

UNIT 1

INTRODUCING ANTHROPOLOGY

Bio-cultural diversity and variations within the species make the human population a unique being on earth. Anthropology is a distinct discipline which always endorsed this exceptional quality of humans. This has been made possible by the scientific study of human origin, their behaviour, the physical, social, and cultural development, and the holistic, comparative and integrated approach of Anthropology which it embraces at all times.

Introducing Anthropology at the higher secondary level attracts special attention because of its humanistic perception, value-orientation, rationalistic appeal to overcome ethnocentric outlook and underline the doctrine of cultural relativism in the fast changing contemporary world. According to Claude Kluckhohn,

'Students not yet gone beyond the horizon of their own society could not be expected to perceive custom, which was the stuff of their own thinking. Anthropology holds up a great mirror to man and lets him look at himself in this infinite variety' (1944:16)

Ernest effort has been made in this unit to introduce the discipline in an appealing way with cross-cultural illustrations. However, the teachers who are to deal with this subject with students in class rooms have the responsibility to cherish the distinctiveness of the discipline by emphasising its humanistic values and attitude towards collective human hood and cultural ethos, even while underscoring the significance of human diversity and variations - social, cultural or biological.

Unit Frame

Time 24 Periods

Values and Attitudes: Attitude against discrimination on the ground of caste, colour, origin.....

Concept/Ideas	Process	Learning Outcome
<p>Meaning definition nature and Scope of Anthropology</p> <ul style="list-style-type: none"> • Etymology • Definition • Bio-social, comparative, integrated and holistic nature • Anthropology a Field Science 	<ul style="list-style-type: none"> ➤ Recollecting the story “on the way to Pretoria” General discussion on discrimination and human diversity. ➤ Experience sharing on various forms of discrimination. (Attitude against discrimination) ➤ Utilisation of internet resources on human variation – Visit: www.udel.edu/mcdonald/mytharmfold.html. ➤ General discussion on the meaning of Anthropology. ➤ Chart preparation on etymology and definition of Anthropology in group. ➤ Recollecting previous knowledge, general discussion on biological and social sciences and recognising the identity of Anthropology as bio-social science. ➤ Teacher interaction on comparative, integrated and holistic nature of Anthropology. Chart preparation. ➤ General discussion on laboratory and field sciences. ➤ Preparing a report on nature of Anthropology for portfolio assessment. ➤ Chart, poster preparation on definition, and nature of Anthropology for CWSEN learners. 	<p>After transacting this unit the learner will be able to</p> <p>1.1. Identify the meaning and definition of Anthropology, and explain its nature and scope.</p>
<p>Major branches of Anthropology</p> <ul style="list-style-type: none"> • Biological Anthropology • Social cultural Anthropology • Linguistic Anthropology • Archaeological 	<p>Recollecting the holistic nature of Anthropology, general discussion on various aspects of human life. Discussion points:</p> <ul style="list-style-type: none"> • Biological, • social-cultural, • linguistic and • archaeological • Integrated nature <ul style="list-style-type: none"> ➤ Video/picture presentation on anthropologists - biological, social 	<p>1.2. Distinguish the major branches of Anthropology and explain its scope..</p>

<p>Anthropology</p>	<p>cultural, linguistic and archaeological - at work.</p> <ul style="list-style-type: none"> ➤ Log on the websites of Smithsonian National Museum of Natural History ➤ Preparing Tree / flow charts/ diagrams showing major branches and its different sub divisions in groups, and transferring to portfolio. ➤ Participation of learners in general discussion, group work for process assessment. ➤ Still model / working model / slide presentation on various sub divisions of Anthropology may be explored. ➤ Group-wise quiz programme by preparing questions and answers themselves may be conducted and evaluated. 	
<p>Relevance of Anthropology</p> <ul style="list-style-type: none"> • Career opportunities • Applied Anthropology • Action Anthropology 	<p>Group discussion on relevance of Anthropology. Discussion points:</p> <ul style="list-style-type: none"> • Holistic approach • Personal, intellectual, professional development • Critical thinking • Cross-cultural perspective • One human family - global citizen • Overcoming ethnocentrism <ul style="list-style-type: none"> • Discussion reports consolidated and transferred to activity log • Internet search for career opportunities in Anthropology and prepare a pamphlet which is to be added to Portfolio for assessment. <p>Visit:</p> <ul style="list-style-type: none"> • anthro.fullerton.edu/napa.pdf. • www.ethnoinsight.com, • individual.utoronto.ca/boyd. • www.aaanet.org/profdev/careers/index.com • www.youtube.com/watch?=-W8PS • Slide presentation/ chart preparation (CWSEN) on career opportunities. • Teacher reflection: “Have I empowered the learner to perceive Anthropology as a distinctive subject with vast career opportunities”. • Group discussion with teacher interaction on possible practical application in the 	<p>1.3. Analyze the relevance of Anthropology and differentiate its areas of application.</p>

	<p>following fields: Education/ health / culture/ family planning/ community development programmes/ crimes and criminals/labour problems/ industrial. Urban problems/ problems of culture contact. Search websites on applied anthropologist at work.</p> <ul style="list-style-type: none"> • Chart preparation on the major areas of applied Anthropology (to Portfolio for assessment). • General discussion along with teacher interaction/ debate on “anthropologist becoming an activist”. Discussion/ debate report to Portfolio for assessment. 	
<p>Relationship between</p> <ul style="list-style-type: none"> • Anthropology and biological sciences. • Anthropology and social sciences 	<ul style="list-style-type: none"> • By recalling previous knowledge and utilising materials / internet resources www.udel.edu/anthro/budani. • Teacher interaction / group/general discussion on the relationship between Anthropology and biological and social sciences. • A chart / working/still model showing different areas of knowledge shared by Anthropology with other disciplines for assessment. • Consolidated discussion report to Portfolio for assessment. 	1.4. Distinguish Anthropology from other disciplines, and establish its inter-disciplinary nature.
<p>Origin and development of Anthropology</p> <ul style="list-style-type: none"> • Human curiosity and anthropological explorations/excavations. 	<p>General discussion with teacher interaction on human curiosity and anthropological exploration.</p> <ul style="list-style-type: none"> ➤ Seminar on the development of Anthropology by utilising the book “hundred years of Anthropology” by Penniman and utilising internet resources like www.britanica.com www.wikipedia.org, http://zeroAnthropology.net. ➤ Seminar paper to portfolio for assessment. ➤ Chart / wall paper / timeline / picture or digital album of world anthropologists and earlier philosophers and a write up on their contributions / questions for quiz preparation may be attempted. 	1.5. Examine the origin and development of Anthropology.

<p>Growth and development of Indian Anthropology.</p>	<p>Recollection of the foundation of Asiatic Society of Bengal, contributions of earlier travellers, missionaries, traders and colonial rulers.</p> <ul style="list-style-type: none"> ➤ Teacher interaction and seminar paper preparation and presentation/ article preparation. Timeline preparation (CWSEN) on the topic. ➤ Chart/ wall paper/ timeline/picture or digital album of Indian anthropologists along with a write up on their contributions / questions for quiz preparation. 	<p>1.6. Identify the major landmarks during the different periods in the development of Indian Anthropology.</p>
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This unit, being the first, has to be introduced with an ice breaking session for which different activities suitable to the occasion can be planned. Some such activities are described below:

- The learners, after a formal introduction and building rapport, are asked to list out their qualities, skills and capabilities in a paper. It is not mandatory to write their names or anything leading to disclose their identity. Then, they are asked to mix up the papers and two or three, or even more papers, are to be selected randomly by the teacher or one of the learners themselves to read out the qualities and capabilities. Teacher explains that individuals vary in their qualities and capabilities, though we all belong to a single species-Homo Sapiens Sapiens. Though this diversity is the beauty of humans, it often leads to discrimination and intolerance. A general discussion is also initiated to sort out the diversity of human behaviour.
- In order to demonstrate the physical diversity among humans, teacher asks the learners to analyse some of their inherent distinctive physical features. Learners examine the phenotypes of their blood. Then the teacher asks them to fold their arms and to observe the variations as to which arm, whether left or right, they keep on top, while folding their arms. Likewise several instances of human variations can be illustrated or discussed in class room. Teacher can show other examples such as attached earlobe, hand clasping, cheek dimples, cleft chin, Darwin's tubercle, eye color, hair color, hair whorl, toe length, tongue rolling and widow's peak. (For more details search <http://udel.edu/~mcdonald/mytharmfold.html>) or refer the following.

Bellis, M. A., K. Hughes, S. Hughes, and J. R. Ashton. 2005. Measuring paternal discrepancy and its public health consequences. Journal of Epidemiology and Community Health 59: 749-754.

Christensen, A. C. 2000. *Cats as an aid to teaching genetics. Genetics 155: 999-1004.*

Glass, B., and J. C. Kistler. 1953. *Distal hyperextensibility of the thumb. Acta Genetica 4: 192-206.*

Wiener, A. S. 1932. *Observations on the manner of clasping the hands and folding the arms. American Naturalist 66: 365-370.*

This is followed by a general discussion and consolidation on diversity and variation among *Homo sapiens sapiens*.

ICT- Students are also asked to prepare a digital presentation on human diversity and variation, utilising the resources from the web sites, books and through observation.

The above process leads to an interaction on how diversity and variation might lead to

Ambedkar

Bhimrao Ramji Ambedkar , popularly known as Bhabasaheb, was an Indian jurist, politician and social reformer and academician who inspired the Dalit and Buddhist movement and campaigned against social discrimination. He was born in April 14, 1891 and died in December 6, 1956. He was educated at London School of Economics and Political Science (1916–1922) and passed his M.A. in June 1915 majoring in Economics, with Sociology, History, Philosophy and Anthropology as other subjects

Ambedkar was a victim of caste discrimination. His parents hailed from the Hindu Mahar caste, which was viewed as ‘untouchable’ by the upper class. Due to this, Ambedkar had to face severe discriminations from every corner of the society. The discrimination and humiliation haunted Ambedkar even at the Army school, run by British government. Fearing social outcry, the teachers would segregate the students of lower class from that of Brahmins and other upper classes. The untouchable students were often asked by the teacher to sit outside the class. After shifting to Satara, he was admitted to a local school but the change of school didn’t change the fate of Bhimrao. Discrimination followed wherever he went. (www.studymode.com/essays)

acts of discrimination. To get a clear picture, a video on the bitter experience encountered by Mahatma Gandhi while going to Pretoria can be played or the extract from the text book (way to Pretoria) can be discussed. (For showing Gandhi literally thrown off from the train, the teacher can utilise the relevant video

clips of Gandhi film available on YouTube). After watching the film, the learners are asked to share their reflections on such and similar types of discrimination on grounds of caste, colour, gender, religion, economic status, profession, inheritance of property, that are practiced at places of worship, places of work, etc, which they must have come across and heard. The

experiences of discrimination of some students or their friends can also be discussed in general.

The teacher could take the initiative to facilitate the learners to reflect on the efforts taken by the social reformers like Sree Narayana Guru, Chattampi Swami, Ayyankali, Vakkam Abdulkhader Moulavi, B R Ambedkar and others, in fighting against discrimination.



"The only difference between man and man all the world over is one of

degree, and not of kind, even as there is between trees of the same species. Where in is the cause for anger, envy or discrimination?" — Mahatma Gandhi

Teacher can ask learners to collect quotes on discrimination from internet/books/journals etc. (Log on to <http://www.goodreads.com/quotes/tag/>). The instances of cultural variations, in terms of food, dress, ceremonies, shelter, clothing etc, apart from the examples given in the text book from Beals and Hoijer (1971), can also be collected and

Sree Narayana Guru (1856-1928)

Great men are those whose teachings and lives are a new impetus to the cultural evolution of large masses of people. Their actions and messages have vital significance and universal value. Sree Narayana Guru was one such superhuman who became the spiritual force behind the social renaissance of Kerala, the small state at the south-west corner of the Indian peninsula.

Romain Holland referred to the Guru as 'Jnanin of Action and a religious intellectual who had a keen living sense of the people and of social necessities.'

Rabindranath Tagore said, 'I have to frankly admit that I have never come across one who is spiritually greater than Swami Sree Narayana Guru of Malayalam.'

Sree Narayana Guru was a social and spiritual revolutionary. The slogans which he gave to his followers express his philosophy of unity in unmistakable terms.

One caste, one religion and one God for man. Ask not, say not, think not caste. Whatever be the religion, let man improve himself. (<http://www.narayanaguru.org/Book/chapt-1.html>)

Consolidation

1. Human beings are by nature diverse. Anthropology enquires into the diversities with a curious mind to find out that diversity is cultural, but biologically we are one single species.
2. Anthropology as a discipline upholds and insists on human diversity, as it is a reality, which needs to be recognized and appreciated.

discussed in class room. The teacher also shares experiences or similar popular stories or anecdotes on discrimination and interact with learners to find that Anthropology enquires into these diversities and variations. It should also be emphasised that in spite of all diversities and physical variations, all humans belong to one single species. Anthropology always upholds and insists on human diversity. The teacher has to take earnest effort to see that the learners

develop an attitude to understand the mosaic of human diversity and appreciate the value of human differences.

Teacher evaluation: Teacher can test out or self evaluate the above learning process by asking questions directly. She can make use of any other suitable self assessment strategies. She should examine:

- a) How many students were able to identify the concept that in spite of all diversities and physical variations, all humans belong to one single species and Anthropology always upholds and insists on human diversity?
- b) How many of them partially identified the concept?
- c) How many students need further support?

After introducing the unit interestingly, the task of the teacher is to achieve the desired learning outcomes by transacting the different anthropological concepts and ideas.

LO 1.1: *To identify the meaning and definition of Anthropology, explain its nature and scope and develop an article on it.*

Concepts/Ideas:

Meaning, definition, nature and scope of Anthropology; Etymology, Definition, Bio-social, comparative, integrated and holistic nature of Anthropology; Anthropology a field science

Period – 4 (including introduction)

Teacher asks students to introduce themselves by saying their names. They can explain the meaning of their names and collect details of the meaning of the name of one or two learners. Subsequently s/he collects some names with two parts: e.g. Radha Krishnan, Shana Parveen, etc. As name of any subject has a meaning teacher asks learner to collect the meaning of bio+logy, zoo+logy, pedo+logy, seismo+logy, anthro+logy etc. and instruct to prepare a chart of etimological meaning of ten subjects. Then the teacher asks them ‘who conceived your name first?’ Likewise the learners are asked to find out the philosopher who first coined the word ‘Anthropology’.

Teacher evokes the curiosity of the learner to know more about Anthropology. S/he presents some definitions covering nature and features of Anthropology in the class and asks them to analyse those definitions and find out

- ✓ Nature and feature of Anthropology
- ✓ Subject matter of Anthropology
- ✓ How it differs from other subject in the study of human being?

Each group presents their findings. The teacher interacts with the students and facilitates them to consolidate their views on the nature of Anthropology in the form of report to be included in portfolio.

THE NET IS AS BIG AS A LAKE.....

The whole vast perspective of man,

Is what Anthropologists scan,

So the net that they take

Is as big as lake;

Let the fish get away if they can.

(Kenneth Boulding, an Economist)

Teacher asks to list out the subjects to be included in social and biological sciences and to analyse their features. The bio-social nature of Anthropology is identified through teacher interaction and discussion. General discussion is initiated on how the study of human being becomes a total study in Anthropology. The quote of Kenneth Boulding is also shared with the learners.

The teacher asks the students to list out the subject matter of some disciplines like economics, politics, history, Biology etc. and to examine the differences between Anthropology and the other disciplines such as the ones mentioned above. It follows a general discussion on the bio-social, comparative and integrated nature.

As the students have already learned that Anthropology deals with physical and social aspects of human beings, the teacher asks them how information on those aspects is collected. For this purpose, the teacher asks the learners to find out how studies in physics, chemistry,

Biology etc are conducted. The difference between laboratory science

“...an anthropologist is at work from the moment he opens his eyes in the morning until he closes them at night”

(James C Scott, 1985, weapons of the weak: Everyday forms of peasant resistance. New Haven, C T: Yale University Press)

and field science are discussed and demonstrated that Anthropology is a field-based science. The contributions of eminent field workers in Anthropology like Margaret Mead, Malinowski etc. are also discussed. Students are asked to prepare a report on the nature of Anthropology.

Consolidation

- Anthropology is a Bio-Social science because it studies biological as well as social aspects of human beings.
- Anthropology is a comparative science because it examines all societies, ancient and modern, simple and complex.
- Anthropology is a holistic science because it studies all aspects of human beings.
- Anthropology studies all these in an integrated way.
- Field work is the backbone of Anthropological research.

CWSEN - Chart/Poster on definition and nature of Anthropology.

LO 1.2. To distinguish the major branches of Anthropology, explain its scope and design a diagram.

Periods – 5

Concepts/ Ideas:

Major branches of Anthropology

- *Biological Anthropology*
- *Social cultural Anthropology*
- *Linguistic Anthropology*
- *Archaeological Anthropology*

The teacher initiates a general/group discussion on various aspects of human life. From the foregone discussion, the learners have already come to know that Anthropology is a holistic science. The teacher directs the discussion in a way to facilitate the students understand its holistic nature. The following discussion points may be utilised:

- Human as a biological being.
- Social and cultural life of humans including economic, political, religious and family lives.
- Human languages and its variations
- Past culture of humans.
- How all these factors are interrelated and integrated in human life.

Consolidation:

Major branches of Anthropology are

- A) Biological Anthropology
- B) Social/ cultural Anthropology
- C) Archaeological Anthropology
- D) Linguistic Anthropology.

The teacher interacts with learners to make them understand that the scope of Anthropology includes four major branches of human life.

A video presentation on different anthropologists at work can be shown utilising the resources available in the internet like the website of Smithsonian National Museum of Natural History. A general discussion on major sub branches of biological, social cultural

<p>Consolidation:</p> <p>Major Sub branches of Anthropology</p> <p><u>Biological Anthropology</u></p> <p>Primatology, Human paleontology, PaleoAnthropology, Human Genetics, Forensic Anthropology.....</p> <p><u>Social/ cultural Anthropology</u></p> <p>Familial Anthropology, Economic Anthropology, Political Anthropology, Anthropology of religion, Ecological Anthropology, Medical Anthropology, Development Anthropology</p>

Anthropology can be initiated. The learners are asked to prepare different types of charts on branches of Anthropology and its sub fields.

CWSEN - students are

asked to prepare suitable charts showing the major branches of Anthropology

Art education / ICT: Possibility of making still-model, working-model (utilising LED lights) slide presentations etc can be explored.

Self Assessment: Let the students draw a tree diagram showing the different branches and sub branches of Anthropology and prepare a report on it. The following indicators/ assessment tool can be utilised for self assessment.

- Could I convey my ideas/ concepts through the drawing of diagram
- Could I classify the sub divisions of the major branches of Anthropology
- Could better conceptual understanding have helped me to better my performance
- Could I get conceptual clarification

Open Book Assessment: They are also asked to write a brief report on the scope of Anthropology. The possibility of an open book assessment on the scope of Anthropology can be explored.

LO 1.3.*To analyse the relevance of Anthropology and differentiate its areas of application.*

Period: 3

Concepts/Ideas:

Relevance of Anthropology

Career opportunities

Applied Anthropology

Action Anthropology

Students are asked to recollect and list out the distinctive features of Anthropology that make it different from other disciplines. The list may include holism, bio-social nature, cross-cultural approach, etc. The teacher interacts and explains that these features bring out the uniqueness of Anthropology.

A group discussion is initiated in which the students are able to understand the difference in perceiving human beings and culture in totality as against considering the different aspects in particular. Thus, the importance of the holistic perspective in the study of human beings and culture is underlined.

Following this, the teacher shows a video clip depicting the food culture of different communities like eating meat of snake or dog. Responses from the students are elicited about consuming such foods. Teacher interacts and explains the learners that the attitude of judging others' culture in terms of one's own cultural norms and undervaluing others' culture is termed as ethnocentrism. Let the students explain the instances of ethnocentrism in their life. The teacher further interacts with the students to drive home the point that Anthropology provides an alternative perspective to counter the attitude of ethnocentrism, and thus becomes very much relevant, particularly in a multi cultural world like the one we live in today.

The teacher cites the cases of some advertisements of cosmetics that are claimed to have medicinal value or making people young. A general discussion is initiated to find out whether the claims are true. The teacher interacts with students citing illustrations to make

<p>Consolidation</p> <p>Relevance of Anthropology</p> <ul style="list-style-type: none">• Holistic approach• Cross cultural perspective• Critical thinking• Global citizenship• Attitude against ethnocentrism

the point that we need to approach such claims with a critical mind. In the process, the learners become empowered with critical thinking. Thus, the relevance of Anthropology particularly in the era of globalisation is well realised by the learners.

The learners are asked to recollect the personality of Gandhi. A discussion may be initiated on why Gandhiji is highly recognised and greatly esteemed globally? After eliciting

the responses, the teacher consolidates the views, to arrive at the conclusion that Gandhiji is a global citizen and his prominence is the result of his contribution in multi-various fields and cross-cultural thinking. Anthropology embodies both these qualities and further evidences its relevance.

In a general interactive session, the students are asked to state the objectives of their study. The possible answers may be for attaining job, acquiring knowledge, developing personality, enriching social status, etc. The teacher evokes the interest of students to identify the different career opportunities in Anthropology. They are asked to browse the internet and find out the different career opportunities in Anthropology and prepare a pamphlet/brochure with the additional input of the teacher and the information in the text book. For collateral readings, log in: www.anthro.fullerton.edu/napa.pdf, www.ethno-insight.com, individual.utoronto.ca/boyd, www.aaanet.org/profdev/careers/index.cfm . ***The details of career opportunities are mentioned in appendix 1 provided at the end of this unit.***

A general discussion is initiated to internalise the idea that any knowledge becomes valid when it is implemented in society. The teacher shows a video clip of anthropologists at work. The teacher interacts with the students to dwell on the concept of applied Anthropology. They are asked to form into different groups and list out the areas of anthropological application.

Consolidation

Areas of anthropological application:

- Education/health/culture
- Family planning programmes
- Community development programmes
- Problems of crimes and criminals
- Labour problems
- Industrial and urban problems
- Problems of culture contact
- Designing clothes, machinery, artificial limb etc
- Forensic test
- Genetic counselling

The teacher brings to the attention of the learners the instance of the study related to *kuru* disease or *kwashiorkor* and explains how the anthropological knowledge help in understanding social issues and to identify remedies. The students are asked to cite similar instances. The teacher explains that such interventions are emphasised in applied Anthropology. The teacher also explains that when the anthropologists are directly engaged in society and social issues, what they do embraces the domain of action Anthropology. The students can be asked to list out various social issues such as the problem of endosulfan, land alienation among tribal people, displacement, malnutrition, etc. and to suggest actions required from the part of anthropologists. The discussion can be consolidated, incorporating the varied academic input of Anthropology along with the myriad opportunities and social situations to implement it.

The discussion should also reflect and underline the necessity of social commitment and contribution on the part of the academic arena and more so from Anthropology.

LO 1.4 Distinguish Anthropology from other disciplines, establish its inter-disciplinary nature and prepare a report.

Period: 4

Concepts/ Ideas

Relationship between

- *Anthropology and biological sciences and*
- *Anthropology and social sciences*

The learners are already aware of the bio-social nature of Anthropology and are familiar with different biological and social sciences in lower classes. The teacher asks the learners to share, in groups, their reflections/understanding regarding the nature of biological sciences. The teacher also interacts with the learners in encapsulating the possible relationship of Anthropology with several other disciplines that are categorized under biological science. The following discussion points can be utilized.

- Nature of Biology, zoology, Botany.

- How far these disciplines are helpful to Anthropology in the study of humans.

- How far the major sub disciplines of Biology like Paleontology, Human genetics, Geology, Physiology, Osteology, Primatology, Ethno-Botany, etc., are helpful to Anthropology in the study of biological aspects of humans.

Consolidation:

- Anthropology is related to biological sciences like Biology, Zoology, Botany etc
- Anthropology is related to many sub fields of biological sciences like Anatomy, physiology, Genetics, Serology, Osteology, Paleontology etc.
- Biological Anthropology is closely related to biological sciences.

Social sciences and areas of interest

History:	Past culture
Sociology:	Society
Economics:	Economic systems
Politics:	Political systems
Psychology:	Human behavior
Anthropology:	All the above areas

The discussion reports are presented and consolidated in portfolio. While transacting this unit, both students and teachers can utilize the material available in internet.

(Visit: www.udel.edu/anthro/budani for further details).

Art Education - The learners are asked to prepare chart / working-model showing the relationship of Anthropology with different other subjects and the areas shared by other disciplines.

Similarly, the learners are asked to re-collect the bio-social nature of Anthropology and a group discussion is initiated on the relationship between Anthropology and social sciences. The teacher interacts with the learners and asks them to list out the related social sciences and identify the areas that are shared with Anthropology in common.

ICT – The teacher/learner can log on www.udel.edu/anthro/budani for complementing information on the relation between Anthropology and other disciplines.

Art Education - The learners are asked to prepare chart / working-model showing the areas that are shared in common between Anthropology and social sciences.

Consolidation:

- Anthropology is related to almost all social sciences
- Anthropology shares concepts like society, culture, economic organisation, political organisation, human behavior etc. with other social sciences
- Social Anthropology is very much related to social sciences.
- Biological Anthropology is closely related to biological sciences.

LO 1.5.Examine the origin and development of Anthropology and develop a time line

Period: 5

Concepts/ Ideas

- *Origin and development of Anthropology*
- *Human curiosity and anthropological explorations/excavations*

Curiosity

In a sense, we all 'do' Anthropology because it is rooted in a universal human trait: Curiosity. We are curious about ourselves and other people, living as well as the dead, here and around the globe.

The teacher enters the class with a beautifully wrapped packet and simply places it on the table. S/he can put a chalk or any simple item inside. Naturally, the learners would be curious to know about the things inside. After evoking the curiosity of the learners (for this purpose, the teacher can ask anyone who is daring to come and open it). The teacher interacts with them on the subject of human curiosity which is a basic human trait. The teacher asks the students to share their experiences in life, related to curiosity and a general discussion is initiated in the class ***on the outcome of curiosity***. The following points have to be discussed:

- Scientific inventions and geographical discoveries
- Development in the field of medical science
- Technological advancement (ICT, Chandrayan, Pathfinder etc)
- The age of exploration and the curiosity of early travelers like Magellan, Columbus, Vasco de Gama, in search of knowing distant lands and peoples

- Colonial administrators and their interest to know native cultures

Teacher can evoke the curiosity of the learner by presenting a motivational video on any topic. After a brief interaction on the relationship between human curiosity, contribution of travelers, Christian missionaries and British administrators in the development of Anthropology, the teacher

could ask the learners to collect details on ‘development of Anthropology in the world’ and prepare a seminar paper, covering 4 major periods proposed by Penniman viz formulatory, convergent, constructive and critical. Apart from the text book, the

Consolidation

- Curiosity is a basic human trait.
- Anthropology developed as a result of curiosity
- Anthropologists have always been interested in studying and understanding all human societies and cultures
- The early Anthropology was mostly focused on the study of other cultures
- Penniman classified the development of Anthropology all over the world into four periods - formulatory, convergent, constructive and critical

following books/internet resources can be utilized.

‘Hundred years of Anthropology’ - Penniman

Any other general Anthropology book covering this topic

www.britanica.com www.wikipedia.org <http://zeroAnthropology.net>.

CWSEN - Teacher asks the students to draw a time-line on the development of world Anthropology.

Peer Assessment: Learners are asked to prepare in groups multiple choice questions and answers to conduct a test/quiz competition in the class. A check list for peer evaluation can be utilised. A model check list is appended. Each group can evaluate other groups based on the indicators.

Attributes/indicators	Group/ Student 1	Group/ Student 2	Group/ Student 3	Group/ student 4
Participation				
Contribution				
Understanding concept				
Timeliness				
Skill				

LO.1.6 To identify major landmarks during the

different periods in the development of Indian Anthropology and prepare a report

Period: 3

Concepts/ Ideas

Growth and development of Indian Anthropology

Recollecting the previous knowledge regarding the development of Anthropology in the world proposed by T.K. Penniman and the contribution of travelers, Missionaries, British administrators and the foundation of Asiatic Society of Bengal, the teacher asks the students to collect information regarding the foreigners, travelers, missionaries, and British administrators who conducted studies in India. A general discussion with teacher-student interaction is initiated on the contribution of

Travelers like Fahiyān, Huang Sang, Marco Polo, Megasthenes
British administrators like Thurston, Elwin,
Scholars like – W.H.R Rivers, Radcliffe Brown etc.

Consolidation

- Indrani Basu Roy has classified the development of Indian Anthropology into four phases, viz. formulatory, constructive, Analytical and Evaluative phase.
- The Growth of Indian Anthropology as a discipline arose with the Establishment of Asiatic Society of Bengal by Sir William Jones.

The teacher interacts with the learners on the cultural diversity of India which attracted the attention of foreigners and colonial rulers, and the beginning of studies about humans and cultures in

India starting from that of Asiatic Society of Bengal by William Jones.

Learners are asked to prepare a seminar paper/article on different phases of the development of Anthropology in India by collecting information from Internet, text books or from the book of Indrani Basu Roy, *Anthropology - The Study of Man*. The seminar paper/article should cover the Formulatory, Constructive, Analytical and Evaluative phases in the development of Anthropology in India.

1. The teacher can also ask the students to form a group and prepare a time-line covering the major events of development of Indian Anthropology. Each group presents their ideas and the major events are consolidated to be included in the portfolio. The students can prepare an album/profile of Indian and world anthropologists and their contribution. The teacher could conclude with the words of L.P.Vidhyarthi that “the journey of Anthropology still continues”

Repository of CE Activities

a) Process assessment

Participation in discussions, seminars and class room activities has to be evaluated by fixing indicators for each learning process. In order to fulfil the process of continuous

evaluation self assessment, peer assessment and teacher assessment has to be done prudently. The indicators like participation, conceptual understanding, attainment of skills, performance/presentation, and recording/preparation are to be fixed for assessing learning process. For self assessment appropriate tools may be adopted.

b) Portfolio Assessment

Indicators like conceptual clarity, assimilation of concepts, appropriate layout, design, structure, completion originality etc may be fixed for assessing portfolio. Items from the following products are to be assessed.

1. Report on the nature and meaning of Anthropology.
2. Charts showing the major branches of Anthropology.
3. Making of still-model, working-model (utilising LED lights), slide presentations or chart preparation on the major branches and sub branches of Anthropology.
4. Brief write up/article on the scope of Anthropology.
5. Discussion report on relationship between Anthropology and biological sciences.
6. Chart/working model showing the areas that shares Anthropology with biological sciences.
7. Seminar paper and report on 'Development of Anthropology in the World'
8. Seminar paper and report on the development of Indian Anthropology
9. Album preparation of Indian Anthropologists covering their contribution
10. Preparation of time line on the development of Indian Anthropology (CWSEN)

TE Questions

1. The distinguishing feature of Anthropology is its holistic nature. It is concerned with humans in all places and in all times. Comment on this statement. (LO 1.1) Score 4
2. Various stages development of Anthropology in the world is classified as formative, convergent, constructive and critical period. Prepare a seminar paper by identifying the land mark in each stage of development of world Anthropology. (LO 1.5) Score 8
3. Find the odd item and justify.
(a) B K Malinowski, A R Radcliffe Brown, S C Roy, E B Tylor (LO1. 5)
(b) Osteology, Serology, Ethnography, Forensic Anthropology (LO 1.2) Score 2
4. The enquiry into the human existence and the curiosity about the secrets of life lead to the development of anthropological thought. Comment on this statement in the light of your understanding about the development of Anthropology. (LO 1.5)
Score 4
5. Prepare chart showing the different branches of Anthropology and analyse how all these branches are interrelated. (LO 1.2) Score 5

6. Being an Anthropology student, how do you differentiate Anthropology from other subjects like economics, political science and history? (LO 1.5)
Score 5
7. Prepare an article on the development of Indian Anthropology. (LO1. 6) Score 5
8. Do you agree with the statement ‘social Anthropology and sociology are twin sisters’? Substantiate your views. (LO 1.4) Score 3
9. Anthropology is a bio-social science. Justify this statement based on the nature and scope of Anthropology. (LO 1.1)
Score 6

Appendix I

Selected List of Career Openings/Options/Positions in Anthropology

Sl No.	Ministry/Institution/Department	Positions
1	Anthropological Survey of India	Director, Deputy Director, Anthropologist, Technical Assistants, Senior/Junior Research Fellows
2	Centre for Cultural Resources and Training (CCRT)	Field Officer
3	Centre for Development Studies (CDS)	Project Faculty
4	Centre for Early Childhood Education & Research (CECDR)	Research Officer
5	Commercial Banks	Development Officer, Marketing Researcher
6	Council for Social Development	Social Scientist
7	Directorate of Health	Community Health Educators, Medical Anthropologist
8	Directorate of Women & Child Development	Consultants, Project Associates, Project Assistant, Project Co-ordinators,
9	District Mueums/Governmen t Museums	Curators
10	Forestry Sector Development Project	Community Development Specialists
11	Government Departments	Labour Welfare Officer
12	Indian Council of Medical Research (ICMR)	Medical Anthropologist
13	ICSSR Research Institutes (27 including ANSISS, CDS, CESS, CMDR, CPR, CRRID, GIDR, CSSS, CSDS, CSD, CWDS, DBANISS, GIS, GIDS, GBPSSI, CSS, IIE, ISEC, ISID, IDS, IEG, IPE, MIDS, MPISSR, NCCDS, OKDISCD, SPISER, etc)	Faculty Positions, Project Fellows, Research Assistants, Research Associates
14	IGNCA	Project Assistant/Project Associate, Programme Director (Kala Darsana)
15	IGNOU	Faculty Positions/Research Assistant / Field Invegtigator
16	ILO	Labour Welfare Officer
17	Indian Council of Social Science Research	Social Scientist
18	Indian Institute of Forest Management (IIFM)	Field Investigators
19	Indian Institutes of Technology	Research Associate, Senior Research Fellow
20	Indian Museum	Keeper/Assistant Keeper (Anthropology), Education Officer
21	Indira Gandhi Rashtriya Manav Sangrahalaya	Director, Museum Associate

	(IGRMS)	
22	Institute of Languages	Linguists
23	Institutes of Archives	Archivist
24	Institutes of Health and Medical Sciences	Research Scientists (Non-Medical), Research Assistant
25	Institutes/Departments of Urban Planning	Urban Planner
26	Jansankhya Sthirata Kosh	Executive Directors

Career Openings/Options/Positions in Anthropology

SI No.	Ministry/Institution/Department	Positions
27	Kerala Institute of Local Administration	Project Faculty
28	Kerala Institute of Research, Training and Development of SCs and STs (KIRTADS)	JRF, SRF, Research Assistant, Research Officer, Deputy Directors, Director
29	Lalit Kala Academy	Research Officer
30	LIC	Development Officer, Field Officer
31	LRS Institute of Tuberculosis and Respiratory Diseases	Technical Assistant (Field), Technician (Field Worker)
32	Marketing Research Institutes	Marketing Researcher
33	Ministry of Culture	(Director General, Director, Joint Director, Deputy Director, Research Officer)
34	Ministry of Minority Affairs	Research Investigator
35	Ministry of Tribal Affairs	Director General, Director, Joint Director, Deputy Director, Research Officer
36	National AIDS Control Organisation	Technical Officer
37	National AIDS Research Institute	Research Scientist, Research Assistant, Counsellor
38	National and States AIDS Control Societies	Counsellors, ICTC Supervisors
39	National Commission for Scheduled Castes (NCSC)	Director, Deputy Director, Assistant Director/Research Officer, Investigators/Senior Investigators
40	National Culture Fund, Ministry of Culture	Senior Manager
41	National Institute for Research in Reproductive Health Scientist (Non-Medical)	Scientist (Non-Medical), Research Assistants, Field Workers
42	National Institute of Classical Tamil	Faculty Positions, Director/Deputy Director/Research Officer/Junior Research Officer
43	National Institute of Health & Family Welfare	Faculty Positions, Consultants
44	National Institute of Nutrition	Scientist (Non-Medical), Research Assistants, Field Workers
45	National Institute of Rural Development (NIRD)	Faculty Positions/ Consultants
46	National Institute of Social Defense (NISD)	Deputy Director (Training), Master Trainers, Resource Persons, Research Assistant
47	National Museum Institute	Young Museum Professionals , Museum Consultant, Research Fellow
48	National/Regional Forensic Science Laboratory	Analyst/Scientist
49	NCERT	Education Officers
50	Non-Government Organisations	Anthropologists, Community Workers, Field Scientists, Educators
51	Planning Commission	Research Officer
52	Population Research Centres	Research Assistant, Investigators
53	Regional/National Medical Research Centres	Research Assistants
54	Rural Development Institutes	Rural Development Officers

55	S Swaminathan Research Foundation (MSSRF)	Social Scientist
56	School of Public Health Postgraduate Institute of Medical Education & Research	Field Investigator, Supervisors, Project Coordinators
57	Staff Selection Commission	Research Assistant
58	State and Central Universities (Departments of Anthropology, Sociology, Tribal Studies, Cultural Studies, Development Studies, Women's Studies, Ethnomusicology, etc.)	Technical/Research Assistants, Research Associates, Project Fellow, Faculty Positions
59	State Forest Research and Training Institute	Junior/Senior Research Fellows
60	Tata Institute of Social Sciences (TISS)	Technical/Research Assistants, Research Associates, Project Fellow, Faculty Positions
61	Tribal Research Institutes	District Research Officers
62	UNESCO	Education Officers
63	UNICEF	Medical Anthropologist
64	Union Public Service Commission (UPSC)	Deputy Superintending Archaeologist, Senior Research Officer
65	WHO	Medical Anthropologist
66	World Bank	Development Officer

UNIT 2

BASICS OF SOCIAL CULTURAL ANTHROPOLOGY

Human beings living all over the world belong to single species. The DNA structures of modern humans are 99.9% identical. The internal structure of the body and its functions are similar, still there exists differences in the life styles of the people living in different parts of the world. It is these differences that make human being distinct from one another. The dress pattern, the food habits, ways of worship, ways of greetings, marriage rituals etc differ from one culture to another. The way of life – culture - is the central theme of Social Cultural Anthropology. Unlike other social sciences, Social Cultural Anthropology studies all aspects of culture in an integrated manner. All institutions like family, marriage, economic organisation and religion are interrelated and integrated. So study of single aspects of culture would be meaningless. The study of this unit will help to understand the cultural diversities and universalities in all cultures of the world and thereby develop an attitude of cultural relativism. Intense effort on the part of teachers is essential to build in the qualities of relativism towards different cultures, and to understand and appreciate the cultural diversities along with the ability to respect their own culture.

Unit frame of this unit is given below. Detailed analyses of two Learning Outcomes are also attempted in this unit. Remaining Learning Outcomes are also to be transacted similarly, utilising the learning process given in unit frame.

Unit Frame

Values and Attitudes: Attitude to develop socially expects roles to be played in future

Total Periods 24

Concepts/ Ideas	Learning Process / Activities	Learning outcome
1. Meaning and Scope of Social Cultural Anthropology , British and American Traditions	<ul style="list-style-type: none"> ● Recollecting the idea of Social Cultural Anthropology in Unit 1 ● Collecting information regarding the meaning and scope from web sites , books etc ● Group discussion- meaning and scope (Report to Portfolio) ● Chart preparation –Meaning and Scope (Chart to portfolio) ● Examining different books having different names viz. Social Anthropology, Cultural Anthropology, Social cultural Anthropology Analyzing its content- social/cultural ● Group Discussion – Different Names and traditions ● Exhibition of books of different tradition ● Chart on different traditions (CWSN) 	After transacting this unit learner will be able to: 2.1 Identify the meaning and scope of Social Cultural Anthropology and compare different traditions.
2. Culture ➤ Culture and Civilization ➤ Material and non-material Culture	<ul style="list-style-type: none"> ● General Discussion- Life of Human and Animals ● Analysis of uniqueness of human life-culture ● Collecting definition of culture from books internet ● Gen Discussion on culture ● Teacher interaction and discussion - culture and civilization (Report to portfolio) ● Chart/Article-the features of culture (to portfolio) ● Listing out different traits of culture and classification into material and non-material ● Chart- Material and non-material culture (to portfolio) ● Slide presentation on different cultures/ material and non-material culture. (ICT) ● Album preparation - different cultures- (Art Education) 	2.2 Identify the meaning of culture, examine its features and distinguish it from civilization.

<p>3. Concepts related to Culture</p> <ul style="list-style-type: none"> ➤ Ethnocentrism and cultural relativism ➤ Emic and Etic ➤ Culture trait and complex ➤ Enculturation ➤ Acculturation ➤ Culture Shock ➤ Culture Lag 	<ul style="list-style-type: none"> • Video/Picture Presentation- Different food cultures like snake, dog.... (www.bing.com/videos) Discussion -the attitudes towards these food types • Teacher interaction and discussion on ethnocentrism and cultural relativism. (Report to portfolio) • Information collection on crude cultural practices of different ethnic communities from web, books etc. Eg:- Human Sacrifice, Untouchability, infanticide.... • Debate and consolidation- 'Cultural Relativism VS Human right Violation' (To portfolio) • Discussion- Comparing the views of insiders and outsiders on different cultural practices or beliefs. Eg:- Sacred Cow. Ref Text book • Teacher interaction and discussion on Emic and Etic culture (report to portfolio) • Collection of local beliefs and practices and examining its Emic and Etic meanings (report to portfolio) • Chart- Difference between Emic and Etic (To portfolio) • Discussion - Composition of a complex system like human body or engine and interaction of its parts. • Equate the example with culture • Teacher interaction and discussion- Culture complex and traits. (portfolio) • Chart- Culture traits of different social institutions (to portfolio). • General Discussion – How one learns his/her beliefs, rituals, behaviour pattern group interactions etc. • Teacher interaction and discussion– Enculturation (to portfolio) • Group discussion- Agencies of enculturation (To portfolio) • Album- Agencies and process of enculturation. (Art education) 	<p>2.3 Identify different concepts related to culture and distinguish one from another.</p>

	<ul style="list-style-type: none"> • General Discussion- Difference in the culture of present generation from that of past. • Examine the causes for culture change • Teacher interaction and discussion- Acculturation and its forms- Deculturation and Transculturation. • Article - local instances of acculturation, deculturation and Transculturation (To Portfolio) <ul style="list-style-type: none"> • General discussion- the problems facing in engaging in a new culture/ the issues of a displaced group who are rehabilitated in an alien culture. • Teacher interaction and discussion- Culture shock. (Report to portfolio) • Explaining different experiences of culture shock. <ul style="list-style-type: none"> • Listing different material and non-material elements of culture. • Analysing which type changed greatly over time. • Teacher interaction and discussion– Culture Lag. (Portfolio) • Chart- Areas of culture where great changes happened.(To portfolio) • Chart of different concepts related to culture. (Portfolio) • AV aid- Concepts related to culture (CWSEN) 	
<p>4. Concept of Society Meaning and definition Culture and society Community Institution Association Group</p>	<ul style="list-style-type: none"> • Recollecting the previous knowledge related to society • Examine the features of collective living in human and other non-human creatures like bees. • Teacher interaction and discussion – Concept of Society (to Portfolio). • Collection of information about society from web, text books, other reading materials. • Group discussion – Features/ Characteristics of human society. (Report 	<p>2.4 Distinguish the concept of society from culture and recognise different concepts related to society.</p>

	<p>To portfolio).</p> <ul style="list-style-type: none"> • Chart.- Features of society (portfolio) • General discussion – culture and society • Chart- society and culture • Collection of information – Community, Institution, Association, and Group from web, books and other resources. • Teacher interaction and discussion- Above concepts (Report to portfolio). • Chart- features of community and society (portfolio). • Finding Examples of different associations, Institution and Groups. • Chart- features of association/Institution/Community/Group. (portfolio) • Chart- List of different types of groups. (to portfolio) • Slide presentation on distinguishing characteristics of society, community, institution and association. (ICT) • Different concepts related to society and its features- CWSEN. 	
5. Role and Status- Ascribed and achieved	<ul style="list-style-type: none"> • General Discussion- Duties of individuals at different places and times and corresponding social position they acquire. • Teacher interaction and discussion- Role and status (Report to portfolio). • Chart- Achieved and ascribed status. (Portfolio) • Role Play/ One act Play- Different roles of a person in family, society, school etc. (Participation assessment) • Debate- Status of Kerala women, past and present (Participation and presentation assessment) • Slide presentation- Roles and status (ICT) • Question preparation- Status and role ❖ Long term LO- Attitude to develop socially expected roles to be played in future. 	2.5 Identify the concepts of status and role and demonstrate their application in day to day life situation.
6. Social Structure and	<ul style="list-style-type: none"> • Recollecting early activity of analysis of culture trait and complex 	2.6 Examine the meaning of social structure and

social Organisation	<ul style="list-style-type: none"> • Listing elements of society • Teacher interaction and discussion- Social structure and social organisation (Report to portfolio) • Group discussion- Finding the structure and organisation of different social institutions like family, factory.... (Portfolio and participation assessment) • Chart- Social Structure and Social organisation (Portfolio). • Slide presentation- Structure and organisation (ICT). • Animation video-Social structure and organisation (Portfolio). 	differentiate it from social organisation.
7. Ethnography and ethnology	<ul style="list-style-type: none"> • Recollecting the contributions of Greek Philosophers and other scholars in the study of human kind • Information collection- Study of human being • General Discussion- history of study of human being • Examining the detailed descriptions about humans • Teacher interaction and discussion- Ethnography (Portfolio) • Book review- Ethnographies of different authors • Presentation of book review –(Report to portfolio) • Preparation of auto ethnography (Portfolio) • Familiarising books, comparing different communities • Teacher interaction and discussion- Ethnology (portfolio) • Chart- Comparing Ethnology and ethnography (Portfolio) • Slide presentation- Different ethnographers and their works (ICT) • Time line - Major turning points in the development of field(portfolio) <p>Audio recording of important ethnographies (CWSEN)</p>	2.7. Identify the difference between ethnology and ethnography and develop auto ethnography.

L.O 2.1. Identify the meaning and scope of Social Cultural Anthropology and prepare a chart comparing different traditions.

Concepts/Ideas:

Meaning and scope of Social Cultural Anthropology

British and American Traditions

Periods. 3

Teacher recollects the knowledge of students on *what is culture and what is society?*

A general discussion is initiated in the class on the following:

Can a society exist without culture? Or

Does culture exist without society?

Which is more important? Society or Culture?

Teacher interacts on cultural diversities and the need to understand and appreciate other cultures, through presenting the definition and scope of Social Cultural Anthropology and the British tradition of Social Anthropology, American tradition of Cultural Anthropology and the synthetic Indian tradition which gives importance to society and Culture.

Students are asked to prepare an article on the scope of Social Cultural Anthropology and by utilizing the internet sources (www.wikipedia.org, www.britanica.com), text book and other references. In order to understand different traditions students are also asked to analyse the content of different books titled Social Anthropology, Cultural Anthropology, Social Cultural Anthropology etc.

CWSEN: A Chart can be prepared on the different traditions of Social Anthropology

Consolidation

- Culture is the central theme of Social Cultural Anthropology
- Differences in using the concepts Social/Cultural/Social-Cultural Anthropology is due to the importance given to society and culture by British and American Scholars respectively.

L.O 2. Identify the meaning of culture, examine its features and distinguish it from civilization.

Concepts/Ideas

Culture

Culture and Civilisation

Material and Non material Culture.

Periods. 3

A general discussion is initiated in the class on the differences in the way of life of humans and non humans. The following discussion points can be utilized.

- Obtaining food
- Making shelter
- Satisfying sexual desires
- Is there any change in making shelters for humans and non humans?
- Is there any change in the occupation of man?

Through discussion students realise that it is the way of life that makes man distinct from other members of the animal kingdom. Teacher interacts on the definition of culture. Students are asked to list out the characteristics of culture based on the definitions. Teacher interacts on the concepts of culture and civilization.

As a part of classroom activity students are asked to list out all the things which are present in the class. Teacher asks the students, whether these elements alone will be enough to make the functioning of the class a success? What else is needed?

The expected responses will be time table, syllabus, teacher, discipline etc.

Teacher interacts on material and non material culture. Students are asked to list out the material and non-material cultural elements in school, house etc. A chart on material and non-material culture can be prepared and added to port folio.

ICT Slide presentation on cultural diversities can be presented in the class by the students for

Consolidation

- Culture is a complex whole which includes knowledge, beliefs, art, morals law, customs and any other capabilities and habits acquired by man as a member of society – E.B Tylor.
- Observable elements of culture are material and non observable elements are non-material culture.
- All societies have culture and civilization is one form of culture.

more details log on to www.wikipedia.org/wiki/culture www.wikipedia.org/wiki/tribal

Repository of CE Activities

a) Process assessment

Participation in discussions, seminars and class room activities have to be evaluated by fixing indicators for each learning process. In order to fulfil the process of continuous evaluation self assessment, peer assessment and teacher assessment has to be done prudently. The indicators like participation, conceptual understanding, attainment of skills, performance/presentation, and recording/preparation are to be fixed for assessing learning process. For self assessment appropriate tools may be adopted.

b) Portfolio Assessment

Indicators like conceptual clarity, assimilation of concepts, appropriate layout, design, structure, completion originality etc, may be fixed for assessing portfolio. Items from the following products are to be assessed.

1. Chart preparation on meaning and scope.
2. Chart on features of culture.
3. Chart on material and non-material culture.
4. Discussion report on ethnocentrism and cultural relativism.
5. Debate report on cultural relativism v/s human right violation.
6. Chart on difference between emic and etic views.
7. Chart on the culture traits of social institutions.
8. Article on local instances of acculturation, deculturation and trans-culturation.
9. Chart on concepts related to culture.
10. Chart on features of society.
11. Chart on achieved and ascribed status.
12. Debate report on status of Kerala women past and present.
13. Discussion report on social structure and social organisation.
14. Chart comparing ethnology and ethnography.

TE Questions

1. 'They emphasise society is more important than culture. Culture will not exist without society. Hence, emphasise must be given social structure and social relations'. It is the opinion of (Social anthropologists, cultural anthropologists, social cultural anthropologists) **(LO 2.1)**

Score 1
2. Analyse the definitions of culture given by Herskovits and E.B. Tylor and find out the basic characteristics of culture. **(LO 2.2)**

Score 5
3. Most of us are **ethnocentric** in our childhood. Acquisition of knowledge of other cultures helps us to become **cultural relativists**. Analyse this statement by clarifying the under lined concepts. **(LO 2.3)**

Score 5
4. Smallest functional unit of culture is **(LO 2.3)**

Score 1
5. Can cultural relativism and human rights go hand in hand? Analyse this on the basis of untouchability, human sacrifice, honor killing etc, prevailing in different societies. **(LO 2.3)**

Score 4

6. Differentiate the concepts transculturation, acculturation and enculturation. (**LO 2.3**)
Score 3
7. Analyse how family functions as a basic unit of socialisation? (**LO 2.4**) *Score 3*
8. Collection of a large number of cultural traits alone will not make a culture complex. Prove this statement with suitable examples. (**LO 2.3**) *Score 3*
9. Material culture changes faster compared to non-material culture. The anthropological concept behind this change is
 (Deculturation, cultural lag, culture shock) (**LO 2.3**) *Score 1*
10. Prepare a write up on enculturation process you have undergone in your family as part of preparation of auto-ethnography. (**LO 2.7**) *Score 4*
11. Arrangement of activities of individual/group : Social organisation
 Arrangement of individuals in different groups..... (**LO 2.6**) *Score 1*