

# **SYLLABUS**

**M.A./M.Sc. Courses  
(SEMESTER SYSTEM)**

**2021-2023**

**SCHOOL OF ANTHROPOLOGY**



**GANGADHAR MEHER UNIVERSITY,**

**AMRUTA VIHAR**

**SAMBALPUR**

**768004**

## **VISION**

**To set a standard of excellence  
at different levels  
engaging in quality teaching and research by  
extending and applying anthropological knowledge for  
promoting inclusive development and  
positive social change**

## **MISSION**

- **To create a learning environment through which student can understand human diversity, develop a critical perspective on their own society and examine their role in a complex society.**
- **To initiate programs that allows students to apply their anthropological knowledge and skills in their workplace, and communities.**
- **To study human societies owing to diversities pertaining to culture, environment, religion, and language and address human diversity in its biological, cultural, and historical contexts adopting multidisciplinary approach.**
- **To carry out research on issues of Western Odisha in particular and Odisha in general and apply the knowledge gained thereof to transform social realities in a more positive direction and towards inclusive development.**

**Post Graduate Programme - ANTHROPOLOGY  
Structure**

Post graduate programme comprising two years, will be divided into 4(four) semesters each of six month duration.

Year	Semesters	
First year	Semester I	Semester II
Second year	Semester III	Semester IV

The detailed of title of papers, credit hours, division of marks etc. of all the papers of all semester is given below. **SYLLABUS M.A./M.Sc. COURSES**

PAPER CODE	TITLE OF THE PAPER	MARKS	Duration (in hours)	Credit
<b>SEMESTER I</b>				
101	Fundamentals of Social Anthropology	Full Mark 100 (20 Mid Term +80 End Term)	40	4
102	Fundamentals of Physical/Biological Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
103	Fundamentals of Archaeological Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
104	Research Methodology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
105 (Practical)	A: Fundamentals of Physical /Biological Anthropology (50 marks) B: Fundamentals Prehistoric Archaeology (50 marks)	Full Mark -100	40	4
		<b>Total marks = 500</b>	<b>200</b>	<b>20</b>
<b>SEMESTER II</b>				
201	Social Institutions	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
202	Human Genetics	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
203	Anthropology of India	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
204	Quantitative Research Methods, Computer Application and Fieldwork Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
205 (Practical)	Practical/ Project	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
(DSE Paper) 206 A	Anthropology of Childhood and Children	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
206 B	Human Population Genetics	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
206 C	Prehistoric Archaeology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
206D	Human Growth Development and Nutrition	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
		<b>Total marks = 600</b>	<b>240</b>	<b>24</b>

<b>SEMESTER III</b>				
301	Demographic Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
302	Anthropology of Museum	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
303	Anthropological Theory	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
304	Tribal Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
305 (Practical)	Practical	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
IDSE -306 A	Bio-Cultural Dynamics of Indian Population	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
306 B	Anthropology in Practice	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
306 C	Prehistory in India	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
		<b>Total marks = 600</b>	240	<b>24</b>
<b>SEMESTER IV</b>				
401	Applied Anthropology (Biological and Social)	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
402	Anthropology of Marginalized Communities	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
403	Medical Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
404	Ecological Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
405	Field work and Dissertation	Full Mark – 100	40	4
		Total marks = 500	40	
	<b>GRAND TOTAL</b>	<b>2200</b>	200	<b>88</b>

Red: Employability

Green: Entrepreneurship

Blue: Skill development

\*DSE - Disciplinary Specific Elective paper. The student has to select any one paper as per his/her choice

\*IDSE - Interdisciplinary Specific Elective Paper. The student has to select any one paper as per his/her choice.

**Semester I**  
**Core Paper - 101**  
**Fundamentals of Social Anthropology**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

The present paper aims to

- CO-1: Provide an introduction to fundamental areas of inquiry in social anthropology.
- CO-2: Examine essential aspects of human social life from a cross-cultural perspective.
- CO-3: Analyze how anthropologists came to analyze human social life and how this has changed over time.
- CO-4: Examine how we can make use of this knowledge to inform critical analysis of contemporary societies.
- CO-5: Explore history of the discipline of anthropology, discuss important anthropological texts and examine how anthropologists have sought to understand key features of social life.

**Unit I: Introducing Social Anthropology**

Social anthropology: Scope, History and development; Relationships with other sciences of man: sociology, linguistics, psychology, history and economics, political science; Social anthropology and production of science: Classical and post-modernist perspectives

**Unit II: Introducing the Concepts**

Society and Culture: Attributes, Cultural Traits, Culture Complex, Cultural relativism, Culture Shock; Cultural Changes; Status and Role

**Unit III: Concepts in Theoretical Perspective**

Social Institutions; Social Structure; Social Organisation; Social function; social system; Social fact

**Unit IV: Engaged with 'Others'**

Fieldwork tradition in social anthropology; concepts of epistemology and ontology, Anthropological approaches to fieldwork – inductive and deductive, synchronic and diachronic, emic and etic; Ethnography: Ethnographic methods and approaches; Objectivity and Subjectivity of fieldwork; Reflexivity in anthropological fieldwork; New approaches to anthropological fieldwork: Revisits, Re-studies, Reinterpretation; Reanalysis

**Course Outcome**

After completion of the course, student will able to

- CO 1: Demonstrate the knowledge on different concept and domains of social anthropology.
- CO 2: Analyze the development of different theories in anthropology in brief.
- CO 3: Identity different concepts frequently used in social anthropology.
- CO 4: Articulate broad scopes of anthropology in everyday life of human being.
- CO 5: Discuss the development of anthropology in contemporary contexts.

**Suggested Readings**

1. Beals, R. L. et al, 1977. An Introduction to Anthropology, New York: Macmillan Publishing.
2. Beattie, John. 1968. Other Cultures: Aims, Methods and Achievements in Social Anthropology. Free Press.
3. Davis, Kingsley. 1949. Human Society. New York: Macmillan Co.
4. Ember, C. R., Melvin Ember, Peter, N. Peregrine. 2007. Anthropology. Pearson Education, Inc.
5. Firth Raymond. 1939. Primitive Polynesian Economy, The Norton Library: London. 11. Barnard, Alan. 2000. History and Theory in Anthropology. Cambridge, U.K: Cambridge University Press.
6. Firth, Raymond. 1961. Elements of Social Organization, London: Watts.
7. Forde, D. 1954. Habitat, Economy and Society: A Geographical Introduction to Ethnology, London: Methuen.
8. Herskovits, M. J. 1969. Cultural Anthropology. New Delhi: IBH Publishing Company.
9. Ingold, Tim. 1994. Companion Encyclopedia of Anthropology. Routledge.
10. Joshi, S. L. and P. C. Jain. 2009. Social Anthropology. Jaipur: Rawat Publication.
11. K. M. Kapadia. 1958. Marriage and Family in India, Oxford University Press
12. Mair, Lucy. 1985. An Introduction to Social Anthropology, Greenwood Press
13. Majumdar, D. N. and Madan, T. N. 1956. An Introduction to Social Anthropology, New York and Bombay: Asia Publishing House.
14. Metcalf, Peter. 2005. Anthropology: the Basics. Abingdon [England]: Routledge.
15. Nadel, S. F. 1951. The Foundations of Social Anthropology. Glencoe, Ill: Free Press.
16. Pritchard, Evans. 1951. Social Anthropology, London: Cohen and West.

**Core Paper - 102**  
**Fundamentals of Physical/Biological Anthropology**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

The present paper aims to

CO 1: Provide student a clear understanding about the history, development and application of biological anthropology.

CO 2: Understand the essential facts, theories, and methods of biological anthropology including the four forces of evolution, the development of evolutionary theory, the modern synthesis, and the major milestones of human evolution.

CO 3: Develop understanding about the biological basis for life, adaptation, primate anatomy and behavior, hominid origins, and the adaptive significance of human variation.

CO - 4: Understand human variation through racial classifications.

**Unit I**

History and development of physical/biological anthropology, aim, scope and its relationship with allied disciplines, application of biological anthropology in medicine, forensic science, industries, defense services and genetic counseling

**Unit II**

Theories of evolution- Lamarckism, Neo-Lamarckism, Darwinism, Neo-Darwinism, Synthetic theory, neutral theory of molecular evolution, concept of cladogenesis and anagenesis, punctuated equilibrium, processes of selection.

**Unit III**

Fossil evidence of human evolution: Evidence of Human evolution from morphological, anatomical, serological, chromosomal and genetic similarities between human and non-human living primates; Human evolution with respect to hominoid fossil; Discovery, anatomical features and distribution of Dryopithecene, Australopithecene, Homo erectus, Homo Neanderthalensis, Homosapien sapien.

Dispersal of modern humans: Out of Africa hypothesis, Multiregional hypothesis, Partial Replacement hypothesis

**Unit IV**

Human Variation: Concept of race, historical development, formation and criteria of racial classification, modern human variation: typological model, population model and clinal model; overview of classification proposed by Blumenbach, Deniker, Hooton, Coon, Garn and Birdsell.

**Course Outcome**

After completion of the course, student will able to

CO-1: Understand the basic concept of evolutionary process and different theories of evolution.

CO-2: Discuss the classification of animal kingdom specifically about primate order and similarity of man and living primate.

CO-3: Explain the human evolution and dispersal of modern human

CO-4: Analyse the existing variation among different population with the help of population model.

CO-5: Apply the biological anthropological knowledge in the field of medicine, forensic science, industries, defense services and genetic counseling

**Suggested Readings**

1. Ashley, Montague. 1980. The Concept of Race. Praeger Publishers Inc.
2. Das, B. M. 1961. Outline of Physical Anthropology. Kitab Mahal.
3. Ember and Ember. 2003. Anthropology, Peregrine: Prentice Hall Inc.
4. G. W. Lasker. 1976. Physical Anthropology. Holt, Rinehart & Winston Inc.
5. Harrison, G. A. and Boyce, J. 1972. The Structure of Human Population. Oxford University Press.
6. Harrison, G. A. et.al. Human Biology: An Introduction to Human Evolution, Variation, Growth, and Adaptability. Oxford University Press.
7. John. H. Relethford. 1996. Fundamentals of Biological Anthropology, (Third Ed). Mc Graw-Hill.
8. John. S, Allen, Susan C, Anton. 2018. Exploring Biological Anthropology: The Essentials, Pearson Publication.
9. Mange, P and Mange, E. J. Basic Human Genetics. Sinauer Associates Inc, U.S.
10. Sahlins, Marshall D. and Elman R. Service. 1960. Evolution and Culture. University of Michigan Press, Ann Arbour, Mich.
11. Sarkar S. S. 1954. The Aboriginal Races of India. Bookland Ltd. Calcutta.
12. Sarkar, R. M. 1965. Fundamentals of Physical Anthropology, Post Graduate Book Mart: Calcutta.
13. Shukla, B. R. K. and Rostogi, S. 2012. Physical Anthropology and Human Genetics – An Introduction. Palak

- Prakashan.
14. Turnbaugh, N. A., R. Jurmain, L. K. Igoe, H. Neison. 2002. Understanding Physical Anthropology and Archaeology, Wadsworth Group: Canada.

**Core Paper - 103**  
**Fundamentals of Prehistoric Archaeology**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

The present paper aims to

- CO – 1: Give insight into the basics of Archaeology and its scope, sub branches and relationship with other subjects
- CO – 2: Provide knowledge about cultural chronology and technological development of Europe
- CO – 3: Give description of technological development of prehistoric man of India chronologically
- CO – 4: Analyze the new trends in world prehistory

**Unit I**

Scope of archaeological anthropology, it's relationship with other branches, basics of archaeology, New branches of archaeology, Geological time scale, dating methods-relative dating and absolute dating, prehistoric tools and technology.

**Unit II**

European Prehistory: Introduction to prehistory of Europe: chronology and terminology, Lower Palaeolithic culture of Europe, Middle Palaeolithic culture of Europe, Upper Palaeolithic Culture of Europe, Paleolithic Art of Europe, Mesolithic Culture of Europe,

**Unit III**

Indian Prehistory: Introduction of Indian Prehistory: Chronology and Terminology, Lower Palaeolithic Culture of India, Middle Palaeolithic Culture of India, Upper Palaeolithic Culture of India, Prehistoric Art in India, Mesolithic Culture of India, Neolithic Culture of India, Indus Valley Civilization, Megalithic Cultures of India

**Unit IV**

New trends in world prehistory, European Prehistory in 21<sup>st</sup> Century, Indian Prehistory in 21<sup>st</sup> Century: Problems and Challenges.

**Course Outcome**

After completion of the course, student will able to

- CO – 1: Understand the basic concept of Archaeology
- CO – 2: Interpret the technological development of prehistoric man of Europe chronologically
- CO – 3: Interpret the technological development of prehistoric man of India chronologically
- CO – 4: Analyze technological development of prehistoric man of European and Indian
- CO – 5: Reconstruct the recent trends in world prehistory, European prehistory and Indian prehistory

**Suggested Readings**

1. Agrawal, D. P. The Archaeology of India, Curzon Press.
2. Allchin, B. and Allchin, F. R. The Rise of Civilization of India and Pakistan. Cambridge University Press.
3. Ashley, Montague. Physical Anthropology and Archaeology.
4. Budtzer, K. W. Environment and Archaeology.
5. Burkitt, M. 1963. The Old Stone Age: A Study of Palaeolithic Times. London: Bowes and Bowes.
6. Clark, D. L. 1971. Analytical Archaeology. Methuen and Co. Ltd.
7. Coles, J. M. and Higs, E.S. The Archaeology of Early Man. Faber and Faber.
8. D. K. Bhattacharya. 1977. Palaeolithic Europe. Netherland: Humanities press.
9. D. K. Bhattacharya. 2006. An Outline of Indian Prehistory. Delhi: PalakaPrakashan.
10. Das, B. M., Outlines of Physical Anthropology. Kitab Mahal.
11. Fagan B. M. 2004. People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education.
12. Hole, H. and R. F. Heizer. 1969. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.
13. J. M. and E. S. Higgs. 1969. The Archaeology of Early Man. London: Faber and Faber. Coles,
14. James, J. Hester. 1976. Introduction to Archaeology. Holt, Rinehart and Winston.
15. Lee, R. B and I. Devore (Eds.). 1977. Man the Hunter, Chicago: Aldine Publishing Company.
16. Michel, J. W. 1973. Dating Methods in Archaeology, Seminar Press.
17. Oakley, K. P. 1966. Frameworks for Dating Fossil Man. London: Weidenfeld and Nicolson.
18. Possehl, G. L. 2002. The Indus Civilization: Contemporary Perspectives. New Delhi: Vistaar Publication.
19. Renfrew, C. (ed.). 1973. The Explanation of Culture Change: Models in Prehistory. London. Duckworth.



20. Renfrew, C. and P. Bahn. 2001. Archaeology: Theories Methods and Practices,
21. Sakalia, H. D., New Archaeology – Its Scope and Application to India, Ethnographic and Folk Culture Society.
22. Sankalia, H. D. 1974. Prehistory and Proto history of India and Pakistan. Pune: Deccan College.
23. Sankalia, H. D. 1977. Prehistory of India. Delhi: MunshiramManoharlal Publishers. Pvt. Ltd.
24. Sankalia, H. D. Pre- and Proto-history of India and Pakistan. Pune, Deccan College.
25. Sankalia, H. D. Stone Age Tools, Families and Techniques. Pune, Deccan College.

**Core Paper – 104**

**Research Methodology**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

**Course Objective**

The present paper aims to

CO-1: Know the beginning and growth of fieldwork tradition in anthropology.

CO-2: Understand major fieldwork traditions and its important characteristics in anthropological research.

CO-3: Comprehend the basic anthropological research approach.

CO-4 Figure out the different tools, techniques and steps involved in a good research work.

CO-5: Familiar with presentation and summarization of data.

CO-6: Follow the ethical tradition in anthropological research.

**Unit I: Introducing Social Research**

Anthropological Research: Epistemology and Ontology; Types of Research: Qualitative and Quantitative; Formulation and Selection of Review of Literature.

**Unit II: Designing of Research**

Research design: Different types of research design: Exploratory, Descriptive Diagnostic and Experimental research; Hypothesis.

**Unit III: Sampling**

Sampling and its types: Probability (simple random, systematic random, stratified, proportionate, cluster or multistage) and Non-Probability (purposive, snow ball and) sampling; Sampling error; Presentation and summarization of data (tables and graphs).

**Unit IV: Research Methods and Techniques of Data Collection**

Methods of data collection: Techniques of rapport, observation, Interview, key informant, focus group discussion, free listing, pile sorting, questionnaire and schedule, case study and life history, genealogical method, pedigree analysis, grounded theory, participatory rural appraisal (PRA), discourse analysis and narratives, ethics in social research.

**Course Outcome**

After completion of the course, student will able to

CO-1: Understand the concepts of research approaches and formulation of research problem.

CO-2: Discuss an insight about various research design, formulation and testing of hypothesis.

CO-3: Demonstrate about various types of sampling, sampling error & graphical & tabular presentation of data.

CO-4: Develop proper understanding different type tools and techniques of data collection.

**Suggested Readings**

1. Barnard, A. and A. Good. 1984. Research Practices in the Study of Kinship. Academic Press.
2. Barnard, H. R. 2006. Research Methods in Anthropology. Qualitative and Quantitative Approaches. Rowman Altamira Press.
3. Bernard, ft. 2011. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press.
4. Bernard, H. R. 1988. Research Methods in Cultural Anthropology, Sage Publications.
5. Bernard, Harvey Russell. 2006. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Rowman Altamira Press.
6. Emerson R M, Fretz R I and Shaw L. 1995. Writing Ethnographic Field Notes, Chicago, Chicago University Press.
7. Kothari, C. R. Research Methodology, Methods and Techniques, Wiley Eastern Limited: New Delhi.
8. Madriga L. 2012. Statistics for Anthropology. Cambridge, Cambridge University Press.
9. O'reilly/Karen. 2012. Ethnographic Methods. London: Routledge.
10. Sarantakos, S. 1998. Social Research. London, McMillan Press.
11. Wilkinson, T. S. and Bandarkar, P. L. 1984. Methodology and Techniques of Social Research, Mumbai: Himalaya Publishing House.
12. Zar. Z. H. 2010. Biostatistical Analysis. Printice Hall.

**Core Paper- 105**



**Practical Paper**  
**Full Mark -100**  
**Practical A: Physical/Biological Anthropology**  
**Credit = 4**

**Course Objective**

The present paper aims to

CO -1: To describe human skeleton including long bones

CO-2: To understand and learn different Anthropometric techniques

CO-3: To know the application of Anthropometry

1. Somatometry and somatoscopy: Importance of body measurements in anthropology; application in growth, forensic, clothing, sports, etc.; Selected measurements and indices: measurements on head, face height, breadth, and circumference and respective indices; selected traits on somatoscopy
2. Osteology and Osteometry: Importance of studying human skeletal system in anthropology, structure-function, classification, axes and planes, skull and mandible (description), long bones (description and side identification), vertebral column and girdles, age and sex differences, selected measurements and indices and their classification for assigning forms of head, face, nose and BMI status.

**Course Outcome**

After completion of the course, student will able to

CO-1: Identify, draw and describe human bones.

CO-2: Interpret somatometric measurements and somatoscopic observations.

CO-3: Apply the knowledge in the field of human growth and development, forensic, sports science etc.

**Suggested Readings**

1. Binford, L. R. Ancient Man and Modern Myths, Academic Press.
2. Ghoshmaulik S. K, RathaBasanti and Mishra S. K, Practical Anthropology, Orissa, Society for Anthropological and Archaeological Studies.
3. Paddar, S. R. and Bhagat, A., Handbook of Osteology.
4. Singh, I.P. and Bhasin, M.K., Anthropometry.

**Practical B**  
**Fundamentals of Prehistoric Archaeology**  
**Credit = 4**  
**(50 marks)**

**Course Objective**

The present paper aims to

CO-1: To able the students to identify draw and describe prehistoric tools

1. Quaternary geological formations
2. Detailed drawing and description of tool types
  - i. Lower Palaeolithic Culture
  - ii. Middle Palaeolithic Culture
  - iii. Upper Palaeolithic Culture
  - iv. Mesolithic Culture
  - v. Neolithic Culture
  - vi. Art objects
  - vii. Bone Tools and artifacts

**Course Outcome**

After completion of the course, student will able to

CO-1: Identify, draw and describe prehistoric tools.

CO-2: Interpret the cognitive development of prehistoric man

**Suggested Readings**

1. Bhattacharya, D. K .1979. Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company.
2. Debenath, A. and L. Dibble. 1993. Handbook of Palaeolithic Typology. Philadelphia: university of Pennsylvania.
3. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. 1999. Technology and terminology of Knapped Stone. Nanterre: CREP.
4. Oakley, K. P. 1972. Man the Tool Maker. London: Trustees of the British Museum Natural History.
5. Sankalia, H.D. 1982. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.

**Semester II**  
**Core Paper - 201**

**Social Institutions**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

The present paper aims to

CO-1: Know all about kinship system, terminology and categorization of kinship.

CO-2: Explore the earlier studies about kinship especially L. H. Morgan and its changes in 20<sup>th</sup> century.

CO-3: Investigate various traditional economic, political organizations & patterns of economic activities.

CO-4: Understand the various form of goods and services distribution in pre-state societies.

CO-5: Comprehend the anthropological perspective of religion and its discourse.

CO-6: Grasp the anthropological perspectives to understand the religion.

**Unit I**

Concepts of social institution: Kinship, family and marriage

Family: Types of family, rules of residence, functions of family, trends of change

Marriage: Types and functions, preferential and prescriptive types, types and forms of marital transactions - bride price and dowry

Kinship: Concept, kinship terminology, types of kinship, kinship usages, descent, clan, and lineage - moiety, phratry

**Unit II: Economic Organization**

Primitive Economy: Formalist and Substantive Debates, Primitive money, Theories of Primitive Economy: B. Malinowski. K. Marx and Marshall Salin, Structuring Primitive Economy: Production, Distribution, Consumption, Exchange, Gifts, Kula, Potlatch and Jajmani system.

**Unit III: Political Organization**

Concept of power and authority in tribal society, types of authority, law and justices in simple society, conflicts and social control, nations and nation-state, democracy; Legal anthropology: anthropology of law, social sanctions, customary law

**Unit IV: Religious Organization**

Religion and Belief Systems: Animism, animatism, naturism, manaism, bongaism, totemism, taboo, Religious specialists: witch, shaman, priest, medicine-man, sorcerer, Anthropological theories of religion: Magic Science and Religion, Myth and Folktales in Primitive Society.

**Course Outcome**

After completion of the course, student will able to

CO-1: Discuss the key concepts in Social and Cultural Anthropology

CO-2: Develop an insight about evolutionary perspectives of economic patterns and its organization.

CO-3: Explain the concepts of power, authority law among the tribal community.

CO-4: Develops an insight of how and why social categories shape human experiences.

**Suggested Readings**

1. Appaduri, Arjun. (ed). 1988. The Social Life of Things. Commodities in Cultural Perspective, Cambridge University Press.
2. Bailey, Frederic. G. 1957. Caste and the Economic Frontier. A Village in Highland Orissa, Manchester University Press.
3. Barbara, Harris. 2003. White India Working: Essays on Society and Economy, Cambridge University Press.
4. Bennett J. W. 2005. The Ecological Transition, (Chapter on Culture and Environment), Newyork: Routledge.
5. Herskovits, M. J. Economic Anthropology
6. Douglas, Mary. 1986. How Institutions Think? Syracuse University Press.
7. Ember, C. R., Melvis Ember, Peter N. Peregrine. 2007. Anthropology. Pearson Education.
8. Firth, Raymond (ed). 1967. Themes in Economic Anthropology. Routledge.
9. Firth, Raymond. 1971. Elements of Social Organization. Routledge, Tylor and Francis Group: London.
10. Forde Daryll, C. 2004. Habitat Economy and Society. London: Routledge.
11. Geertz, Clifford Peddlers and Princes. 1968. Social Change and Economic Modernisation in Two Indonesian Towns.
12. Goody, Jack, and Meyer Fortes. 1973. The Character of Kinship. Cambridge: University Press.
13. Harris, C. C. 1990. Kinship. Concepts in Social Thought. Minneapolis: University of
14. Herskovits, M. J. 1952. Economic Anthropology. New York.
15. Karve, Irawati. 1968. Kinship Organization in India. London: Asia Publishing House: Bombay.
16. Leclair, Edward, E. and J. Harlock K, Schneider, (ed) 1968. Economic Anthropology. Readings in Theory and Analysis. International Thomson Publishing.

17. Lessa and Vogt (ed). 1979 A Reader in Comparative Religion. New York, Harper and Row.
18. Lévi-Strauss, Claude. 1969. The Elementary Structures of Kinship. Boston: Beacon Press.
19. Malinowski B. 1967. Argonauts of the Western Pacific. London: Routledge and Kegan Paul.
20. Michael Lambeck (ed), 2002. A Reader in the Anthropology of Religion. Malden, Blackwell: Minnesota Press.
21. Nash, Manning "Economic Anthropology" in International Encyclopedia of Social Sciences. Vol. IV (pp, 351-365).
22. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African Systems of Kinship and Marriage. London: Published for the International African Institute by the Oxford University Press.
23. Vincent, Joan (ed.). 2002. The Anthropology of Politics: A Reader in Ethnography, Theory and Critique. Blackwell publisher

**Core Paper - 202**  
**Human Genetics**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

- CO 1: Provide students a clear understanding about origin, history and growth of Human genetics.  
 CO 2: Give a clear understanding about the human life process and human genome.  
 CO 3: Gain knowledge about the inheritance process and simple and complex genetic disorders.  
 CO 4: Understand about gene expression and its regulation.

**Unit I**

History of human genetics: Mendelian to medical genetics; method of studying human genetics: cytogenetics, mendelian genetics: pedigree analysis, twin study and sib pair method, population genetics, molecular genetics.

**Unit II**

Human Genome

Chromosomes, DNA structure, transcription, translation, protein coding genes, conserved elements and repetitive elements; Human genome project, hapmap project, and 1000 genome project; Variation in human genome: SNP, sequence repeats, insertion/deletion, copy number variants; Cytogenetics: cell cycle, standard karyotyping, heterochromatin, euchromatin, chromosome bands (G, C and Q) and banding techniques, fluorescent in situ hybridization (FISH), dosage compensation and Lyon's hypothesis

**Unit III**

Chromosomal abnormalities: Importance of centromere and telomere, structural and numerical chromosomal abnormalities

**Unit IV**

Mendelian genetics: mode of inheritance: autosomal (dominant, recessive, codominance), sex linked, sex limited, sex influenced inheritance, multiple allelic inheritance (ABO blood group), multifactorial inheritance (stature and skin colour), polygenic inheritance (dermatoglyphics); Non-nuclear inheritance, concepts of penetrance and variable expressivity), modifying genes, suppressor genes, selfish gene.

**Course Outcome**

After completion of the course, student will be able to

- 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

**Suggested Readings**

1. Benjamien A. Pierce. 2003. Genetics: A Conceptual Approach. W. H. Freeman and Company.
2. Cavalli, S. Ferza and Bodmer. 1976. The Genetics of Human Population, W.H. Freeman: San Francisco.
3. Daniel Hart. 1999. A Primer of Population Genetics and Genomics, Sinauer Associates, Inc.
4. Daniel, Hartl and A. G. Clark. 1997. Principles of Population Genetics. Sinauer Associates, Inc.
5. Peter Snustad and M. J. Simmons. 2006. Principles of Genetics. John Wiley and Sons, Hoboken, NJ.

**Core Paper 203**  
**Anthropology of India**

**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit -4**

**Course Objectives**

The present paper aims to

CO – 1: Give a basic understanding of the development of anthropology in India.

CO- 2: Development an understanding of the cultural diversity of Indian population.

CO-3: Provide a historical understanding of the Indian civilization.

CO – 4: Provide knowledge about the concept and theories relating to social change in India.

CO – 5: Make the students familiar with the different anthropologists of India and their contribution

**Unit I**

Anthropology of India: Origin, history and development; Colonialism and anthropology; Unity in diversity; Racial, Linguistic and Ethnic Diversity of Indian population; Understanding Structural diversity: Caste, varna, jati, caste, class, ashram and purusartha

**Unit II: Changing dimension**

Social mobility and social change, Processes of social change - sanskritization, westernization, modernization, globalization; Ethnicity, cultural pluralism, multi-culturalism, Indian Diaspora

**Unit III Introduction to Indian Civilization:**

Orientalism, Indology, civilizational approaches of Indian social structure; Civilisational studies: sacred complex, nature-man-spirit complex, little tradition and great tradition, universalization and parochialization, folk urban continuum

**Unit IV**

Contributions of Indian Anthropologists: G. S. Ghurye, M. N. Srinivas, L. Dumont, Iravati Karve, B. S. Guha, S. C. Roy, L. P. Vidyarthi, S. C. Dube, N. K. Bose, Surajit Sinha, D. N. Majumdar, S. R. K. Chopra, Verrier Elwin, S. S. Sarkar, Dharani Sen, T. C. Das, P. C. Biswas, V.K. Srivastava, Iravati Karve, C.von Furer-Haimendorf

After completion of the course, student will able to

CO – 1: Understand the basic feature of Indian society

CO – 2: Interpret the theories of social change and the contemporary trends

CO – 3: Analyze the contribution of Early Indian Anthropologists

**Suggested Readings**

1. Bose, N. K. 1961. *The Structure of Hindu Society*. Delhi: Orient Longman
2. Cohn, S. Bernard. 2000. *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
3. Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification", *American Sociological Review*, 10(2), 242-249.
4. Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. New Jersey: Princeton University Press.
5. Fuller, Christofer J. and Veronique Benei. 2001. *The Everyday State and Society in Modern India*, London: Hurst and Company.
6. Grusky, David. 2008. *Social Stratification: Race, Class, and Gender in Sociological Perspective*. Colorado: Westview Press.
7. Gupta, Dipankar (ed). 1991. *Social Stratification*. Delhi: Oxford University Press.
8. Inden, R. 1986. Orientalist Constructions of India. *Modern Asian Studies*, 20 (3), 401-446.
9. Inden, R. B. 1990. *Imagining India*. Indian University Press.
10. Karve, Irawati. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College
11. Kolhatkar, M. 1997. Historiography of Ancient India: Need For Balance and Perspective, *Annals of the Bhandarkar Oriental Research Institute*, 78 (1/4), 317-329.
12. Mandelbaum, D. G. 1970. *Society in India: Changes and Continuities*. Bombay: Popular Prakashan
13. Milton Singer and Bernard. S. Cohen. 1996. Notes on the History of the Study of Indian Society and Culture, in *Structure and Change in Indian Society*, Jaipur: Rawat Publications.
14. Münster, D., and Strümpell, C. 2014. The Anthropology of Neoliberal India: An Introduction, *Contributions to Indian Sociology*, 48 (1): 1-16.
15. Ratha, S. N. 1977. *Caste as a Form of Acculturation*, The Department of Publication. Gauhati University.
16. Robert Deliege, 2002. *Is there still Untouchability in India?*
17. Singer, Milton B. 1972. *When a Great Tradition Modernizes: An Anthropological Approach to Indian Civilization*. Praeger Publishers.
18. Srinivas, M. 1996. Indian Anthropologists and the Study of Indian Culture. *Economic and Political Weekly*, 31 (11), 656-657.
19. Srivastava, V. K. 1997. *Religious Renunciation of a Pastoral People*. Delhi: Oxford University Press

20. Tumin, Melvin M. 1953. "Some Principles of Stratification: A Critical Analysis", *American Sociological Review* 18(4), 387-394.
21. Veena Das, André Béteille, T. N. Madan. 2003. *The Oxford India Companion to Sociology and Social Anthropology*

**Core Paper - 204**

**Quantitative Research Methods: Computer Application and Fieldwork Anthropology**  
**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

**Course Objective**

The present paper aims to

CO 1. Aims to train students on various quantitative techniques of data collection and analysis

CO 2. Aims to make students computer handy and provide knowledge on computer software specially SPSS

CO 3. Aims to train student on the quantitative data interpretation

**Unit I**

Qualitative and Quantitative approaches in anthropological research, secondary sources of data: Census, National Sample Survey (NSS), village records, sampling and reliability

**Unit II**

Scaling Techniques: objective, reliability, validity, rating scale, ranking scale, Thurstone scale, Bogardus scale, sociometry

**Unit III**

Elementary statistics: concept of variables, sampling, measures of central tendency and dispersion, parametric and nonparametric bivariate and multivariate (linear regression and logistic regression) statistical tests, techniques of analysis: content analysis.

**Unit IV**

Anthropological fieldwork: data recording, using technical devices, data analysis, classification, tabulation and Interpretation, analysis and presentation of data, report writing, use of computer software in anthropological research

**Course Outcome**

After completion of the course, student will able to

CO 1: Recognize different research methods used in different domains of anthropology.

CO 2: Formulate different research tools and methods used in anthropological research.

CO 3: Generate a justified study design and outline the appropriate data collection methodology.

CO 4: Evaluate the role of participation, community partnership, and informed consent in applied research.

CO 5: Analyse ethics of conducting social research.

**Suggested Readings**

1. Bernard, H. R. 2001. *Research Methods in Anthropology*. London: Alta Mira (4<sup>th</sup> edn 2006). Bryman, Alan. 2004. *Social Research Methods*. Chennai: Oxford University Press.
2. Ellen, R. F. 1984 (ed). *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
3. Fetterman, D. M. 1989. *Ethnography Step by Step*. New Delhi: Sage Publications.
4. Pelto, P. J. and G. H. Pelto. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
5. Madrigal L. 2012. *Statistics for Anthropology*. Cambridge: Cambridge University Press.
6. Zar JH. 2010. *Biostatistical Analysis*. Prentice Hall.
7. Bernard R. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. AltaMira Press.
8. Lawrence NW. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

**Core Paper - 204**

**Quantitative Research Methods: Computer Application and Fieldwork Anthropology**  
**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**



## Course Objective

The present paper aims to

CO 1: Aims to train students on various quantitative techniques of data collection and analysis.

CO 2: Aims to make students computer handy and provide knowledge on computer software specially SPSS.

CO 3: Aims to train student on the quantitative data interpretation.

### Unit I

Qualitative and Quantitative approaches in anthropological research, secondary sources of data: Census, National Sample Survey (NSS), village records, sampling and reliability

### Unit II

Scaling Techniques: objective, reliability, validity, rating scale, ranking scale, Thurstone scale, Bogardus scale, sociometry

### Unit III

Elementary statistics: concept of variables, sampling, measures of central tendency and dispersion, parametric and nonparametric bivariate and multivariate (linear regression and logistic regression) statistical tests, techniques of analysis: content analysis, discourse analysis and narratives

### Unit IV

Anthropological fieldwork: data recording, using technical devices, data analysis, classification, tabulation and Interpretation, analysis and presentation of data, report writing, use of computer software in anthropological research

## Course Outcome

After completion of the course, student will able to

CO 1: Recognize different research methods used in different domains of anthropology.

CO 2: Formulate different research tools and methods used in anthropological research.

CO 3: Generate a justified study design and outline the appropriate data collection methodology.

CO 4: Evaluate the role of participation, community partnership, and informed consent in applied research.

CO 5: Analyse ethics of conducting social research.

## Suggested Readings

9. Bernard, H. R. 2001. Research Methods in Anthropology. London: Alta Mira (4<sup>th</sup> edn 2006). Bryman, Alan. 2004. Social Research Methods. Chennai: Oxford University Press.
10. Ellen, R. F. 1984 (ed). Ethnographic Research: A Guide to General Conduct. London: Academic Press.
11. Fetterman, D. M. 1989. Ethnography Step by Step. New Delhi: Sage Publications.
12. Pelto, P. J. and G. H. Pelto. 1978. Anthropological Research: The Structure of Inquiry. Cambridge: Cambridge University Press.
13. Madrigal L. 2012. Statistics for Anthropology. Cambridge: Cambridge University Press.
14. Zar JH. 2010. Biostatistical Analysis. Prentice Hall.
15. Bernard R. 2011. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press
16. Lawrence NW. 2000. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.

**Core Paper - 205**  
**Practical and Project**  
**Full Mark -100**  
**Credit = 4**

## Course Objective

The present paper aims to

CO 1: To understand different bio-markers and their importance in body functioning

CO 2: To learn various techniques used to analyze genetical and forensic issues.

### A. Students are to be familiar with the following serological and biochemical test

1. Detection of ABO and Rh blood group typing
2. HbS
3. G6PD deficiency
4. PTC test
5. Colour blindness
6. Dermatoglyphics: finger print, palmer print, planter print

### B. Students have to prepare a project report on the basis of secondary literature on an assigned topic.

## Course Outcome

After completion of the course, student will able to

CO1: Learn the methods of different serological and biochemical test



CO-2: Identify mode of inheritance of a genetic trait, blood group typing

CO-3: Analyse gene frequency, and dermatoglyphic traits.

**Discipline Specific Elective (DSE) Paper – Any One**  
**DSE 206 A: Anthropology of Childhood and Children**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

The present paper aims to

CO - 1: Give a proper understand the situation of children in India

CO-2: Discuss the children under difficult situations

CO-3: Provide knowledge on UN Convention on the Right of the Child and National Policy for Children

**Unit-I**

Situation of children in India: child labour in India, female working children, street children, impact of poverty and drought on children, child domestic workers

**Unit-II**

Children under difficult situations: overburdened school-going children, growing up in slums, plight of the girl-child in India, children in cyber environment.

**Unit-III**

Rights of the child

UN Convention on the Right of the Child, what is children's participation? why should children participate?

**Unit-IV**

Corporal punishment: strategy to address the physical punishment and emotional abuse of children, Strategy to address corporal punishment, National Policy for Children

**Course Outcome**

After completion of the course, student will able to

CO1: Understand the situation of children in India

CO-2: Identify the children under difficult situations

CO-3: Analyse UN Convention on the Right of the Child

CO-4: Discuss the strategies to address punishment and abuse of children

**Suggested Readings**

1. Allan Prout. Theorizing Childhood
2. Behera, D. K., Children and Childhood in our Contemporary Societies.
3. erhellen, Eugene, Monitoring Children's Right.
4. James, Alison and Allan Prout. Structuring and Restructuring of Childhood
5. Pfeffer, George and D. K. Behera, Contemporary Society: Childhood and Complex Order.
6. Qvortrup, J. et al. (Eds), Childhood Matters, Social Theory, Practice and Politics.
7. Verhellen, Eugene, Understanding Children's Right.

**Project on Anthropology of Childhood and Children (Optional)**

**Disciplinary Specific paper (DSE) Paper - 206 B**

**Human Population Genetics**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

**Course Objective**

The present paper aims to

CO 1: To understand fundamentals of population genetics and its techniques to understand evolution at micro level.

CO 2: To study the changes appeared in the population through different evolutionary mechanism

CO 3: To calculate genotype and phenotype ratios, expected genotype frequencies in the next generation

CO 4: To understand the genetic diversities of population by focusing on different polymorphic traits.

CO 5: To understand consequences of inbreeding in human population.

**Unit I**

Basic concepts: history of human population genetics, mendelian populations, Hardy Weinberg Equilibrium (HWE), measuring departure from HWE, Application of Hardy-Weinberg law in human population genetics

**Unit II**

Genetic diversity assessment and genetic polymorphism: Measures of genetic diversity and Phylogenetic analysis and tree reconstruction

Genetic polymorphism: Transient and balanced polymorphism. Haemoglobin polymorphisms and their

distribution, Thalassaemia, G6PD deficiency and its distribution

### **Unit III**

Natural selection: concept of fitness, models explaining the maintenance of genetic polymorphism and selection relaxation.

Genetic drift: concept of genetic drift, effective population size, genetic isolates, dynamics of evolutionary forces- genetic drift, mutation and selection, mutation, gene flow and migration

### **Unit IV**

Consanguinity and inbreeding- definitions and concept, genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load

### **Course Outcome**

After completion of the course, student will be able to

CO-1: Understand Mendelian population.

CO-2: Explain genetic polymorphism.

CO-3: Analyse genetic abnormalities in populations and the reasons thereof.

CO-4: Identify and interpret genetic markers on the basis of traditional anthropological methods.

### **Suggested Readings**

1. Benjamien Pierce. 2003. Genetics: A Conceptual Approach W. H. Freeman and Company.
2. Cavalli, S. Ferza and Bodmer. 1976. The Genetics of Human Population Freeman, San Francisco.
3. Daniel Hartl and A. G. 1997. Clark Principles of Population Genetics. Sinauer Associates, Inc.
4. Daniel Hartl. 1999. A Primer of Population Genetics Sinauer Associates, Inc.
5. Peter Snustad and M. J. Simmons. 2006. Principles of Genetics. John Wiley and Sons, Honboken, NJ.

## **Discipline Specific Elective (DSE)**

### **Paper 206 C**

### **Prehistoric Archaeology**

**Credit = 4**

### **Course Objective**

The present paper aims to

CO1: Give a clear understanding of regional archaeology.

CO 2: Explain the different prehistoric cultures of Africa.

CO 3: Discuss about the prehistoric cultures of Europe.

CO 4: Provide knowledge on the prehistoric cultures of India.

### **Unit I: Introduction**

Meaning and Scope of Regional Archaeology; Pleistocene events in world: Glaciations, Inter-Glaciations and Pluviations; Anthropocene

### **Unit II: Evidence from Africa**

Lower Paleolithic Pebble Tool Culture: Evidence Hadar, Laetoli, Olduvian George, Coobi-forra; Achulian Culture: Evidence from Olduvian George, Ismilia, Kalambo-falls, Olorgesailie; Middle and Late Paleolithic culture of North Africa

### **Unit III: Evidences from Europe**

Achulean culture in south-western Europe: evidence from Terra-Amata, Torraaba-Ambrona, Pech-lu-Aze Lazaret; Middle Paleolithic culture in western and central Europe; Upper Paleolithic culture of western and central Europe

### **Unit IV Evidences from India**

Paleolithic culture in Eastern India, Neolithic Culture in Eastern India, Archaeology of Odisha: Paleolithic, Mesolithic and Neolithic culture of Odisha; Megalithic tradition in Odisha

### **Course Outcome**

After completion of the course, the student will be able to

CO 1: Understand the regional archaeology.

CO 2: Identity different prehistoric cultures of Africa.

CO 3: Demonstrate the prehistoric cultures of Europe.

CO4: Understand prehistoric cultures of India.

### **Suggested Readings**

1. Agrawal, D.P. The Archaeology of India, Curzon Press.
2. Allchin, B. and Allchin, F.R. The Rise of Civilization of India and Pakistan. Cambridge University Press.
3. Ashley, Montague. Physical Anthropology and Archaeology.
4. Barmown, Victor. Physical Anthropology and Archaeology, Illinois, The Dorse Press Home Wood.

5. Banerjee. Iron Age in India. MunshiramManoharlal.
6. Bordes, F. Old stone Age. Weidenfeld and Nicolson.
7. Brothwell D. and Higgs E. (ed.). Science in Archaeology. Thames and Hudson.
8. Budtzer, K.W. Environment and Archaeology.
9. Clark, D.L. Analytical Archaeology. Methuen and Co. Ltd.
10. Coles, J.M. and Higs, E.S. The Archaeology of Early Man. Faber and Faber.
11. Das, B.M., Outlines of Physical Anthropology. Kitab Mahal.
12. James, J. Hester, Introduction to Archaeology. Holt, Rinehart and Winston.
13. Michel, J.W., Dating Methods in Archaeology. SeminarPress.
14. Sakalia, H. D., New Archaeology - Its Scope and Application to India, Ethnographic and Folk Culture Society.
15. Sankalia, H.D. Stone Age Tools, Families and Techniques. Pune, Deccan College.
16. Sankalia, H. D. Pre and Proto History of India and Pakistan. Pune, Deccan College.
17. Zeuner, F.E. Pleistocene Period. Hutchinsonson.

**Discipline Specific Elective (DSE)**

**Paper 206 D**

**Human Growth, Development and Nutrition**

**Credit = 4**

**Course Objective**

CO 1: To provide basic and advanced knowledge about human growth, development and nutrition

CO 2: To explain both normal and deviated growth pattern

CO 3: To understand human body physique and constitution

CO 4: To gain expertise in human nutrition and its assessment

**Unit I:** Definition, concepts and basic principle of human growth, differentiation, maturation and development; Major stages of human growth and development: Prenatal growth, Post-natal growth, Senescence and their characteristics; Human Lifespan development process.

**Unit II:** Pattern of Growth, Changing Human Growth Patterns, Human Growth Curves of different body parts and tissues (neural tissue, lymphoid tissue, reproductive tissue); Significance of age in growth studies: Methods of assessing age-chronological age, dental age, skeletal age, secondary sex character age, and morphological age, age-grouping. Decimal age; Methods of studying growth; Growth standard and references, Growth curve; Pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth)

**Unit III:** Assessment and application of Body Composition, Body Composition and Ethnic Variation, Concept of human physique and constitution, New Approach to human physique, Human body physique and health

**Unit IV:** Nutritional Anthropology: Concept of nutrition and balanced diet; Assessment of nutritional status and methods of evaluation; Nutritional Epidemiology: impact of malnutrition under-nutrition and over-nutrition.

**Course Outcome**

After completion of the course, the student will be able to

CO1: The students will learn about the concepts and indicators of human growth and development.

CO2: Acquire knowledge about different stages of pre-natal and post-natal growth.

CO3: Explain and assess body composition, physique and their association with health

CO4: Assess growth and nutritional status.

**Suggested Readings**

1. Growth, maturation & physical activity (2004) Malina, Robert M; Bouchard, Claude, Bar-Or, Oded. Human Kinetics.
2. Human growth and development by Cameron Noel (20U2). St. Louis, Academic Press.
3. Patterns of human growth by Bogin, Barry (1999). Cambridge University Press.
4. Human biology: An introduction to human evolution, variation, growth & adaptability by Harrison, GA; Tanner, JM; Pilbeam, DR; Baker PT (1988). Oxford, England, Oxford University Press.
5. Proceeding on Human Physical Growth and Maturation by eds. Johnson, FE, Roche, AF, Susanne, C, (1980). Plenum Publishing Corporation. 6. Applied body Composition Assessment (2009) Heyward, VH; Wagner DR. Human Kinetic.

**Discipline Specific Elective (DSE) Paper**

**206 C**

**Practical (Optional)**

**Credit = 4**

**Course Objective**

The present paper aims to

- CO 1: Make the students acquainted with the identification, drawing and description of prehistoric tools and to analyze the cognitive development of prehistoric man
1. Demonstrate the techniques of manufacture, function and social implications of artifacts.
  2. Handle Stone Artifacts, Characterizing lower, middle, upper palaeolithic, mesolithic and Neolithic periods
  3. Drawing and description of prehistoric tools of palaeolithic, mesolithic and neolithic periods
4. Periodic maintenance of practical records shall be taken into consideration while awarding grades to the candidates

**Course Outcome**

After completion of the course, student will able to

CO-1: Identify, draw and describe prehistoric tools.

CO-2: Interpret the cognitive development of prehistoric man

**Semester III**

**Core Paper – 301**

**Demographic Anthropology**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

**Course Objective**

CO 1: Understand basic concepts of demography and their significance in Anthropological research.

CO 2: Learn the methods of demographic studies and make acquainted on demographic data.

CO 3: Gain proficiency in population data analysis

CO 4: Assess population change and project the growth of population by using methods of population growth

**Unit I**

Basic concepts and definition of demography relationship between demography and anthropology. Importance of population studies and their implications. Basic Demographic Variables: Age, Sex, Marriage, Sex Ratio, Fertility, Migration, Mortality, Morbidity and Population Growth. Factors Affecting Demographic Variables: Physical, Environmental, Biological, Socio-Cultural. Sources of demographic data-Census, Civil Registration system (CRS), Sample Registration system (SRS), National samples survey organizations (NSSO).

**Unit II**

Population Growth Theories : Pre-Malthusian Theory, Malthus Theory, Theory of Optimum Population, Biological Theories-Michael Thomas Sadler's Theory, Doubleday's Diet Theory, Pearl and Reed's Logistic Curve Theory, Corrado Gini's Theory, Herbert Spencer's, Castro's Theory of Protein Consumption, Theory of Demographic Transition.

**Unit III**

Population structure - age and sex composition, ethnic and racial composition, geographical distribution and urbanization, distribution according to various social characteristics, literacy trend in world population, population projection

The basic components of population change - fertility, mortality, marriage, migration and biological, social, ecological and economical factors influencing these components

**Unit IV**

Factors Regulating Population Growth; Fertility Rate, Birth Rate, Agespecific Fertility Rates, Net Reproductive Rate, Mortality Rate, Prenatal and Postnatal Life Table, Migration Rates, Intrinsic Rate of Natural Increase, Effective Population Size; methods used in describing population growth, effect of socio-economic development on population growth, National population policy, national health policy, national policy on reproductive health care

**Course Outcome**

After completion of the course, student will able to

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

**Suggested Readings**

1. Bhende A. and Kaniikar, T. (2010) Principles of Population Studies. Himalaya Publishing House. Mumbai
2. Bogue, D.J. 1969 Principles of Demography. New York: John Wiley and Sons.
3. Caldwell J.C. (2006). Demographic Transition Theory. Springer.
4. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
5. Driver, ED. 1963 *Fertility differentials in Central India*. Princeton: University Press Princeton.
6. Howell, N. 1986. Demographic Anthropology. *Annual Review of Anthropology*. 15: 219-246

7. Kshatriya, G.K. 2000. Ecology and health with special reference to Indian tribes. *Human Ecology* (special volume), 9:229-245.
8. Kshatriya G. K., Rajesh, G. and A.K. Kapoor. 2010. *Population Characteristics of Desert Ecology*. Germany: VDM Verlag.
9. Misra, B.D. 1982. An introduction to the study of population. New Delhi: South Asia publications.
10. National Population Policy <http://populationcommission.nic.in/npp.htm>
11. NFHS. Mumbai: IIPS.
12. Park K. 2000. *Text book of Preventive and Social Medicine*. BanarsidasBhanot, Jabalpur.
13. Riley N.E. and J. McCarthy. 2003. *Demography in the age of the postmodern*. UK: Cambridge University press.
14. Shryock, H.S. and J. S Siegel. 1971. *The methods & materials in demography*. California: Academic Press.
15. Srivastava, O.S. 1994. *Demography and Population Studies*. New Delhi: Vikas Publishing House.
16. Zubrow, E.B.W. 1976. *Demographic anthropology. Quantitative approaches*. Albuquerque: University of New Mexico Press.

**Core Paper - 302**  
**Anthropology of Museum**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objectives**

The present paper aims to

- CO 1: This course will examine critically the intersection between anthropology and museum from functional, historical, material and aesthetic perspectives
- CO 2: Examine the relationship between cultural context of objects and museum.
- CO 3: Provide an introduction to the history, purpose, transformation of museum from an anthropological perspective.
- CO 4: Demonstrate an understanding of the history and organisation of museums.
- CO 5: Cover the relevance of anthropological training to careers in the museum field as well as the importance of conducting anthropological investigations in the museum environment.
- CO 6: Case studies, site visit will be used to demonstrate the evolving theory, practice and ethical implication of museum.
- CO 7: Develop an understanding of contested arenas involving the representation of peoples and culture, ethical issues of cultural properties and specific museum function inducing preservation and education.
- CO 8: Discuss critically current issues in the philosophy of museums, museum mission representation of the past, interpretation of cultural objects and role of museum in society.
- CO 9: Engage in the critical analysis of museum exhibition and programme and application of anthropological approaches in the construction of knowledge.

**Unit I: Introducing the domain**

Concept and history of anthropological museums; Types of anthropological museums - tribal, ethnographic, archaeological and museums of physical/biological anthropology; Social relevance and Functions of museum; Museum specimens; Tangible and Intangible cultural heritage; Museum Personnel; Museum Visitors; Museology- concept and theories; New museology; museum research

**Unit II: How Museum works**

Anthropological museum collection: gift, purpose, loan, exchange, exploration etc.;  
 Display - text, furniture, lighting, texture and signals;  
 Documentation - numbering, system and labeling,

**Unit III: Care for Museum**

Care and preservation of museum specimens, factors of deterioration and its control, anthropological museums and disaster management, challenges to anthropological museums; Gender representation in museum; The poetics and politics of Museum display;

(Students are required to compulsorily visit a museum for hands up understanding of museum functioning. After returning from museum students have to submit a short report individually assigned to them)

**Unit IV:**

Anthropological museums in India; University anthropological museums; Best Practices of Museum; UNESCO Universal Declaration and Cultural Diversity; International Museum Day; Anthropological Museums, cultural identity and sustainable development, policy for anthropological museums

**Course Outcome**

After completion of the course, student will be able to



- CO1: Demonstrate the knowledge on development and scope of anthropological museum.  
 CO 2: Analyse the knowledge on collection and exhibition of different museum objects.  
 CO 3: Identify different techniques used in museum collections, preservation and exhibition.  
 CO 4: Assess knowledge on various experiments used in museum management.  
 CO 5: Design the anthropological museum in term of display and exhibitions.

#### Suggested Readings

1. Agrawal O. P. 1977. *Care and Preservation of Museum objects*. New Delhi: NRLC.
2. Agrawal O. P. 2006. *Essentials of Conservation and Museology*. Delhi: Sandeep Prakashan.
3. Agrawal O.P. 1982. *Field Conservation of Archaeological Materials*. Lucknow: NRLC.
4. Alexander, Edward P. 1978. *Museums in Motion: An Introduction to the History and Functions of Museums*. American Association for State & Local History.
5. Andre, Desvaltees and Mairese, Francas. 2010. *Key concepts in museology*. Singapore: Armand Colin.
6. Baxi, S. J. and V. P. Dwivedi. 1973. *Modern Museums*. Delhi: Abhinav Publications.
7. Bedekar, V.H. 1978. *So You want Good Museum Exhibitions*. Vadodara: M. S. University of Baroda.
8. Bedekar, V.H. 1995. *New Museology for India*. New Delhi: National Museum Institute of History of Art, Conservation, and Museology.
9. Bedekar, Vasant Hari. 1995. *New Museology*. National Museum Institute of Arts, Conservation and Museology, New delhi.
10. Belcher, Michael. 1991. *Exhibitions in Museums*, Leicester: Leicester University Press.
11. Chaudhari, Anil Roy. 1963. *Art Museum Documentation and Practical Handling*. Hyderabad: Choudhury and Choudhury.
12. Conservation of cultural Property in India, annual Journal of IASC, New Delhi
13. Dean, David. 1994. *Museum Exhibition: Theory and Practice*. London: Routledge.
14. Dudley, D. H., Wilkinson, I.B. et.al. 1979. *Museum Registration Methods*. Washington, D.C: American Association of Museums.
15. Dwivedi, V. P. and G.N. Pant. 1980. *Museums and Museology: New Horizons*. Delhi: AgamKalaPrakashan.
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**Core Paper - 303**

**Anthropological Theory**

**Full Mark 100 (20 Mid Term + 80 End Term)Credit**

**= 4**

**Course Objectives**

The present paper aims to

CO 1: Delve into the contribution of 19<sup>th</sup> century anthropologist to classical theories.

CO 2: Critically understand the criticism of classical theories.

CO 3: Understand the changes of culture due to diffusion of human population.

CO-4: Investigate the functional and structural view point of culture.

CO 5: Explain the role of culture in the formation and development of personality and the role of personality in the formation of culture pattern.

CO 6: Understand the basic concept of cognitive and interpretive anthropology

CO 7: Examine the theoretical contribution of feminist anthropologists and the strategies for the liberation of women.

**Unit I**

Evolutionism, Structuralism and Functionalism: Evolutionism – Tylor, Morgan, Fraser, Maine, McLennan, Diffusionism - three Schools (Austro German, British, American), Neo-evolutionism (Leslie White, Julian Steward, Marshall Sahlins)

Historical Particularism – Boas; Structuralism – Levi-Strauss; Functionalism – Malinowski. Structural Functionalism – Radcliffe-Brown, Firth, Parsons

**Unit II**

Post-structuralism and Postmodernism: Postmodernism, Post structuralism, Post colonialism – Foucault, Derrida, Bourdieu, Ethnicity – Barth, Jeffery, Weber

**Unit III**

Culture and Personality/Psychological Anthropology – Margaret Mead, Ruth Benedict, Linton, Cultural Materialism – Marvin Harris

**Unit IV**

Symbolic and Cognitive Anthropology– Victor Turner, Raymond Firth, Mary Douglas. Cognitive Anthropology – Roy D'Andrade, Stephen Tylor,

Deep Ethnography, Interpretive Anthropology – Clifford Geertz

Anthropology and Gender – Leela Dube, Renato Rosaldo, Marilyn Strathern

**Course Outcome**

After completion of the course, student will able to

CO 1: Describe the important classical theories of anthropology and new theories to understand the cultural changes.

CO 2 Analyse the importance of culture for the formation and development of personality

CO 3: Explore the systems of meaning, beliefs, values, world views, forms of feeling, style of thought in term of which particular people construct their existence with new anthropological theory and understanding.

CO 4: Develop an insight to conceptualize the research and relation with theory.

**Suggested Readings**

1. Applebaum H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.
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3. Barrett, S., Stokholm, S., & Burke, J. 2001. The Idea of power and the power of ideas: a review essay. *American Anthropologist*, 103(2), 468-480.
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5. Bock, Philip K. 1988. *Rethinking psychological anthropology: Continuity and change in the study of human action*. New York: Freeman.
6. Brown, Richard H. (1995). *Postmodernrepresentations*. Chicago: University of Illinois Press.
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20. LeVine, Robert A. 2007. Anthropological foundations of cultural psychology. In ShinobuKitayama and Dov Cohen (eds.) *Handbook of cultural psychology* (pp. 40–58). New York: Guilford.
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39. Turner, Bryan S. 1990. *Theories of modernity and postmodernity*. London: SAGE Publications.

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**Core Paper - 304**  
**Tribal Anthropology**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objectives**

The present paper aims to

CO 1: Describe the tribal situation in Odisha and India

CO 2: Explain the forest-tribe interaction, FRA 2006 and role of State and NGOs in protecting tribals rights on forests

CO 3: Discuss the tribal problems and analyze the different tribal development programmes

**Unit I**

Tribes in India – Major classifications, tribal situation in India, tribal situation in Odisha, tribal States in India, major tribal groups of India, major tribal groups of Odisha, particularly vulnerable tribal group (PVTGs) of India and Odisha

**Unit-II**

Forest-tribe interaction, deforestation and its impact on tribal population, tribal rights on forest and land, Forest Policies, Forest Rights Act (FRA) 2006, role of State and NGOs to protect and promote the tribal

**Unit III**

Major tribal problems: Relating to economy, education, health, culture and religion, constitutional safeguards for scheduled tribes, development schemes, mandal commission, dhebar commission. Tribal Movements in India

**Unit-IV**

Neheru's perspectives on tribal development, sustainable tribal development, development programmes in Five Year Plans, Tribal Sub Plan, ITDAs, draft national tribal policy, role of anthropology in tribal development.

**Course Outcome**

After completion of the course, student will able to

CO 1: Discuss the concept of tribal society and the tribal situation in Odisha and India

CO 2: Demonstrate the forest-tribe interaction

CO 3: Summarize the tribal problems

CO 4: Categorize the different tribal development programmes

**Suggested Readings**

1. Beteille A. 1996. Concept of tribes with special reference to India. In *Society and politics in India: essays in a comparative perspective* (pp 57-78). London: Athlone Press.
2. Chaudhuri, B. 1992. *Tribal transformation in India: socio-economic and ecological development*. New Delhi: Inter-India publication.
3. Choudhury, B. 1982. *Tribal Development in India*. New Delhi: Inter-India Publication.
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**Core Paper - 305**

**Practical and Field-based report**

**Full Mark 100**

**Credit = 4**

**Course Objectives**

The present paper aims to

CO 1: To learn to make schedule for collection of demographic data

CO 2: To gain expertise in demographic data analysis

**A: Demographic Anthropology Practical/Project**

**Collection and analysis of some demographic characteristics of a specified population**

1. Preparation of schedules for collection of demographic data.

2. Preparation of flow chart and graphic presentation

3. Compilation and presentation of data on population studies:

a. age composition

b. sex composition

c. age ratio

d. fertility measures

e. modality measures Pictorial comparison of health indicators

B. Anthropology of Museum field should carry on pertaining to ethnomuseocology and collection of Museum Specimens

**Course Outcome**

After completion of the course, student will able to

CO-1: Learn about the use of some statistical software for analysis of demographic data

CO-2: Analyze various demographic data pertaining to age sex composition as well as various measures of demographic characters like fertility and mortality.

**Interdisciplinary Specific Elective Papers – IDSE (any one)**

**IDSE Paper - 306 A**

**Bio-Cultural Dynamics of Indian Population**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

**Course Objective**

The present paper aims to

CO 1: Give a clear understanding of the concept of society, culture, social structure and racial elements of India

CO 2: Explain the changes in contemporary Indian society.

CO 3: Discuss the biological diversity of Indian population and human adaptation

**Unit I**

Definitions of race, ethnic group, population, culture, community, society; social structure, social institutions, cultural patterns, culture and environment in India

**Unit II**

Social and cultural changes in caste and tribes in India, dating methods, fossil evidences from India

**Unit III**

Sources of genetic variation; biological diversity in India populations; Tribal Health; Biology Culture and environment - the studies conducted on Indian populations; ecology and Human adaptation

**Unit IV**

Cultural factors affecting human variation, molecular approach for studying biological diversity, Microevolution, Bio-social demographic studies of different ecological zones of India.

**Course Outcome**

After completion of the course, student will be able to

CO - 1: Understand the concept of society, culture, social structure and racial elements of India

CO - 2: Identify Socio-cultural changes occurring in contemporary Indian society as well during hominid evolution.

CO - 3: Explore the biological diversity of Indian population and to find out the human adaptation to various ecological niches.

CO - 4: Interpret the role of culture behind the human variation through molecular study approach

### **Suggested Readings**

1. Baker, P. T. and J.S. Weiner (eds.) 1996. *The Biology of Human Adaptability*. Oxford and New York: Oxford University Press.
2. Bhasin, M. K., H. Walter & H. Danker-Hopfe. 1994. *People of India- An Investigation of Biological Variability in the Ecological, Ethno-economic and Linguistic Groups*. Delhi: Kamla Raj Enterprises.
3. Bohannan, Paul. 1963. *Social Anthropology*. New York: Mac Millan.
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10. Keesing, Roger. 1984. *An Introduction of Cultural Anthropology*. New York: Mac Millan.
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### **IDSE Paper - 306 B**

#### **Anthropology in Practice**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

### **Course Objective**

The present paper aims to

CO 1: Describe the different domains of application of anthropological knowledge.

CO 2: Analyze the different anthropological theories and methods in relation to community development and research

CO 3: Give a clear understanding of the role of anthropology in community development and human development

### **Unit I**

Academic and practicing anthropology: differences, structure, activities, issues, (scope and applications)

### **Unit II**

Role of anthropology in public policy, community development, NGO's, tourism anthropology, media anthropology. Trends in Anthropology: designing and fashion human rights, gender disparity, management anthropology; cyber studies; neuroanthropology; gerontological anthropology

### **Unit III**

Role of biological anthropology in human development; genetic counseling, tools of forensic identification in living and dead, Biological variability of Indian populations admixture and migration and sub-structure variation. Life style diseases and quality of life

### **Unit IV**

Reproductive health and anthropology; life course induction of adiposity, cognitive anthropology

### **Course Outcome**

After completion of the course, student will able to

CO - 1: Identify different areas to become a practicing anthropologist.

CO - 2: Identify different domains of application of anthropological knowledge.

CO - 3: Employ anthropological knowledge in criminal identification, racial detection and diasporic study.

CO - 4: Contribute in the policy formulation to different area of development.

CO - 5: Examine different anthropological theories and methods in the field of community development and research.

### **Suggested Readings**



1. Arya A and Kapoor AK. 2012. Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
2. Basu, A. and P. Aaby. 1998. The Methods and the Uses of Anthropological. Demography. 329 pp. Oxford, Clarendon Press
3. Census of India (2001, 2011) and National Family Health Survey (2006,2010)
4. Ervic, Alexander M. 2000. *Applied Anthropology: Tools and Perspectives for Contemporary Practise*. Boston, MA: Allyn and Bacon.
5. Erwin A. 2004. *Applied Anthropology Tools and Practice*. Boston: Allyn and Bacon.
6. Goodale, M. 2009. *Human Rights: An Anthropological Reader*. Wiley Blackwell.
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15. Patnaik, S.M. 2007. Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60 3&4 :455-470.
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17. Willen, S.S. 2012. Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. *Journal of Human Rights*, 11:150–159.

**IDSE Paper - 306 C**

**Prehistory in India**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

**Course Objective**

CO – 1: Give an insight into the understand the geological features of India

CO – 2: Provide knowledge on the technological and cultural development of prehistoric man of India and Europe

CO – 3: Analyze technological development of prehistoric man of European and Indian

**Unit I**

Geological Features of India

Geological formations, introductory overview of the stratigraphy of the Indian sub-continent, Pleistocene chronology, climate and environmental features of Indian subcontinent

**Unit II**

Theories and Models in Archaeology

Middle Range Theory, New Archeology/Processual Archaeology, Post-processual Archaeology Post-Modernism

Models for understanding hunter-gatherers' and early agriculturalists' appropriation of nature

i. Site Catchment Analysis (SCA)

ii. Site Exploitation Territory (SET)

iii. XTENT Modeling

iv. Multi-Dimensional Scaling (MDSCAL)

v. Optimal Foraging Models

**Unit III**

Palaeolithic and Mesolithic Cultures in India, Northern Region, Western Region, Central Region, Eastern Region, Southern Region

**Unit IV**

Advent & Evolution of settlement in India Rise of Complex Society in India and Legacy of the Harrapan Civilization

a. Advent of agriculture in India with respect to all five regions.

Rise of Complex Society in India

a) Emergence of the Indian Civilization: Harappan Civilization



- b) Neolithic/Chalcolithic cultures-Western region, Central region, Eastern region and Southern region  
 c) Advent of Iron, Late/Post Harrapan Civilization: Ochre Coloured Pottery and Copper Hoards in Ganga Valley, Gujarat and Sindh, Megaliths and use of iron in South India

### **Course Outcome**

After completion of the course, student will able to

CO – 1: Understand the Geological Features of India

CO – 2: Interpret the technological development of prehistoric man of India chronologically

CO – 3: Analyze technological development of prehistoric man of European and Indian

### **Suggested Readings**

1. Allchin, B. and R. Allchin. 1982. The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press.
2. Bhattacharya, D.K. 2006. An outline of Indian Prehistory. Delhi: PalakaPrakashan.
3. Burkitt, M. 1963. The Old Stone Age: A study of Palaeolithic Times. London: Bowes and Bowes. 4. Renfrew, C. and P. Bahn. 2001. Archaeology: Theories methods and Practices, London: Thames and Hudson.
4. Fagan B. M. 2004. People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education.
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6. Lee, R.B and I. Devore (Eds.). 1977. Man the Hunter. Chicago: Aldine Publishing Company.
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11. Renfrew, C. and Paul Bahn 1996. Archaeology: theories, methods and practices. London:Thames and Hudson.
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13. Sankalia, H.D. 1974. Prehistory and Protohistory of India and Pakistan. Pune: Deccan College.

### **Semester IV**

#### **Core Paper - 401**

#### **Applied Anthropology (Biological and Social)**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

### **Course Objective**

The present paper aims to

CO 1: To train student about the development and importance of applied anthropology.

CO 2: To make the student out to understand varieties of methods and techniques anthropologists employ to study human's problems.

CO 3: To make student aware of ethnical principles to research and cultural representation.

CO 4: To train students about application of methodological & theoretical tools to wider range of carrier path.

CO 5: To improve student critical understanding of the social issue through anthropological perspectives that might help to resolve certain issues.

### **Unit I: Beyond Academics**

Meaning and scope of applied anthropology; History of applied anthropology; Action anthropology; Development anthropology; Similarities and Differences between applied and action anthropology; Academic and Practicing Anthropology; Methods of Applied Research: Participatory Rural Appraisal, Rapid Rural Appraisal, Sustainable Livelihood Approach, Participatory Action Research; Collaborative Ethnography; Ethics in applied anthropology

### **Unit II: Applied Anthropology Biological Perspectives**

Meaning and scope of applied biological anthropology, Anthropology of Sports, Nutritional Anthropology, Designing of defense equipment, Defense Services, Applications of Human Genetics: Medico-legal cases, Eugenics, Genetic screening, Genetic counseling, Genetic engineering, Human Genomics and its applications,

### **Unit III: Engaging anthropologist**

Public anthropology; Advocacy Anthropology; Community development projects; Need assessment and Social Impact Assessment (SIA); Social marketing. Cultural resource management; Anthropologists in Census; Anthropologist at NGO;

### **Unit IV: Domains of application**

Public Policy; Agriculture and food security; Education; Tourism and ecotourism, Media anthropology. Designing and Fashion; Human rights; Military; Business anthropology; cyber studies; Gerontology; Climate change; Disaster and Risk; Displacement and rehabilitation; Disability; Nutrition and Public health;

## Neuroanthropology

### Course Outcome

After completion of the course, student will able to

CO 1: Identify different domains of application of anthropological knowledge.

CO 2: Employ anthropological knowledge in solving human problems.

CO 3: Select the appropriate methodologies and employ them in an applied policy setting.

CO 4: Examine different anthropological theories and methods in the field of community development and research.

CO 5: Formulate and analyze action research leading to policy recommendations.

### Suggested Readings

- Baba, M. L. 2005. "Anthropological practice in business and industry," In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 221-262. Westport: Praeger Press.
- Bennett, L. A. and Fiske, S.J. (2013) "The Academic-Practitioner Relationship" Chapter 27 in *A Handbook of Practicing Anthropology* pp. 303- 316
- Briller, Sherylyn H. and Goldmacher, A. (2009) *Designing an Anthropology Career: Professional Development Exercises*, AltaMira Press
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**Core Paper - 402**  
**Anthropology of Marginalized Communities**  
**Full Mark 100 (20 Mid Term + 80 End Term)**  
**Credit = 4**

**Course Objective**

The present paper aims to

CO 1: Understand the concept of marginality

CO 2: Discuss the different types of marginalization and marginalized groups in India

CO 3: Give insight into the theory and practices relating to empowerment of marginalized communities

**Unit I**

Marginality– Meaning and Definition, marginalization and vulnerability, Nature of Marginalisation, Factors responsible for marginalization, Types of marginalisation, Levels of marginalisation

**Unit II**

Bases of Marginalization, marginalization due to structural discrimination, due to age and sex, due to disability; due to displacement, migration; due to stigma and discrimination

**Unit III**

Marginalized groups in India, Scheduled Castes, Scheduled Tribes, Dalits; women, children and aged, PLWHA, Sexual Minorities etc.

Unit IV: Empowerment of marginalized communities-theory and practice, Affirmative action - Constitutional Provisions and welfare measures for the Scheduled Castes and Scheduled Tribes

**Course Outcome**

CO1: Understand the concept of marginality

CO – 2: Discover the different types of marginalization in India

CO – 3: Explain the different types of marginalized groups in India

CO – 4: Summarize the theory and practices of empowerment of marginalized communities

**Suggested Readings**

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#### **Core Paper – 403**

#### **Medical Anthropology**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

#### **Course Objective**

The present paper aims to

CO 1: To study the basic concepts about health and diseases

CO 2: To know health care systems as well as the ethno medical practices

CO 3: To revise the association of cultural practices with health

CO 4: To understand role of Anthropological research in the field of health research.

#### **Unit I**

History and scope of Medical anthropology and allied discipline; Emergence of Medical Anthropology in India; Disease, Culture, and healing practices; Bio-cultural adaptation, Disease ecology, Evolutionary medicine.

#### **Unit II**

Health in prehistory, Epidemiologic transitions, Health care systems: traditional systems, classical systems, alternative systems, medical pluralism. Globalization and health Issues and trends in international health: AIDS, Diarrhea, ARI, reproductive health and vector borne diseases.

#### **Unit III**

Anthropology and the body • Biomedicine as a cultural system, Developmental origins of adult health; Medicalization of sexuality and reproduction; Child health and nutrition Malnutrition and global health; Socio-cultural context of stress, Poverty and health, Race, racism, and health

#### **Unit IV**

Anthropological framing of public health problems, design of public health interventions, evaluation of public health initiatives, Anthropological critique of public health policy; Health care in India: National Health Policy; health care programmes.

#### **Practical (Optional)**

The students shall be required to undertake two projects: one based on secondary sources and the other based on primary data collected through fieldwork in a community.

#### **Course Outcome**

After completion of the course, student will able to

CO-1: Understand the basic concepts about health, sickness and disease from anthropological perspectives

CO-2 Explain ethnomedical practices

CO-3: Interpret the association of cultural practices with health



CO-4: Analyse how anthropology as a discipline has responded to health challenges around the world and how the discipline has influenced international health policy.

### **Suggested Readings**

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### **Core Paper 404**

#### **Ecological Anthropology**

**Full Mark 100 (20 Mid Term + 80 End Term)**

**Credit = 4**

#### **Course Objectives**

**CO 1:** provide an understanding of the dynamics of human-nature interaction in the process of adaptation,

**CO 2:** provide an understanding of subsistence and non-subsistence related cultural traits and behaviors towards adaptive livelihood of different communities across globe,

**CO 3:** provide an understanding as to how decision-making within a cultural and environmental context and interaction between culture and ecology shape the livelihood and biodiversity conservation.

**CO 4:** Provide an understanding of both cultural and state notion of biodiversity conservation in Indian context.

#### **Unit I: Introducing the Concepts**

Ecological Anthropology: Concept and Historical Development; Theories of Ecological Anthropology: Environmental Determinism; Environmental Possibilism; Cultural Ecology; Human Ecology; Deep Ecology; Behavioural Ecology; New Ecology; Spiritual Ecology;  
Cultural Materialism: sacred cow of India, New ecological anthropology; Multilinear evolution

#### **UNIT II: Living with Nature:**

Subsistence Variability: Foraging, Hunting and gathering; Pastoralism decision making; Food production and agricultural intensification; Adaptation: Culture/Religion as a tool to adaptation; Ritual and Ecology

#### **Unit III: Ecological Interaction**

Indigenous Knowledge System; Ethnoecology; Ecological Worldview; Eco-Cosmology; Health and Ecology; Climate Change Mitigation: Indigenous People and climate change; Climatic vulnerability and mitigating strategies

#### **Unit IV: Managing the Commons- Indian context**

Common Property Resources; Natural Resources management: Institutions, Local knowledge, state intervention; Forest Policies; Sustainable Development; Political Ecology; Ecological Movements

### Course Outcomes

The student who successfully completes this course will

- CO 1:** Understand how and why both human culture and the natural environment are dynamic creations of their mutual interaction.
- CO 2:** Become familiar with different theoretical models and epistemologies regarding the nature and drivers of human-environmental relationships.
- CO 3:** Become aware of the linkages among environment, technology, economics, politics, social organization, ideology, religion and ethics.
- CO 4:** See how people's perception, value and use of the natural environment are mediated by cultural filters.
- CO 5:** Gain an appreciation for the rationality and contemporary relevance of non-western, unscientific knowledge systems and associated practices.
- CO 6:** Understand the economic and political underpinnings of resource management behavior. Comprehend how people's contact and experience with the natural environment are structured by race, ethnicity, gender, class, age and other social ascriptions.

### Suggested Readings

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**Core Paper - 405**  
**Field work and Dissertation**  
**Full Mark – 100**  
**Credit = 4**

**Course Objective**

CO-1: To make the students understand the nature of Anthropological research.

CO-2: To make students acquainted with various types of data collection methods.

CO-3: To able the students to make data analysis and writing report

- Nature of anthropological research.
- Genealogical method: Construction of Genealogy.
- Observation: Direct, Indirect, Participant, Non-participant, controlled. 4. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focused Group Discussion, and Free listing, pile sorting, Case study and life history
- Project Report: The student shall undertake a project under which they will investigate and interpret a physical or social issue or problem by collecting primary data from the field.

### **Course Outcome**

After completion of the course, student will able to

CO 1: Understand the nature of Anthropological research.

CO 2: Develop skill in various types of data collection methods.

CO 3: Explore different problem areas of human society

CO 4: Acquire skills in Field work, data analysis and report writing.

CO 5: Interpret both biological and social issues of human society