

**First Year
Semester – I**

**Major Paper – I
Introduction to Anthropology**

Unit-I

Meaning and scope of Anthropology, history of Anthropology, branches of Anthropology, holistic approach, Anthropology's distinctive curiosity, fields of Anthropology, relevance of Anthropology.

Unit-II

Relationship with other disciplines: Life Sciences, Earth Sciences, Medical Sciences, Social Sciences, Humanities, Environment Sciences

Unit-III

Fundamentals in Biological Anthropology: a) Human Evolution b) Human Variation c) Human Genetics d) Human Growth and Development

Fundamentals in Social-Cultural Anthropology: a) Culture, Society, b) Human Institutions: Family, Marriage, Kinship, Religion

Unit-IV

Fundamentals in Archaeological Anthropology: a) Tool typology & technology, b) Cultural Evolution: Broad outlines of prehistoric cultures

Fundamentals in Linguistic Anthropology: a) Written and unwritten language, b) Speech, language and dialect

**Practical
Somatometric Techniques**

1. Maximum head length, 2. Maximum head breadth, 3. Minimum frontal breadth, 4. Maximum bizygomatic breadth, 5. Bigonial breadth, 6. Nasal height, 7. Nasal length, 8. Nasal breadth, 9. Physiognomic facial height, 10. Morphological facial height, 11. Physiognomic upper facial height, 12. Morphological upper facial height, 13. Head circumference, 14. Stature, 15. Sitting height, 16. Body weight

Learning Outcomes

At the end of the course the student should be able to:

1. Demonstrate a fundamental or coherent understanding of the academic field of anthropology, its different branches and applications.
2. Procedural knowledge that creates different types of professionals related to discipline/subject area of anthropology.
3. This paper is for understanding fundamentals of anthropology. Students will explore the meaning, scope and relevance of anthropology, its four main areas and relationship with other sciences.
4. Students will get exposure of biological anthropology and Social-Cultural anthropology and main content of these areas.
5. Students will also get exposure of archaeological and linguistic anthropology and broad outline of content of these areas.
6. From the practical component they will learn about how to measure and study various parts of the human body.

Suggested Readings

Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.

Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. Introduction to Physical Anthropology. Wadsworth Publ., USA

Krober A. L. (1948). Anthropology. Oxford & IBH Publishing Co., New Delhi.

Stanford C., Allen J.S. and Anton S.C. Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.

Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press.

Additional Course Part-1 Foundations of Anthropology

Unit – I

Anthropology: Definition, Nature and Scope of Anthropology, Relevance of Anthropology

Unit – II

Main Branches of Anthropology: Socio-Cultural Anthropology, Physical-Biological Anthropology, Archaeological Anthropology, Linguistic Anthropology, Applied Anthropology.

Practical – Introduction to Somatometry

1. Maximum head length, 2. Maximum head breadth, 3. Minimum frontal breadth, 4. Maximum bizygomatic breadth, 5. Bigonial breadth, 6. Nasal height, 7. Nasal length, 8. Nasal breadth

Learning Outcomes

1. This course provides an introduction to anthropology. Students will explore the meaning, scope and relevance of anthropology, its main and other branches, relationship with other sciences.
2. From the practical component they will learn about how to measure and study various parts of the human body.

Suggested Readings

Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.

Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. Introduction to Physical Anthropology. Wadsworth Publ., USA

Stanford C., Allen J.S. and Anton S.C. Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.

Skill Museum Anthropology

Unit – I

History and Development: meanings, definitions and objectives; history of museums in India; types of museums: classified by collection (archaeology, ethnography), importance of anthropological museums, the concept of New Museology.

Unit – II

Acquisition, documentation and display: policies for collection, modes of acquisition; documentation: need and methods; display.

Unit – III

Collection management: storage, conservation: causes of decay, preservation of organic and inorganic objects, preventive and curative conservation, security and disaster planning.

Learning Outcomes

At the end of the course the student should be able to:

1. The students will learn about the history and development of museums in India.
2. They will learn about acquisition, documentation and display of museum specimens.
3. They will also learn about storage and conservation.

Suggested Readings

Ambrose, Timothy and Crispin Paine. Museum Basics. New York: Routledge.

Basa, Kishor K. (ed). Multiple Heritage: Role of Specialized Museums in India. Bhopal & Delhi: IGRMS & Serials Publications.

Behera, B. K. and S.K. Mohanty. 2007. Museology and Museum Management in India. Bhubaneswar: Mayur Publications.

Bhatia, S.K. A Guide on the Preventive Conservation of Museum Materials.

Dudley, Sandra H. (ed). 2010. Museum Materialities: Objects, Engagements, Interpretations. London: Routledge.

Dudley, Sandra H. (ed.). 2012. Museum Objects: Experiencing the Properties of Things. New York: Routledge.

Dutta, Sangeeta. 2010. Ecomuseum: Perspectives in India. Delhi: Agam Kala Prakashan.

French, Ylva and Sue Runyard. 2011. Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions. London: Routledge.

Semester - II

Major Paper – II Physical Anthropology

Unit-I

History of Physical Anthropology and development of Modern Biological Anthropology, aim, scope and its relationship with other disciplines, difference in the approaches of modern and traditional Biological Anthropology, with emphasis on human evolution.

Unit-II

Founders of evolutionary theories, Lamarck and his works, Darwin and his works, Neo Lamarckism, Synthetic Theory.

Unit-III

Concept of race, ethnicity and population; different races of the world, criteria for racial classification, morphology of different races, recent understanding of human biological categories in the context of human genome research.

Unit-IV

Introduction to genetics, human genetics, branches of human genetics, Mendelian principles, component of inheritance, pattern of inheritance, methods of studying human genetics

Practical Somatoscopic Techniques

1. Head form, 2. Hair form, 3. Facial form, 4. Eye form, 5. Nose form, 6. Hair colour, 7. Eye colour, 8. Skin colour

Learning Outcomes

The learning outcomes of this paper are:

1. Students will learn about history of Physical Anthropology and how it is related to other disciplines.
2. They will learn about various theories related to human evolution and variation.
3. They will also learn Race, Ethnicity and human biological categories.
4. They will learn about human genetics, its branches and methods of studying human genetics.
5. From the practical component they will learn the somatoscopic techniques.

References

Craig Stanford, John S. Allen, Susan C. Anton. Exploring Biological Anthropology: The Essentials. Pearson.

Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric J. Bartelink. Essentials of Physical Anthropology. Cengage Learning.

Roger Lewin. Human Evolution: An Illustrated Introduction. Blackwell Publishing.

Carol R. Ember, Melvin Ember and Jean Stein. Anthropology. Pearson.

Additional Course Part-2 Introduction to Socio-Cultural Anthropology

Unit-I

Introduction to Socio-Cultural Anthropology: Meaning, Scope and Relevance of Socio-Cultural Anthropology, Relationship of Socio-Cultural Anthropology with other disciplines

Unit – II

Basic Concepts: Society, Culture, Community, Group, Association, Institution, Status and Role, Social Structure, Social Organization, Norms and Values. Economic organizations, Political Organizations.

Practical Techniques of Ethnographic Studies

The practical will include the following techniques and methods in collection of data in Social Anthropology:

1. Observation, 2. Interview, 3. Questionnaire and Schedule, 4. Case study, 5. Life history

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture and different social institutions.
3. From the practical component they will learn commonly used techniques of data collection in Social-Cultural Anthropology.

Suggested Readings

Davis, K. 1981. Human Society. New Delhi: Surjeet Publications.

Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.

Ferraro, G. and Andreatta S. 2008. Cultural Anthropology: An Applied Perspective. Belmont: Wadsworth.

Skill Media and Communication Anthropology

Unit – I

Communication and Language

Meaning and Scope of Communication and Language, subject matter of language and communication, cultural aspects of Language.

Unit- II

Interactions in Society

Women, goods and services and messages, kinship and communication, explicit or implicit sense of Communication.

Unit – III

Media and Communication

Role of media in communication, direct communication, indirect communication, language as mode of communication, social media and communication.

Learning Outcomes

At the end of the course the student should be able to:

1. Students can understand the relations between language, communication and culture
2. Students can apply communication, knowledge and skill in print and electronic media
3. Students will be able to understand universal characteristics of Human Languages

Suggested Readings

Atkinson, P. (2001). Handbook of Ethnography. SAGE: New York

Bennet, T. (1982). 'Theories of the Media, Theories of Society'. In Culture, Society and the Media (pp. 30–55).

Agrawal, B.C. Applications of Anthropology Documenting India's Cultural Heritage for Posterity: The Use of Communication Anthropology

Gumprez, John J. (ed), 1992. Language and Social Identity, Cambridge University Press.

Notes on Some Anthropological Aspects of Communication CLYDE KLUCKHOHN Harvard University

Second Year

Semester – III

Major Paper – III Social-Cultural Anthropology

Unit-I

Introduction to Social-Cultural Anthropology: Meaning, scope and relevance of Social-Cultural Anthropology, Relationship of Social-Cultural Anthropology with other disciplines (History, Economics, Political Science, Psychology), Distinctiveness of Social Cultural Anthropology from Sociology.

Unit-II

Concepts of society and culture; status and role; groups and institution, social stratification, and civil society. Social fact; social action; social conflict; social system.

Unit-III

Family: Meaning and definition, characteristics, functions, types and evolution of family.

Marriage: Definition, nature and functions of marriage, types of marriage - prohibitive rules, preferential rules, marriage payments: bride price/bride wealth, dowry.

Unit-IV

Kinship System: The concept of kinship, rule, function and terminology, principles of descent, inheritance and succession

Practical – Methods of Social Studies

Framing Questionnaire and Schedule of the problem/s given, Formulating Research Design: Hypothesis, Hypothesis Testing

Observation and recording of data on events. Case studies with analysis, construction of genealogical charts

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture, social stratification, etc.
3. They will also learn about important institutions like family, marriage and kinship.
4. From the practical component they will learn how to follow up some of the commonly used techniques of data collection in Social-Cultural Anthropology.

Suggested Readings

Beattie, J. 1964. *Other Cultures*. London: Cohen & West Limited.

Bernard, H.R. 1940. *Research Methods in Cultural Anthropology*. Newbury Park: Sage.

Davis, K. 1981. *Human Society*. New Delhi: Surjeet Publications.

Delaney, C. 2004. Orientation and disorientation. In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.

Ember, C. R. et al. 2011. *Anthropology*. New Delhi: Dorling Kindersley.

Ferraro, G. and Andreatta S. 2008. *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.

Hickerson, NP. 1980. *Linguistic Anthropology*. New York: Holt, Rinehart and Winston.

Royal Anthropological Institute of Great Britain and Ireland. 1971. *Methods*. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

Additional Course Part-3 Foundations of Anthropology

Unit – I

Anthropology: Definition, Nature and Scope of Anthropology, Relevance of Anthropology

Unit – II

Main Branches of Anthropology: Socio-Cultural Anthropology, Physical-Biological Anthropology, Archaeological Anthropology, Linguistic Anthropology, Applied Anthropology.

Practical – Introduction to Somatometry

1. Maximum head length, 2. Maximum head breadth, 3. Minimum frontal breadth, 4. Maximum bizygomatic breadth, 5. Bigonial breadth, 6. Nasal height, 7. Nasal length, 8. Nasal breadth

Learning Outcomes

1. This course provides an introduction to anthropology. Students will explore the meaning, scope and relevance of anthropology, its main and other branches, relationship with other sciences.
2. From the practical component they will learn about how to measure and study various parts of the human body.

Suggested Readings

Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.

Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. Introduction to Physical Anthropology. Wadsworth Publ., USA

Stanford C., Allen J.S. and Anton S.C. Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.

Semester – IV

Pre-historic/Archaeological Anthropology

Unit I

Introduction: definition and scope of archaeological anthropology, relationship with other branches of anthropology and allied disciplines, methods of studying archaeological anthropology.

Unit II

Methods of estimation of time and reconstruction of the past: absolute dating methods, relative dating methods, methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

Unit III

Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Inter Pluviation, different types of geoclimatic events.

Unit IV

Understanding Culture: techniques of tool manufacturing and estimation of their relative efficiency, classification of tools, primary and combination fabrication techniques, typology and cultural nomenclature

Practical – Prehistoric Tools

Identification, interpretation and drawings of artefacts from tool type given below:

1. Core Tool Types, 2. Flake Tool Types, 3. Blade Tool Types

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about archaeological anthropology and its relationship with other sciences.
2. They will learn about how the past is reconstructed.
3. They will also learn about the method of understanding the prehistoric culture on the basis of archaeological finds.
4. From the practical component they will learn about identification and interpretation of prehistoric tools.

Suggested Readings

- Allchin and Allchin. 1993. The Rise of Civilization of India and Pakistan. Cambridge University Press.
Bhattacharya, D.K. 1978. Emergence of Culture in Europe, Delhi: B.R. Publication.
Bhattacharya, D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
Bhattacharya, D.K. 1996. Palaeolithic Europe. Humanities Press.
Champion et al. 1984. Prehistoric Europe. New York: Academic Press.
Fagan, B.M. 1983. People of Earth: An Introduction. Boston: Little, Brown & Company.
Phillipson, D. W. 2005. African Archaeology. Cambridge: Cambridge University Press.
Sankalia, H.D. 1964. Stone Age Tools. Poona: Deccan College.

Additional Course Part-4

Introduction to Socio-Cultural Anthropology

Unit-I

Introduction to Socio-Cultural Anthropology: Meaning, Scope and Relevance of Socio-Cultural Anthropology, Relationship of Socio-Cultural Anthropology with other disciplines

Unit – II

Basic Concepts: Society, Culture, Community, Group, Association, Institution, Status and Role, Social Structure, Social Organization, Norms and Values. Economic organizations, Political Organizations.

**Practical
Techniques of Ethnographic Studies**

The practical will include the following techniques and methods in collection of data in Social Anthropology:

1. Observation, 2. Interview, 3. Questionnaire and Schedule, 4. Case study, 5. Life history

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture and different social institutions.
3. From the practical component they will learn commonly used techniques of data collection in Social-Cultural Anthropology.

Suggested Readings

Davis, K. 1981. Human Society. New Delhi: Surjeet Publications.

Ember, C. R. et al. 2011. Anthropology. New Delhi: Dorling Kindersley.

Ferraro, G. and Andreatta S. 2008. Cultural Anthropology: An Applied Perspective. Belmont: Wadsworth.

**Third Year
Semester – V**

**Major Paper – V
Anthropological Theories**

Unit I

Evolutionary theory and colonialism, changing perspectives on evolutionism, diffusionism and culture area theories.

Unit II

Historical Particularism, Neo-evolutionism.

Unit III

Functionalism and Structural-functionalism.

Unit IV

Structuralism, symbolic interactionism and interpretative anthropology.

Practical – Implementing Theory

As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories with things of everyday living.

1. Identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identify variables of a study.
3. Formulate a hypothesis.
5. Test hypothesis.
6. Identify the universe and unit of study with justifications.
7. Choose an appropriate research technique and method in the context of theoretical framework.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the classical theories of culture like evolutionism, diffusionism and culture area.
2. They will learn about historical particularism and neo-evolutionism.
3. They will also learn about functionalism, structuralism and other more recent theories.
4. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.

Suggested Readings

- Applebaum, H.A. 1987. Perspectives in Cultural Anthropology. Albany: State University of New York.
Barnard, A. 2000. History and Theory in Anthropology. Cambridge: Cambridge University.
McGee, R.J. and Warms R.L. 1996. Anthropological Theories: An Introductory History.
Moore, M. and Sanders T. 2006. Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing.
V.S. Upadhyay and Gaya Pandey. History of Anthropological Thoughts. Concept Publishing Company.

Field Visit

Field visit of one week and submission of a report. Detail will be given by the department.

Semester – VI

Discipline Specific Elective (1A) Human Genetics and Human Growth

Unit - I

Human Genetics: Cell, cell division, chromosomes, genes (recessive, dominant, sex linked normal and abnormal), Concept of DNA, RNA

Unit - II

Laws of inheritance and theories of heredity, gene pool. Difficulties in studying human genetics, methods of investigation in human genetics: population genetics, biochemical and cytogenetics; twin methods, pedigree method, etc., genetical and morphological characters.

Unit - III

Human growth: methods of studying human growth and development. Milestones in growth; retarded growth, growth spurt, ageing

Unit - IV

Nutritional requirement for normal growth, malnutrition, undernutrition

Practical

Serology: Determination of blood groups.

Dermatoglyphics: Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index; Finger print classification and development of chance prints and statistical treatment of the data collected

Learning Outcomes

At the end of the course the students are expected to:

1. Differentiate between plant cells and animal cells; mitosis and meiosis
2. Explain the chromosome structure and, the concept of DNA, RNA, etc
3. Comprehend the laws governing various modes of inheritance
4. Appreciate the difficulties and limitations in conducting human genetic investigations
5. Suggest various methods and techniques available in studying human heredity
6. Differentiate between growth and development
7. Summarise the methods adopted to probe human growth and development
8. Identify growth, spurt, normal and abnormal growth pattern
9. Observe the signs of biological ageing
10. Comprehend the role of nutrition and also the nutritional requirements as per growth stages
11. Differentiate between malnutrition and undernutrition.
12. Determine the blood groups, interpretation of finger ball pattern types, palmar main lines etc.

Suggested Readings

Baker P.T. and J.S. Weiner (ed.) (1996) The Biology of Human Adaptability. Oxford & New York, Oxford University Press.

Bhende A. and T. Kantikar (2006) Principles of Population Studies. Himalayan Publishing House, Mumbai

Bogin B. (1999). Pattern of Human Growth. 2nd edition CUP.

Cameron Noel and Barry Bogin (2012) Human Growth and development. Second edition, Academic Press Elsevier.

Eckhardt R.B. (1979) The Study of Human Evolution. McGrand Hill Book Company, USA.

Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan press

Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) Human Biology. Oxford University Press.

Jurmain Robert Lynn kilgore Wenda Trevathan and Ciochon (2010). Introduction to Physical Anthropology. Wadsworth Publishing, USA.

Kapoor A.K. and Satwanti Kapoor (ed) (1995). Biology of Highlanders. Jammu, Vinod Publisher & Distributor.

Kapoor A.K. and Satwanti Kapoor (eds) (2004) India's Elderly-A Multidisciplinary Dimension. Mittal Publication, New Delhi.

Klepinge L.L. (2006). Fundamentals of Forensic Anthropology. John Willey & Sons.,New Jersey.

Malhotra K.C. and B. Balakrishnan(1996) Human Population Genetics in India

Discipline Specific Elective (2A) **Human Origin & Evolution**

Unit-I

Primate origins and radiation with special reference to Miocene hominoids: distribution, features and their phylogenetic relationships.

Unit-II

Australopithecines: distribution, features and their phylogenetic relationships. Appearance of genus Homo (*Homo habilis*) and related finds. *Homo erectus* from Asia, Europe and Africa: Distribution, features and their phylogenetic status.

Unit-III

The origin of *Homo sapiens*: Fossil evidences of Neanderthals and Archaic *Homo sapiens sapiens*

Unit-IV

Origin of modern humans (*Homo sapiens sapiens*): Distribution and features, Hominisation process

Practical

Craniometry

Maximum Cranial Length, Maximum Cranial Breadth, Glabella-Inion Length, Nasion-Inion Length, Nasion-Basion Length, Bi-Maxillary Breadth, Nasal Length, Nasal Breadth Cranial Index, Cranial Nasal Index, Minimum & Maximum Frontal Breadth, Circumference of Skull, Length of Foramen Magnum, Upper Facial Height, Maximum Bizygomatic Breadth, Bimaxillary Breadth, Biogonial Breadth, Mandibular Length or Length of Lower Jaw.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the origin of hominoid group in the primates.
2. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.
3. The components of the Practical paper will help students to understand how craniometric measurements and derived indices are useful in studying evolutionary changes in modern humans.
4. Students will learn taking the craniometric measurements.

Suggested Readings

Buettner-Janusch, J. (1966). *Origins of Man: Physical Anthropology*. John Wiley & Sons, Inc., New York, London, Sydney.

Conroy, G.C. (1997). *Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, New York, London.

Howell F.C. (1977). *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.

Nystrom P. and Ashmore P. (2011). *The Life of Primates*. PHI Learning Private Limited, New Delhi.

Seth P. K. and Seth S. (1986). *The Primates*. Northern Book Centre, New Delhi, Allahabad.

Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. Kamla-Raj Enterprises, Chawri Bazar, Delhi.

Standford C.; Allen J.S. and Anton S.C. (2012). *Biological Anthropology: The Natural History of Mankind*. PHI Learning Private Limited, New Delhi.

Swindler D. R. (2009). *Introduction to the Primates*. Overseas Press India Pvt. Ltd., New Delhi.

Das, B. M & Rajan Deka. : *Physical Anthropology Practical*.

B.R.K.Shukla and Rastogi : *Laboratory Manual of Physical Anthropology* .

Agnihotri B. *Practical Physical Anthropology*.

Discipline Specific Elective (1B) **Anthropology of India**

Unit - I

Origin, history and development of Anthropology in India, approaches to study Indian society and culture- traditional and contemporary, Racial and linguistic elements in Indian population

Unit - II

Understanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or Purusharatha, gender hierarchies - their economic and cultural impact, origin and evolution of social structures and their underlying philosophies.

Unit - III

Aspects of Indian Village -social organisation, agriculture and impact of market economy on villages, contribution of contemporary biological, social and archaeological anthropologists in India.

Unit - IV

Critical appraisal of contribution of Risley, Guha, Rickstett and Sarkar towards understanding ethnic distinctness in the Indian populations, Impact of culture-contact, urbanization and industrialization on tribal and rural population

Practical – Ethnological Study from Literature

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits.
3. Review a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
3. Highlight the contributions of any two contemporary Indian anthropologists.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how anthropology originated and evolved in India.
2. They will learn about Indian society on the basis of some key concepts developed by various anthropologists and sociologists.
3. They will also learn about the contributions of some western anthropologists to understanding Indian society and culture.
4. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.

Suggested Readings

- Chaudhary, S.N. 2009. Tribal Development Since Independence. Concept P. Co.
Hasnain Nadeem: Indian Anthropology. (In Hindi)
Hasnain Nadeem: Unifying Anthropology.
Panigraphi Nilakantha, 2019. Tribal Economy Culture and Society in India. Concept P. Co.
Sharma A.N.: Indian Anthropology. (In Hindi)
Mukharjee R.N. : Introduction of Social Anthropology.(In Hindi)

Discipline Specific Elective (2B) **Tribal cultures of India**

Unit I

Concept of tribes and its problematic nature, General and specific characteristics of tribes, Tribes in India: Antiquity, historical, academic, administrative and anthropological importance, denotified tribes.

Unit II

Tribe- caste continuum, Constitutional safeguard/provisions, Gender and Tribe, Distribution of tribes in India

Unit III

Tribes: Nomenclature- emic and etic differences, Classification of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non-scheduled categories of tribes

Unit IV

Tribal movements, Tribal monographs, Problems of tribal development, Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics displacement, rehabilitation and social change tribes.

Practical – Study of a Tribe from Literature

Distribution of Indian Tribes: PTG, ST

Location of different tribes on the map of India

Write an annotated bibliography on any one tribe

Write the social structure of any one tribe of India

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will also learn about classification of tribes based on religion, economy, occupation, race, etc.
4. From the practical component they will learn about distribution of various categories of tribes in India and how to write an annotated bibliography and social structure of one of them.

Suggested Readings

Behera, D.K and Georg Pfeffer. Contemporary Society Tribal Studies, Volume I to VII. New Delhi: Concept Publishing Company

Georg Pfeffer. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: Niswas.

Vidarrthy, L.P. and Rai. Applied Anthropology in India.

Vidarrthy. L.P. and B.N. Sahay. Applied Anthropology and Development in India. New Delhi: National Publishing House

Field Visit

Field visit of one week and submission of a report. Detail will be given by the department.