept and Dimensions
- Decentralization of development
- Participatory Development

**Module IV Globalisation and Development**

- Globalisation of Development
- Cultural dimension of development
- Feminist Critique on development

**CORE READINGS**

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**MATRS03E06:**  
**TRIBES IN DEVELOPMENT**  
**(4 Credits)**

**COURSE OBJECTIVES**

This course aims to impart knowledge on theoretical and practical questions of tribe in development. The trajectory of tribal development, tribal rights and tribal issues are debated in this course to acquire a multiple understanding to the student. This course makes the students aware of the situation of tribal communities in India with respect to development. In an historical way, the course provides an insight into various welfare initiatives intended towards tribal communities in India. This will deal with policies, programmes and actions of Colonial as well as Post-colonial government.

**LEARNING OUTCOMES**

- After studying this course, a student will get a detailed understanding about the interrelation between development initiatives and tribal people.
- This will enable students to know about the historical evolution of tribal welfare initiatives.
- This course will enable a student to understand the government policies and the administrative framework in relation with tribal communities
- A student will get to know about various issues and rights of tribal people and the problems faced by them due to development related initiatives.

**Module I Genesis of Tribal Welfare regime**

- History of Tribal welfare
- Approaches to tribal development (Colonial and Post Colonial)
- Protective Policies: Constitutional Safeguards

**Module II Tribal Development in Post Colonial India**

- Administrative and Institutional mechanism
- Tribal Policies and Welfare programmes
- Impact of Welfare measures

**Module III Tribe and State Policies**

- Tribes in National development projects
- Displacement, Rehabilitation and Resettlement
- Tribal resistances in India (Autonomy, Statehood, Development Projects and Land rights)

**Module IV Rights and Issue**

- Tribes and forest rights (Colonial and Post Colonial Policies and Forest Right Act 2006), Rights on Land and Resources

- Issues on language, Education, Health, Employment and livelihood
- Tribes, Market and globalization

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**MATRS03E07**  
**PROBLEMS AND DEVELOPMENT IN RURAL INDIA**  
**(4 Credits)**

**COURSE OBJECTIVES**

This course invites students to explore the idea and history of rural development with a special focus on rural India. It also discusses various development strategies, programmes and challenges of rural development.

**LEARNING OUTCOMES**

- The students will learn about ideas and history of rural development in the national and international context.
- The students will be able to critically evaluate the various rural development programmes and rural development strategies in India.
- The students will be able to identify and critically evaluate the challenges of rural development.

**Module I Rural Development : Idea and History**

- Concepts of Rural Development
- History of Rural Development - National and International context
- Responses to the idea of Rural Development – Colonial and Post-colonial era

**Module II Rural Development Strategies in India**

- Rural Development in Five Year Plans
- Community Development, Land Reform, Co-operative and Panchayat systems,
- Decentralised Planning (Panchayati raj Systems, Kerala's Development Experience)

**Module III Rural Development Programmes**

- Agriculture- Green and White Revolution
- Employment Generation Schemes
- Rural Infrastructure Development
- Social Welfare Scheme (Education, Health, Drinking water, Social Assistance, Women and children)

**Module IV Challenges of Rural Development**

- Social inequality (Inequality in Wealth, Caste inequality, gender, Health)
- Educational Backwardness
- Poverty and Migration
- Agrarian Crisis – Depeasantisation, indebtedness and Farmers suicide

**CORE READINGS**

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**MATRS04E08:  
HEALTH AND SOCIETY  
(4 Credits)**

**COURSE OBJECTIVE**

This course aims to provide an understanding on basic concepts about health, illness, sickness disease and wellbeing. It will also help the students to get an idea about cultural practices related to health, various health care services in India and health seeking behaviour in the context of Rural and Tribal Society.

**LEARNING OUTCOMES**

- The students will learn about basic concepts about health, illness, sickness disease and wellbeing.
- They will learn about how health is related with belief, gender and power/hierarchy
- They will learn about various health care institutions, policies and medical pluralism in India
- They will also learn about health status, issues and health seeking behavior of rural and tribal population.

**Module I Concepts**

- Concepts of Health, Illness, Sickness and Disease
- Cultural Dimensions of Health and Illness

**Module II Health and Cultural Practice**

- Health and Belief
- Health and Gender
- Health and Hierarchy/Power

**Module III Health care Service in India**

- Public Health Institutions
- National Health Policies
- Medical Pluaralism in India

**Module IV Health in Rural and Tribal India**

- Health Seeking Behaviour of Rural and Tribal Population
- Health Status and Health Issues

**CORE READINGS**

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**MATRS04E09:  
TRIBAL AND PEASANT MOVEMENTS IN INDIA  
(4 Credits)**

**COURSE OBJECTIVES**

This course is intended to provide students an understanding about the Tribal and Peasant movements and resistance in the historical context. It is also aimed to provide basic understanding and theoretical orientation of social movement and insights on recent trends in tribal and peasant movements in India. The course examines the emergence and development of tribal movements in colonial period and analyses the nature of post-colonial tribal movements. The discussion of peasant movements focuses colonial as well as post-colonial periods with suitable case studies.

**LEARNING OUTCOMES**

- The students will get a basic understanding on social movement, like definition, scope, theories, etc. They will learn about different social movements in India.
- The students will be able to identify the reason behind tribal discontent in India. They will acquire knowledge about tribal movements in colonial period and post-colonial period.
- The students will learn about pre-independent and post-independent peasant movements in India. They will acquire a critical view on peasant movements.
- The students will learn about recent trends in tribal and peasant movements.

**Module I Social Movements**

- Definitions & Scope of Social Movements
- Theories of Social Movements
- Social Movements in India

**Module II Origin and Development of Tribal Movement**

- Colonial – Santal, Munda, Naga, Mizo, Kurichiya
- Post Colonial – Regionalism, Demand for Separate Tribal State, Land Rights, Displacement
- Reasons for Tribal discontent

**Module III Peasant Movements in India**

- Pre-independent movements (Mappila Rebellion Indigo Revolt (1859-60), Peasant movement under communist party)
- Early independent movements (Thebhaga and Telenghana Movements)
- Peasant insurrection in India (Naxalite and Maoist Movements)

**Module IV Recent trends in Tribal and Peasant Movements**

- Social protest and identity politics
- Tribal and Peasant Organisations
- Farmers Movements

## CORE READINGS

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**MATRS04E10:  
ENVIRONMENT SOCIETY AND CULTURE  
(4 Credits)**

**COURSE OBJECTIVES**

This course aims to provide a comprehensive understanding of the environment and the interaction between nature, humans, society, and culture. Understanding of the environment one thrives is a significant matter second to none. This course tries to cater such an understanding about our environment in relation with the culture of societies around the world. This course provides details about various concepts and theories about culture and environment to students, thereby enabling them to correlated environment and human culture in a systematic and scientific way.

**LEARNING OUTCOMES**

- By studying this course, a student will get detailed idea about various concepts like nature, environment, bio-diversity and so on.
- A student will learn about the interaction between human and environment and various concepts and theories in relation with it.
- Students will learn about various issues, policies and programs related to environment and human culture.
- Students will also learn about various types of human interaction with nature based on their mode of subsistence.

**Module I Knowing the Environment**

- Nature, Environment and Anthropocene
- Defining Bio - Diversity
- Human Ecology

**Module II Bringing Culture together with environment**

- Environment and culture interplay
- Concepts of Environmental determinism, Environmental Possibilism, Cultural Ecology and Cultural Adaptation
- Sustainability – Global and Local environment

**Module III Environmentalism and Contemporary Environmental issues and Policies**

- Contemporary perspective on Environmentalism and anti Environmentalism
- Issues : Environmental degradation & Climatic Change
- Policies : Biodiversity Act, Green Tribunal and Intellectual Property Right and indigenous Knowledge

**Module IV Environment and Indigenous people**

- Foragers (Cholanaickan, Chenchus),
- Pastoral communities (Toda, Raika, Rebari )

- Shifting Cultivators (Baiga)
- Island communities (Jarawas, Onge, Andamanese)

## CORE READINGS

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**MATRS04E011:  
GENDER IN RURAL AND TRIBAL INDIA  
(4 Credits)**

**COURSE OBJECTIVE**

This course provides a broader setting to understand the concept of gender, role of cultural frameworks in shaping this concept. It provides insight into the gender in the rural and tribal society. The course discusses the issues related to gender and culture and gender relations in the context of Indian society.

**LEARNING OUTCOMES**

- The students will learn about the concept, theories and approaches to gender studies.
- The students will get an insight into the association between culture and gender in the given society.
- The students will acquire the skill to critically examine the and gender relations in the context of Indian society especially in the tribal/rural domain.

**Module I Introduction**

- Concept of Gender
- Approaches to gender studies
- Queer studies and gender

**Module II Culture and Gender**

- Construction of gender
- Femininity and Masculinity,
- Gender and Power
- Cross cultural concept of gender

**Module III Gender in Rural India**

- Family and Household
- Production and Reproduction
- Property rights

**Module IV Gender in Tribal India**

- Perspectives on Gender
- Production and Reproduction
- Property rights

## CORE READINGS

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## FURTHER READINGS

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**MATRS03E12:  
RELIGION AND SOCIETY  
(4 Credits)**

**COURSE OBJECTIVES**

Study of religion is an indispensable part in the process of understanding society when it is carried out in its entirety. Anthropology and sociology have created a wide array of theoretical and methodological paradigms towards the study of religion and has resulted in a wealth of information which even have varied applications beyond mere understanding. This course aims to provide a fundamental knowledge on such academic activities to the students. This will enable the students to look into society through a peculiar lens where the social institution of religion is used to explore other social organizations and institutions in the society. The course uses both anthropological and sociological perspectives in the study of religion while giving more importance to the first with its impeccable connection with ethnography. The course will also make use of materials from related fields depending on the context.

**LEARNING OUTCOMES**

- A student taking this course will learn about how social science, specifically anthropology and sociology study of religion.
- A student will learn about the concept of religious and various types of religion and also related concepts like belief, myths, rituals etc.
- A student will learn about different concepts and theories in the anthropological and sociological study of religion.
- A student will learn about the multi-dimensionality of religion in society, like politics, nationalism, contemporary diversions in beliefs.

**Module I: Idea of Religion**

- Religion: Idea and Types
- History of studies on religion
- Major concepts in religion: Myths, Beliefs, Rituals

**Module II: Classic studies on religion**

- Anthropological and Sociological approaches to religion
- Tylor, Weber, Durkheim
- Malinowski , Evans-Pritchard, Levi-Strauss
- Victor Turner and Clifford Geertz

**Module III: Religion of Indigenous and tribal societies**

- Indigenous religions -A global overview
- Indigenous religion -contemporary scenario
- Religion of Indian tribal communities

## Module IV: Religion in contemporary times

- Religion and Politics -Tribal and rural context
- Religion in India -widening perspectives -National religion and Minorities
- Religion and modern world -non-religious groups

### CORE READINGS

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- Weber, Max. 1963. The Sociology of Religion. Boston: Beacon Press.

### **FURTHER READINGS**

- Bailey, F.G. 1957. Caste and Economic Frontier. Manchester: Manchester University Press.
- Basham, A.L. 1954. The Wonder that was India. London: Sidgwick and Jackson.
- Beteille, A. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Berkeley: University of California Press.
- Bloch, M. 1974. Symbols, song, dance and features of articulation: is religion an extreme form of traditional authority?. *European Journal of Sociology*. 15 (1). 55-81.
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## **OPEN ELECTIVE COURSES**

### **MATRS03O01: TRIBAL INDIA (4Credits)**

#### **COURSE OBJECTIVES**

This course aims to introduce the uniqueness and diversity of tribal India. It explores various realms of tribal India. It also aims to make the learners to have awareness about the tribal situation in India and their current development scenario.

#### **LEARNING OUTCOMES**

- The learners will get familiarize with the concept of tribe and the genealogy of tribal studies in the global and Indian contexts.
- The learners will get an idea about different tribal communities in India as well as Kerala.
- The learners will get an insight into the current development scenario of tribal populations.

#### **Module I Sketching the idea of Tribe**

- Indigenous people, First Nations, Aborigines
- Conceptualizing tribes in India - Colonial and Post Colonial Categories
- Tribal studies - Meaning, Scope, History and Contemporary scenario

#### **Module II Mapping of Tribes in India**

- Tribal Communities in India
- Geographic and Demographic profiles
- Cultural and Social life of tribal India - Social Institutions, Belief System, Polity And Economic Life

#### **Module III Mapping of Tribes in Kerala**

- Tribal Communities in Kerala
- Tribal Situation in Kerala – Geographical. Demographic, Socio-Cultural, Economic and Political arenas

#### **Module IV Tribal Development in India**

- Approaches to tribal development
- Protective Policies: Constitutional Safeguards
- Development Policies and Programmes

## CORE READINGS

- Aggarwal, P. K. 2007. Tribal Development Planning in India. New Delhi: Mahaveer and Sons.
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## FURTHER READINGS

- Beteille, Andre. 1998. The Idea of Indigenous people. *Current Anthropology*. 39(2). 197-92
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- Prathama Banerjee. 2016. Writing the Adivasi: Some historiographical notes. *The IndianEconomic and Social History Review*, 53, 1: 1–23.
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- Thurston, E., (1909) 1975, *Castes and Tribes of Southern India*, VI: 386, Cosmo Publications, New Delhi. Reprint.
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## E-RESOURCE OF READING MATERIALS

Dr. Hermann Gundert Central Library, Kannur University provides access to a good number of e-books and e-journal. The students can access these E-Resources through the following link:

<http://hgcl.kannuruniversity.ac.in/eresources.html>

## EVALUATION

Evaluation of the students shall be done on the basis of Continuous Evaluation and an End Semester Examination. The proportion of the distribution of marks among End Semester Examination and Continuous Evaluation shall be 60:40. Continuous Evaluation includes Assignments, Seminars, periodic written examinations etc.

## PATTERN OF QUESTION PAPER

Question Type	No. of Questions to be answered	Size of Answer	Total Pages	Marks per Question	Total Mark
Part A Short Note	5 (out of 6)	Not to exceed 1.5 pages	7.5	3	15
Part B- Short Essay	3 (out of 5)	Not to exceed 2.5 pages	7.5	5	15
Part C - Essay	3 (out of 5)	Not to exceed 5 pages	15	10	30
Total	11 (out of 16)		30	--	60

Note : Question should be asked as far as possible from all modules following a uniform distribution

## MODEL QUESTION PAPER

First Semester M.A Tribal and Rural Studies Degree  
(CCSS-Regular/ Supplementary) Examination  
MATRS01C01: UNDERSTANDING SOCIETY AND CULTURE

Time : 3 Hours

Max. Marks : 60

I. Write short note on **ANY FIVE** of the following:

1. Write a short note on Sociality of human being.
2. Define Culture
3. Explain Kinship
4. Briefly explain Gift Exchange
5. What is meant by State
6. Write a note on Religion

(5x3 =15)

II. Write Short Essay on **ANY THREE** of the following:

7. Prepare a note on the contribution of Radcliffe Brown on society
8. Culture as 'the best that has been known' or as 'complex whole'. Problematise the meanings of culture.
9. 'Market economy can exist only in a market society. Comment.
10. What do you understand the religious life in the contemporary era.
11. What do you think about the importance of institution of marriage in human social and cultural life?

(3x5 =15)

III. Write Essay on **ANY THREE** of the following :

12. Discuss the multiple understanding about the idea of 'society' and critically analyze applicability of these ideas to understand the contemporary social life of human beings.
13. Explain the concept of culture and analysis the major trajectories in the development of the concept.
14. Family is an important social institutions. Explain
15. Bring out a comparative account on the mode of living among the societies of different economies.
16. Critically examine the contributions of Emile Durkheim and Clifford Geertz on the concept of religion.

(3x10 =30)