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University of Mysore

(Estd.1916)

M.A. ANTHROPOLOGY

Choice Based Credit System (CBCS)

UNIVERSITY OF MYSORE

Department of Studies in Anthropology
Manasagangotri, Mysuru-570006

Regulations and Syllabus
Master of Arts in Anthropology (M.A.)
(Two-year semester scheme)

Under
Choice Based Credit System (CBCS)

CHAIRMAN
Department of Studies in Anthropology
University of Mysore
Manasagangotri, Mysore - 6

UNIVERSITY OF MYSORE
GUIDELINES AND REGULATIONS
LEADING TO
MASTER OF ARTS IN ANTHROPOLOGY
(TWO-YEAR SEMESTER SCHEME UNDER CBCS)

Programme Details

Name of the Department	:	Department of Studies in Anthropology
Subject	:	Anthropology
Faculty	:	Science and Technology
Name of the Programme	:	Master of Arts in Anthropology (M.A.)
Duration of the Programme	:	2 years divided into 4 semesters

Programme Outcomes

On successful completion of this programme, each student will be able to:

- Understanding the anthropological perspective built upon a holistic view on cultural and biological systems.
- Learn human diversity and its significance. It would lead to respect for people whose culture differs from ours.
- Develop an understanding of local and global processes and social complexity through space and time.
- Develop basic knowledge of data collection methods and the analytic techniques and that anthropologists use to evaluate these data.
- A familiarity with and knowledge in the four sub-fields of anthropology (archaeology, biological anthropology, cultural anthropology, and linguistic anthropology along with the interdisciplinary approach to understand human culture/society/behaviour
- A familiarity with the multiple ways of approach their knowledge and skills as professionals inside and outside of any organization upon to develop decision making capability.
- The ability to find data relevant to a research question and design a research strategy that takes such work into account and appropriate to the specific context of the research site.
- Competence in the collection and analysis of quantitative and qualitative data related to human behaviour and culture and a recognition of the strengths and limitations of both.
- The recognition of a diversity of cultural practices and belief systems.

The skills and desire to be engaged and informed global citizens and apply anthropological training and perspective to life's challenges

Programme Specific Outcome

1. Acquire reasonable level of theoretical and practical knowledge of advance elective they have opted during this course in anthropology.
2. Relate all the core and elective papers with each other and with overall health of populations, their relation with social and political environment of communities.

3. Delete the major health or social problems of society/populations and they should themselves give research based feasible solutions related any aspect of human life.
4. Understand the importance of anthropological research in policy making and improving human life.

Scheme of Examination and Details of Course Patterns for M.A. Degree Course (CBCS)

First Semester

Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	13101	Social - Cultural Anthropology (HC)	3	1	0	4	
2	13102	Biological And Archaeological Anthropology (HC)	3	1	0	4	
3	13103	Research Methods in Anthropology – I (HC)	3	1	0	4	
4	13104	Anthropological Theories -1 (SC)	3	1	0	4	
5	13105	Ethnographic Studies (SC)	3	1	0	4	
6	13106	Anthropology of Communication (SC)	3	1	0	4	

Second Semester

Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	13111	Research methods in Anthropology – II (HC)	3	1	0	4	
2	13112	Applied Anthropology (HC)	3	1	0	4	
3		Practicals Studies in Biological, Social-Cultural and Archaeological Anthropology (HC)	0	0	4	4	
4	13113	Anthropological Theories – II (SC)	3	1	0	4	
5	13114	Ethno Medicine (SC)	3	1	0	4	
6	13115	Foundations in Anthropology (OE)	3	1	0	4	

Third Semester

Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	13121	Population Anthropology (HC)	3	1	0	4	
2	13122	Anthropology of Complex Societies (HC)	3	1	0	4	
3	13123	Tribal Cultures of India (HC)	3	1	0	4	
4	13124	Gender Anthropology (SC)	3	1	0	4	
5	13125	Development Anthropology (SC)	3	1	0	4	
6	13126	People and Cultures of India (OE)	3	1	0	4	

Fourth Semester

Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		

1	13141	Medical Anthropology (HC)	3	1	0	4	
2	13142	Economic Anthropology (HC)	3	1	0	4	
3		Field Work and Dissertation (HC)	0	1	3	4	
4	13143	Indian Anthropology (SC)	3	1	0	4	
5	13144	Anthropology of Disaster Management (SC)	3	1	0	4	
6	13145	Tribal Development of India (OE)	3	1	0	4	

Note: Seminars, Case Study, Discussion and Round Tables etc., are all part of Tutorials.

FIRST SEMESTIER

HARD CORE

COURSE – I: SOCIAL – CULTURAL ANTHROPOLOGY

Course outcome

On successful completion of this programme, each student will be able to:

- Examine the central focus and significant concepts in Anthropology, more particularly in Social-Cultural Anthropology.
- Understand on basic concept of Culture, society, community, group, association, social structure, social organization status and role.
- Comprehend the relationship within branches of Anthropology and with all sciences, resolve the discussion about using dual terms such as Social-Cultural Anthropology.
- Understand about social institution and Economic, Political and religious organization.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I: Introduction

a. Meaning and scope of social - cultural anthropology
b. Relations with other branches of anthropology
c. Relations with other social and behavioural disciplines: History, Sociology, Political Science, Economics, Psychology and Geography
d. Basic concepts: Culture, society, community, group, association, social structure, social organization status and role.

Unit II: Family and Marriage

a. Family: Definitions and universality; household and domestic group; division of labour; typologies (conjugal, consanguineal, nuclear, joint, extended, patrilocal, matrilocal)
b. Functions of family; trends of change, the changing joint - family in India.
c. Marriage: Definitions and universals, incest and incest taboo; marriage rules (endogamy and exogamy, levirate and sororate, preferential and prescriptive); marriage forms (monogamy and polygamy)
d. Marriage: Functions of marriage; marriage payments (dowry and bride-price); marriage stability and divorce; widowhood and remarriage.

Unit III: Kinship Organization

a. Concept and nature of kinship: consanguinity and affinity; fictive kinship
b. Principles and types of descent: Unilineal, double, bilateral and ambilineal; distinction between descent and affiliation
c. Patterns of residence: Patrilocal, matrilocal, uxorilocal, virilocal and neolocal Inheritance and succession.
d. Kingroups: Lineage, clan, sib, phratry and moiety.
e. Kinship terminology: descriptive and classificatory; terms of address and terms of reference; terminological systems (Crow, Omaha, Eskimo, Hawaiian, Sudanese and Iroquois)
f. Kinship behaviour, kinship obligations, joking and avoidance relationship, couvade, avunculate and amitate, technonymy.

Unit IV: Economic, Political and Religious organizations

a. Folk (tribal), peasant, pastoral and urban economies distinguished

Salient features of pre - industrial economies: _primitive communism', concepts of subsistence and surplus economies, principles of production, distribution and consumption; systems of exchange (reciprocity, redistribution, barter and trade)

b. Types of political organizations of simple societies: egalitarian and non egalitarian, centralized and decentralized.

c. Differences between stateless and state societies

d. Nature of religion in simple societies: animism, animatism, fetishism, naturism and totemism.

e. Religion, magic and science distinguished.

f. Magico-religious functionaries in simple societies: priest, shaman, witch, sorcerer.

Recommended Readings:

1. Ember. C.R. and M. Ember 2002 - Anthropology. New Delhi: Prentice -Hall of India Pvt. Ltd.
2. Evans-Pritchard, E.E. 1990 - Social Anthropology. New Delhi: Universal Book Stall
3. Fox Robin 1967 - Kinship and Marriage. Penguin book
4. Haviland, W.A 1993 - Cultural Anthropology. London: Harcourt and Brace
5. Scupin, R and C. R. Decorse. 2005 - Anthropology. New Delhi: Prentice Hall of India

COURSE–II: BIOLOGICAL AND ARCHAEOLOGICAL ANTHROPOLOGY

Course outcome

On successful completion of this programme, each student will be able to:

- Understand the basis for studying Man as a biological being, keeping the process of organic evolution in focus.
- Understand the traditional and modern theories of human evolution, their strength and weakness
- Examine the concept of race and race variations in the light of human genetic principles
- Highlight the anthropological perspectives of archaeological material.
- Recall the geological time scale, environment, stratigraphy and their characteristics

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Section - I Biological anthropology

Unit I:

a. Meaning and scope of biological anthropology

b. History and development of biological anthropology

c. Relations with other branches of anthropology

d. Relations with other biological and earth sciences (anatomy, medicine, genetics, dental science, geology)

Unit II:

a. Man's place in the animal kingdom

b. Comparative anatomy of man and apes; hominid evolution (bipedalism and erect posture)

c. Theories of organic evolution (Lamarckism, Darwinism and synthetic theory)

d. Fossil evidences for the emergence of man: Australopithecus, Pithecanthropus, Homo erectus, Neanderthal man and Homo sapiens. e. Human genetics: Mendelian genetics in man
f. Methods for studying genetic principles in man
g. Race: major races of mankind; criteria for racial classification

Section –II: Archaeological anthropology
Unit III:

a. Meaning and scope of archaeological anthropology
b. History and development of archaeological anthropology
c. Relations with other branches of anthropology
d. The brands of Old World and New World Archaeology
e. Geological time scale, glacial and inter - glacial periods, terraces and moraines

Unit IV:

a. The methods of dating (absolute and relative) and their relevance in archeological anthropology
b. Stone tool technology and typology during Palaeolithic, Mesolithic and Neolithic periods
c. The meaning of civilization
d. The main centers of civilization
e. The rise and fall of Indus valley civilization

Recommended Readings :

1. Buettner –Janusch,J 1969 - Origins of man, New Delhi: Wiley - Eastern Pvt. Ltd.
2. Das, B.M 2002 - Outlines of Physical Anthropology, Alahabad: Kitab Mahal
3. Das Sharma .P. 1987 - Human Evolution, Ranchi: Chalcolithic Press
4. Jurmain, R. and H. Nelson 1998 - Essentials of Physical Anthropology. New York: Wardworth Kilgore
5. Rami Reddy, V. 1992 - Physical Anthropology, Evolution and Genetics: Tirupati: V. Indira, Publisher.
6. Shukla, B.R.K. and S. Rastogi, 1998 - Physical Anthropology and Human Genetics, Delhi: Palaka Prakashan
7. Rami Reddy, V. 1987 - Elements of Prehistory. New Delhi: Mittal Publishers
8. Sankalia, H.D. 1964 - Stone Age tools. Pune : Deccan College

COURSE – III: RESEARCH METHODS IN ANTHROPOLOGY – I

Course outcome

On successful completion of this programme, each student will be able to:

- Appreciate the holistic research perspective in anthropology
- Draw genealogies and collect verbal as well as nonverbal data.
- They would be able to prepare a questionnaire and interview schedule to collect information on a specific topic and also organize and take notes in a focus group discussion.
- Collect a life history and other data from an informant and analyze them to understand a problem given to them.
- Operationalise all these methods and undertake a field based research and prepare a report on a given topic

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I:

a. Anthropology as a natural science
b. Anthropology as a social science
c. Anthropology as a humanistic discipline
d. The history of field work tradition in anthropology
e. Salient features of anthropological research: fieldwork, holism, comparison, bio-cultural approach; the question of subjectivity: and value neutrality; macro - micro approaches; emic-etic approaches.
f. Salient features of anthropological research: establishment of rapport, learning the native language, participant - observation, the use of key - informants; the ethical dimension of conducting the fieldwork.

Unit II:

The basic techniques of data collection:
a. Observation (obtrusive and unobtrusive)
b. Interviewing (unstructured, semi - structured and structured)
c. Collection of genealogies and pedigrees
d. Collection of life histories
e. Use of documents (personal, sacred, official and historical)

Unit III:

The basic techniques of data collection:
a. Case - study
b. Extended case study
c. Interview guide
d. Interview schedule

Unit IV: The basic techniques of data collection:

a. Social survey
b. Projective tests
c. Proxemics and kinesics
d. Content analysis of myths, folktales and literature e. Video tape research
f. Taking and managing field writings (Field notes, field diary, field jottings and log book)
g. Rapid appraisal procedures (Mark Nichter, Scrimshaw and Hurtado)

Recommended Readings :

1. Bernard, H.R 1998 - Research Methods in Cultural Anthropology. New Delhi: Sage publication.
2. Fetterman, D.H. 1989 - Ethnography: step by step. New Delhi: Sage publications.
3. Peacock, J.L 1988 - The Anthropological Lens. Cambridge: Cambridge University Press.
4. Pelto, P.J. and G.H Pelto, 1978 - Anthropological research. Cambridge: Cambridge University Press.
5. Young, P.V. 1994 – Scientific Social Surveys and Research, New Delhi: Prentice-Hall of India.
6. Weller, S.C. and A.K Romney 1990 - Systematic Data Collection. Newbary Park: Sage Publication

7. Scrimshaw, C.M. and H. Hurtado 1989 - Rapid Assessment Procedures. Tokyo : UN University.
8. Nichtes, M. 1984 - Participatory Research as a first step. In Social Science and Medicine, Vol. 19, No.3 pp. 237 –257.

SOFT CORE

COURSE – IV: ANTHROPOLOGICAL THEORIES -1

Course outcome

On successful completion of this programme, each student will be able to:

- Critically assess theoretical contributions of Anthropologists
- Understand various concepts and theories and their interpretations in traditional areas of Anthropology and contemporary issues
- Evaluate the role of Anthropologists as scientists, as humanist, and as citizens of a nation Understand the interaction of micro and macro paradigms of development

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I:

a. Evolutionary theories: Classical evolutionism and Neo-evolutionism.
b. Diffusionist theories: the concept of diffusion; the British School; the German - Austrian School; and the American School.

Unit II:

a. Functionalism of B. Malinowski and A.R Radcliffe Browns
b. Culture and personality theories of Ruth Benedict and Margaret Mead.

Unit III:

a. Structuralism: British, French and Dutch Schools.
b. Cultural ecological theory of J.H. Stewards

Unit IV:

a. Cultural materialist theories of Marvin Harris, Eric Wolf and M. Sahlins.
b. Marxist theories of British and French schools.

Recommended Readings:

1. Bloch, M (1975) Marxist analysis in Anthropology. London: Malaby
2. Bloch, M (1983) Marxism and Anthropology. Oxford: Clarendon Press
3. Jha, M (1994) An Introduction to Anthropological Thought. New Delhi, Vikas Publishers.
4. Kuper, A (1996 (1973)) Anthropologists and anthropology. London: Routledge and Kegan Paul
5. Barnard, A (2000) History and Theory in Anthropology. Cambridge: Cambridge University Press
6. Layton , R (1997) An Introduction to Theory in Anthropology. Cambridge: University Press.
7. Upadhyaya, V.S and G. Pandey (1997) History of Anthropological Thought. New Delhi: Concept publishers.

COURSE – V: ETHNOGRPHIC STUDIES

Course outcome

On successful completion of this programme, each student will be able to

- Deference between Ethnography and ethnology.
- Understand major ethnological and ethnographic regions of world and India.
- Critically comment on the methodology and findings of an ethnographic account.
- Critically examine the theoretical approach followed.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I: Introduction:

Ethnographic studies and their importance in Social-cultural anthropology.
Distinction between Ethnography and Ethnology.

Unit II:

Major ethnological-ethnographic regions of the world and brief description of their salient features. (Ralph Linton and G.P Murdock)
Major cultural zones of India and brief description of their salient features. (N.K. Bose and I. Karve)

Unit III:

Study of a mongraph inside India (one of the following monographs to be selected by the concerned teacher each year) :
a. Anthony Walker : The Todas
b. Louis Dumont : The Pramialai Kallar
c. T.S. Epstein : Economic Development and Social Change

Unit IV:

Study of a monograph outside India (one of the following monographs to be selected by the concerned teacher each year):
a. E. E. Evans- Pritchard : The Nuer
b. Colin Turnbull : The Forest People
c. Napolean Chagnon : The Fierce People

Recommended Readings:

1. Bose, N. K. 1962 - Peasant society and culture. Kolkata: Anthropological Survey of India
2. Karve, I. 1962 - India as a cultural region. In Indian anthropology ed by T.N. Madan and G. Sarana. Bombay: Asia Publishing House.
3. Karve, I. 1961 - Kinship organization in India, Bombay Asia publishing house
4. Linton, R. - The Tree of culture.

COURSE – VI: ANTHROPOLOGY OF COMMUNICATION Course outcome

On successful completion of this programme, each student will be able to

- Insights into communication processes so that a student acquires a better understanding of society and culture both in continuity and change and the role and functions of communication in socialization, cultural change and development processes in communities of varying complexities; tribal, rural and urban
- Enable discussion about Channels of communication

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I:

Meaning and definition and communication: The nature, role and function of communication human communication, approaches to study of communication Anthropological, Sociological and Psychological perspectives of communication. Theories and models of communication.

Unit II:

Channels of communication: Inter – Personal and oral communication, mass communication, transport communication, electronic media, satellite communication. The process of information dissemination. 1. Folk media, Folk dance, drama, tales, puppet show, storytelling, music, theatre & their communication Potentiality. 2. Mass media, the elements of mass communication role of television, films, musicals, family serials and my theologies.

Unit III:

a. Culture & communication: Culture, history and technology. Socialization as cultural communication

b. Language & communication: verbal & non verbal communication – Art in an perspectives, phonographs and pictures, kinetics (Gestural Communication)

Unit IV:

Development communication: relationship between communication and development communication and urbanization, modernization process. The effects of mass media on youth, children, women, disadvantaged group. The role of communication in education, agriculture, health and family welfare and national development, communication and the dynamics of social and cultural change.

Recommended Readings:

1. Rogers, E.M., 1971 - Communication of Innovations, New York: The Free Press
2. Nair, S. and White, S.- Perspective on Development Communication.
3. Rogers, E. - Communication and Development; Critical Perspectives.
4. Fisher, Andrey B. - Perspective on Human Communication.
5. Ambekar, J.B.1992 Communication and rural development, New Delhi: Mittal Publications,
6. Agrawal, B.C. and Shashikala Vishwanath (eds) 1985 - Anthropological method and for communication research, New Delhi: Concept Publishing Company.

SECOND SEMESTIER

HARD CORE

COURSE – I: RESEARCH METHODS IN ANTHROPOLOGY – II

Course Outcomes

On successful completion of this programme, each student will be able to:

- Student able to understand the relevance of statistical techniques in Anthropology and various statistical applications
- Appreciate the holistic research perspective in anthropology
- Demonstrate the ability to produce a scientific report by combining the review of literature, data analysis and use of theory in putting forward generalizations.
- It will also bring home the fundamentals of anthropological fieldwork and its value to the discipline.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

a. Relevance of statistical techniques in Anthropology
b. Measures of central tendency: mean, median and mode
c. Measures of variation: mean deviation, standard deviation, and co-efficient of variation

Unit – II

a. Frequency distribution
b. Histograms
c. Tests of significance: t-test and chi-square test
d. Determining the sample frame and size
e. Sampling: probability and non - probability

Unit – III

Preparation of research design:

a. Identification of research problem, field site and methods of data collection
b. Review of literature
c. Formulation of research problem
d. Formulation of hypothesis
e. The nature, purpose and methods of comparison in social - cultural anthropology (F. Eggan, O. Lewis, G.P Murdock , J.W.M Whiting and Gopala Sarana)

Unit – IV

a. Analysis of data: qualitative and quantitative methods
b. Coding and indexing
c. Contextual analysis
d. Computer applications in data analysis

NB

e. Writing anthropological report

Recommended Readings

1. Bernard, H.R. 1998 - Research Methods in Cultural Anthropology, New bary Park: Sage Publication.
2. Fischer, M. 1977 - Applications in Computing for Social Anthropology, London: Routledge and Kagan Paul.
3. Madrigal, L. 1998 - Statistics for Anthropology, Cambridge: Cambridge University Press.
4. Pelto. P. J and G.H Pelto 1979 - Anthropological Research. N.Y: Harper and Row
5. Sarana, G 1975 - The Methodology of Anthropological Comparisons. Trucson: The University of Arizona Press.

COURSE II: APPLIED ANTHROPOLOGY

Programme outcome

The term Applied Anthropology emphasizes the practical application of anthropology's Theories and methods to the needs of communities, organizations and institutions to solve real life problems. This course explores applied anthropology as the fifth subfield of anthropology, but also as an aspiration, necessity and reality for most contemporary anthropologists. Although in a sense, anthropology has been an applied discipline since its inception, anthropologists interested in influencing real world challenges have found the need to differentiate applied anthropology from other ways of practicing anthropology and, in their effort, they have not only created professional organizations, journals and training programs, but they have redefined the way we think about anthropology and its place in the world. Through an examination of what is applied anthropology and why we talk about it (and how it relates to practicing, engaged, public, community-based, participatory, activist anthropologies) we will have an opportunity to see ourselves as professionals in a process of constantly developing our ability to engage with our world.

Course outcomes

On successful completion of this programme, each student will be able to:

- Utility of anthropological knowledge in different fields and situations.
- Enable to dimension of applied socio cultural anthropology and major areas of application.
- It makes provisions for developing skill to practically administer/execute projects beneficial to the society, making use of available technology and human resources.
- An emphasis is laid on action-oriented programmes to equip the students with the practical work and requisite knowledge.
- Contribute meaningfully to the welfare and development of the society and on the other to earn their livelihood through their own expertise and skill.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

Introduction

a. Differences between basic and applied research.
b. Meaning and scope of Applied social-cultural anthropology.
c. Development of Applied social - cultural anthropology.
d. The issue of ethics in applied research.

Unit – II

Dimensions of Applied social - cultural anthropology:

a. Interventions in Applied anthropology: Action anthropology and advocacy anthropology.
b. Interventions in Applied anthropology: Development anthropology.
c. Policy research in Applied anthropology: policy analysis, evaluation studies and impact assessment.

Unit – III

Major areas of application in applied social - cultural anthropology

a. Health care
b. Educational development
c. Administration and welfare
d. Agricultural development
e. Industrial and technological development
f. Resettlement and rehabilitation of displaced populations

Unit – IV

a. Meaning and scope of Applied biological anthropology; development of Applied biological anthropology.
c. Anthropometry in relation to designing of furniture for school children and armed forces personnel; designing of defence equipment, household gadgets etc.
d. Nutritional anthropometry.
e. Kin anthropometry in relation to sports and physical fitness.
f. Dental anthropology: dental eruption and pathology, odontology and odontometry.
g. Clinical anthropology: Dermatoglyphics; Bio-medical anthropology, (Anthropological approaches to the study of diseases like goiter, sickle cell anaemia, G6PD deficiency, abnormal haemoglobins, thalassemia, colour blindness and diabetes).
h. Forensic anthropology: Personal identification; determination of age, sex and stature from human skeletal materials; application of serology and Dermatoglyphics in crime investigation and disputed paternity.

Recommended Readings

1. Chambers, E. 1985 - Applied Anthropology. Englewoodcliffs, N.J Prentice – Hall.
2. Foster, G.M. 1969 - Applied Anthropology. Baston: Little Brown and Co.
3. Foster, G.M. 1962 - Traditional Cultures and the Impact of Technological Change. N.Y: Harper and Row.
4. Leacock, E.et.al 1974 - Training programs for new opportunities in Applied Anthropology. Washington, D.C: American Anthropological Association.
5. Mair, Lucy 1957 - Studies in Applied Anthropology, London: London University Press.
6. Spicer, E.H. 1952 - Human Problems in Technological Change. New York: Russel Sage.
7. Cocharne, G 1971 - Development Anthropology. N.Y, Oxford University Press.
8. Madan, T. N. 1983 - Culture and Development. Delhi, Oxford University Press.
9. Clifton, J.A (ed) 1970 - Applied Anthropology. Boston: Hughton Miffin co.
10. Mathur, H.M 1996 - Anthropology and Development in Traditional Societies. New Delhi: Vikas Publishers.

COURSE - III: PRACTICALS STUDIES IN BIOLOGICAL, SOCIAL-CULTURAL AND ARCHAEOLOGICAL ANTHROPOLOGY

Programme outcome

This practical course aims to strengthen the confidence of students to employ appropriate instruments and techniques required for various measurements and observations. Correct description and identification of osseous materials, their landmarks, and measurements would help the students while pursuing human osteology and somatoscopy. Similarly, exercises on archaeological materials would provide a better confidence among them to experiment with various techniques. This course would further help them to develop a comparative and holistic approach while dealing with material artifacts from the museum, rural and tribal, and excavation sites. Laboratory procedures in blood grouping and dermatoglyphics would give further confidence in dealing with all the applied dimensions they possess. Also give knowledge on Identification, drawing and description of the house and village types in different ecological settings and cultural zones in India and other continents.

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand the gross anatomy of the human skeleton.
- Acquire knowledge of about somatoscopy
- Carrying out research in the field of human growth and development, forensic science and skeletal biology.
- Understand various techniques used in the collection, preparation, identification, illustration, moulding and casting and photography of fossil material.
- Identify various stone tools and types.
- Use the Equipments and techniques for collection, washing & screening, field cataloguing, transportation, etc. of fossils.
- Get practical knowledge of Socio cultural Anthropology.

Pedagogy

- Course activities consist of lectures, hands on demonstration, student presentation, seminar Presentation, assignment writing and tests.

COURSE CONTENT

PART - I: BIOLOGICAL ANTHROPOLOGY

Unit – I

Human osteology: Study of salient features and identification of the major bones of human skeleton. Age and sex determination from skull and pelvis.

Somatometry: The following somatometric measurements should be taken by a repetitive method on at least ten individuals, besides calculating indices involved from the measurements:

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. Nasal depth
10. Physiognomic facial height
11. Physiognomic upper facial height
12. Head circumference
13. Morphological facial height
14. Morphological upper facial height
15. Height vertex (stature)
16. Sitting height
17. Body weight
18. Biacromial breadth
19. Chest breadth
20. Chest circumference
21. Skin fold thickness at triceps
22. Calf circumference
23. Upper arm circumference
24. Biceps and
25. Sub-Scapular

Unit – II

Somatoscopy: The following somatoscopic observation should be recorded at least on 10 individuals:

- Skin colour (upper arm, cheeks and forehead)
- Eye (opening axis, folds and Irish colour)
- Hair (colour, form, texture and quantity)
- Nose (nasal root, bridge and wings)
- Lips (thin, medium, large, everted)
- Ear (type of ear lobe, darwin's tubercle, hypertrichosis)
- Prognathism (alveolar and facial)
- Physique (size and shape)
- Hand clasping, arm folding, handedness, leg folding
- Tongue rolling, tongue folding, tongue curling, tongue pigmentation
- Middle phalangeal hair, digital formula, toe formula
- Dental occlusion types (normal, overbite, under bite) and its anthropological importance; ABO and RH - Blood groups systems ; PTC (Phenylthio carbonate)

PART II: ARCHAEOLOGICAL ANTHROPOLOGY

Unit - III

Identification, drawing and description of representative artifacts of the Paleolithic, Mesolithic, Neolithic and Post-Neolithic periods.

Identification of rocks most commonly used as raw materials in the manufacture of artifacts of different periods; Demonstration of geological stratification.

PART III: SOCIAL – CULTURAL ANTHROPOLOGY

Unit - IV

Identification, drawing and description of house and village types in different ecological settings and cultural zones in India and other continents.

Identification, drawing and description of representative material culture used in economic activities (hunting, gathering, fishing, agriculture etc). Ritual activities, sites of passage etc; Dress and ornaments used on various occasions have to be drawn and described; visit to anthropological museums. Preparation of genealogical charts on at least two families, taking into account at least three generations.

Recommended Readings

1. Agarwal, D.P. 1980 - The Archaeology of India, London: Curzon Press.
2. Allchin, B. & Allchin, R. 1982 - The Rise of Civilization in India and Pakistan: Cambridge: Cambridge University Press.
3. Bordes, F, 1965 - The Old Stone Age: London Weidenfeld and Nicholson.
4. Campbell, B.G. 1982 - Humankind Emerging. Boston: Little Brow & Co.
5. Clark, Grahamme, 1976 - World Prehistory: A New perspective. Cambridge: Cambridge University Press.
6. Clark, Grahamme, 1974 - Archaeology. and Society. N.Y:
7. Clark, and C.S. Piggot, 1969 - Prehistoric Societies, Middlesex: Peguin Books
8. Frazer, 1963 - The Anatomy of the Human Skeleton, London: Blackwell Scientific Company.
9. Gray, Henry, 1962 - Gray's Anatomy, Longmanah and Galsgow.
10. Hardlicke, Alex, 1957 - Practical Anthropometry (ed.), Philadelphia: T.D. Steward, Wister Institute
11. Hole, F. and Heizer, R.F. 1973 - Introduction to Prehistoric Archaeology. New York: Holt Rinehart and Winston.
12. Hooton, E.A. 1958 - Up from the Ape. New York: The Mac Millian Company,
13. Montagu, M.F. 1960 - Anthropometry. Illinois: Charles C. Thomas
14. Murdock, G.P. et al. - Outlines of Cultural Materials. New Haven: HRAF Press.
15. Okhely, K.P. 1959 - Man the Tool Maker, London: British Museum
16. Royal Anthropological Institute of Great Britain and Ireland. Notes and Queries in Anthropology.
17. Sankalia, H.D. 1975 - Prehistory of India, New Delhi: Mushiram Manoharlal.
18. Singh, I.P. and Bhasin M.K. 1989 - Anthropometry. Delhi: Kamla Raj Enterprises Wheeler, M. - Early India and Pakistan.

SOFTCORE

COURSE – IV ANTHROPOLOGICAL THEORIES –

II Programme outcome

Anthropology has remained preoccupied with evolution, diffusion and structural functional approach. A New theoretical constructs and methods such as Marxian Anthropology, psychoanalytical approach, Dialogical Anthropology, interpretative Anthropology, cognitive Anthropology, post-modernist approaches and concepts like ethnicity are now being discussed in contemporary anthropology. In Anthropology there is discussion about methods, paradigms and models in addition to formulation and empirical verification of hypothesis to be field tested. In this course, concepts and theoretical contribution of an Anthropologist, and students are to be understood in terms of contributions of authors and scholars.

Course outcomes

On successful completion of this programme, each student will be able to:

- Critically assess theoretical contributions of Anthropologists
- Understand the anthropological theory of different schools.

- Understand new theoretical constructs and methods such as Marxian Anthropology, psychoanalytical approach, Dialogical Anthropology, interpretative Anthropology, cognitive Anthropology, post-modernist approaches and concepts.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

a. Action – centered processional theories of the British school.
b. Transactional Theories of Dutch School

Unit – II

a. Inter actional theories of Paul Bohannan and E.E. Evans- Pritchard
b. Symbolic theories of American and British schools.

Unit – III

a. Cognitive theories of culture
b. The logic of explanation in anthropology

Unit – IV

a. Explanation: the philosophies perspective
b. The logic of explanation in Anthropology

Recommended Readings

1. Bloch, M (1975) Marxist analysis in Anthropology. London: Malaby
2. Bloch, M (1983) Marxism and Anthropology. Oxford: Clarendon Press
3. Jha, M (1994) An Introduction to Anthropological Thought. New Delhi, Vikas Publishers.
4. Kuper, A (1996 (1973)) Anthropologists and anthropology. London: Routledge and Kegan Paul
5. Barnard, A (2000) History and Theory in Anthropology. Cambridge: Cambridge University Press
6. Layton, R (1997) An Introduction to Theory in Anthropology. Cambridge: University Press.
7. Upadhyaya, V. S and G. Pandey (1997) History of Anthropological Thought. New Delhi: Concept publishers.

COURSE – V: ETHNO MEDICINE

Programme outcome

This course provides an overview of Meaning and scope of ethno-medicine; Development of Ethno-medicine; Ethno-medicine studies: Ethno-botany and Ethno biology, Ethno-physiology, Ethno-anatomy; Definition of disease, fitness, Health and Sickness; Classification of disease. And also student gets knowledge on human body as a natural, social, cosmological, political and spiritual symbol in the context of ritual healing and ethno medical pathway.

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand the basic concepts in ethno medicine and applied medical anthropology.
- Familiar with the socio-cultural dimensions of health and illness.
- Understand a classic example of co-existence of several systems of medicine-medical pluralism.
- Expose to the varied realm of religio-medical practitioners India and worldwide.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

Definition and concept of ethno medicine: Definitions of disease, illness, health and sickness Disease classification concepts. Natural and supernatural pathogenic agents. Illness or etiological ideology. People's perception of ethno physiology and ethno anatomy.

Unit II – II

Ethno-nutritional concepts in relation to preventive, promotive and curative health and morbidity. Perception of body image, including body constitution, composition, elements that contribute to the survival of body and soul. Human body as a natural, social, cosmological, political and spiritual symbol in the context of ritual healing.

a. Mother and child health care beliefs and practices
b. Nature and role of traditional medical practitioners
c. Different types of ethno medical specialists, their stats and medical functions
d. Apprenticeship pattern
e. Medical knowledge of practitioners
f. Medicinal plants administered for various diseases
g. Animal derivatives administered for various diseases
h. Medicines extracted from minerals
i. Other therapies employed

Unit – III

Healing rituals: rituals of inviting healing forces for diagnosis and treatment, collecting, preparing and administrating medicines

Therapeutic rituals:

1. Rituals of appeasing spirits
2. Rituals of compromise
3. Rituals of warding off pathogenic agents/evil effect
4. Rituals of killing pathogenic agents
5. Rituals of purification
6. Rituals of prevention
7. Thanks giving rituals

Unit – IV

Ethno medical pathway - The process or stages through which a patient passes to get him cured. Cultural factors that influence decision to choose and change a therapy Ethno medical Practical and Field Work

- A trip to a tribal area, a nomadic camp or a caste village to study people's ethno medical beliefs and practices

- preparing herbarium sheets of medicinal plants used by people and prescribed by ethno medical specialists
- Preparing five illness episodes
- Preparing five case histories of medical practitioners
- Body mapping session with the target community in order to understand their concept of anatomy, physiology and body image.

Recommended Readings

1. Caulie William , 1955 - Applied Anthropology in Medicine, edited by Kroeber A.R. Anthropology Today
2. Foster George, 1983 - An Introduction to Ethno medicine edited by Bannerman and others, Traditional Medicine and Health Coverage, WHO, Geneva
3. Hughes Charles 1968 – Ethno medicine, Encyclopedia of Social sciences, Vol. X, USA
4. Kurian J.C and Bhanu B.V. 1980 – Ethno medicine: A Study of Nomadic Vaidus of Maharashtra, Eastern anthropologist, Vol. 33, No.1.pp 71- 78, Luck now
5. Turner Victor, 1967 - The Forest of Symbols, Cornell University Press, USA

OPEN ELECTIVE

COURSE – VI: FOUNDATIONS IN ANTHROPOLOGY

Programme outcome

This course covers the basic concepts in Social, Cultural, Physical, Biological, Archaeological and Linguistic Anthropology. The course aims to help the students to understand the holistic perspectives and integrative approaches of anthropology, not only amongst its four branches but also across a wide variety of other disciplines.

Course outcomes

On successful completion of this programme, each student will be able to:

- Trace the meaning, scope and history of anthropology
- Identify the relationship between and amongst its branches
- Appreciate the interdisciplinary and Trans disciplinary nature of anthropology.
- Examine and comprehend the basic concepts contained in: Biological Anthropology, Social- Cultural Anthropology, Archaeological Anthropology and Linguistic Anthropology

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit - I

Fundamentals of Anthropology

a. Meaning and scope of anthropology
b. History of anthropology

c. Major branches of anthropology
d. Relationship between Anthropology & Natural Sciences such as Biology, Geology, Geography.
e. Relationship between anthropology and social sciences and humanities, such as history, economics, sociology, political science, education. Language

Unit – II

Fundamentals in Biological Anthropology

a. Nature and scope of biological anthropology
b. Human evolution
c. Human variation
d. Human genetics
e. Human growth and development

Unit - III

Fundamentals in Social Cultural Anthropology

a. Nature and scope of social cultural anthropology
b. Evolution of culture and society
c. Typologies of human society and culture: board, tribe, peasantry and civilization.
d. Basic human Institutions: Family, marriage, kingship, economy, politics, religion.
e. Social and cultural change

Unit- IV

Fundamentals in Archaeological and Linguistic Anthropology

a. Nature and scope of archaeological and linguistic Anthropology
b. Prehistoric cultures: Paleolithic, Mesolithic and Neolithic
c. Chronology, technology and tool typology of prehistoric cultures
d. Evolutions of Language
e. Speech, language and dialect

Recommended Readings

1. Ember. C. R. and M. Ember Anthropology. New Delhi: Prentice-Hall of India Pvt. Ltd. 2002
2. Evans- Pritchard, E.E. Social Anthropology, New Delhi: Universal Book Stall 1990
3. Fox, Robin Kinship and Marriage. Penguin book 1967
4. Haviland, W.A. Cultural Anthropology. London: Harcourt and Brace 1993
5. Scupin, R and C. R. Decorse Anthropology. New Delhi: Prentice-Hall of India Pvt. Ltd. 2005
6. Srivastav. A.R.N. Essentials of Cultural Anthropology. New Delhi: Prentice-Hall of India Pvt. Ltd. 2005
7. Das B.M. Outlines of Physical Anthropology. Alahabad: Kitab Mahal 2002
8. Battacharya, D.K. An Outline of Indian Prehistory. Delhi: Palaka Prakashan 1998
9. Jurmain, R. and H. Nelson Essentials of Physical Anthropology. New York: Wardworth Kilgore 1998
10. Rami Reddy. V. Physical Anthropology, Evolution and Genetics: Tirupati V. Indira Publisher 1992
11. Shukla, B.R.K. and S. Rastogi Physical Anthropology and Human Genetics: Delhi: Palaka Prakahana 1998
12. Rami Reddy, V. Elements of Prehistory, New Delhi: Mittal Publishers 1987
13. Sankalia H.D. Stone Age Tools. Pune Deccan College. 1964

THIRD SEMESTER

HARD CORE

COURSE – I: POPULATION ANTHROPOLOGY

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand about nature and scope of population anthropology; relationship with other disciplines and population theories.
- Understand how the various factors are affecting on population growth.
- Analyze the different family planning programmes initiated by governments.
- Analyze the HIV/Aids control programme initiated by governments and non governments.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

Nature and scope of Population anthropology; relationship with other disciplines such as Population studies, economics, sociology, psychology, geography, public health and statistics, demographic studies in anthropology; demographic methods, census, registration system, sample methods, dual reporting system, genealogical method. Demographic Theories – Malthusian, optimum, Socio cultural Biological and Demographic transition.

Population structure: Population size and composition, fertility, mortality, migration and their inter - relationship.

Unit II:

Factors affecting population growth : Biological and Socio - ecological, fecundity, fertility, natality, mortality and morbidity; age at menarche, age at menopause, age at marriage and marital distance, measures of fertility and mortality.

Population education and extension: Population education concept, importance and objectives; components of population education; training programmes in population education general procedure for developing training programmes and alternative models of training in population education.

Unit III:

Family planning programmes : Meaning and historical development of the family planning programmes in India ; different methods of family planning ; impact of family planning programmes on population control in developed and developing countries; causes of slow progress of these programmes.

Unit IV:

HIV/AIDS and control ; HIV/AIDS epidemic in India and Africa, U.S.A and Thailand; HIV/AIDS programmes of Karnataka; NGO's programmes; commercial sex workers and HIV/AIDS prevalence and control mechanisms ; other forms of sexual behaviour like homosexuality, extra - marital sex, adolescent sexuality, unuchs, blood transfusion etc and AIDS; The determining of sexual and reproductive health.; health education strategies for reproductive health and HIV/AIDS, World Health Organization Programmes and their contributions to reproductive health.

Recommended Readings:

1. Agarwala, S.N. 1977 - India's Population Problem, New Delhi: Tata McGraw Publishing Company Ltd.
2. Barclay, G.W. 1968 - Techniques of Population Analysis. New York: John Wiley and Sons.
3. Bogue, D.J. 1969 - Principles of Demography. New York :John Wiley and sons.
4. Chnadrashekar, S 1976 - India's Population : Fact and Policy. Meerut: Meenakshi.
5. Kohli, K.L. 1977 - Mortality in India: a State-wide Study. New Delhi: Sterling Publishers.
6. Mahadevan, K. 1984 - Stratagies for Population Control. Tirupathi: S.V. University.
7. Mahadevan, K. 1986 - Fertility and Mortality Theory Methodology and Empirical Issues. New Delhi Sage Publications.
8. Mahadevan, K 1985 - Infant and Child Mortality: Bio - Social Determinants New Delhi: Mittal Publishers.
9. Mandelbaum, D.G. 1974 - Human Fertility in India. Delhi:Oxford University Press.
10. Srinivas, M.N and E. A Rangaswamy 1977 - Culture and Human Fertility in India. Delhi : Oxford University Press.
11. Shryak, H.S. et al 1971 - The Methods and Materials of Demography. Washington: U.S. Department of Economics.

COURSE – II: ANTHROPOLOGY OF COMPLEX SOCIEITIES

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand Meaning and scope of anthropology of complex societies.
- Appreciate the emerging scope of anthropological theories and methods to the study of complex society.
- Analyse the contributions of British and American anthropologist.
- Understand anthropological methods for urban studies
- Analyse the use of anthropological theory and methods in urban planning

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I: Introduction:

a. Meaning and scope of anthropology of complex societies
b. Anthropological approaches to the study of complex societies: The British model (social network analysis).
c. Anthropological approaches to the study of complex societies: The American model (Textural and contextual analysis).

Unit II: Folk-Urban continuum:

a. Folk - Urban continuum as an ideal type (Robert Redfield); critique of the concept of folk - urban continuum.
b. Peasant society as part - society with part – culture (Robert Redfield).
c. Great and Little traditions of civilization (Robert Redfield).
d. Role of cities in the cultural transformation of pre-industrial and industrial societies; orthogenetic and heterogenetic transformations.

Unit III: Study of nation states:

a. Study of culture at a distance.(M, Mead and R. Metraux)
b. Study of nation building process in developing nations. (Clifford Geertz and others)
c. Ethnicity and nationalism. (M.Singer and T.H. Erikson)

Unit IV: Cultural adaptations in the urban setting:

a. Classification of city cultures: Administrative, industrial, mercantile, colonial and city states. (R.G. Fox)
b. Urban poverty: Culture of poverty (Oscar Lewis)
c. Multiculturalism in the urban setting.

a. A.C. Meyer's study in Central India.
b. S.C. Sinha and B.N. Saraswati's study on Kashi.

Recommended Readings:

1. Agarwal, B.C. (ed) - Anthropological approaches to the study of civilizations.
2. Banton, M. (ed) - Social Anthropology of complex society. ASA Monograph
3. Cohn, B.S - India: Social Anthropology of a civilization.
4. Fox, R - Urban Anthropology: Englewoodcliffs, N.J. Prentice - Hall.
5. Geertz, C. (ed) - Urban Research Methods. D. van Nostrand Co.
6. Geertz, C. (ed) 1963 - Old Societies and New States. New Delhi: Amerind publishing. Co.
7. Goldberg, T.D - Multiculturalism Oxford: Blackwell.
8. Mithcell, J.C (ed) - Social Networks in Urban Situations. Manchester: Manchester University press.
9. Meyer, A.C. 1960 - Caste and Kinship in Central India. Berkaley: University of California Press.
10. Jain, R.K. - Text and context: The Social Anthropology of tradition.
11. Redfield, R. 1963 - Peasant society and culture. Chicago: Chicago University Press.
12. Redfield, R. - Human Nature and the study of society. Chicago University press.
13. Redfield, R. - Folk Culture of Yucatan.
14. Singer, M. 1997 - Ethnicity. N.Y: State University of New York Press.
15. Simha, S. C and B.N Saraswathi - Asetics of Kashi. Varanasi: N.K Bose Foundation.

COURSE – III: TRIBAL CULTURES OF

INDIA Course outcomes

On successful completion of this programme, each student will be able to:

- Comprehend the distribution of tribes in India
- Highlight the antiquity, racial elements and anthropological importance of studying tribes in India
- Differentiate between tribes and castes on the socio-cultural parameters
- Identify the problems of nomenclature, tribal dialects and language peculiarities
- Critically assess the problems of tribal identity and difficulties involved
- Differentiate between scheduled tribes, tribes, nomadic, denotified, etc

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

a. The concept of tribe: general and specific characteristics.
b. Tribes in India: antiquity; administrative, academic and anthropological importance; study of Indian tribes during the British period.
c. Geographical distribution of tribal communities in India; tribal demography.
d. Racial, linguistic and religious elements in India's tribal population.
e. Tribe and caste compared in their physical and socio-cultural characteristics; tribe - caste continuum.
f. Tribes and Indian civilization: tribes as a dimension of India's civilization.

Unit II:

History of tribal administration in India: Tribal administration during the British period, tribal administration since independence, administration of V and VI Schedule Areas.

Tribal movements: unrest among tribal communities; regionalism and demand for autonomy; Naga movement, Jharkhand movement and Bodo movement.

Unit III:

Social organization of Indian tribes: Groupings of tribal communities on the basis of family, lineage, clan and moiety; descent, inheritance and kinship systems.

Political organization of Indian tribes: Territorial jurisdiction, judicial machinery, tribal councils and chieftainship.

Unit IV:

Religious life of the tribals: nature of belief in supernatural powers (animism, bongaism, naturalism, totemisim, taboo, magic, ancestor-worship and polytheism).

Impact of other religions on tribal religious systems: impact of Hinduism, Islam, Buddhism and Christianity.

Recommended Readings:

1. Bhanage, M.P. - Tribal Commissions and Committees in India.
2. Bose, N.K. 1971 - Tribal life in India. New Delhi: National Book Trust.
3. Choudhury, B (ed) 1983 - Tribal Development in India. New Delhi: Inter – India.
4. Elwin,V 1960 - A Philosophy for NEFA. Shillong: Government of India.
5. Fuchs, S. 1973 - The Aboriginal Tribes of India. Delhi: Mac Millan and Co.
6. Ghurye, G.S. - The Scheduled Tribes. Bombay: Popular Book Depot.
7. Haimendorf, von F - The Tribes of India.
8. Singh , K.S. (ed) 1972 - Tribal Situation in India. Delhi : Motilal Banarsidas.
9. Singh, K.S (ed) 1982 - 83 - The Scheduled Tribes. Delhi: Oxford University Press
10. Vidyarthi, L.P and B.K. Rai 1985 - Tribal Cultures of India. New Delhi . Concept Publishers.

COURSE – IV: GENDER ANTHROPOLOGY

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand concept of gender, relationship between sex, gender and other cultural variables
- Understand various models of gender development of the specific themes such as welfare, empowerment etc.
- Study relationship between gender, culture and health (physical and mental)
- Understand gender based violence and roots of violence Identify and discuss cultural values influencing gender

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I:

Concept of gender: Biological, psychological and social concepts of gender; socialization and construction of gender; cross cultural concept of gender; approaches to gender and feminist studies.

Gender role and social structure: Gender differences in social role and social structure (family, kinship, etc) in role of social structure in determining gender relations; gender relations as cultural construct.

Unit II:

Gender and socio-cultural change: comparative status of men and women in society, impact of changing values on the role, status and gender relationship; sources of change.

Gender and development: concept of development with reference to gender, gender equity and gender discrimination; gender development index.

Unit III:

Gender and modern economy: Impact of modern economy in gender relations; impact of globalization on gender relations; gender and employment; participation of women in modern economic activity (with reference to World Development Report).

Gender and health: Fertility, sexuality and reproductive health of women; gender and mental health; special health needs of women.

Unit IV:

An overview of feminist anthropology; critique of Malinowski's fieldwork by A. Weiner; women as muted groups in society (Edwin Ardner). Anthropology as a male dominated discipline (Edwin Ardner); women, men and ethnography; issues relating to the development of gender free anthropology. Gender in the context of Indian society: gender relations as the product of India's civilizational culture. Gender in the context of contemporary Indian society gender relations in tribal, rural and urban context.

Recommended Readings:

1. Ardner, E. 1989 - The Voice of Prophecy and Other Essays Oxford: Basil Blackwell .

2. Dube, L. 1997 - Comparative Perspectives on Gender in South and Southeast Asia New Delhi Vistar.
3. Dube, L E. Leacock and S. Ardner 1989 - Visibility and Power: Essays on Women in Society and Development. Delhi: Oxford University Press.
4. Moore, H. 1988 - Feminism and Anthropology. Cambridge: Cambridge Polity Press.
5. Moore, H. 1994 - A Passion for Difference Essays in Anthropology and Gender. Cambridge: Cambridge Polity Press.
6. Bell. D. P, Caplan W.J. Karin (eds) 1993 - Gendered Fields : Women, Men and Ethnography. London: Routledge.
7. Sergeant, C. and C. Brettell 1996 - Gender and Health .N.J. Prentice - Hall.
8. World Bank Report 1991 - Gender and Poverty in India.
9. Weinder, A. 1976 - Women of Value, Men of Renown: New Perspectives on Trobriand exchange. Ausutin: University of Texas Press.

COURSE – V: DEVELOPMENT ANTHROPOLOGY

Course outcomes

On successful completion of this programme, each student will be able to:

- Analyse the concept of development in the light of anthropological theories
- Understand perspectives of people and programmes and their interaction
- Evaluate the process of development and measurement of the output
- Discuss various development models followed in independent India such as welfare model, charity, social activist, Gandhian model
- Analyse the roles of Govt., NGOs and community based organizations in development.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I:

a. Development: Meaning and evolution of the concept: indices and measurements of development, development theories and models.
b. Applied, action and development anthropology: meaning, scope and the emerging trends, contributions of anthropology to development studies, development studies'contribution to anthropological thought and method. Moral/Ethnical issues and limitations of development anthropology.

Unit II:

a. Policy and Planning: concept of planning, formulation of policy and plan strategy – phases, targets, regions, resources and people, resources and people, participatory approach in development, anthropological perspectives and data in development planning, conflict in people centered and programme centered paradigms.
b. Agencies for development: Governmental and non-governmental, approaches, models, administration, training man power, peoples participation

Unit III:

a. Evaluation and impact: indices and measures; anthropological approaches – assessment of social impact, evaluation of development programmes, gender issues in development.
b. Role of valuers and institutions in development; caste, religion and culture-Weber, Bailey, Epstein, Milton Singer, and Madan.
c. Rural Development in India: Historical background; special programmes and poverty alleviation programmes. Land reforms; panchayati raj; community based organizations.

Unit IV:

a. Development of scheduled castes, scheduled tribes: special component plans. Development of scheduled tribes: constitutional provisions and safeguards, protective legislation; structure of tribal development administration; evolution of tribal sub plans, problems and prospects of tribal development.
b. Sustainable development; environment, natural resources, people concerns and needs.
c. Case studies in development: e.g. Ralegaon Siddhi in Maharashtra NGO case studies in different regions, success stories in cooperative management.

Recommended Readings.

1. Zamara, D. Mario Perspectives on Cultural Change and Development
2. Vorhies et al. The Politics of Hunger
3. Rogers Everll Communication and Development: Critical Perspectives
4. Chambers Robert Rural Development
5. Kapoor & Singh Rural Development Through NGOs
6. Cochrne Development Anthropology
7. Dalton, George (Ed.) Economic Development and Social Change
8. Foster, G.M. Traditional Cultures and Impact of Technological change
9. Chansarkar, B.A. Models for Planning in India
10. Krishnamachari, V.T. Community Development in India
11. Tax, Sol Action Anthropology
12. Vidyarthi, L.P (Ed.) Applied Anthropology in India.

14. Nair, S.& White, S. Perspective on Development Communication
15. Rogers, Everall Communication and Development: Critical perspectives
16. Fisher, Audrey B. Perspective on Human Communication
17. Kincaid, Lowernce D. Communication Theories: Eastern and Western Perspective.
18. . Roberto Frisancho, A: Human Adaptation
19. Barth, F.1956 Ecological Relations of Ethnic Groups in swat, Pakistan', American Anthropologist.
20. Bennet, John 1979The Ecological Transition: Cultural Anthropology and
21. Human Adaption', Pergamon Press Inc., Great Britan. Eidt, R.C. Man, Culture and Settlement'
22. Gandgil & Guha 1197 This Fissured Land: An Ecological History of India.
23. Hardesty. Donald 1197 Ecological Anthropology', John Wiley and Sons. India Oxford University Press, New Delhi
24. Moran, E.F. Human Adaptability: An Introduction to Ecological Anthropology
25. Netting, R.M The Ecological Approach in Cultural Study
26. Odum, Eugene Fundamentals of Ecology
27. Reddy, G.P. Scarcity and Survival
28. Steward, Julian Theory of Culture Change

OPEN ELECTIVE

COURSE - VI: PEOPLE AND CULTURES OF INDIA Course outcomes

On successful completion of this programme, each student will

Understand the evolution of Indian culture and civilization from pre-historic to post-vedic era Demonstrate knowledge of the nature and magnitude of divergence of culture - racial, ethnic, linguistic and religious as well as

Demonstrate knowledge of the salient features of Indian social organization and culture by village, caste and tribe

Demonstrate knowledge of the basic concepts and approaches developed for understanding the processes of social-cultural change occurring in modern India.

Pedagogy

Course activities consist of lectures, student presentation, group discussions, seminar presentation, assignment writing and tests.

COURSE CONTENT

Unit I:

a. Evolution of Prehistoric Indian culture (Paleolithic, Mesolithic and Neolithic). b. Evolution of Indian civilization: Indus civilization, vedic

c. Indian people: Social, ethnic, linguistic and religious elements and their distribution. Peopling of India: Autochthons, migrations and D. N.A explanations

Unit II:

Basis of traditional Indian social structure and

a. Varnasharama dharma, Purushartha, karma,, rina and
b. Impact of Buddhism, Jainism, Islam, and Christianity on

Unit III:

Social Structure of Indian society:

a. Caste system: definitions and criteria, varna and caste, theories on the origin of caste system, caste mobility, dominant caste, sanskritization.
b. Indian village: Socio-economic characteristics, Jajmani system, impact of new technology and urbanization on village society Panchayath Raj system.
c. Great and Little cultural traditions.

Unit IV:

a. Scheduled Caste and Schedule Tribe communities and their characteristics. Other Backward Communities and their characteristics. Unity and diversity in Indian society and culture; issues of national integration

Recommended Readings:

1. Dube, S.C 1990 - Indian Society. Delhi: National Book, Trust.
2. Vatuk, S (ed 1978 - American Studies in the Anthropology of India. New Delhi: Manohar.
3. Srinivas, M.N (ed) 1960 - India's villages. Bombay: Asia Publishing House.
4. Khare, R.S 1998 - Cultural Diversity and Social Discontent: anthropological Studies on Contemporary India. New Delhi: Sage Publications.

5. Singh, K.S 1992 - People Of India. Kolkatta: Anthropological Survey of India.
6. Karve, I 1965 - Hindu Society. Pune: Deccan College.
7. Cohn, B.S 1971 - India: Social Anthropology of a civilization. Eagkewoodcliffs, N.J : Prentice – Hall.
8. Malik, S.C. 1987 - Indian Civilization Delhi: Motilal Banarsidas.
9. Srinivas, M.N 1962 - Caste in Modern India and other essays. Bombay: Asia Publishing House.
10. Vidyarthi, L.P and B. K Rai 1977 - Tribal Cultures of India. Delhi: Concept Publishers.

FOURTH SEMESTER

HARD CORE

COURSE - I: MEDICAL ANTHROPOLOGY

Programme outcome

This course is meant to facilitate communication between anthropology and medical sciences. Cultural relativism in anthropology puts all indigenous and modern systems of medicine such as Ayurved, Unani, Chinese etc. equidistant. Anthropological theory advocates the terminology of medical pluralism in preference to alternative or complementary medicine. The dialogue with medical faculty is expected to be more interactive and creative with epidemiologists, public health experts and policy planners, psychiatrists and nutrition experts.

The overall aim of this course is to absorb the knowledge about health and disease in traditional and modern medical systems (except the treatment) and analyse the same from the cultural perspective. The principles and practice of health and plural medical systems would be learnt by the students.

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand different medical systems, both indigenous and modern and the cultural contexts of the systems.
- Understanding of the compatibility of the systems in evolving projects that require a blend of traditional and Western medical techniques.
- Focuses on social and cultural etiology to understand the entire spectrum of health and sickness and the people's perspectives on that.
- Examines how an individual's interactions with socio-cultural and physical environments influence the experiences of health and illness.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

a. Meaning and scope of medical anthropology.

b. History and development of medical anthropology.

c. Major areas of research.

d. Basic concepts: Health, disease, illness, healing, curing, and therapy management.

Unit – II

Major theoretical orientations in contemporary medical anthropology : Views of A.K. Kleinman, Horcio Fabrega, Alexander Alland, Charles Leslie, Mark Nichter, Allan Young, Ronald Frankenberg, G.M. Foster, J.M Janzen and Margaret Lock.

Unit – III

Medical systems and medical pluralism: characteristics and universals in medical systems, brief introduction to established medical systems viz, Allopathy (biomedicine), Homeopathy, Ayurveda, Unani, Chinese medicine and Greek medicine, Medical pluralism in world perspective (Charles Leslie).

Ethonomedicine: The need for an ethnomedical science (H. Fabrega); classification of ethonomedicine (G. M. Foster)

Ethopsychiatry: Relationship between culture and mental health; concepts of normality and abnormality; culture-bound psychological disorders; cultural healing of psychological disorders.

Nutritional Anthropology: Cultural identification of food; food classification; cultural images of the body (ethno - physiology and ethno-anatomy); culture and malnutrition.

Unit – IV

a. Culture and epidemiology: Culture and the identification of disease; cultural factors in the epidemiology of disease.

a. Culture and human reproduction: Beliefs and practices relating to human reproduction; paradigms of maternity; the management of obstetrical events.

b. Anthropology and international health: participation of anthropologist in planning and implementing international health programs in the developing world.

Recommended Readings

1. Foster. G. M. and B.G. Anderson 1978 - Medical Anthropology. N.Y: John Wiley and sons.
2. Helman, C.G. 2000 - Culture Health and Illness. Oxford: Butterworth.
3. Johnson, T.M and C.F Sergeant (eds.) 1990 - Medical Anthropology Contemporary Theory and Method. N.Y: Praegar Klienman, A.K 1980

4. Patients and Hearlers in the Context of Culture. Berkley: California University Press. Leslie, Charles(ed) 1993
5. Paths to Asian Medical Knowledge (Indian edition). New Delhi: Munshiram Monoharalal.
6. Nichter, M. and M. Nichter 1996 - Anthropology and International Health Amsterdam Gardan and Breach.
7. Nichter, M (ed) 1992 - Anthropological Approaches to the Study of Ethno medicine Philadelphia: Gordon and Breach.
8. Leslie, Charles 1998 - Asian Medical System (Indian edition) New Delhi: Motilal Bonarsidas.
9. Nichter. M and M. Lock (eds) 2002 - New Horizons in Medical Anthropology. London: Routledge.

COURSE – II: ECONOMIC ANTHROPOLOGY

Programme outcome

Economic anthropology studies how human societies provide the material goods and services that make life possible. In the course of material provisioning and during the realization of final consumption, people relate to each other in ways that convey power and meaning

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand basic knowledge of Economic Anthropology.
- Analyse characteristics of Primitive and Peasant Economies'
- Describe the characteristics of the three modes of production: domestic production, tributary production, and capitalist production.
- Compare reciprocity, redistribution, and market modes of exchange.
- Evaluate the ways in which commodities become personally and socially meaningful.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I: Introduction

a. Meaning and scope of Economic Anthropology.
b. Development of Economic Anthropology.

c. Relationship between Economic Anthropology and Economics.

d. The substantives revolution in economic anthropology (Karl Polanyi, George Dalton and Paul Bohannan).

e. The formalist counter-revolution in economic anthropology (Robbins Burling, E.E. Le C lair and Scoot Cook).

Unit – II

Salient features of non - western (pre - industrial) economies (hunting, food gathering, pastoral, horticultural and agricultural communities):

a. Technology

b. Concept of property.

c. Allocation of natural resources.

d. Organization of labour.

Unit – III

Salient features of non - western (pre - industrial) economies (hunting food gathering, pastoral, horticultural and agricultural communities):

a. Nature of consumption, savings and capital.

b. Exchange systems: Reciprocity and redistribution.

c. Money and market

Unit – IV

Case studies:

a. The potlatch system of the Kwakiutl.

b. The Kula ring of Trobriand Islanders.

c. Traditional Tiv economy.

d. The jajmani system of Indian village.

Recommended Readings

1. Belshhaw, C 1969 Traditional exchange and modern markets. New Delhi Prenitce - Hall of India.
2. Clammer, J - The New Economic Anthropology.
3. Dalton, G. (Ed) 1971 - Economic development and social change N.Y: The American Museum of Natural History.
4. Dalton, G 1967 - Tribal and Peasant Economies. N.Y: The Natural History Press.
5. Firth, R. (Ed) 1967 - Themes in Economic Anthropology.
6. Leclair, E.E Jr and H.K. Schneider (Eds) 1968 - Economic Anthropology. N.Y: Holt, Rinehart and Winston

7. Nash, M. 1966 - Belshhaw, C 1969 - Traditional exchange and modern markets. New Delhi Prentice - Hall of India.
8. Clammer, J - The New Economic Anthropology.
9. Dalton, G. (ed) 1971 - Economic development and social change.
10. N.Y: The American Museum of Natural History.
11. Dalton, G. 1967 - Tribal and Peasant Economies. N.Y: The Natural History Press.
12. Firth, R. (ed) 1967 - Themes in Economic Anthropology.
13. Leclair, E.E Jr and H.K. Schneider (eds) 1968 - Economic Anthropology. N.Y: Holt, Rinehart and Winston
14. Nash, M. 1966 - Primitive and peasant economic systems. San Francisco: Chandler Publishing Co.
15. Sahlins, M.D. 1972 - Stone Age Economics. Chicago: Aldine.
16. Sahlins, M.D. 1968 - Tribesman. Englewood cliffs N.J: Prentice – Hall.

COURSE – III: FIELD WORK AND DISSERTATION

Programme outcome

This course based on field work depending upon the area of specialization. Students get practical knowledge of Research methods, tools and techniques and thesis/dissertation writing. They can able to Distinction between survey method and the anthropological field work method. Preparation for field work, including getting acquainted with the field. establishment of rapport and the use of the local language. Use of informants and the role of key-informant (s) in anthropological Research.

Course outcomes

On successful completion of this programme, each student will be able to:

- Gets practical knowledge about fieldwork.
- Understand application of research methodology.
- Acquire practical experience in presenting the primary data and the secondary data already collected.

Pedagogy

- Course activities consist of lectures, primary and secondary data collection, analysis and interpretation, seminar Presentation, assignment writing and tests, report writing and student presentation.

COURSE CONTENT

The Students should select the topic of dissertation and get it approved by the Department during III Semester and submit before the end of the IV Semester under supervision of Teachers. The dissertation could be either in English or Kannada. Three typed copies properly bound should be submitted to the Department before the Last working day of the IV Semester.

The student is required to live for at least 30 days in the field (tribal, village or urban) for the collection of research data by using anthropological methods. The field work should be carried out during the holidays after the III semester. At the end of IV Semester the students are required to submit a dissertation of about 15,000 words. The dissertation will be evaluated and viva-voce examination will be held by both internal and external examiners.

SOFT CORE

COURSE - IV: INDIAN ANTHROPOLOGY

Programme outcome

This course portrays a broad canvass of the unity and the diversity of Indian society and culture; the evolution of Indian civilization from pre-historic to post-vedic era, the village and social organization of Indian society; the processes of socio-cultural change in modern India, the Constitutional framework promoting equity and secular trends while safeguarding the interests of the weaker sections of society and finally the contributions of anthropologists and scholar — administrators to the understanding of the Indian society and culture. The course is aimed at promoting a clear understanding of the varying patterns of social systems and cultures across regions and social groups and the forces binding them together, leading to the appreciation of the composite nature of Indian culture and Indian nationality as well as the concepts and approaches developed to study Indian society and culture.

Course outcomes

On successful completion of this programme, each student will be able to:

- Understand the evolution of Indian culture and civilization from pre-historic to post-vedic era
- Demonstrate knowledge of the nature and magnitude of divergence of Indian society and culture - racial, ethnic, linguistic and religious as well as its unity
- Demonstrate knowledge of the basic concepts and approaches developed for understanding the processes of socio-cultural change occurring in modern India.
- Understand the philosophy of the Constitution and its provisions aiming to guarantee equity to every citizen while promoting and safeguarding the special interests of the weaker sections of the society

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

a. Approaches to the study of Indian society, culture and civilization: Indological, historical and anthropological.

b. Salient features of ancient culture of India : Varna system of social order; purusharthas (Hindu goals of life)

c. Emergence of new religious traditions in India, Buddhism, Jainism, Sikhism, Christianity, Zorastrianism and Islam

Unit – II

a. Contemporary India: Demographic profile; racial, linguistic and ethnic elements in Indian population

b. Contemporary India: Concept of caste in Indian social system; caste and village councils; village as a social system; regional variation in village structure.

Unit – III

a. Tradition and modernity in Indian society and culture: family marriage and kinship systems.

b. Indigenous and exogenous processes of socio-cultural change in Indian society and culture: Sanskritization, parochialization, universalization westernization and modernization.

c. India's Great and Little cultural traditions.

Unit – IV

a. Salient features of India's constitution: Special privileges for Scheduled Castes; Social disabilities of Scheduled Castes.

b. Salient features of India's constitution: special privileges for Schedule Tribes; social disabilities of Scheduled Tribes.

c. History and development of Indian anthropology in the 19th and 20th centuries; contributions of eminent foreign and Indian anthropologists.

d. Status of Indian anthropology: a brief review of present status of biological anthropology, social - cultural anthropology and archeological anthropology.

Recommended Readings

1. Basham. A. L. 1971 - The Wonder that was India. New Delhi: Rupa and Co.
2. Cohn, B.S 1971 - India: Social Anthropology of a Civilization. Englewood cliffs, N.J: Prentice – Hall.
3. Karve, I 1961 - Hindu Society Pune: Deccan College.
4. Madan, T. N. 1994 - Pathways: Approaches to the Study of Indian Society. New Delhi: Oxford University Press.
5. Mandelbaum, D.G 1972 - Society in India Bombay: Popular Prakashan.
6. Singh .K.S 1992 - People of India. Kolkatta : An. S.I.
7. Sarana G. and R.P. Srivastava 2005 - Anthropology and Sociology. Lucknow: New Royal Book Co.

COURSE - V: ANTHROPOLOGY OF DISASTER MANAGEMENT

Programme outcome

There have been migrations in the historical times on account of epidemics, famines, floods and earthquakes. In contemporary times, people get displaced due to manmade contingencies such as wars, development projects, and chemical or nuclear holocaust. Anthropologists are called upon to advise the policy planners and administrators in regard to rehabilitation of the displaced people. Selected case studies would illustrate the issues of the development and rehabilitation.

Course outcomes

On successful completion of this programme, each student will be able to:

- Comprehend the disasters as sudden destruction and disorganization of the family network.
- Spread appropriate awareness programmes among the common people about the natural calamities and the precautions the people should take in the event of disasters
- Appreciate and understand peoples coping mechanism due to loss of life and rehabilitation procedures.

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

Displacement situation: Natural and manmade, floods, epidemics, famines, earthquakes, fire, chemical and nuclear leaks, wars, ethnic conflicts and migrations.

Unit – II

Development and displacement: Construction of dams and roads, development of cities absorbing villages in city, defence projects, hill resorts.

Unit – III

Rehabilitation policies and programmes in natural and created disasters: strategies, agencies and organizational structure.

Unit – IV

a) Human factors in rehabilitation: anthropological perspectives.
b) Case studies: Bhopal gas tragedy, Latur and Gujarat earthquakes, Orissa floods, Narmada Dam (examples to be added which may be region specific, national or international)

Recommended Readings

1. Bose, B.P.C. – Disaster Policies and Administration: A Study of Three Andhra Disasters.
2. Chohen, Stephen P. and C.V. Raghavulu – The Andhra Cyclone of 1977. Individual and Institutional Responses to Mass Death.
3. Fernandes, Walter and Enakshi Ganuli Thakrai (Eds.) - Development, Displacement and Rehabilitation.
4. Gangopadhyay, T and K.A. Mankodi - Rehabilitation: The Ecological and Economic Costs.
5. Goldsmith and Hildyad, N. - The Social and Environmental Effects of Large Dams.
6. Keller, Stephen L. – Uprooting and Social Change.
7. Saklani, Girija – The Uprooted Tibetans.
8. Schdder, T. – The Human Ecology and Big Projects: River Basin Development and Resettlement. In Annual Review of Anthropology.

OPEN ELECTIVE

COURSE - VI: TRIBAL DEVELOPMENT OF INDIA

Programme outcome

The basic issue is regarding the identification of the major tribal groups in the constitutional category of Scheduled Tribe'. The constitutional safeguards and facilities in regard to political representation, socio-economic development and applying the principle of equity to enable them for equality of opportunity is a process which has to be properly analysed. Issues of tribal autonomy, tribal development and tribal unrest need anthropological interpretation.

Course outcomes of the course

On successful completion of this programme, each student will be able to:

- Learn about the cultural and legal issues about tribe and Scheduled Tribe
- Know about constitutional provisions about scheduled tribe, scheduled area and the powers of the President and Governors
- Analyse the economic and social issues more particularly about land and forest relationship
- Assess the planning process and schemes about tribal development evaluate the role of NGOs in tribal development

Pedagogy

- Course activities consist of lectures, student presentation, group discussions, seminar Presentation, assignment writing and tests.

COURSE CONTENT

Unit – I

a. Tribal policy, regulation and development measures during British Rule.

b. The Indian constitution and tribal policy: safeguards and provisions for scheduled tribes (economic, socio – cultural, educational, service sector etc,).

c. Administration of scheduled areas (V schedule) and tribal areas (VI Schedule).

d. Administrative structure for tribal welfare: Structure and function of various agencies at central and state government levels.

e. Planning and development: Policies and programmes for tribal development in five year plans.

Unit – II

a. Participation of tribals in development, functioning of Panchayath Raj, development personnel and their attitude towards tribal development.

b. Role of voluntary agencies in tribal development; case studies on tribal development (health, education and economy).

Unit – III

Tribal problems on land alienation, bonded labour, indebtedness, poverty, labour migration, shifting cultivation, health education, depopulation, housing, alcoholism, and unemployment; special problems of primitive tribal groups (PTG's). Impact of industrialization and urbanization on tribal communities.

Unit – IV

a. Displacement and rehabilitation of tribal communities as a result of land acquisition for development projects and protection of wildlife; case studies on Narmada river basin area and Nagarhole forest area.

b. The National Tribal Policy: Merits and demerits.

Recommended Readings

1. Chaudhury, B (Ed) - Tribal Development in India. Delhi: Inter – India.
2. Elwin, V 1960 - A Philosophy for NEFA Shillong: Government of Assam
3. Government of India - Report of the Scheduled Areas and Scheduled Tribes Commissions.
4. Sharma, B.D. - Basic Issues in Tribal Development.
5. Singh, K.S. - The Scheduled Tribes.
6. Sharma, B.D. 1976 - Tribal Development.
7. Sharma, B.D. 2000 - Delits Betrayed. New Delhi: Sahyog Pustak Kuteer.
8. Dash Sharma, P 2006 - Anthropology of Primitive Tribes in India. Delhi: Serials Publications.
9. Sahay,V. S. Singh P. K. and G. K. Bera 2005 - Dimensions of Researches in Indian Anthropology. Delhi: Serials Publications.
10. Saksena, H. S., V. K. Srivastava and S. K. Chaudhury 2006 - Scheduled Tribes and Development. Delhi: Serials Publications.
11. Vidyarthi, L.P. 1980 - Tribal Development and their administration. New Delhi: Concept Publications.