

M.A./M.Sc. First Semester
Paper Code: AU-6310
End Semester Examination, 2014
ANTHROPOLOGY
Paper: Four (Research Methodology)
Time Allowed: Three hours

Maximum Marks : 60

Passing Marks: 24

Note: Attempt questions of all **two** sections as directed. Distribution of marks is given with sections.

Section – ‘A’

2x10=20

Note: Select one of the most appropriate answer from the following objective questions.
Each question carries 2 mark.

- 1(i) Anthropological fieldwork includes the following methods:
- a. Observation method
 - b. Comparative method
 - c. Historical method
 - d. **All of the above**
- (ii) A hypothesis is a tentative generalization the validity of which remains to be tested is given by
- a. M.C.Guigan
 - b. **A. Lunderberg**
 - c. W.C.George
 - d. All of the above
- (iii) The basic objective of sampling is
- a. Selection of an area
 - b. Collecting information
 - c. **To draw inference about the population**
 - d. Sample size
- (iv) A study design that gives the most reliable proof for causation
- a. Laboratory study
 - b. **Experimental study**
 - c. Descriptive study
 - d. Exploratory study
- (v) A method in which for convenience sake the study units that happen to be available at the time of data collection are selected
- a. **Convenience Sampling**
 - b. Judgement Sampling
 - c. Purposeful Sampling
 - d. Quota Sampling
- (vi) Operationally, research is
- a. An orderly investigation of a defined problem
 - b. Using an appropriate scientific method or methods
 - c. To gather adequate and representative evidence
 - d. **All of the above**
- (vii) The paradigm shift in development took place due to Participatory Rural Appraisal and Rapid Rural Appraisal
- a. For quicker data collection
 - b. For local people to make analysis
 - c. **A shift made from rapid to quicker to participatory and empowering**
 - d. None of the above
- (viii) Who has used the term ‘Restudy’ for the first time in the book ‘Life in the Mexican village’
- a. **Oscar Lewis**
 - b. Redcliff Brown

c. Evans Pritchard

c. None of the above

(ix) In a schedule the information is filled by

a. Informer

c. Either A or B

b. Researcher

d. Both A and B

(x) What do you understand by 'interview guide'?

a. It is a person who guides the interview.

b. He is the key informer in research.

c. **It is a list of topics to be covered during the interview.**

d. It is a set of questions

Section-'B

4x10=40

Note: Write long answer of the following questions. Attempt any **four** questions.
Each question carries 10 marks.

2. Explain the Methodological Perspectives in Anthropology.

Answer 2:

Methods are *ways of studying* people from an anthropological perspective. The following is a brief list of such methods.

Participant observation

Participant observation is a fundamental method of research used in cultural anthropology. It involves a researcher, or researchers, living within a given culture for an extended period of time, to take part in its daily life in all its richness and diversity. The anthropologist in such an approach tries to experience a culture "from within," as a person native to that culture might do.

Cross-cultural Comparison

Comparison of various psychological, sociological or cultural factors in order to assess the similarities or diversities occurring in two or more different cultures or societies. Cross-cultural studies, sometimes called holocultural studies or comparative studies, is a specialization in anthropology and sister sciences that uses field data from many societies to examine the scope of human behavior and test hypotheses about human behavior and culture. Cross-cultural studies is the third form of cross-cultural comparisons. The first is comparison of case studies, the second is controlled comparison among variants of a common derivation, and the third is comparison within a sample of cases. Unlike comparative studies, which examines similar characteristics of a few societies, cross-cultural studies uses a sufficiently large sample so that statistical analysis can be made to show relationships or lack of relationships between the traits in question. These studies are surveys of ethnographic data.

Cross-cultural studies are applied widely in the social sciences, particularly in cultural anthropology and psychology.

Survey research

Surveys represent one of the most common types of quantitative, social science research. In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire, or survey, can be a written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview, or a telephone interview. Using surveys, it is possible to collect data from large or small populations.

Different types of surveys are actually composed of several research techniques, developed by a variety of disciplines. For instance, interview began as a tool primarily for psychologists and anthropologists.

Surveys come in a wide range of forms and can be distributed using a variety of media.

- Written Surveys
 - Mail Surveys
 - Group Administered Questionnaires
 - Drop-off Surveys
- Oral Surveys
- Electronic Surveys
- An Example Survey

Interviews

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. Interviewing, when considered as a method for conducting qualitative research, is a technique used to understand the experiences of others.

Here give a brief description of Structured and Unstructured interview.

Types of Interview

1. Structured
 2. Un structured
3. Write short notes on
- a. Deductive Hypothesis
 - b. Participant and Non-Participant Observation

Answer 3a: Deductive Hypothesis

According to Lunderberg, a hypothesis is a tentative generalization the validity of which remains to be tested. The hypothesis is the basis of a scientific investigation education. It is the pivot of the research process. All the research activities are oriented towards the verification of the hypotheses. Apart from this role it has a significant role in the formulation of theory, principles and laws. Hypothesis is also known as tentative theory, after verification it takes the shape of final theory.

Hypotheses are originated from essentially the same background that serves to reveal problem. These sources are theoretical background, knowledge, insight and imagination that come from instructional programme and wide reading experiences, familiarity with existing practices. Researcher employs these sources for formulating hypotheses of the investigation. There are two processes for the formulation of theories,

- a) Deductive hypothesis
- b) Inductive hypothesis

Deduction is a process which goes from the general to the specific. When general expectations about problems or events based on presumed relationships between variables are used to arrive at more specific expectations, that process is called deduction.

Deduction begins with theories and general hypothesis and proceeds towards specific hypothesis.

Answer 3b: Participant and Non-Participant Observation

Participant observation involves getting close to people and making them feel comfortable enough with your presence so that you can observe and record information about their lives. Participant Observation involves establishing rapport in a new community learning to act. Participant observation is fieldwork and involves an array of data collection methods that include structured interviews, semi structured and unstructured, checklists, questionnaires. The strength of the participant observation is that the researcher become the instrument for data collection and analysis through own experience.

Continuity of events is an important aspect for the careful observer. The researcher must understand the meaning and effects of the phenomena in the life of the subjects studied.

There are two major types of observation as follows:

1. Non-Controlled Observation:

It is the careful scrutiny of real life situations making up no attempt to use instruments of precision. Non-Controlled Observation may be of two types:

- (a) **With no participant**
- (b) **With participant**

(a) **Non-Controlled and Non-Participant Observation:** In this case, the observer often moves from one role to other while observing. Objectivity is at its highest degree in this method. The observer's non-emotional involvement with the social situation, true members may feel relatively free to talk over tensions and delicate matters.

(b) **Non-Controlled and Participant Observation:** The participant observer, using non-controlled observation, generally lives and shares and participates in the everyday life of the group which he is studying. This requires a kind of personal involvement with the people whom he is studying. It is an attempt to reduce to a minimum the distortion of actual situations which may arise from the fact that the observer is an outside agent. In this application of this technique, it is essential to realize that it is not only the investigator himself but also the members of the group being studied who are to regard him as participant.

The degree of participation depends largely on the nature of the study, the role of the researcher assumes in his study and the practical demands of the situation.

2. Controlled Observation:

In Controlled Observation, we use mechanical tests or aids to accuracy and standardized conditions of observation. Controlled observation is generally carried on according to definite pre-arranged plans which include considerable experimental procedures. Thus, the observation schedules, questionnaires etc. are used as objective recording devices.

In controlled observation of social interaction, the researcher is ordinarily not limiting the activities of the observed individuals to any great degree and systematizes the process of observation.

4. What is Experimental Research design? Explain with suitable examples.

Answer 4: Experimental Research design

In intervention studies, the researcher manipulates a situation and measures the effects of this manipulation. Usually (but not always) two groups are compared, one group in which the intervention takes place (e.g. treatment with a certain drug) and another group that remains 'untouched' (e.g. treatment with a placebo).

The two categories of intervention studies are:

- **experimental studies and**
- **quasi-experimental studies**

1. Experimental studies

An experimental design is a study design that gives the most reliable **proof for causation**. In an **experimental study**, individuals are randomly allocated to at least two groups.

One group is subject to an intervention, or experiment, while the other group(s) is not. The outcome of the intervention (effect of the intervention on the dependent variable/problem) is obtained by comparing the two groups. A number of experimental study designs have been developed. These are widely used in laboratory settings and in clinical settings. For ethical reasons, the opportunities for experiments involving human subjects are restricted. However, randomized control trials of new drugs are common.

At community level, where health research is frequently undertaken, we experience not only ethical but also practical problems in carrying out experimental studies. In real life settings, it is often impossible to assign persons at random to two groups, or to maintain a control group. Therefore, experimental research designs may have to be replaced by quasi-experimental designs.

5. Explain Stratified sampling method with suitable examples.

Answer5: Stratified sampling method

An important issue influencing the choice of the most appropriate sampling method is whether a sampling frame is available, that is, a listing of all the units that compose the study population.

Broadly, there are two types of sampling methods:

- a. Probability sampling methods
- b. Non-Probability sampling methods

Probability sampling methods: They involve random selection procedures to ensure that each unit of the sample is chosen on the basis of chance. All units of the study population should have an equal or at least a known chance of being included in the sample.

Different types of Probability sampling methods include;

- i. Simple random sampling
- ii. Systematic random sampling
- iii. Stratified random sampling
- iv. Cluster sampling
- v. Multistage sampling

Stratified sampling: If it is important that the sample includes representative groups of study units with specific characteristics (for example, residents from urban and rural areas), then the sampling frame must be divided into groups, or strata, according to these characteristics. Random or systematic samples of a predetermined size will then have to be obtained from each group (stratum). This is called stratified sampling.

Some of the reasons for stratifying the population may be:

- Different sampling schemes may be used in different strata, e.g. Urban and rural
- Conditions may suggest that prevalence rates will vary between strata: the overall estimate for the whole population will be more precise if stratification is used.
- Administrative reasons may make it easier to carry out the survey through an organization with a regional structure.

Mention one example showing stratified random sampling.

6. Write short notes on

a. Interview Technique

b. Multistage sampling

Answer 6a: Interview Technique

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. Interviewing, when considered as a method for conducting qualitative research, is a technique used to understand the experiences of others.

Types of Interview

1. Structured

It is known as face to face contact with the persons and lays a vast scope of extensive enquiry. Most of the government enquiries are of this nature. A structured interview consists of standard questions and information is taken as per these questions. The interviewer must be honest, keen, hard worker to collect the information.

2. Semi-structured

Semi-structured interview method includes personal discussions without pre-moulded question set. The interviewer collects additional information which is not completely related to the research problem.

Answer 6b: Multistage sampling

This method is appropriate when the population is large and widely scattered. The number of **stages** of sampling is the number of times a sampling procedure is carried out.

- The primary sampling unit (**PSU**) is the sampling unit (or unit of selection in the sampling procedure) in the **first sampling stage**;
- The secondary sampling unit (**SSU**) is the sampling unit in the second sampling stage, etc.

For example: After selection of a sample of clusters (e.g. household), further sampling of individuals may be carried out within each household selected. This constitutes two stage sampling, with the PSU being households and the SSU being individuals.

7. Differentiate the theory and methodology involved in Emic and Etic Perspectives with suitable examples.

Answer 7: Emic and Etic perspective

Emic and Etic are terms used by anthropologists and by others in the social and behavioral sciences to refer to two different kinds of data concerning human behavior. In particular, they are used in cultural anthropology to refer to kinds of fieldwork done and viewpoints obtained.

- An "emic" account is a description of behavior or a belief in terms meaningful (consciously or unconsciously) to the actor; that is, an emic account comes from a person within the culture. Almost anything from within a culture can provide an emic account.
- An "etic" account is a description of a behavior or belief by an observer, in terms that can be applied to other cultures; that is, an etic account attempts to be 'culturally neutral'.

The terms were first introduced in 1954 by linguist Kenneth Pike, who argued that the tools developed for describing linguistic behaviors could be adapted to the description of any human social behavior. As Pike noted, social scientists have long debated whether their knowledge is objective or subjective. Pike's innovation was to turn away from an epistemological debate, and turn instead to a methodological solution. Emic and etic are derived from the linguistic terms phonemic and phonetic respectively, which are in turn derived from Greek

roots. The possibility of a truly objective description was discounted by Pike himself in his original work; he proposed the emic/etic dichotomy in anthropology as a way around philosophic issues about the very nature of objectivity.

The terms were also championed by anthropologists Ward Goodenough and Marvin Harris with slightly different connotations than those used by Pike. Goodenough was primarily interested in understanding the culturally specific meaning of specific beliefs and practices; Harris was primarily interested in explaining human behavior.

Pike, Harris, and others have argued that cultural "insiders" and "outsiders" are equally capable of producing emic *and* etic accounts of their culture. Nevertheless, some researchers use "etic" to refer to objective or outsider accounts, and "emic" to refer to subjective or insider accounts.

An emic approach (sometimes referred to as “insider,” “inductive,” or “bottom-up”) takes as its starting point the perspectives and words of research participants. As Lett (1990) explains, from an anthropological perspective, “Emic constructs are accounts, descriptions, and analyses expressed in terms of the conceptual schemes and categories regarded as meaningful and appropriate by the native members of the culture whose beliefs and behaviors are being studied” (p. 130). In taking an emic approach, a researcher tries to put aside prior theories and assumptions in order to let the participants and data “speak” to them and to allow themes, patterns, and concepts to emerge. This approach is at the core of Grounded Theory, and is often used when researching topics that have not yet been heavily theorized. Some of its strength lies in its appreciation of the particularity of the context being studied, in its respect for local viewpoints, and its potential to uncover unexpected findings.

An etic approach (sometimes referred to as “outsider,” “deductive,” or “top-down”) uses as its starting point theories, hypothesis, perspectives, and concepts from outside of the setting being studied. As Lett (1990) describes it, “Etic constructs are accounts, descriptions, and analyses expressed in terms of the conceptual schemes and categories regarded as meaningful and appropriate by the community of scientific observers” (p. 130). A researcher who takes an existing theory or conceptual framework and conducts research to see if it applies to a new setting or population is taking an etic approach. One of the strengths of the etic approach is that it allows for comparison across contexts and populations, and the development of more general cross-cultural concepts.

8. What is Cultural and Natural Resource Mapping?

Answer 8: Cultural and Natural Resource Mapping

Cultural Resources are evidence of past human activity. These may include pioneer homes, buildings or old roads; structures with unique architecture; prehistoric village sites; historic or prehistoric artifacts or objects; rock inscription; human burial sites; earthworks, such as

battlefield entrenchments, prehistoric canals, or mounds. These nonrenewable resources often yield unique information about past societies and environments, and provide answers for modern day social and conservation problems. Although many have been discovered and protected, there are numerous forgotten, undiscovered, or unprotected cultural resources in many places.

Natural resources management is the function by which the parks strive to:

- understand natural processes and human induced effects
- mitigate the existing and potential effects
- monitor for ongoing or future trends
- protects existing natural species, populations, communities, systems and processes
- interprets these organisms, systems, and processes to the park visitor and interpretation/education

It also includes management actions that fit none of these categories, such as exercising legislative or legal authority to prevent a potentially harmful land use practice from occurring near the park boundary.

Cultural resource management is the range of activities aimed at understanding, preserving, and providing for the enjoyment of cultural resources. It includes research related to cultural resources, planning for actions affecting them, and stewardship of them in the context of overall park operations. It also includes support for the appreciation and perpetuation of related cultural practices, as appropriate.