

**SYLLABUS FOR UNDERGRADUATE
COURSE
ANTHROPOLOGY
B.A./B.Sc. COURSES
(SEMESTER SYSTEM)**

Under Choice Based Credit System



**Gangadhar Meher University, Amrut Vihar,
Sambalpur, 768004**

ANTHROPOLOGY UNDERGRADUATE SYLLABUS FOR HONOURS

Sl.No	Semester	Number	Title of the Course	Marks Theory-60 Mid-Term-15 Practical-25	Credit	
					Theory-4	Practical-2
1	1st	CORE PAPER-1	Introduction to Biological Anthropology	75	6	
			Practical	25		
2		CORE PAPER -2	Introduction to Socio-cultural Anthropology	75	6	
			Practical	25		
3		GE1.	Introduction to Biological Anthropology	75	6	
			Practical	25		
4		ABILITY ENHANCEMENT COMPULSORY COURSE-1		100	4	
5		2nd	CORE PAPER -3	Archaeological Anthropology	75	6
	Practical			25		
6	CORE PAPER -4		Fundamentals of Human Origin & Evolution	75	6	
			Practical	25		
7	GE2.		Introduction to Socio-Cultural Anthropology	75	6	
			Practical	25		
8	ABILITY ENHANCEMENT COMPULSORY COURSE-2		100	4		
9	3rd		CORE PAPER -5	Tribes and Peasants in India	75	6

10	CORE	Practical	25	6
		Human Ecology	75	
		Practical	25	

		PAPER -6			
11		CORE PAPER -7	Biological Diversity in Human Populations	75	6
			Practical	25	
12		GE 3.	Archaeological Anthropology	75	6
			Practical	25	
13	SKILL ENHANCEMENT COURSE-1			100	4
14	4th	CORE PAPER -8	Theories of Culture and Society	75	6
			Practical	25	
15		CORE PAPER -9	Human Growth and Development	75	6
			Practical	25	
16		CORE PAPER-10	Research Methods	75	6
			Practical	25	
17		GE4.	Anthropology of India	75	6
			Practical	25	
18	SKILL ENHANCEMENT COURSE-2			100	4
19		CORE PAPER -11	Prehistoric Archaeology of India	75	6
			Practical	25	
20		CORE PAPER-12	Anthropology in Practice	75	6
			Practical	25	
21	5th	DSE1	Anthropology of Religion, Politics and Economy (Compulsory)	75	6
			Practical	25	
22		DSE2.	Tribal Cultures of India(Compulsory)	75	6
			Practical	25	

23	CORE PAPER-13	Forensic Anthropology	75	6	
		Practical	25		
24	CORE PAPER -14	Fieldwork and Dissertation	100	6	
25	6th	DSE-3(Any one paper from these three options i.e. from 3.1 to 3.3)	DSE 3.1 Anthropology of India (Optional)	75	6
			Practical	25	
			DSE 3.2 Human Genetics(Optional)	75	6
			Practical	25	
			DSE 3.3 Demographic Anthropology (Optional)	75	6
			Practical	25	
26	DSE-4	Museum and Museology	75	6	
		Practical	25		
TOTAL			2600	148	

Red: Employability

Green: Entrepreneurship

Blue: Skill development

HONOURS PAPERS:

Core Papers – 14 papers

Discipline Specific Elective (DSE) – 4 papers

Generic Elective (GE) for non Anthropology students – 4 papers, If the university prescribes two papers Please take GE1 and GE2

Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical: 25 Total – 100 marks

Credit per paper – Theory : 4 , Practical : 2 Total- 6

Teaching hours per paper – 40 hours (theory) + 10 hours (practical)

CORE PAPER 1

Introduction to Biological Anthropology

Theory

Unit I: History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

Unit II: History and development of understanding human evolution (pre-19th and post-19th Century); Theories of evolution: Lamarckism, Darwinism, Synthetic theory, and Mutation theory.

Unit III: Primates: General Characteristics, Distribution and Classification of Non human living primates. Comparative anatomy and behaviour of human and non-human primates.

Unit IV: Structure and function of an animal cell; cell theory and cell division (Mitosis and Meiosis), Mendel's Laws of inheritance and its application to man.

Practical

Introduction to Anthropology Laboratory: Dry Lab and Wet Lab, Calibration and Standardization of Instruments, Demonstration of Instruments: Anthropometry, Spreading Calliper, Sliding Calliper, Weighing Machine and Steel tape.

Somatometry

1. Stature
2. Sitting height
3. Body weight
4. Maximum head length
5. Maximum head breadth
6. Maximum bizygomatic breadth
7. Bigonial breadth
8. Morphological facial height
9. Head circumference
10. Minimum frontal breadth

Course Outcome (CO):

1. To understand historical development of physical anthropology, recognizing key milestones and contributors of the field.
2. To comprehend and analyze different theories of evolution and evaluate their impact on the understanding of human evolution.
3. To describe general characteristics, distribution, and classification of non-human primates, and to explain about the importance of primate study.
4. To Understand why the study of genetics and cytology is critical to biological Anthropology today.

5. To develop practical skills in anthropometry, including the use of different instruments to measure human body

Text book recommended:

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. PlakaPrakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology* (New Edition).Book World. Kolkata.
4. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhy. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). *Introduction to Physical Anthropology* Wadsworth Publ., USA.
2. Stanford C., Allen J.S. and Anton S.C. (2010). *Exploring Biological Anthropology. The Essentials*. Prentice Hall Publ, USA.

CORE PAPER 2

Introduction to Socio-cultural Anthropology

Theory

Unit I: Anthropological perspective and orientation; Scope and relevance of Social Anthropology; Relationship of Social Anthropology with other disciplines. Its distinction from sociology.

Unit II: Concepts of society and culture; status and role; groups and institution, social stratification, and civil society.

Unit III: Social organization; social structure; social function; social system.

Unit IV: Theory and practice of ethnographic fieldwork; survey method; comparative and historical methods.

Practical

Methods and Techniques of Social Anthropology: 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

Course Outcome (CO):

1. Extend the vision beyond familiar social contexts and experiences and offers a productive counterweight to "culture bound" or ethnocentric ideas regarding human nature, values, and ways of life.
2. Articulate broad scopes of anthropology in everyday life of human being and its cognateness with others social science disciplines.
3. Demonstrate the knowledge on different concept and domains of social anthropology.
4. Analyze the development of different theories in anthropology in brief.
5. Gives the researcher direct access to the culture and practices of a group and observe and analyze how people interact with each other and with their environment in order to understand their culture.

Text book recommended:

1. Ember C. R. et al. (2011). *Anthropology*. New Delhi: Dorling Kindersley.
2. Haviland, Prins, Walrath, McBride (2008). *Cultural Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi.
3. Kapadia, K.M, 1966, *Marriage and Family in India*, Oxford University Press, London
4. Murdock, G.P. 1949, *Social structure*, Macmillan Co. London
5. Tylor, E. B. 1920 (originally in 1871), *Primitive Culture*, New York: J.

Suggested Readings

1. Beattie J. (1964). *Other Cultures*. London: Cohen & West Limited.
2. Bernard H.R. (1940). *Research Methods in Cultural Anthropology*. Newbury Park: Sage Publications.
3. Davis K. (1981). *Human Society*. New Delhi: Surjeet Publications.
4. Delaney C. (2004). 'Orientation and disorientation' In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
5. Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective*.
6. Belmont: Wadsworth.
7. Karen O'reilly. (2012). 'Practical Issues in Interviewing' *Ethnographic Methods*.
8. Abingdon: Routledge
9. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use.
10. *The American Catholic Sociological Review*, 17(3): 206-218
11. O'reilly K. (2012). *Ethnographic Methods*. Abingdon: Routledge.
12. Parsons T. (1968). *The Structure of Social Action*. New York: Free Press
13. Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*.
14. London: Routledge.
15. Royal Anthropological Institute of Great Britain and Ireland (1971). 'Methods' In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

CORE PAPER 3

Archaeological Anthropology

Theory

Unit I: Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

Unit II: Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon¹⁴ dating (C¹⁴), Potassium-Argon, Dendochronology, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

Unit III: Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

Unit IV: Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination of fabrication techniques; Earliest evidence of culture in the World: Konso, Olorgesaille, Olduvai Gorge, Pirro Nord, Dmanisi, Attirampakkam, Isampur, Kuliana.

Course Outcome (CO):

1. Basic understanding of Archaeological Anthropology and its relations with other sciences.
2. Knowledge on different dating methods, their scopes and visibility.
3. Evolution of life and geochronology to focus on Human origin and climatic changes.
4. Biocultural evolution with estimation of efficiency of tools and techniques.
5. The integrated education provides the basic knowledge on adaptation and chronological happenings.

Practical

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

Text book recommended:

1. Bhattacharya D.K. (1990). *An introduction to Prehistoric Archaeology, Delhi, Hindustan*

- Publishing Corporation..
2. Rammi Reddy, V. 1987. Elements of Prehistory, New Delhi: Mittal Publications
 3. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

Suggested Readings

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Renfrew, C. and Paul Bahn 1996, *Archaeology: Theory, Method and Practice*: Thames & Hudson ... London

CORE PAPER-4

Fundamentals of Human Origin & Evolution

Theory

Unit-I: Primate origin, evolution and radiation: Ramapithecus, Dryopithecus, 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*, Origin of modern humans (*Homo sapiens sapiens*): Distribution and features

Unit-IV: Theories of human evolution: Multiregional and Out of Africa theory; Hominization process.

Practical Craniometry:

- a. Maximum cranial length
- b. Maximum cranial breadth
- c. Maximum bizygomatic breadth
- d. Maximum frontal breadth
- e. Minimum frontal breadth
- f. Nasal height

- g. Nasal breadth
 - h. Bi-mastoid breadth
 - i. Greatest occipital breadth
 - j. Upper facial height
 - k. Cranial index
 - l. Nasal index
1. **Osteometry:** Measurements of long bones: lengths, minimum/least circumference and caliber index
 2. Identification of casts of fossils of family hominidae: Drawing and comparison of characteristics.

Course Outcome (CO):

1. To understand the evolution of primates, focusing on Miocene fossil primates and three major groups of early hominins and to elaborate their distribution, features, and phylogenetic connections existed among them.
2. To examine the origin of Homo sapiens through fossil evidence and to understand the distribution and features of modern humans, completing the narrative of human evolution.
3. To Comprehend major theories of human evolution.
4. To Gain insights into the hominization process, understanding the complexities of the evolutionary journey leading to modern humans.
5. Develop proficiency in morphometric techniques, mastering craniometry (cranial dimensions) and osteometry (long bone measurements). Acquire skills in identifying and comparing casts of hominidae fossils.

Text book recommended:

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. PlakaPrakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology* (New Edition).Book World. Kolkata.
4. Singh I.P. and M.K. Bhasin. 1989. *A Laboratory Manual on Biological Anthropology: Anthropometry*. Kamal-Raj Entreprises, Delhi.

Suggested Readings

1. Buettner-Janusch, J. (1966). *Origins of Man: Physical Anthropology*. John Wiley & Sons, Inc., New York, London, Sydney.
2. Conroy, G.C. (1997). *Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, New York, London.
3. Howell F.C. (1977). *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
4. Nystrom P. and Ashmore P. (2011). *The Life of Primates*. PHI Learning Private Limited, New Delhi.

5. Seth P. K. and Seth S. (1986). *The Primates*. Northern Book Centre, New Delhi, Allahabad.
6. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
7. Standford C.; Allen J.S. and Anton S.C. (2012). *Biological Anthropology: The Natural History of Mankind*. PHI Learning Private Limited, New Delhi.
8. Swindler D. R. (2009). *Introduction to the Primates*. Overseas Press India Pvt. Ltd., New Delhi.

CORE PAPER 5

Tribes and Peasants in India

Theory

Unit I: Definition and Concept of Tribe; Problems of nomenclature, distribution and classification; Features of tribes in India.

Unit II: Tribes in India. The history of tribal administration; Constitutional safeguards; Draft of National Tribal Policy, Issues of acculturation assimilation and integration; Impact of development schemes and programme on tribal life.

Unit III: Concept of Indian Village; The concept of peasantry; Approaches to the study of peasants – economic, political and cultural. Characteristics of Indian village: social organization; economy and changes. Caste system and its changes in the Indian society.

Unit IV: Ethnicity Issues: Tribal and peasant, movements; Identity issues.

Practical

Reading of Ethnography: Students are required to read and analyze any two of the ethnographies (as listed below) and prepare a report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.

1. Research questions/objectives of the study and their relevance.
2. Theoretical schema.
3. Methods and techniques used in the study.
4. Key findings and their significance in the context of the objectives of the study.
5. Critical analysis of the finding on the basis of contemporary available resources.

Course Outcome (CO):

1. Delve into the conceptual understanding of tribes, their distribution and classification in India.
2. Develops knowledge on the administration of Tribal in India from pre-independence to present-day, focused approach on the integrated socio-economic development of the Scheduled Tribes (STs) and the impact of development on transformation tribes and their integration with non-tribes.
3. It helps in examining the economic structures, livelihood patterns, and agrarian systems prevalent in villages.
4. It brings clear understanding on transformation villages with sparking innovation, and launching initiatives that influence in changing in the Indian caste structure.
5. It allows understanding the tribe and caste referring to a shared culture and a way of life. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

List of Ethnographies:

1. Walker A. (1986). *The Todas*. Delhi : Hindustan Publishing Corporation
2. Verrier Elwin (1992). *The Muria and their Ghotul*. USA: Oxford University Press.
3. Malinowski M. (1922). *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul Ltd.
4. Furer-Haimendorf C.V. (1939). *The Naked Nagas*. London: Methuen and Co.
5. Evans-Pritchard E.E. (1940). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford : Clarendon Press.
6. Majumdar D. N. (1950). *Affairs of tribes*. Lucknow: Universal Publishers Ltd.
7. Dube S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul Ltd.
8. Berreman G.D. (1963). *Hindus of the Himalayas*. Berkeley: California University Press.

Suggested Readings

1. Gupta D. (1991). *Social Stratification*. Oxford University Press: Delhi.
2. Madan V. (2002). *The Village in India*. Oxford University Press: Delhi.
3. Nathan D. (1998). *Tribe-Caste Question*. Simla: IAS.
4. National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Government of India.
5. Patnaik S.M. (1996). *Displacement, Rehabilitation and Social change*. Inter India Publication, Delhi.
6. Shah G. (2002). *Social Movement and the State*. Delhi: Sage.
7. Shanin T. (1987). *Peasants and Peasantry*. New York, Blackwell.
8. Vidyarthi L.P. and Rai B.K. (1985) *Tribal Culture in India*, New Delhi, Concept Publishing Company.
9. Wolf E. (1966). *Peasants*. NJ, Prentice Hall.

CORE PAPER 6

Human Ecology

Theory

Unit 1: Concepts in Ecology: Definition, Ecosensitivity, adaptation, acclimation, acclimatization, Ecosystem: Types and Components (biotic and abiotic).

Unit II: Methods of studying human ecology. Adaptation to various ecological stresses: heat, cold and high altitude; Ecological rules and their applicability to human populations.

Unit III: Culture as a tool of adaptation; various modes of human adaptation in pre-state societies; (i) Hunting and food gathering (ii) Pastoralism and (iii) Shifting cultivation and Agriculture and peasantry.

Unit VI: Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic Civilization, Impact of urbanization and industrialization on Man.

Practical

Biological Dimensions

Size and Shape Measurements

1. Stature
2. Sitting Height
3. Body Weight
4. Total Upper Extremity Length
5. Total Lower Extremity Length
6. Nasal Breadth
7. Nasal Height

Size and Shape Indices (Any two)

1. Body Mass Index
2. Ponderal Index
3. Relative Sitting Height
4. Relative Upper Extremity Length
5. Relative Total Lower Extremity Length
6. Nasal Index

Cultural Dimensions

1. Make a research design pertaining to any environmental problem and do a project based on it.

Course Outcome (CO):

1. Grasp key ecological concepts, including Eco sensitivity, adaptation, and ecosystem components.
2. Develop skills in studying human ecology, focusing on adaptation to environmental stresses and applying ecological rules.
3. Explore how culture serves as a tool for adaptation in pre-state societies, investigating diverse strategies.
4. Analyze themes of state formation, including the Neolithic revolution and the impact of urbanization and industrialization.
5. Gain practical skills in biocultural anthropometry, measuring size and shape indices to

understand population variations.

6. Design and execute a research project addressing environmental problems, applying human ecology principles for real-world impact.

Text book recommended:

1. Mukherji, D., D. Mukherjee and P. Bharti and A. Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Reading

1. Human ecology: biocultural adaptation in human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976).Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. W.H. Freeman & Company, San Francisco.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasant society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. Man the hunter. Chicago: Aldine Pub. Co.
9. Dave Deeksha & S.S. Katewa (2012). Text Book of Environmental Studies. Cengage Learning India Pvt. Ltd., Delhi
10. Eugene P. Odum and Gary W. Barrett (2004). Fundamentals of Ecology. Cengage Learning; 5 edition.

CORE PAPER 7

Biological Diversity in Human Populations

Theory

Unit I: Concept of Biological Variability; Sources of Genetic Variation; Structuring Genetic Variation; Interpretation of Human Variation, Genetic Polymorphism (Serological, Biochemical and DNA Markers).

Unit II: Concept of Race and UNESCO Statement on Race, A Comparative account of various races of the world. A critical appraisal of the contribution of Risley, Guha, Eickstedt and Sarkar towards understanding ethnic elements in the Indian populations.

Unit III: Demographic Anthropology: meaning and scope, Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations and its growth structure.

National population policy.

Unit IV: Role of Bio-cultural Factors: Bio-cultural factors influencing the diseases and nutritional status; Evolution of Human diet, biological perspectives of ageing process among different populations.

Practical (Any Two)

1. Craniometric Measurements (Skull & Mandible)
2. Determination of A,B, O; and Rh blood groups of ten subjects.
3. 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 (Ten Subjects)
4. Collection of demographic data from secondary sources.

Course Outcome (CO):

1. To Comprehend and interpret the concept of biological variability, Genetic polymorphism by emphasizing traits determined through serological, biochemical, and DNA markers,
2. To explain the concept of race by considering the UNESCO statement on race and the contribution of different authors in understanding ethnic elements in Indian populations.
3. To understand the meaning and scope of demographic anthropology along different demographic processes and sources of data and to analyze the demographic profile of Indian populations.
4. Examine the role of bio-cultural factors in influencing diseases and nutritional status within populations.
5. Develop practical skills in craniometric measurements on skulls and mandibles, enhancing the ability to analyze and interpret skeletal features and determine A, B, O, and Rh blood groups of individuals, gaining hands-on experience in blood group analysis.
6. Analyze and interpret dermatoglyphics patterns and demographic data.

Text book recommended:

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. Plaka Prakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology* (New Edition).Book World. Kolkata.
4. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhy. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested readings:

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

2. Bhende A. and T. Kantikar (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai
3. Bogin B. (1999). *Pattern of Human Growth*. 2nd edition CUP.
4. Cameron Noel and Barry Bogin (2012) *Human Growth and development*. Second edition, Academic Press Elsevier.
5. Eckhardt R.B.(1979) *The Study of Human Evolution*. McGrand Hill Book Company, USA.
6. Frisancho R. (1993) *Human Adaptation and Accommodation*. University of Michigan press
7. Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) *Human Biology*. Oxford University Press.
8. Jurmain Robert Lynn kilgoreWendaTrevathan and Ciochon (2010). *Introduction to Physical Anthropology*. Wadsworth Publishing, USA.
9. Kapoor A.K. and Satwanti Kapoor (ed) (1995). *Biology of Highlanders*. Jammu, Vinod Publisher & Distributor.
10. Kapoor A.K. and Satwanti Kapoor (eds) (2004) *India's Elderly-A Multidisciplinary Dimension*. Mittal Publication, New Delhi.
11. Klepinger L.L. (2006). *Fundamentals of Forensic Anthropology*. John Willey & Sons., New Jersey.
12. Malhotra K.C. and B. Balakrishnan (1996) *Human Population Genetics in India*.
13. Malina Robert M., Claude. Bouchard, Oded. Bar-Or. (2004) Growth, and Physical Activity. *Human Kinetics*.
14. Stanford C., Allen, S.J. and Anton, C.S. (2013): *Biological Anthropology*. 3rd edition, Pearson, USA.
15. Bhende A. and Kaniikar, T. (2010) *Principles of Population Studies*. Himalaya Publishing House. Mumbai

CORE PAPER 8

Theories of Culture and Society

Theory

Unit I: Emergence of Anthropology: Interface with evolutionary theory and colonialism, Evolutionism, Diffusionism and Culture area theories.

Unit II: Emergence of Fieldwork tradition; Historical Particularism, American Cultural Tradition.

Unit III: Durkheim and Social integration; Functionalism and Structural-functionalism and British Social Anthropology.

Unit IV: Structuralism: Claude Levi-Strauss and Edmund Leach; Symbolism and Interpretative approach.

Practical

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

1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.
3. Various types of hypotheses.

4. Formulation of hypothesis.
5. Distinction between hypothesis testing and exploratory research.
6. Identification of universe and unit of study with justifications.
7. Choice of appropriate research technique and method in the context of theoretical framework.
8. Data collection and analysis

Course Objectives

1. CO 1: To understand critically theories pertaining to Evolutionism and Diffusionism.
2. CO 2: to familiarized with fieldwork tradition in anthropology.
3. CO-3: To analyses social integration and to investigate the functional and structural view point of culture.
4. CO-4: Understand the basic concept of Symbolism and Interpretative approach

Suggested Readings

1. Applebaum H.A. (1987) *Perspectives in Cultural Anthropology*. Albany: State University of New York.
2. Barnard A. (2000). *History and Theory in Anthropology*. Cambridge: Cambridge University.
3. McGee R.J. and Warms R.L. (1996) *Anthropological Theories: An Introductory History*.
4. Moore M. and Sanders T. (2006). *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing

Text Book Recommended:

1. Behura, N.K. Anthropological thought and Theories ,New Delhi
2. Geertz, C. 1973. *The Interpretation of Culture*, New York: Basic Books.
3. Harris, M. 1969. *The Rise of Anthropological Theory*, London: Routledge and Kegan paul.
4. Honnigman, J. J. (Ed). 1997, *A Hand Book of Social and Cultural Anthropology*, Vol-II, University of North Carolina, New Delhi: Rawat Publications
5. Kroeber, A. L. 1953. *Anthropology Today: An Encyclopedic Inventory*. Chicago
6. Levi-Strauss, C. 1983, *Structural Anthropology*, Chicago: University of Chicago Press
7. Manners and Kaplan (Ed). 1968. *Theory in Anthropology: A Course Book*, Chicago: Aldine Publishing Company
8. Morgan, L. H. 1963. (Originally 1877), *Ancient Society*, New York
9. Merton, R. K. 1957, *Social Theory and Social Structure*, New York
10. Radcliffe-Brown, A. R. 1952, *Structure and Function in Primitive Society*. New York: Free Press

CORE PAPER 9

Human Growth and Development

Theory

Unit I: Concept of human growth, development, differentiation and maturation; Evolutionary

perspective on human growth.

Unit II: Prenatal (conception till birth) and postnatal (birth till senescence) period of growth, pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), ethnic and gender differences in growth curves, secular trend.

Unit III: Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and variation, methods and techniques to study growth, significance/ applicability of growth studies

Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Assessment of nutritional status.

Unit IV: Human physique and body composition – models and techniques; gender and ethnic differences; Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods.

Practical (Any two)

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR, WHtR)
3. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance
4. Nutritional assessment through dietary pattern and anthropometric indices

Course Outcome (CO):

1. To develop a clear understanding of human growth, development, differentiation, and maturation.
2. To analyse impact of bio-cultural factors on growth, including genetics, social, and ecological influences.
3. To understand concept of nutrition and to learn practical methods for evaluation of nutritional status.
4. To analyze models and techniques available for studying human physique and body composition and to explore gender and ethnic differences.
5. To learn techniques of nutritional assessment and body composition analysis.

Text book recommended:

1. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
2. Mukherji, D., D. Mukherjee and P. Bharti and A. Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings

1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.

2. Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan Press.
3. Cameron N and Bogin B. (2012) Human Growth and Development. Second edition, Academic press Elsevier.
4. Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
5. Harrison GA, Tanner JM, Pibeam DR, Baker PT. (1988). Human Biology. Oxford University Press.
6. Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
7. Kapoor AK and Kapoor S. (1995) Biology of Highlanders. Vinod Publisher and Distributor.
8. Kathleen K. (2008). Encyclopedia of Obesity. Sage.
9. Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.
10. McArdle WD, Katch FI, Katch VL. (2001) Exercise Physiology: Energy, Nutrition, and Human Performance.
11. Singh I, Kapoor AK, Kapoor S. (1989). Morpho-Physiological and demographic status of the Western Himalayan population. In Basu and Gupta (eds.). Human Biology of Asian Highland Populations in the global context.
12. Sinha R and Kapoor S. (2009). Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.

CORE PAPER 10

Research Methods

Theory

Unit I: Field work tradition in Anthropology; Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment identification of representative categories of informants, maintenance of field diary and logbook.

Unit II: Research Design, Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling and reference. Genealogy; data analysis and report writing- Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), bibliography (annotated) and references cited, review and index.

Unit III: Ethics and Politics of Research, ethical issues in the context of human subject research; privacy and confidentiality in research; Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication.

Unit IV: Basic tenets of qualitative research and its relationship with quantitative research; Types of variables, presentation and summarization of data (tabulation and illustration).

Descriptive statistics- Measurers of Central Tendency, standard deviation,

Course Outcome (CO):

1. Relevance of field work tradition of anthropology is taught while following the tradition of its unique method of gathering qualitative data.
2. Enables them to follow the universal pattern of Research design and its follow up.
3. Developing skills to gather data in a scientific manner with necessary preventive steps that are adopted for a transparent research initiative.
4. The importance of merging qualitative and quantitative data for better understanding and presentation in a research work.

Practical

1. Construction of Genealogy & Pedigree Analysis.
2. Observation: Direct, Indirect, Participant, Non-participant, Controlled
3. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focused Group Discussion, and Free listing, pile sorting
4. Case study and life history.

Text book Recommended

1. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism

Suggested Readings

2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012.
4. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
5. Michael A. The Professional Stranger. Emerald Publishing. 1996.
6. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Field Notes. Chicago, University of Chicago Press. 1995.
7. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
9. O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
10. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
11. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.
12. Sarantakos S. Social Research. London: Macmillan Press. 1998

CORE PAPER 11 **Prehistoric Archaeology of India**

Theory

Unit I: Pleistocene chronology of India; Palaeolithic cultures in India.

Palaeolithic cultures in India: Lower Palaeolithic cultures – evidences from Kashmir Valley and Peninsular India), Middle Palaeolithic culture in India, Upper Palaeolithic culture in India (characteristic features, major tool types, important sites, chronology with stratigraphic evidences). Some important sites of Odisha may be discussed on the above cultural periods.

Unit II: Mesolithic cultures in India.

Mesolithic cultures in India (characteristic features, major tool types, important regions and sites, chronology with stratigraphic evidences (some important sites of Odisha may be discussed on above cultural periods).

Unit III: Neolithic cultures in India.

Neolithic culture in India (characteristic features, major tool types, important regions and sites, chronology with stratigraphic evidences (some important sites of Odisha may be discussed on above cultural periods).

Unit IV: Rock art of India.

Prehistoric Art in India with special reference to Central India and Odisha.

Course Outcome (CO):

1. Provides education on human evolution in India along with cultural evolution.
2. Scientific analysis of the stratigraphic evidence throughout the geography of Paleolithic culture.
3. The evolution of human culture from paleolithic to Mesolithic to Neolithic periods.
4. The detailed description on rock art with special reference to central India and Odisha.
5. Thus a detailed view of Indian Prehistory with archeological evidences are placed through the course.

Practical

1. Identification of tools:
 - (a) Hand axe varieties, chopper/chopping tools
 - (b) Cleaver varieties
 - (c) Side scraper varieties
 - (d) Knives
 - (e) Burins
 - (f) End scrapers
 - (g) Borer
 - (h) Microlithic tools
 - (i) Bone tools
3. Identification of lithic technology.

Text Books Recommended:

1. Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi: Hindustan Publishing Corporation.
2. Bhattacharya, D. K.1990, *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan.

Suggested Reading:

1. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.

2. Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan*.Cambridge: Cambridge University Press.
3. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books India (P) Ltd.
4. Basa, K.K and P. Mohanty . Archaeology of Odisha(Orissa), Delhi Pratibha Prakasan
5. Chakrabarti, D.K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
6. Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.
7. Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.
8. Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi: D.K. Printworld (P) Ltd.
9. Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
10. Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
11. Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
12. Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
13. Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R.Publication.
14. Settar, S. and R. Korisettar (Ed), 2001, *Indian Archaeology in Retrospect*, Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.

CORE PAPER 12

Anthropology in Practice

Theory

Unit I: Academic Anthropology; Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues: Applied Anthropology, Action Anthropology and Development Anthropology.

Unit II: Role of Anthropology in Development; Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO's, Business Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management.

Unit III: Future Dynamics in Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology in Census; Designing And Fashion, Visual Anthropology.

Unit IV: Biosocial anthropology in practice; Bio-social elements of human development at national and international level, application of conceptual framework of Forensic Anthropology in judicial settings both criminal and civil, Population Dynamics and relationship between population growth and various aspects of culture such as means of subsistence, kinship, social

complexity, social stratification and political organization, Bio- social counselling of an individual or population.

Practical

1. The students will visit a NGO or corporate office or census office in Odisha and its adjoining areas and write principal observations on the same.
2. Write a project on constitutional provisions or evaluation of any development project/report.
3. Draw a scene of crime and identify the various pieces of evidence in a portrayed crime scene.
4. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.
5. Write a project on the demographic profile from secondary data.
6. Collect data on bio-social problems and design counseling and give the analysis and interpretation.

Course Outcome (CO):

1. Understand academic and applied anthropology and its impact on Anthropology of development, public policy, and community well-being.
2. To explore emerging trends in anthropology in different arena like tourism, demographical analysis, forensic analysis and visual media.
3. Develop practical skills in fieldwork, data collection, and project management within anthropological contexts.
4. Synthesize theoretical knowledge with practical application in addressing bio-social issues and designing effective interventions.

Text Books Recommended:

1. Vidyarthi V (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.
2. Vidyarthi LP. (1990). Applied Anthropology in India – Principles, Problems and Case Studies. Kitab Mahal, U.P.
3. Vidyarthi LP and BN Sahay (2001). Applied Anthropology and Development in India, National Publishing House, New Delhi.

Suggested Readings

1. Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
2. Ervic, Alexander M., (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practise, Boston, MA: Allyn and Bacon.

3. Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
4. Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
5. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Perspectives. K. Sharma, R.K. Pathak, S.Mehra and Talwar I (eds.). Serials Publications, New Delhi.
6. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
7. Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
8. Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.
9. Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner. Publications, New Delhi.
10. Patnaik SM (2007). Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60(3&4):455-470
11. Srivastav OS (1996). Demographic and Population Studies. Vikas Publishing House, India

CORE PAPER 13

Forensic Anthropology

Theory

Unit-I: Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications and

Integration of Forensic Anthropology. Crime.....

Unit-II: Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains,

Ancestry, age, sex and stature estimation from bones. Discovery and Techniques for recovering skeletal Human Remains.

Unit-III: Personal Identification, Complete and Partial Identification, Methods of Identification in

Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

Unit-IV: Serology: Identification and Individualization of bloodstain, urine, semen and saliva. Forensic Odontology-Tooth Structure and Growth, Bite Marks, and DNA Profiling.

Practical

1. Study of Human Long Bones. Estimation of age, sex and stature from bones.
2. Somatometric and Somatoscopic Observation on living persons.
3. Identification of bloodstain, urine, semen and saliva.
4. Examination & of Fingerprints and Handwriting.

Course Outcome (CO):

1. To know about forensic Anthropology it's scope and application
2. To understand human skeletal biology and to identify human and non-human skeleton
3. To know the techniques of personal identification through the body description, analysing body fluids and human tooth structure
4. To analyse human bones for the estimation of age, sex and statures
5. To learn techniques of personal identification by analysing body fluids, fingerprints and handwriting.

Text book recommended:

1. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings:

1. Bass W.M. (1971). *Human Osteology: A Laboratory and Field manual of the Human Skeleton*. Columbia: Special Publications Missouri Archaeological Society.
2. Black S. and Ferguson E. (2011). *Forensic Anthropology 2000 to 2010*. CRC Press, London.
3. Byers, S. N. (2008). *Forensic Anthropology*. Boston: Pearson Education LTD.
4. Gunn A. (2009) *Essential Forensic Biology* (2nd ed). Chichester: Wiley-Blackwell
5. Modi, R. B. J. P. (2013). *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
6. Reddy V. R. (1985). *Dental Anthropology*, Inter-India Publication, New Delhi.
7. Spencer, C. (2004). *Genetic Testimony: A Guide to Forensic DNA Profiling*, Pearson, New Delhi.
8. Vats Y., Dhall J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. *J. Forensic Odontology*, 4: 11-15.
9. Wilkinson, C. (2004). *Forensic facial reconstruction*. Cambridge University Press.
10. Nath, Surendra . *Forensic Anthropology*. Kitab Mahal, New Delhi.

CORE PAPER 14

Fieldwork and Dissertation

Empirical study among the tribal, rural and urban communities of Odisha is to be conducted for a minimum period of 21 days in semester VI under the guidance of a teacher or teachers. Two copies of dissertations are to be submitted for examination on the basis of fieldwork and presentation of seminar. The Examination of Dissertation shall be conducted by an internal and an external examiner.

Mid-term Examination
marks

= 15

(Seminar presentation by the student based on his/her fieldwork/field topic) End-term

Examination)

Dissertation based on 21 days fieldwork =60

marks

Field diary (15 marks) and =25

marks

Viva-voce (10 marks)

*The dissertation has to be submitted by the student positively before the end semester examination. The dissertation will be evaluated both by the internal and external examiners

Course Outcome (CO):

1. Field work is the only course that provides the direct experience of ground realities of the subject/discipline.
2. The guidance by the teachers and coordination between universe of research and students, are realized in the area of research.
3. It helps the first-hand data collection and application of different methods of research.
4. It enhances the presentation, comprehension. And conceptual clarification of phenomenon and methodological knowledge.
5. The dissertation helps to go for future research.

DSE 1-COMPULSORY

Anthropology of Religion, Politics and Economy

Theory

Unit I: Anthropological approaches to understand religion- magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics; Overview of Anthropological Theories of Religion; Religion as the sacrality of ecological adaptation and socialness

Unit II: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

Unit III: Political institutions: concepts of power and authority; types of authority; state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilizations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its

institutions, and cultures, both Western and non-Western.

Unit IV: Interrelationship between religion, politics and economy; religious conversion and movements, emergence of new religious sects in the global order.

Practical

1. Case study of any of the social institute (religion, economic, political) with respect to culture perspective

Course Outcome (CO):

1. Develops an understanding that religion is products of human culture and human nature, not as manifestations of anything transcendental, supernatural, or otherwise sui generis. Moreover, it enlarges the skills of analysis, interpretation, and comparison and gives a solid grounding in global cultures and social issues.
2. Manifest economics comparatively in all societies of the world, industrialized and non-industrialized, typology of forms of distribution: reciprocity, redistribution, and exchange, morally constrained give-and-return and movement of goods between previously socially related persons or groups.
3. Fetch an understanding on political systems, power relations, political behavior within human societies and the dynamics of politics and governance across different cultures and societies.
4. It allows to critical about the religious beliefs and how the values and behaviors contribute to the lives of individuals and communities within norms, status and role which promotes to achieve individual's or group's non-materials needs.

Text book recommended:

1. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
2. Ember C.R. (2011). Anthropology. New Delhi: Dorling Kinderslay

Suggested Readings:

1. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York:Macmillan.
2. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread ofNationalism. Verso
3. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London: Pluto Press.
4. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
5. Henrich J. (2002). Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), Theory in Economic Anthropology (pp. 251-295). Walnut Creek, CA: Altamira Press.
6. Lambek. M. (2008) A Reader in the Anthropology of Religion
7. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge.

9. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
10. Herskovits MJ. (1952). Economic Anthropology: A Study in Comparative Economics. New York: Alfred A Knopf Inc.
11. Malinowski B. (1922) Argonauts of the Western Pacific. London: Routledge.
12. Balandier G. (1972). Political Anthropology. Middlesex: Penguin

DSE-2-COMPULSORY Tribal Cultures of India

Theory

Unit I: Concept of tribes and its problematic nature, General and specific characteristics of tribes, Classification and distribution of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs).

Unit II: Tribe- caste continuum, Gender and Tribe, Distribution of tribes in India.

Unit III: Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

Unit IV: Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics Displacement, rehabilitation and social change Globalization among Indian tribes.

Course Outcome (CO):

1. Grounded with the concept of tribe and their distribution in India.
2. Making them to learn the linkage of tribe with other communities.
3. Expertise on understanding the world view and barriers to tribal development.
4. Acquireing knowledge on tribal plans, issues on migration rehabilitation etc

Practical

1. Distribution of Indian Tribes: PVTGs, ST
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write the social structure of any one tribe of India

Text book recommended:

1. Vidyarthi L.P and Rai B.K.. (1976). The tribal culture of India. Concept Publishing Co,Delhi

Suggested Readings:

2. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to
3. VII. New Delhi: Concept Publishing Company
4. Georg Pfeffer. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: Niswas.

5. Vidarthy, L.P. and Rai. Applied Anthropology in India.
6. Vidarthy, L.P. and B.N. Sahay . Applied Anthropology and Development in India. New Delhi: National Publishing House.
7. Bhende A. and Kaniikar, T. (2010) *Principles of Population Studies*. Himalaya Publishing House. Mumbai (All Units, It covers most topics)
8. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
9. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
10. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) *Population Ecology and Family Planning*. Serials publications. New Delhi.
11. Howell N. (1986) Demographic Anthropology. *Ann. Rev. Anthropol.* 15: 219-246
12. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
13. Misra BD (1982). *An introduction to the study of population*. South Asia publ. ltd. New Delhi.
14. Park K. (2000) *Text book of Preventive and Social Medicine*. BanarsidasBhanot, Jabalpur.
15. Patra P.K. and Kapoor, A.K. (2009) *Demography And Development Dynamics in a Primitive Tribe of Himalayas*. International Book Distributors, Dehradun
16. Riley N.E. and Mc Carthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University press. UK. Pages 1-13 and 32-98
- 17.

DSE-3.1-OPTIONAL
Anthropology of India

Theory

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. 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; Contribution of contemporary biological, social and archaeological anthropologists in India.

Unit II: Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages; Tribal situation in India- biogenetic variability, linguistic and socio-economic characteristics; Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shifting-cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity

Unit-III: Developmental projects- tribal displacements and rehabilitation problem; Impact of culture-contact, urbanization and industrialization on tribal and rural Population ; Basic concepts -Great tradition and little tradition, sacred complex, Universalization

andparochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

Unit IV: Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes. Constitutional Provisions for the Scheduled caste and scheduled tribes, Evaluation and Development of Indian Population; Human Rights, Protection and enforcement of human rights, Human rights of special category and marginal groups, Emerging trends of human rights with respect to terrorism, globalization and environment.

Practical

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

Course Outcome (CO):

1. Manifest the historical root of anthropology in India, diversity of Indian population and contextualize the global issues and relevance.
2. Well understanding the social, economic, and cultural aspects of rural life and how the market economy has brought changes in other ways like opening up consumer product markets in rural areas and service provision. Moreover, the pupils will deep on the influence of market economy and modernization on socio-economic; landholding patterns, agricultural patterns and biological variation.
3. It make a clear understanding on Development-induced displacement is a social problem affecting multiple levels of human organization.
4. These concepts of cultural complexity shed its light on the culture within societies, revealing how different groups interpret and practice shared cultural elements and culture integration among the cross-culture groups.
5. It brings notice of the students how people fail to get essential amenities in life, how special care can be taken educational and economic interests of the weaker sections of the society and in particular, of the Scheduled Castes and Scheduled Tribes and shall be protected them from social injustice and all forms of exploitation based on constitutional safeguard.

Text book recommended:

1. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.
2. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution.
3. Trautmann T.R (2011). India: Brief history of Civilization. Oxford University Press : Delhi

Suggested Reading

1. Nicholas D. (2001). *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
2. Bernard C.S. (2000). *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
3. Bhasin M.K, Watter H and Danker-Hopfe H. (1994). *People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups*. Kamla Raj Enterprises, Delhi
4. Lopez D.S. (1995). *Religions of India in Practice*. Princeton University Press
5. Gupta D. *Social Stratification*. Delhi: Oxford University Press.
6. Karve I. (1961). *Hindu Society: An Interpretation*. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: *Census of India, 1931, vol I, Part III (BPO, Simla)*
8. Vidyarthi L.P and Rai B.K.. (1976). *The tribal culture of India*. Concept Publishing Co, Delhi.
9. Haddon AC. (1929). *Races of man*. Cambridge University, London.
10. Kapoor A.K. (1992). *Genetic Diversity among Himalayan Human Populations*. M/S Vinod Publishers, Jammu
11. Majumdar, D.N. (1901). *Races and Culture of India*. Asia Publishing House, Bombay
12. Dumont, L. (1980). *Homo Hierachicus*. University of Chicagon Press.
13. Guha B.S. (1931). The racial attributes of people of India. In : *Census of India, 1931, vol I, Part III (BPO, Simla)*

DSE-3.2-OPTIONAL Human Genetics

Theory

Unit I: Human Genetics: Meaning and Scope; Structure and Function DNA and RNA, DNA replication, repair and recombination, Concept of Human genome and codon.

Unit II: Gene expression, Expression of genetic information from Transcription to Translation, RNA processing, encoding genetic information

Unit III: Methods of studying heredity: Twin method, Pedigree method and Sib- pair method; Heritability estimate; Human Cytogenetics: Chromosome Karyotypes, Banding Techniques and Molecular cytogenetic, Polygenic Inheritance in Man , Concept of non-mendelian inheritance and complex diseases.

Unit IV: Population Genetics: Hardy-Weinberg Law and its application. Genomic Diversity & Human Evolution Genomic Variation: Genomic Polymorphisms (SNPs, VNTR, CNVs, etc); haplotypes and haplogroups; genotype-phenotype correlations, epigenetics, Peopling of the Indian Subcontinent: Evidence from *mtDNA* and Y-chromosome.

Course Outcome (CO):

CO-1: Understand the origin and growth of human genetics.

CO-2: Explain the theoretical basis of the latest advances in molecular genomic technologies,

CO-3: Describe the genetic basis of simple, heterogeneous and complex traits.

CO-4: Interpret genetic and epigenetic mechanisms of gene expression control and their role in human inherited disease.

Practical (Any two)

1. Blood group typing-A1, A2, B, O, MN and Rh (D) blood groups
2. Color Blindness
3. Glucose-6-phosphate dehydrogenase deficiency (G6PD)
4. PTC tasting ability
5. Gel Documentation
6. Biochemical markers-DNA isolation and polymerase chain reaction (PCR)

Text book recommended:

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. Plaka Prakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings:

1. Strachan T and Read AP. (2004). *Human Molecular Genetics*. Garland Science
2. Brown TA. (2007). *Genomes*. Garland Science.
3. Griffiths AJF. (2002). *Modern Genetic Analysis: Integrating Genes and Genomes*. WH Freeman
4. Press.
5. Griffiths AJF, Wessler SR, Carroll SB, Doebley J. (2011). *An Introduction to Genetic Analysis*. Macmillan Higher Education.
6. Cavalli-sforza LL, Menozzi P, Piazza A (1994). *History and Geography of Human Genes*. Princeton University.
7. Cummings Michael R. (2009). *Human Genetics*. Cengage Learning India Pvt. Ltd, Delhi.
8. Cummings MR (2011). *Human Heredity: Principles and Issues*. Brooks/Cole, Cengage Learning
9. Giblett, ER. (1969). *Genetic Markers in Human Blood*. Blackwell Scietific, Oxford.
10. Jobling M, Hurls M and Tyler-Smith C. (2004). *Human Evolutionary Genetics: Origins, Peoples & Disease*. New York: Garland Science.
11. Lewis R. (2009). *Human Genetics: Concepts and Application*. The McGraw–Hill Companies, Inc.
12. Patch C. (2005). *Applied Genetics in Healthcare*. Taylor & Francis Group
13. Snustad .D.P. and Simmons M.J. (2006). *Principles of Genetics*, Fourth Edition, John

Wiley & Sons USA

14. Verma, P.S. and V.K. Aggarwal (1974). Cell Biology, Genetic, Molecular Biology, Evolution and Ecology. S.Chand and Company Pvt. Ltd., New Delhi.
15. Vogel F. and Motulsky A.G. (1996). Human Genetics. Springer, 3rd revised edition.

DSE-3.3-OPTIONAL Demographic Anthropology

Theory

Unit I: Demographic Anthropology; Introduction, definition and basic concepts Relationship between demography, population studies and anthropology Population Theories: John Graunt, Thomas R. Malthus; Biological theory of population; Theory of demographic transition.

Unit II: Tools of Demographic Data; Measures of population composition, distribution and growth; Measures of fertility; Measures of mortality; Measures of migration.

Unit III: Population of India; Sources of demographic data in India; Growth of Indian population; Demography of Indian tribal and non-tribal groups; Anthropological determinants of population growth; Impact of urbanization on the migration of tribal groups.

Unit IV: National policies; National Population Policy; National Health Policy; National Policy on Reproductive Health Care.

Practical

A student will collect and compile demographic data from different secondary sources on any given topic by the concerned teacher and a project report will be submitted for its evaluation.

Course Outcome (CO):

CO 1: Understand different demographic phenomena in current and past populations using anthropological methods and theories.

CO 2: Explain basic concepts of demography and statistics.

CO 3: Analyse population structure

CO 4: Summarize demographic data and dynamics of population change

Text book recommended:

1. Bhende A. and Kanitkar, T. (2010) *Principles of Population Studies*. Himalaya Publishing House. Mumbai (All Units, It covers most topics)
2. Sinha V C and Zacharia E, (2010). *Elements of Demography*, 2nd Ed. New Delhi: Allied Publishers

Suggested Readings

1. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
2. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
3. Howell N. (1986) *Demographic Anthropology*. Ann. Rev. Anthropol. 15: 219-246
4. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
5. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) *Population Characteristics of Desert Ecology*.VDM Verlag Dr. Muller Gmbh and Co., Germany.
6. Misra BD (1982). *An introduction to the study of population*. South Asia publ. ltd. New Delhi.
7. Park K. (2000) *Text book of Preventive and Social Medicine*. BanarsidasBhanot, Jabalpur.
8. Riley N.E. and Mc Carthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University press. UK. Pages 1-13 and 32-98
9. Sharma A.K. (1979) *Demographic transition: A Determinant of Urbanization*. *Social Change* 9: 13-14. Srivastava O.S. (1996) *Demographic and Population Studies*. Vikas Publishing House, India
10. Zubrow E.B.W. (1976) *Demographic anthropology. Quantitative approaches*. University of New Mexico Press, Albuquerque.

SEMESTER – VI

DSE-:4- MUSEUM AND MUSEOLOGY

DSE-:4- MUSEUM AND MUSEOLOGY

A report will be prepared by visiting an Anthropological Museum and doing empirical study on ethnographic specimens of material cultures of tribal, rural communities of Odisha . The museum visit is to be conducted for a minimum period of 10 days in semester Vth under the guidance of a teacher or teachers. Two copies of report are to be submitted for examination on the basis of museum visit. The Examination of Report shall be conducted by an internal and an external examiner.

Mid- term Examination (Each student has to answer one elective question of **15 marks** from the two units On Museum and Museology given below for the Mid Term Examination)=15 marks

End – term Examination=85 marks

Report* on 10 days Museum visit of anthropological /tribal/cultural museums	=60
marks Practical Record on ethnographic Specimens of material culture	=15
marks Viva- Voce	=10
marks	

The Report on 10 days Museum visit of an Anthropological Museum has to be submitted by the student positively before the end semester examination. The Report* will be evaluated both by the

internal and external examiners.

MUSEOLOGY:

The students are to be taught on the following aspects **Museum and of Museology** pertaining to perspectives of Museology and the basic principles of museum:

Unit – I :

Museums : Meaning and scope; History and development of museums in India; Types of Museums in India; Role of Anthropological museums in education.

Unit –II:

Museology and Basic Principles of Museum: Modes and ways of acquisition of museum specimens; Principles of display and arrangement in museum; Basic principles of museum, Documentation , labeling, display of the museum specimens of material cultures of tribal and rural people.

Each student has to answer one elective question of **15 marks** from the above aspects of Museum and Museology in the Mid Term Examination.

The students are required to learn the basic principles of museum, documentation, labelling and display of the museum specimens of material cultures of tribal and rural people. Each student has to apply the above methods, whichever is applicable , on specimens of following materials.

- (a) Plant remains: Wood, Bamboo
- (b) Fibre remains: Cloth/ Linen
- (c) Metal remains: iron,brass, copper, silvers.
- (d) Animal remains: Bone, antler, horn, leather/hide

Maintaining proper **Laboratory Record** is compulsory . Each student has to submit a proper and complete Laboratory Record is compulsory. Each student has to submit a proper and complete laboratory record duly signed by the teacher who is assigned to teach this aspect. The students are required to submit their Laboratory Records at least five days before the conduct of practical examination. Defaulters of the same are neither allowed to appear the practical examination nor entitled to get the marks assigned to Practical Records.

Course Outcome (CO):

1. Students are oriented to understand the concept of Museum along with basic guiding principles of Museology.
2. Exposed on basic principles of museum management and administration
3. Exposed on technical knowledge viz. collection, documentation, preservation, lighting, display etc.
4. Oriented to make museums people-centric activity to sensitize on tangible and intangible cultural heritage

Books Recommended:

1. Basa K.K., Md. Rehan, R.K. Gupta 2007, *Museology A Comprehensive Bibliography and Webliography* , Serial Publications, New Delhi.
2. Behera B.K. and S.K. Mohanty, 2007 *Museology and Museum Management in India*, Mayur

Publications, Bhubaneswar, Odisha

3. Bhatnagar, A. 1999, *Museum, Museology and new Museology*, Sandeep Prakashan, New\ Delhi.

Suggested Readings:

1. Aiyappan, A. and S.T. Satyamurti (Ed), 1960, *Handbook of Museum Technique*, Government Museum ,Madras.
2. Diwvedi ,V.P. and G.N Pant (Ed) 1980 ,*Museum and Museology :New Horizon*, Agam Kala Prakashan ,New Delhi.
3. Ghoshmaulik , and S.K Mishra 1987 ,*Practical Anthropology* ,SAAS, Orissa.
4. Ghoshmaulik ,S.K and K.K Basa (Ed)2001 ,*Understanding Heritage ;Role of Museum ,Academic staff college*, Utkal University ,Bhubaneswar, India.
5. Nair,S.M.,*Bio-Deteriorations of Museum Materials*, Agam Kala Prakashan, New Delhi.
6. Nigam,M.L.1985 *Fundamentals of Museology*, Deva Publications, Hydrabad.
7. Renfraw,C. and P.Bahn *Archaeology; Theories ,Methods and Practice*
8. Shankalia, H.D. *Stone Age Tools and Techniques*, Deccan college Poona .India

GENERIC ELECTIVE-1
Introduction to Biological Anthropology

Theory

Unit I: History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

Unit II: History and development of understanding human evolution (pre-19th and post-19th Century); Theories of evolution: Lamarckism, Darwinism, Synthetic theory, and Mutation theory.

Unit III: Primates: General Characteristics, Distribution and Classification of Non human living primates. Comparative anatomy and behaviour of human and non-human primates.

Unit IV: Structure and function of an animal cell; cell theory and cell division (Mitosis and Meiosis), Mendel's Laws of inheritance and its application to man.

Practical

Introduction to Anthropology Laboratory: Dry Lab and Wet Lab, Calibration and Standardization of Instruments, Demonstration of Instruments: Anthropometry, Spreading Calliper, Sliding Calliper, Weighing Machine and Steel tape.

Somatometry

1. Stature
2. Sitting height
3. Body weight
4. Maximum head length
5. Maximum head breadth

6. Maximum bizygomatic breadth
7. Bigonial breadth
8. Morphological facial height
9. Head circumference
10. Minimum frontal breadth

Course Outcome (CO):

1. To understand historical development of physical anthropology, recognizing key milestones and contributors of the field.
2. To comprehend and analyze different theories of evolution and evaluate their impact on the understanding of human evolution.
3. To describe general characteristics, distribution, and classification of non-human primates, and to explain about the importance of primate study.
4. To Understand why the study of genetics and cytology is critical to biological Anthropology today.
5. To develop practical skills in anthropometry, including the use of different instruments to measure human body

Text book recommended:

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. PlakaPrakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology* (New Edition).Book World. Kolkata.
4. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). *Introduction to Physical Anthropology* Wadsworth Publ., USA.
2. Stanford C., Allen J.S. and Anton S.C. (2010). *Exploring Biological Anthropology. The Essentials*. Prentice Hall Publ, USA.

GENERIC ELECTIVE-2

Introduction to Socio-cultural Anthropology

Theory

Unit I: Anthropological perspective and orientation; Scope and relevance of Social Anthropology; Relationship of Social Anthropology with other disciplines. Its distinction from sociology.

Unit II: Concepts of society and culture; status and role; groups and institution, social stratification, and civil society.

Unit III: Social organization; social structure; social function; social system.

Unit IV: Theory and practice of ethnographic fieldwork; survey method; comparative and historical Methods

Practical

Methods and Techniques of Social Anthropology: 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

Course Outcome (CO):

1. Extend the vision beyond familiar social contexts and experiences and offers a productive counterweight to "culture bound" or ethnocentric ideas regarding human nature, values, and ways of life.
2. Articulate broad scopes of anthropology in everyday life of human being and its cognateness with others social science disciplines.
3. Demonstrate the knowledge on different concept and domains of social anthropology.
4. Analyze the development of different theories in anthropology in brief.
5. Gives the researcher direct access to the culture and practices of a group and observe and analyze how people interact with each other and with their environment in order to understand their culture.

Text book recommended:

1. Ember C. R. et al. (2011). *Anthropology*. New Delhi: Dorling Kindersley.
2. Haviland, Prins, Walrath, McBride (2007). *Introduction to Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi
3. Haviland, Prins, Walrath, McBride (2008). *Cultural Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi

Suggested Readings

1. Beattie J. (1964). *Other Cultures*. London: Cohen & West Limited.
2. Bernard H.R. (1940). *Research Methods in Cultural Anthropology*. Newbury Park: Sage Publications.
3. Davis K. (1981). *Human Society*. New Delhi: Surjeet Publications.
4. Delaney C. (2004). 'Orientation and disorientation' In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
5. Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
6. Karen O'reilly. (2012). 'Practical Issues in Interviewing' *Ethnographic Methods*

Abingdon: Routledge

7. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use', *The American Catholic Sociological Review*, 17(3): 206-218
8. O'reilly K. (2012). *Ethnographic Methods*. Abingdon: Routledge.
9. Parsons T. (1968). *The Structure of Social Action*. New York: Free Press
10. Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
11. Royal Anthropological Institute of Great Britain and Ireland (1971). 'Methods' In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

GENERIC ELECTIVE-3

Archaeological Anthropology

Theory

Unit I: Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

Unit II: Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon¹⁴ dating (C¹⁴), Potassium-Argon, Dendochronology, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

Unit III: Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

Unit IV: Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination of fabrication techniques; Earliest evidence of culture in the world: Konso, Olorgesaille, Olduvai Gorge, Pirro Nord, Damanisi, Attirampakkam, Isampur, Kuliana.

Practical

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

Course Outcome (CO):

1. Basic understanding of Archaeological Anthropology and its relations with other sciences.
2. Knowledge on different dating methods, their scopes and visibility.
3. Evolution of life and geochronology to focus on Human origin and climatic changes.

4. Biocultural evolution with estimation of efficiency of tools and techniques.5. The integrated education provides the basic knowledge on adaptation and chronological happenings.

Text book recommended:

1. 1 Bhattacharya D.K. (1990). *An introduction to Prehistoric Archaeology, Delhi*, Hindustan Publishing Corporation..
2. Rammi Reddy, V. 1987. Elements of Prehistory, New Delhi: Mittal Publications
3. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

Suggested Readings

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Renfrew, C. and Paul Bahn *Archaeology* 199
9. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

GENERIC ELECTIVE-4

Anthropology of India

Theory

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. 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; Contribution of contemporary biological, social and archaeological anthropologists in India.

Unit II: Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages; Tribal situation in India- biogenetic variability, linguistic and socio-economic characteristics; Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shifting-cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity

Unit-III: Developmental projects- tribal displacements and rehabilitation problem; Impact of culture-contact, urbanization and industrialization on tribal and rural Population ; Basic

concepts -Great tradition and little tradition, sacred complex, Universalization andparochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

Unit IV: Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward

Classes. Constitutional Provisions for the Scheduled caste and scheduled tribes, Evaluation and Development of Indian Population; Human Rights, Protection and enforcement of human rights, Human rights of special category and marginal groups, Emerging trends of human rights with respect to terrorism, globalization and environment.

Practical

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

Course Outcome (CO):

1. Manifest the historical root of anthropology in India, diversity of Indian population and contextualize the global issues and relevance.
2. Well understanding the social, economic, and cultural aspects of rural life and how the market economy has brought changes in other ways like opening up consumer product markets in rural areas and service provision. Moreover the pupils will deep on the influence of market economy and modernization on socio-economic; landholding patterns, agricultural patterns and biological variation.
3. It makes a clear understanding on Development-induced displacement is a social problem affecting multiple levels of human organization.
4. These concepts of cultural complexity shed its light on the culture within societies, revealing how different groups interpret and practice shared cultural elements and culture integration among the cross-culture groups.
5. It brings notice of the students how people fail to get essential amenities in life, how special care can be taken educational and economic interests of the weaker sections of the society and in particular, of the Scheduled Castes and Scheduled Tribes and shall be protected them from social injustice and all forms of exploitation based on constitutional safeguard.

Suggested Reading

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
2. Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of

Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi

4. Lopez DS. (1995). Religions of India in Practice. Princeton University Press
5. Gupta D. Social Stratification. Delhi: Oxford University Press.
6. Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla)
8. Trautmann TR (2011). India: Brief history of Civilization. Oxford University Press : Delhi
9. Vidyarthi LP and Rai BK. (1976). The tribal culture of India. Concept Publishing Co, Delhi.
10. Haddon AC. (1929). Races of man. Cambridge University, London.
11. Kapoor A.K. (1992). Genetic Diversity among Himalayan Human Populations. M/S Vinod Publishers, Jammu
12. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay
13. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.
14. Dumont L. (1980). Homo Hierachicus. University of Chicagon Press.
15. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla)
16. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution

ANTHROPOLOGY UNDERGRADUATE SYLLABUS FOR B.A/B.SC PASS

S. No.	Discipline Specific Core (DSC) Courses	Total-100 Theory-60 Mid Term-15 Practical-25	Total Credit- 6 Theory-4 Practical-2
DSC 1.	Introduction to Biological Anthropology	100	6
DSC 2.	Introduction to Socio-Cultural Anthropology	100	6
DSC 3.	Archaeological Anthropology	100	6
DSC 4.	Anthropology of India	100	6
DSE 1	Anthropology of Religion, Politics and Economy	100	6
DSE 2	Tribal Cultures of India	100	6

Discipline Specific Core – 4 papers Discipline Specific Elective – 2 papers

Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical-25 Total – 100 marks

Credit per paper – Theory-4 Practical-2 Total-6

Teaching hours per paper – 40 hours (theory) + 10 hours (practical)

DSC-1

Introduction to Biological Anthropology

Theory

Unit I: History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

Unit II: History and development of understanding human evolution (pre-19th and post-19th Century); Theories of evolution: Lamarckism, Darwinism, Synthetic theory, and Mutation theory.

Unit III: Primates: General Characteristics, Distribution and Classification of Non human living primates. Comparative anatomy and behaviour of human and non-human primates.

Unit IV: Structure and function of an animal cell; cell theory and cell division (Mitosis and Meiosis), Mendel's Laws of inheritance and its application to man.

Practical

Introduction to Anthropology Laboratory: Dry Lab and Wet Lab, Calibration and Standardization of Instruments, Demonstration of Instruments: Anthropometry, Spreading Calliper, Sliding Calliper, Weighing Machine and Steel tape.

Somatometry

1. Stature
2. Sitting height
3. Body weight
4. Maximum head length
5. Maximum head breadth
6. Maximum bizygomatic breadth
7. Bigonial breadth
8. Morphological facial height
9. Head circumference
10. Minimum frontal breadth

Course Outcome (CO):

1. To understand historical development of physical anthropology, recognizing key milestones and contributors of the field.
2. To comprehend and analyze different theories of evolution and evaluate their impact on the understanding of human evolution.
3. To describe general characteristics, distribution, and classification of non-human primates, and to explain about the importance of primate study.
4. To Understand why the study of genetics and cytology is critical to biological Anthropology today.
5. To develop practical skills in anthropometry, including the use of different instruments to measure human body

Text book recommended:

1. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An Introduction*. PlakaPrakashan. Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
3. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology* (New Edition).Book World. Kolkata.
4. Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhyaya. 2018. *Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition*. SCHOLAR Booksellers & Publishers, Kolkata.

Suggested Readings

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology Wadsworth Publ., USA.
2. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials.
3. Prentice Hall Publ, USA.

DSC 2

Introduction to Socio-cultural Anthropology

Theory

Unit I: Anthropological perspective and orientation; Scope and relevance of Social Anthropology; Relationship of Social Anthropology with other disciplines. Its distinction from sociology.

Unit II: Concepts of society and culture; status and role; groups and institution, social stratification, and civil society.

Unit III: Social organization; social structure; social function; social system.

Unit IV: Theory and practice of ethnographic fieldwork; survey method; comparative and historical Methods.

Practical

Methods and Techniques of Social Anthropology: 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

Course Outcome (CO):

1. Extend the vision beyond familiar social contexts and experiences and offers a productive counterweight to "culture bound" or ethnocentric ideas regarding human nature, values, and ways of life.
2. Articulate broad scopes of anthropology in everyday life of human being and its cognateness with others social science disciplines.
3. Demonstrate the knowledge on different concept and domains of social anthropology.
4. Analyze the development of different theories in anthropology in brief.
5. Gives the researcher direct access to the culture and practices of a group and observe and analyze how people interact with each other and with their environment in order to understand their culture.

Suggested Readings

1. Beattie J. (1964). *Other Cultures*. London: Cohen & West Limited.
2. Bernard H.R. (1940). *Research Methods in Cultural Anthropology*. Newbury Park: Sage Publications.
3. Davis K. (1981). *Human Society*. New Delhi: Surjeet Publications.
4. Delaney C. (2004). '*Orientation and disorientation*' In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
5. Ember C. R. et al. (2011). *Anthropology*. New Delhi: Dorling Kindersley.

6. Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
7. Haviland, Prins, Walrath, McBride (2007). *Introduction to Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi
8. Haviland, Prins, Walrath, McBride (2008). *Cultural Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi
9. Karen O'reilly. (2012). *'Practical Issues in Interviewing' Ethnographic Methods*.
10. Abingdon: Routledge
11. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review*, 17(3): 206-218
12. O'reilly K. (2012). *Ethnographic Methods*. Abingdon: Routledge.
13. Parsons T. (1968). *The Structure of Social Action*. New York: Free Press
14. Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
15. Royal Anthropological Institute of Great Britain and Ireland (1971). *'Methods' In Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

DSC-3

Archaeological Anthropology

Theory

Unit I: Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

Unit II: Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon¹⁴ dating (C¹⁴), Potassium-Argon, Dendochronology, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

Unit III: Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

Unit IV: Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination of fabrication techniques; Earliest evidence of culture in the world: Konso, Olorgesaille, Olduvai Gorge, Pirro Nord, Damanisi, Attirampakkam, Isampur, Kuliana.

Practical

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

Course Outcome (CO):

1. Basic understanding of Archaeological Anthropology and its relations with other sciences.
2. Knowledge on different dating methods, their scopes and visibility.
3. Evolution of life and geochronology to focus on Human origin and climatic changes.
4. Biocultural evolution with estimation of efficiency of tools and techniques.
5. The integrated education provides the basic knowledge on adaptation and chronological happenings.

Text book recommended:

1. Rammi Reddy V. 1987 *Elements of Prehistory*, New Delhi Hindustan Publishing Corporation
2. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

Suggested Readings

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.

3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Renfrew, C. and Paul Bahn *Archaeology* 1996

DSC – 4
Anthropology of India

Theory

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. 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; Contribution of contemporary biological, social and archaeological anthropologists in India.

Unit II: Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages; Tribal situation in India- biogenetic variability, linguistic and socio-economic characteristics; Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shifting-cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity

Unit-III: Developmental projects- tribal displacements and rehabilitation problem; Impact of culture-contact, urbanization and industrialization on tribal and rural Population ; Basic concepts - Great tradition and little tradition, sacred complex, Universalization and parochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

Unit IV: Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes. Constitutional Provisions for the Scheduled caste and scheduled tribes, Evaluation and Development of Indian Population; Human Rights, Protection and enforcement of human rights, Human rights of special category and marginal groups, Emerging trends of human rights with respect to terrorism, globalization and environment.

Practical

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

Course Outcome (CO):

1. Manifest the historical root of anthropology in India, diversity of Indian population and contextualize the global issues and relevance.
2. Well understanding the social, economic, and cultural aspects of rural life and how the market economy has brought changes in other ways like opening up consumer product markets in rural areas and service provision. Moreover the pupils will deep on the influence of market economy and modernization on socio-economic; landholding patterns, agricultural patterns and biological variation.
3. It makes a clear understanding on Development-induced displacement is a social problem affecting multiple levels of human organization.
4. These concepts of cultural complexity shed its light on the culture within societies, revealing how different groups interpret and practice shared cultural elements and culture integration among the cross-culture groups.
5. It brings notice of the students how people fail to get essential amenities in life, how special care can be taken educational and economic interests of the weaker sections of the society and in particular, of the Scheduled Castes and Scheduled Tribes and shall be protected them from social injustice and all forms of exploitation based on constitutional safeguard.

Suggested Reading

1. Nicholas D. (2001). *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
2. Bernard CS. (2000). *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). *People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups*. Kamla Raj Enterprises, Delhi
4. Lopez DS. (1995). *Religions of India in Practice*. Princeton University Press
5. Gupta D. *Social Stratification*. Delhi: Oxford University Press.
6. Karve I. (1961). *Hindu Society: An Interpretation*. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: *Census of India, 1931, vol I, Part III (BPO, Simla)*
8. Trautmann TR (2011). *India: Brief history of Civilization*. Oxford University Press : Delhi
9. Vidyarthi LP and Rai BK. (1976). *The tribal culture of India*. Concept Publishing Co, Delhi.
10. Haddon AC. (1929). *Races of man*. Cambridge University, London.
11. Kapoor A.K. (1992). *Genetic Diversity among Himalayan Human Populations*. M/S Vinod Publishers, Jammu
12. Majumdar DN. (1901). *Races and Culture of India*. Asia Publishing House, Bombay
13. Dube SC. (1992). *Indian Society*. National Book Trust, India : New Delhi.
14. Dumont L. (1980). *Homo Hierachicus*. University of Chicagon Press.
15. Guha B.S. (1931). The racial attributes of people of India. In : *Census of India, 1931, vol I, Part III (BPO, Simla)*
16. Malhotra K.C. (1978). *Morphological Composition of people of India*. J. Human Evolution

DSE 1
Anthropology of Religion, Politics and Economy

Theory

Unit I: Anthropological approaches to understand religion- magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics; Overview of Anthropological Theories of Religion; Religion as the sacrality of ecological adaptation and socialness

Unit II: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

Unit III: Political institutions: concepts of power and authority; types of authority; state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilizations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its institutions, and cultures, both Western and non-Western.

Unit IV: Interrelationship between religion, politics and economy; religious conversion and movements, emergence of new religious sects in the global order

Practical

1. Case study of any of the social institute (religion, economic, political) with respect to culture perspective

Course Outcome (CO):

1. Develops an understanding that religion is products of human culture and human nature, not as manifestations of anything transcendental, supernatural, or otherwise sui generis. Moreover it enlarges the skills of analysis, interpretation, and comparison and gives a solid grounding in global cultures and social issues.
2. Manifest economics comparatively in all societies of the world, industrialized and non-industrialized, typology of forms of distribution: reciprocity, redistribution, and exchange, morally constrained give-and-return and movement of goods between previously socially related persons or groups.
3. Fetch an understanding on political systems, power relations, political behavior within human societies and the dynamics of politics and governance across different cultures and societies.
4. It allows to critical about the religious beliefs and how the values and behaviors contribute to the lives of individuals and communities within norms, status and role which promotes to achieve individual's or group's non-materials needs.

Text book recommended:

1. Barbara, M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
2. Ember, C.R. (2011). Anthropology. New Delhi: Dorling Kinderslay.

Suggested Readings:

1. Durkheim E. (1986). *The elementary forms of the religious life, a study in religious sociology.* New York:Macmillan.
2. Benedict A. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* Verso
3. Gledhill J. (2000). *Power and Its Disguises: Anthropological Perspectives on Politics.* 2nd ed. London: Pluto Press.
4. Ellis F. (2000). *A framework for livelihood analysis.* In *Rural Livelihoods and Diversity in Developing Countries .* Oxford: Oxford University Press.
5. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavior and Brain Science.* 28(6):795- 815;
6. Henrich J. (2002). *Decision-making, cultural transmission, and adaptation in economic anthropology.* In: J. Ensminger (Ed.), *Theory in Economic Anthropology* (pp. 251-295). Walnut Creek, CA: Altamira Press.
7. Lambek. M. (2008) *A Reader in the Anthropology of Religion.*
8. Eller JD. (2007). *Introducing Anthropology of Religion.* New York: Routledge.
9. Glazier SD. (1997). *Anthropology of Religion: A Handbook.* Westport, CT: Greenwood Press.
10. Frick GD and Langer R. (2010). *Transfer and Spaces.* Harrassowitz (Germany).
11. Evans-Pritchard EE. (1937). *Witchcraft, Oracles and Magic among the Azande,* Oxford: Clarendon Press.
12. Frazer JG. (1978). *The Illustrated Golden Bough,* London: Macmillan.Barbara M. (2011). *Cultural Anthropology.* New Jersey: Pearson Education.
13. Ember CR. (2011). *Anthropology.* New Delhi: Dorling Kinderslay.
14. Herskovits MJ. (1952). *Economic Anthropology: A Study in Comparative Economics.* New York: Alfred A Knopf Inc.
15. Malinowski B. (1922) *Argonauts of the Western Pacific.* London: Routledge.
16. Polyani K. et al (1957), *Trade and Market in the Early Empires.* Chicago: Henry Regnery Company.
17. Balandier G. (1972). *Political Anthropology.* Middlesex: Penguin

DSE-2

Tribal cultures of India

Theory

Unit I: Concept of tribes and its problematic nature, General and specific characteristics of tribes, Classification and distribution of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs).

Unit II: Tribe- caste continuum, Gender and Tribe, Distribution of tribes in India.

Unit III: Tribes: Nomenclature- emic and etic differences; Tribal movements, Problems of tribal development.

Unit IV: Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics
Displacement, rehabilitation and social change Globalization among Indian tribes.

Practical

1. Distribution of Indian Tribes: PVTGs, ST
2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write the social structure of any one tribe of India

Text book recommended:

1. Vidyarathi L.P and Rai B.K.. (1976). The tribal culture of India. Concept Publishing Co, Delhi

Course Outcome (CO):

1. Grounded with the concept of tribe and their distribution in India.
2. Making them to learn the linkage of tribe with other communities.
3. Expertise on understanding the world view and barriers to tribal development.
4. Acquireing knowledge on tribal plans, issues on migration rehabilitation etc

Suggested Readings:

2. Behera, D.K and Georg pfeffer. Contemporary Society Tribal Studies, Volume I to
3. VII. New Delhi: Concept Publishing Company
4. Georg Pfeffer. Hunters, Tribes and Peasant: Cultural Crisis and Comparison. Bhubaneswar: Niswas.
5. Vidarthy, L.P. and Rai. Applied Anthropology in India.
6. Vidarrthy.L.P. and B.N. Sahay . Applied Anthropology and Development in India. New Delhi: National Publishing House
7. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
8. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
9. Howell N. (1986) Demographic Anthropology. *Ann. Rev. Anthropol.* 15: 219-246
10. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
11. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology.VDM Verlag Dr. Muller Gmbh and Co., Germany.
12. Misra BD (1982). *An introduction to the study of population. South Asia publ. ltd. New Delhi.*
13. National Population Policy <http://populationcommission.nic.in/npp.htm>
14. Park K. (2000) *Text book of Preventive and Social Medicine*. BanarsidasBhanot, Jabalpur.
15. Riley N.E. and Mc Carthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University press. UK. Pages 1-13 and 32-98
16. Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. *Social Change* 9: 13-
17. Srivastava O.S. (1996) *Demographic and Population Studies*. Vikas Publishing House, India
18. Zubrow E.B.W. (1976) *Demographic anthropology. Quantitative approaches*.
19. University of New Mexico Press, Albuquerque.