

SYLLABUS
M.A./M.Sc. Courses
(SEMESTER SYSTEM)
2023-2025
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. Programme Outcome**

- **Disciplinary knowledge:** Delves in-depth knowledge and comprehend an understanding on anthropology discipline as part of Post Graduate programme.
- **Critical thinking:** It involves actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from observation, experience, reflection, reasoning, or communication as a guide to belief and action.
- **Problem solving:** The subjective knowledge can help solve social problems by studying societies in which certain social relationships have fewer conflicts than in one's own society. Understanding what makes a culture or a unit of individuals tick, so to speak, will shed light upon how these relationships function within one's own society.
- **Analytical reasoning:** It gives an educated lens through which to look at the problems of society both urban and rural. It allows not only critique the exploitative forces of globalization and neoliberal capitalism, but to also envision pathways towards a better world through relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related skills: It build up** broad transferable skill areas: understanding human diversity, building research skills for collecting and making sense of information, and communicating effectively to navigate cultural differences and convey research findings clearly. It also demonstrates empathy and cultural sensitivity when working with individuals or communities. Moreover it comprehends Independence of thought and analytical, critical and synoptic skills, skills in analysing primary and secondary sources of information, scholarly skills, such as the ability to make a structured argument, reference the works of others, and assess evidence, time planning and management skills.
- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team. Invites commentary from consultants and seeks to make that commentary overtly part of the ethnographic text as it develops. In turn, this negotiation is reintegrated back into the fieldwork process itself.
- **Scientific reasoning:** Emphasis traditional wisdom or revelations in contrast to personal knowledge and religious faith. Employ the scientific method, a system of logic used to evaluate data derived from systematic observation. Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences.
- **Self-directed learning:** It allows the students to decide what and how they will learn with the sincere guidance from the teacher. It can be done individually or with group learning, but the overall concept is that students

take ownership of their learning basing on being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

- **Multicultural competence:** Capacity to understand, to cooperate and to communicate effectively with people from different cultures and socio-economic backgrounds. Emphasizes the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own. This idea reflects the goal to be able to connect with and understand others more authentically.
- **Moral and ethical awareness/reasoning:** Promotes to maintain doing good, not doing harm and protecting the autonomy, wellbeing, safety and dignity of all research participants. Researchers should be as objective as possible and avoid ethnocentricity. It refers to the set of standards that enable people to live cooperatively in groups. It's what societies determine to be "right" and "acceptable." Sometimes, acting in a moral manner means individuals must sacrifice their own short-term interests to benefit society. Moreover, capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- **Leadership** readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

**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
SEMESTER I				
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 Archaeological Anthropology (50 marks)	Full Mark -100	40	4
		Total marks = 500	200	20
SEMESTER II				

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	Statistical Application and Anthropological Research	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
206	Medical Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
		Total marks = 600	240	24
SEMESTER III				
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 A	Tribal Studies	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
304 B	Human Growth, Development and Nutrition	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
305 (Practical)	Fieldwork Training and Museum visit	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
		Total marks = 600	240	24
SEMESTER IV				
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	Ecological Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
404 A	Human Population Genetics	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
404 B	Anthropology of Development	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
405	Dissertation and Viva	Full Mark – 100	40	4

		Total marks = 500	40	
	GRAND TOTAL	2200	200	88

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 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: Identify 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.

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 Organization; 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, Restudies, Reinterpretation; Reanalysis

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 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: Analyze the existing variation among different populations with the help of a population model.

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

Unit I

History and development of physical/biological anthropology, aim, scope and its relationship with allied disciplines; Recent and Emerging changes and major developments in Biological Anthropology; 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. Distribution, Classification and Characteristics, Phylogeny and taxonomy of living primates, Comparison of morphological and anatomical features of Man and Ape in reference to Erect Posture and Bipedalism **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 Dryopithecines Oligocene-Miocene fossils – Parapithecus; Gigantopithecus, Aegyptopithecus, Dryopithecus, Ramapithecus and Sivapithecus. Characteristics and phylogenetic position of Pre Hominoids: Sahelanthropus tchadensis (Toumai), Orrorin tugenensis, Ardipithecus ramidus.; Early Hominids: Australopithecus afarensis, Australopithecus ramidus, Australopithecus africanus, Australopithecus (Paranthropus) boisei, Australopithecus (Paranthropus) robustus, Australopithecus bahrelghazali); Early Transitional Human, Homo habilis; Characteristics and phylogenetic position of Homo erectus (Special reference to the fossil evidences discovered from Africa (Turkana boy), Asia (Java man and Peking man), Europe (Dmanisi), Homo floresiensis (Dwarf variety) Characteristics of Archaic sapiens with special reference to Europe (Homo heidelbergensis), Africa (Rhodesian Man), Asia (China, Jinniushan; India, Narmada Man) Homo Neanderthalensis. Classic/Conservatives, Progressive (La Chapelle aux saints, Rhodesian Man, Steinheim, Ehringsdorf. Mount Carmel); Characteristics of anatomically Modern Homo sapien with reference to Africa (Omo), Europe (Cro Magnon, Grimaldi, Chancelade.), Asia (Jinniushan) and Australia (Lake Mungo).

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.

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 Archaeological Anthropology
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4

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

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 21st Century, Indian Prehistory in 21st Century: Problems and Challenges.

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 Protohistory 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 Outcome

After completion of the course, student will able to

- CO-1: Understand the concepts of research approaches and formulation of research problems.
- CO-2: Discuss an insight about various research design, formulation and testing of hypotheses.
- CO-3: Demonstrate about various types of sampling, sampling error & graphical & tabular presentation of data.
- CO-4: Develop proper understanding of different type tools and techniques of data collection.

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.

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, H. R. 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 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.

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 and nose. and BMI status.

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 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

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

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 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.

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, manatism, 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.

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. i-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 Outcome

After completion of the course, student will 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

Unit I

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

Unit II

Human Genome

Structure and function of human 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 (Cri-du-chat syndrome and Philadelphia chromosome) numerical chromosomal abnormalities (Turner, Klinefelter's syndrome, Down's Syndrome, Patau Syndrome, Edward's Syndrome, Sturge-Weber syndrome, Triploidy, Tetraploidy), Translocation.

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- Finger-ball Pattern types, Dankmeijer's

Index, Furuhashi's Index and Pattern Intensity Index, Total Finger Ridge Count, Absolute Finger Ridge Count, Palmar formula and mainline index, transversality, atd angle and flexion creases); Non-nuclear inheritance, concepts of penetrance and variable expressivity), modifying genes, suppressor genes, selfish gene. **Suggested**

Readings

1. Benjamin 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

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

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 purushartha **Unit II: Changing dimension**

Social mobility and social change, Processes of social change - sanskritization, westernization, modernization, globalization; Ethnicity, cultural pluralism, multiculturalism, 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 FurerHaimendorf

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. Das, 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 Beni. 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, Mel in 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

Statistical Application and Anthropological Research

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

Credit = 4

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:

Analyze ethics of conducting social research.

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

Suggested Readings

1. Bernard, H. R. 2001. *Research Methods in Anthropology*. London: Alta Mira (4th 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 - 205
Practical and Project
Full Mark -100
Credit = 4

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.

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.

Core Paper - 206
Medical Anthropology
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4

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.

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; Sociocultural 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. **Suggested Readings**

1. Alland, A. 1970. *Adaptation in Cultural Evolution: An Approach to Medical Anthropology*. New York: Columbia University Press.
2. Brown, Peter.J., and SveaClosser. 2016. *Understanding and Applying Medical Anthropology*. Philadelphia: Routledge.
3. G. M. Foster and B. G Anderson. 1978. *Medical Anthropology*. New York: McGraw- Hill Companies.
4. Helman, Cecil. 2008. "Culture, Health and Illness", *Medical Anthropology*, 22 (2), 204-208.

5. Joshi, P. C. and A. Mahajan. 1990. *Studies in Medical Anthropology*. New Delhi: Reliance Publishers.
 6. Kakar, Sudhir. 2013. *Shamans, Mystics and Doctors*. Chicago: Knopf Doubleday Publishing Group.
 7. Kalla, A. K. and P. C. Joshi. 2004. *Tribal Health and Medicines*. New Delhi: Concept Publishing Company.
 8. Landy, David. 1977. *Culture, Disease and Healing: Studies in Medical Anthropology*. London: Macmillan University Press.
 9. Manderson, Lenore, Elizabeth Cartwright, Anita Hardon. 2016. *The Routledge Handbook of Medical Anthropology*. London: Routledge.
 10. Mc Elroy, Ann, and P. K. Townsend. 2018. *Medical Anthropology in ecological perspective*. London: Routledge.
 11. Rajesh Khanna and A.K. Kapoor. 2007. *Ethnic Groups and Health Dimensions*. New Delhi: Discovery Publishing House.
 12. Mann, Jonathon M., et al. (eds.) 1999. *Health and Human Rights*. New York: Routledge.
 13. Albrecht, Gary L., Ray Fitzparick, and Susan C. Scrimshaw (eds.) 2000. *The Handbook of Social Studies in Health and Medicine*. New York: SAGE Publications.
 14. Coreil, Jeannine and J. Dennis Mull (eds.) 1990. *Anthropology and Primary Health Care*. Boulder: Westview Press.
 15. Hahn, Robert A. 1999. *Anthropology in Public Health. Bridging Differences in Culture and Society*. New York: Oxford University Press.
 16. Williams, Cicely D., Naomi Baumslag, and Derrick B. Jelliffe 1994. *Mother and Child Health. Delivering the Services*. New York: Oxford University Press
 17. Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) 1997. *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press. **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.

Semester III
Core Paper – 301
Demographic Anthropology
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4

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

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 ogistic Cur e 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, Age Specific 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

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 Outcome

After completion of the course, student will able to

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.

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 compulsory visit a museum for hands-on 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

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.
16. Falk, J.H. & L.D. Dierking (eds.), 2000. *Learning from Museums: Visitor Experiences and the Making of Meaning*. Rowman & Littlefield
17. Gairola T.R. 1960. *Handbook of Chemical conservation*, Vadodara: M S University of Baroda.
18. Hauenschild, A. 1998. Claims and reality of new museology: Case studies in Canada, the United States and Mexico. Centre for Museum Studies, Smithsonian Institution.
19. Hein, George. 1998. *Learning in the Museum*. NY: Routledge.
20. Hooper-Greenhill, Eilean 1991. *Museum and Gallery Education*. Leicester: Leicester University Press.
21. Hooper-Greenhill, Eilean., (ed.), 1989. *Initiatives in Museum Education*. Leicester: University of Leicester press.
22. ICOM. 2004. *Code of ethics for museums*. Paris: ICOM.
23. ICOM/CECA. 1982. *Museums and Education*, Denmark: ICOM/CECA.
24. Latham, KF & J.E. Simmons. 2014. *Foundations of Museum Studies: Evolving Systems of Knowledge*, California, Libraries Unlimited.
25. Lord, Gail Dexter & Lord, Barry (eds.). 1991. *The Manual of Museum Planning*. London: HMSO.
26. MacLeod, Suzanne (ed.). 2005. *Reshaping Museum Space: Architecture, Design, Exhibitions*. London: Routledge.
27. Markham S. F. and H. Hargreaves. 1936. *The Museums of India*. London: Museums Association. 28. Miles, R.S. (ed.), 1982. *Design of Educational Exhibits*. London: Allen &Unwin.,

29. Morley, Grace. 1981. *Museums Today*. Baroda: Department of Museology.
30. Museums Association of India. 1973. *Documentation in Museums*. Proceedings of Annual General Conference of Museums Association of India held in Mysore.
31. Nigam, M.L. 1966. *Fundamentals of Museology*. Hyderabad: NavhindPrakashan.
32. North, J. 1957. *Museum Labels: Handbook for Museum Curators*. London: The Museums Association.
33. Plenderleith H.J. and A.E.A. Werner. 1979. *The Conservation of Antiquities and Works of Art*, New York: Oxford University Press.
34. Plenderleith H.J. and A.E.A., Werner 1979. *The Conservation of Antiquities and Works of Art*, New York: Oxford University Press.
35. Robert P. Sudgen. 1946. *Care and Handling of Art Objects*. New York:
36. Ross, Max. 2004. *Interpreting the Mew Museology*. Keele: University of Keele.
37. Serrell, Beverly. *Making Exhibit Labels: a Step by Step Guide*, AASLH: Nasville.
38. Thompson, John M.A. (ed.) 1984. *Manual of Curatorship, a Guide to Museum Practice*. Butterworths.
39. Thomson G., 1963. *Recent Advances in Conservation*. London Butterworths, 40. UNESCO 1960. *The Organisation of Museums: Practical Advice*. Paris: UNESCO.
41. UNESCO. 1953. *Manual of Travelling Exhibitions*.
42. UNESCO. 1963. *Temporary and Travelling Exhibitions*, Museums and monuments series, 10. Paris: UNESCO.
43. UNESCO. 1995. Storage. *Museum International*, XLVII (4).
44. Vergo, Peter. 1989. *The New Museology*. UK: Reaktion Book.

Core Paper - 303

Anthropological Theory

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

Credit = 4

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.

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

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. 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.
4. Benedict, Ruth 1934. *Patterns of Culture*. New York: Mentor.
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.
7. Clifford, James and George E. Marcus (eds) .1986. *Writing culture: the poetics and politics of ethnography*. Berkeley: University of California Press.
8. Cooke, Bill. 2006. "Postmodernism." In *Encyclopedia of Anthropology*, Vol. 4, edited by H. James Birx, 1912-1915. Thousand Oaks: SAGE.
9. Des Chene, Mary. 1996. Symbolic Anthropology. In David Levinson and Melvin Ember (eds.) *Encyclopedia of Cultural Anthropology* (pp. 1274-1278). New York: Henry Holt.
10. Douglas, Mary. 1966. *Purity and danger: an analysis of the concepts of pollution and taboo*. New York: Routledge.
11. Douglas, Mary. 1970. *Natural symbols: explorations in cosmology*. New York: Pantheon.
12. Douglas, Mary. 1992. *Risk and blame: essays in cultural theory*. New York: Routledge.
13. Dreyfus, Hubert and Paul Rabinow. 1983. *Michel Foucault, beyond structuralism and hermeneutics*. 2nd. ed Chicago: University of Chicago Press.
14. Dube, Leela. 2001. *Anthropological exploration in gender: intersecting field*. New Delhi: Sage publication.
15. Freud, Sigmund. 1905. *Three Essays on the Theory of Sexuality*. Translated by James Strachey. New York: Basic Books, 1975.
16. Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books, Inc.
17. Geertz, Clifford. 1973. Thick description: toward an interpretive theory of culture. In *The Interpretation of Cultures* (pp. 3-30). New York: Basic Books, Inc.
18. Hariies, M. 1968. *The rise of anthropological theory: a history of theories of culture*. Oxford: Rawman& Littlefield publishing inc.
19. Johnson, Michelle C. 2013. Symbolic and interpretive anthropology. In R. Jon McGee and Richard L. Warms (eds.) *Theory in Social and Cultural Anthropology: An Encyclopedia* (pp. 841-846). Thousand Oaks, CA: SAGE.
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.
21. LeVine, Robert A. 1982. *Culture, behavior, and personality*. New York: Aldine Publishing.
22. MacCormack, Carol P., and Marilyn Strathern, eds. 1980. *Nature, culture, and gender*. Cambridge and New York: Cambridge University Press.
23. Malinowski, Bronislaw. 1927. *Sex and repression in savage society*. London: International Library of Psychology, Philosophy, and Scientific Method.
24. McGee R.J. and Warms R.L. 1996. *Anthropological theories: an introductory history*. Oxford: Rawman& Littlefield publishing inc.
25. Mead, Margaret. 1949. *Male and female: a study of the sexes in a changing world*. New York: Morrow.
26. Moore M. and Sanders T. 2006. *Anthropology in theory: issues in epistemology*. Malden, MA: Blackwell Publishing.
27. Ortner, Sherry B. 1984. Theory in anthropology since the Sixties. *Comparative Studies in Society and History*. 26:126-166.
28. Ortner, Sherry B. 1974. Is female to male as nature is to culture? In Rosaldo, Michelle Zimbalist, and Louise Lamphere, (eds.) *Woman, Culture, and Society* (pp. 68.87). California: Stanford University Press.
29. Ortner, Sherry B. 1996. *Making gender: the politics and erotics of culture*. Boston: Beacon.
30. Ortner, Sherry B., and Harriet Whitehead, eds. 1981. *Sexual meanings: the cultural construction of gender and sexuality*. Cambridge and New York: Cambridge University Press.
31. Person, Talcott. 1951. *The social system*. Routledge: Routledge publication.
32. Reiter, Rayna R., ed. 1975. *Toward an Anthropology of Women*. New York: Monthly Review Press.
33. Rosaldo, Michelle Zimbalist, and Louise Lamphere, eds. 1974. *Woman, Culture, and Society*. Stanford, Calif.: Stanford University Press.
34. Sahlins, Marshall D. 1976. *Culture and practical reason*. Chicago: University of Chicago Press.

35. Said, Edward (1978) *Orientalism*. New York: Routledge.
36. Spiro, Melford E. 1996. Postmodernist anthropology, subjectivity, and science. a modernist critique. *Comparative Studies in Society and History*. 38(1), 759-780.
37. Strathern, Marilym. 1987. *Dealing with inequality: analyzing gender relations in Melanesia and beyond*. Cambridge: Cambridge University Press.
38. Strathern, Marilym. 2020. *Relations: an anthropological account*. Duke: Duke University Press.
39. Turner, Bryan S. 1990. *Theories of modernity and postmodernity*. London: SAGE Publications.
40. Upadhya, VS and Gaya, Pandey. 1993. *History of anthropological thought*. New Delhi: Concept publishing company.
41. Wallace, Anthony. 1970. *Culture and personality*. New York: Random House.

Core Paper (Specialization)- 304 (A)
Tribal Studies
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4

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

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.

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.
4. Elwin, V. 1954. *The aboriginal*. Bombay: Oxford University Press.
5. Gadgil, M and R. Guha. 1992. *This fissured land: an ecological history of India*. New Delhi: Oxford.
6. Ghurye, G.S. 1943. *The aboriginals: so-called and their future*. Poona: Gokhale Institute of Politics and Economics.
7. Govt. of India. 2014. Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs Government of India May, 2014
8. Hasnain, Nadeem. 2007. *Tribal India*. Delhi: New royal book.
9. Joshi, Vidyut and Chadrakant Upadhyaya. 2017 *Tribal Situation in India*. New Delhi: Rawat publications.
10. Pandey, A.K. 1984. *Tribal Situation in India*. New Delhi: serial publicaions.
11. Pathy, Suguna. 2003. Destitution, deprivation and tribal development. *Economic and Political Weekly*, 38 (27) (June 5-11, 2003): 2832-36.

12. Roy Burman, B. K. 2003. Indigenous and tribal peoples in world system perspective. *Studies of tribes and tribals*, 1(1): 7-27.
13. Roy Burman, B. K. 1994. *Tribe in Perspective*. Delhi: Mittal Publications.
14. Singh, A.K. 1999. Tribal Development in India. New Delhi: Classical Publishing Company.
15. Vaid, N.K. 2004. *Who Cares for Tribal Development*. New Delhi: Mittal publications.
16. Vidarthy, L.P and B.K. Rai. 1977. *Tribal Culture in India*. New Delhi: Concept publishing co.
17. Xaxa V. 1999. Tribe as indigenous People of India. *Economic and Political Weekly*, 35 (51): 3589-3595.
18. Xaxa, V. 2003. Tribes in India. In Veena Das (ed) *The Oxford India Companion to sociology and social anthropology* Vol. I (pp. 373-408). Delhi: Oxford University Press.

Core Paper (Specialization)- 304 (B)
Human Growth, Development and Nutrition
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4 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.

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.

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.

Core Paper - 305
Fieldwork Training and Museum visit Full
Mark 100
Credit = 4

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

Students have to carry out empirical study among the tribal, rural and urban communities of Odisha to be conducted for a minimum period of 30 days in semester III 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.

*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 Division of Marks for evaluation:

Synopsis-	20
Fieldwork-	20
Fieldnote-	20
Presentation and viva-	20
Museum visit and Report-20 (Museum field should carry on pertaining to ethnomusicology and collection of Museum Specimens)	

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 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

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.

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 Yourk: Mac Millan.
4. Cavalli-Sforza, L. L. & W.F. Bodmer. 1971. *The Genetics of Human Populations*. San Francisco: W. H.

Freeman & Company.

5. Davis, Kingsley. 1948. *Human Society*. New York: Macmillan.
6. Harris, Marvin. 1991. *Cultural Anthropology*. New York: Harper Collins Publications.
7. Harrison, G. A., J. M. Tanner, D. R. Pilbeam and P. T. Baker. 1988. *An introduction to Human Evolution Variation, Growth and Adaptability*. 3rd edn. Oxford: Oxford University Press.
8. Huxley, J. 1943. *Evolution: The Modern Synthesis*. London Allen & Unwin.
9. Kapoor, A. K. 1992. *Genetic Diversity among Himalayan Human Population*. Jammu: Vinod Publisher and Distributors.
10. Keesing, Roger. 1984. *An Introduction of Cultural Anthropology*. New York: Mac Millan.
11. Macie-Taylor, C.G.N. & G. W. Lasker. 1991. *Applications of Biological Anthropology to Human Affairs*. New York: Cambridge University Press.
12. Newell, L. Morris,. (eds.). 1971. *Human Populations, Genetic Variation and Evolution*. San Francisco: Chandler.
13. Piddington, R. P. 1951. *Introduction to Social Anthropology*. (2 Vol) New York: Mac Millan.
14. Stein, P. and B. Rowe. 2000. *Physical Anthropology* 7th ed. Boston: Mc GrawHill.
15. WLaskar, G. 1963. *Human evolution*. New York: Holt, Rinehart & Winston Inc.

IDSE Paper - 306 B
Anthropology in Practice
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4

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.

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

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.

7. Gupta S and Kapoor AK. 2007. Human Rights, Development and Tribe. In K. Sharma, R.K. Pathak, S. Mehra and Talwar (eds). *Genes, Environment and Health – Anthropological Perspectives*. Serials Publications, New Delhi.
8. Halbar BG and CGH Khan. 1991. *Relevance of Anthropology – The Indian Scenario*. Rawat Publications, Jaipur.
9. Kapoor, A.K. 1998. *Role of NGO's in Human Development: A Domain of Anthropology*. Journal of Indian Anthropological Society; 33:283-300.
10. Kapoor AK and Singh D. 1997. Rural Development through NGO's. Rawat Publications, Jaipur.
11. Kertzer DI and Fricke T. (1997). *Anthropological Demography*. University of Chicago Press.
12. Klepinger, L.L. 2006. *Fundamentals of Forensic Anthropology*. Wiley-Liss Publications
13. Margaret, A.G. 2003. *Applied Anthropology: A Career-Oriented Approach*. Boston, MA: Allyn and Bacon.
14. Noaln, R.W. 2002. *Anthropology in Practice: Building a Career outside the Academy*. Publishing Lynne Rienner.
15. Patnaik, S.M. 2007. Anthropology of Tourism: Insights from Nagaland. *The Eastern Anthropologist*. 60 3&4 :455-470.
16. Vidyarthi, L.P. and B.N. Sahay, 2001. *Applied Anthropology and Development in India*, National Publishing House, New Delhi.
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 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

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 PostModernism 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

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.
5. Hole, H. and R.F. Heizer. 1969. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.
6. Lee, R.B and I. Devore (Eds.). 1977. Man the Hunter. Chicago: Aldine Publishing Company.
7. Martionon-Torres, M and D. Killick. 2015. Archaeological theories and archaeological sciences. Oxford.
8. Oakley, K.P. 1966. Frameworks for dating Fossil man. London: Weidenfeld and Nicolson.
9. Possehl, G. L. 2002. The Harrapan Civilization: A Contemporary Perspective. New Delhi: Vistaar publication.
10. Renfrew, C. (ed.). 1973. The Explanation of culture change: Models in prehistory. London. Duckworth.
11. Renfrew, C. and Paul Bahn 1996. Archaeology: theories, methods and practices. London:Thames and Hudson.
12. Sankalia, H. D. 1977. Prehistory of India. Delhi: MunshiramManoharlal Publishers Pvt. Ltd.
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 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.

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

Suggested Readings

1. Baba, M. . 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.

2. Bennett, . A. and Fiske, S.J. (2013) “The Academic-Practitioner Relationship” Chapter 27 in *A Handbook of Practicing Anthropology* pp. 303- 316
3. Briller, Sherylyn H. and Goldmacher, A. (2009) *Designing an Anthropology Career: Professional Development Exercises*, AltaMira Press
4. Colten, C., and A. Sumpter. 2009. Social memory and resilience in New Orleans. *Natural Hazards* 48(3): 355-364.
5. De Vries, D. 2011. “Time and population vulnerability to natural hazards: The pre-Katrina primacy of experience,” In *Environmental Anthropology Today*. H. Kopnina and E. Shoreman-Ouimet, eds. Pp. 140-160. New York: Routledge.
6. Ervin, A. (2005). *Applied anthropology: Tools and perspectives for contemporary practice*, 2nd edition. Boston: Allyn and Bacon.
7. High, H. (2008). The implications of aspirations: Reconsidering resettlement in Laos. *Critical Asian Studies*, 40(4), 531-550.
8. Himmelgreen, D.A., and D. . Crooks. 2005. “Nutritional anthropology and its application to nutritional issues and problems,” In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 149-188. Westport: Praeger Press.
9. Holly Cusack-McVeigh 2016. “Learning to Listen: Community Collaboration in an Alaskan Native Village,” in *Collaborative Anthropologies* 8(1–2)” 40–57.
10. John van Willigen (2010) *Applied Anthropology: An Introduction*.
11. Kedia, Satish & John van Willigen. 2005. *Applied Anthropology: Domains of Application*. Westport CT: Praeger Publishers.
12. Kovats-Bernat, J.C. 2002. Negotiating dangerous fields: Pragmatic strategies for fieldwork amid violence and terror. *American Anthropologist* 104(1):208-222.
13. Little, P.D. 2005. “Anthropology and development,” In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 33-60. Westport: Praeger Press.
14. Luke Lassiter, 2008. Moving Past Public Anthropology and Doing Collaborative Research,” in *National Association for the Practice of Anthropology (NAPA) Bulletin* 29: 70–86.
15. McDonald, J. (2002). *The applied anthropology reader*. Boston: Allyn and Bacon. Jordan, A. (2003). *Business anthropology*. Long Grove, IL: Waveland.
16. Oliver-Smith, A. 2005. “Applied anthropology and development-induced displacement and resettlement,” In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 189-220. Westport: Praeger Press.
17. Rylko-Bauer, Barbara, Merrill Singer, and John Van Willigen 2006 *Reclaiming Applied Anthropology: Its Past, Present, and Future*. *American Anthropologist* 108(1): 178-190.
18. Rylko-Bauer, Singer, and Van Willigen (2009) “Reclaiming Applied Anthropology: Its Past, Present, and Future” *AMERICAN ANTHROPOLOGIST*, Vol. 108, Issue 1, pp. 178–190
19. Sillitoe, P. 2007. Anthropologists only need apply: Challenges of applied anthropology. *Journal of the Royal Anthropological Institute* 13: 147-165.
20. Smith, V. . 2005. “Anthropologists in the tourism workplace,” In *Tourism and Applied Anthropology: Linking Theory and Practice*. T.M. Wallace, ed. Pp. 252-269. *NAPA Bulletin*
21. Speed, S. 2006. At the crossroads of human rights and anthropology: Toward a critically engaged activist research. *American Anthropologist* 108(1):66-76
22. Stephens, W. Richard. (2002). *Careers in Anthropology: What an Anthropology Degree Can Do For You*. Allyn and Bacon.
23. Stonich, S. C. (2005). “Enhancing Community-Based Tourism Development and Conservation in the Western Caribbean.” *NAPA Bulletin* 23: 77-97.
24. Trotter, R.T., and J.J. Schensul. 2000. “Methods in Applied Anthropology.” In *Handbook of Methods in Cultural Anthropology*. R. Bernard, ed. Pp. 691-736. Lanham: Rowman & Littlefield Publishers.
25. Whiteford, .M., and A. Bennett. 2005. “Applied anthropology and health and medicine,” In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 119-148. Westport: Praeger Press

26. Whiteford, .M., and A. Bennett. 2005. "Applied anthropology and health and medicine," In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 119-148. Westport: Praeger Press.

Core Paper - 402
Anthropology of Marginalized Communities
Full Mark 100 (20 Mid Term + 80 End Term)
Credit = 4

Course Outcome

- CO-1: 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

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

Suggested Readings

1. Goswami, B. 2003. *Constitutional Safeguards for Scheduled Castes and Scheduled Tribes*. New Delhi: Rawat Publications.
2. Sri asta a, V. K. 2008. "Concept of 'Tribe' in the Draft National Tribal Policy", *Economic and Political Weekly*, 43 (50), 29-35.
3. Bokil, M. 2002. "De-notified and Nomadic Tribes: A Perspecti e", *Economic and Political Weekly*, 37 (2), 148-154.
4. Galanter, M. 1978. "Who Are the Other Backward Classes?: An Introduction to a Constitutional Puzzle", *Economic and Political Weekly*, 13(43/44), 1812-1828.
5. Desk, C. 2013. *Deprived sections of India community, including Dalits, tribals and women, are not aware that they can avail free legal aid: Study*. Article retrieved from the website: <https://counterview.org/2013/10/08/deprived-sections-of-india-community-including-dalits-tribals-and-women-are-not-aware-that-they-can-avail-free-legal-aid-study/>
6. D. 2014. *The Problem of Marginalized Community in India*. Article Retrieve from the Website: <http://www.lawctopus.com/academike/problems-marginalized-groups-india/>
7. Dutta-Bergman, M. J. 2004. "The Unheard Voices of Santalis: Communicating about Health from the Margins of India", *Communication Theory*, 14 (3), 237-263.
8. Raman, S. A. 2009. *Women in India: A Social and Cultural History (2 volumes): A Social and Cultural History*. Chennai: ABC-CLIO.
9. Banerjee, S. 2003. "Gender and Nationalism: The Masculinization of Hinduism and Female Political Participation in India", *Women's Studies International Forum*, 26 (2), 167-179.
10. Wrigley, J., and Dreby, J. 2005. "Children and Inequality", (pp.425-446) in M. Romeo, and E. Margalis (eds.), *The Blackwell Companion to Social Inequalities*. Hoboken: Blackwell Publishing Ltd.
11. Grob, R., and Rothmann, B. K. 2005. "Parenting and Inequality", (pp.238-256) in M. Romeo, and E. Margalis (eds.), *The Blackwell Companion to Social Inequalities*. Hoboken: Blackwell Publishing Ltd.
12. Wilets, J., and Ross, G. 1995. "The Human Rights of Sexual Minorities", *Human Rights*, 22 (4), 22-27.
13. Guru, G. 2008. "Denial of Rights to Sexual Minorities", *Economic and Political Weekly*, 43 (43), 6-7.
14. Rankin, S. R. 2005. "Campus Climates for Sexual Minorities", *New Directions for Student Services*, 111, 17-23.
15. Prothoma Rai Chaudhuri. 2007. "Wrapped in a Cocoon: Sexual Minorities in West Bengal", *Economic and Political Weekly*, 42 (11), 928-931.

16. Chen, W., and Wellman, B. 2005. "Minding the Cyber-Gap: The Internet and Social Inequality", (pp.523-545) in M. Romeo, and E. Margalis (eds.), *The Blackwell Companion to Social Inequalities*. Hoboken: Blackwell Publishing Ltd.
17. Chatterjee, Shoma. 2016. *Dalits in Indian Cinema*. Article Retrieved from the Website: <http://indiatogether.org/the-dalit-in-indian-cinema-reviews>
18. Datta, S. 2000. "Globalisation and Representations of Women in Indian Cinema", *Social Scientist*, 28 (3/4), 71-82.
19. Das, M. 2000. "Men and Women in Indian Magazine Ad ertisements: A Preliminary Report", *Sex Roles*, 43 (9-10), 699-717.
20. Gross, . 1991. "Out of the Mainstream: Sexual Minorities and the Mass Media", *Journal of Homosexuality*, 21 (1-2), 19-46.
21. Denzin, N. K. 2005. "Selling Images of Inequality: Hollywood Cinema and the Reproduction of Racial and Gender Stereotypes", (pp.469-501) in M. Romeo, and E. Margalis (eds.), *The Blackwell Companion to Social Inequalities*. Hoboken: Blackwell Publishing Ltd.
22. Beteille, A. 1999. "Empowerment", *Economic and Political Weekly*, 34 (10/11), 589-597.
23. Mohanty, M. 1995. "On the Concept of 'Empowerment'", *Economic and Political Weekly*, 30 (24), 1434-1436.
23. Kumar, V. 2001. "Globalization and Empowerment of Dalits in India", *Indian Anthropologist*, 31 (2), 15-25.

Core Paper (Specialization –Physical/Biological Anthropology)

403 (A)

Human Population Genetics

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

Credit = 4

Course Outcome

After completion of the course, student will 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 diversity of different 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

Core Paper (Specialization –Social Anthropology)

403 (B)

Anthropology of Development

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

Credit = 4

Course Outcome

After completion of the course, student will able to

1. It gives a groundbreaking examination of Developments within the field to define how it might advance empirically, methodologically and theoretically, and cement a central place in academic study both within anthropology and across disciplines.
2. It shares an idea of commitment and simultaneously critical to understand the perspectives of development and improve the economic wellbeing of marginalized.
3. It brings to tackle some of the challenges facing among the marginalized and develop strategies to help alleviate poverty.
4. It aware the students about the constitutional provision to provide opportunity to marginalized.

Unit-I Development: Meaning and Evolution of the Concept; Indices and Measurements of Development; Development Theories and Models; Sustainable Development: Environment, Natural Resources, People's Concern and Needs Agencies for Development: Governmental and NonGovernmental, Approaches, Models, Administration, Training Man Power, Peoples Participation.

Unit-II Applied, Action and Development Anthropology: Meaning, Scope and Emerging Trends, Contributions of Anthropology to Development Studies; Development Studies Contribution to Anthropological thought and Method, Moral / Ethical Issues and Limitation of Development Anthropology Policy and Planning: Concept of Planning, Formulation of Policy and Planning Strategy – Phases, Target, Regions, Resources and People; Participatory Approach in Development.

Unit-III Anthropological Perspectives and Data in Development Planning; Conflict in People Centred and Programme Centred Paradigms Evaluation and Impact: Indices and Measures; Anthropological Approaches: Assessment of Social Impact, Evaluation of Development Programmes, Gender Issues in Development.

Unit-IV Role of Values and Institutions in Development: Caste, Region and Culture – Weber, Milton, Singer and Madan Rural Development in India: Special Programmes and Poverty Alleviation Programmes; Land Reforms, Panchayati Raj; Community Based Organisations.

Unit-V Development of Scheduled Caste and Scheduled Tribe: Constitutional Provisions and Safeguards, Protective Legislation, Structure of Tribal Development Administration; Evaluation of Tribal Sub-plans; Problems and Prospects of Tribal Development.

Suggested Readings: 1. Goody, Jack. (). Developmental cycle in domestic groups. Cambridge: Cambridge University Press.

2. Pandey, Gaya. 2008. Developmental anthropology. New Delhi; Concept Publishing Company

Core Paper 404

Ecological Anthropology

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

Credit = 4 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.

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

Suggested Readings

1. Agrawal, Arun. 2003. Sustainable Governance of Common-pool Resources: Context, Methods, and Politics. *Annual Review of Anthropology* 32:243-262.
2. Alvard, M. 2003. The adaptive nature of culture. *Environmental Anthropology*, 12:136-149.
3. Balée, William. 2006. The Research Program of Historical Ecology. *Annual Review of Anthropology* 35:75-98.
4. Barth, Fredrik. 1956. Ecological Relationships of Ethnic Groups in Swat, North Pakistan. *American Anthropologist* 58(6):1079-1089.
5. Bates, D.G. 2005 *Human Adaptive Strategies: Ecology, Culture, and Politics*. Pearson, 3rd Edition. Boston: Allyn & Bacon.
6. Berkes, F. 1998 *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Philadelphia: Taylor & Francis. Chs. 1-3.
7. Berkes, Fikret, Johan Colding, and Carl Folke. 2000. Rediscovery of Traditional Ecological Knowledge as Adaptive Management. *Ecological Applications* 10(5):1251-1262.
8. Biersack, Aletta. 1999. Introduction: From the 'New Ecology' to the New Ecologies. *American Anthropologist* 101(1):5-18.
9. Boone, J. (1998) The evolution of magnanimity: when is it better to give than to receive? *Human Nature* 9:1-21.
10. Borgerhoff Mulder, Monique and Daniel W. Sellen (1994) Pastoralist decisionmaking: a behavioral ecological perspective. In *African pastoralist systems: an integrated approach*, ed. Elliot Fratkin, Kathleen A. Glavin, and Eric Abella Roth, pp. 205-229. Boulder, CO: Lynne Rienner Publishers.
11. Boserup, E. 2006 Some Perspectives and Implications. In N. Haenn and R.R. Wilk, eds. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*. Pp. 75-79.
12. Brosius, P. 2006 Endangered Forest, Endangered People: Environmentalist Representations of Indigenous Knowledge. In N. Haenn and R.R. Wilk, eds. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*. Pp. 367-385.
13. Bryant, Raymond. 1992. Political Ecology: An Emerging Research Agenda in Third-World Studies. *Political Geography* 11(1):12-36.
14. Campbell, Bruce et al. 2001. Challenges to Proponents of Common Property Resource Systems: Despairing Voices from the Social Forests of Zimbabwe. *World Development* 29(4):589-600.

15. Conklin, H. 2008 An Ethnoecological Approach to Shifting Agriculture. In: M.R. Dove and C. Carpenter, eds. *Environmental Anthropology: A Historical Reader*. Malden, MA.: Wiley-Blackwell. Pp. 241-248.
16. Cox, P.A. and T. Elmqvist 1997 Eco-Colonialism and Indigenous-Controlled Rainforest Preserves in Samoa. *SAMPLE Ambio* 26(2): 84-89.
17. Crumley, Carole L. 1994 Historical Ecology: A Multidimensional Ecological Orientation. In *Historical Ecology: Cultural Knowledge and Changing Landscapes*, edited by Carole Crumley, pp. 1-16. School of American Research, Santa Fe.
18. DeWalt, B. 1994 Using Indigenous Knowledge to Improve Agriculture and Natural Resource Management. *Human Organization* 53(2): 123-131.
19. Eric A (1991) Inujjamiut Foraging Strategies
20. Escobar, A. 1999. After nature: Steps to an anti-essentialist political ecology. *Current Anthropology* 40(1): 1-30.
21. Escobar, A. 2006 Does Biodiversity Exist? In: N. Haenn and R.R. Wilk, eds. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*. New York: New York University Press. Pp. 243-245.
22. Escobar, Arturo. 1999. After Nature: Steps to an Anti-essentialist Political Ecology. *Current Anthropology* 40:1-30.
23. Fairhead, J. & M. Leach 2008 False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives. In: M.R. Dove and C. Carpenter, eds. *Environmental Anthropology: A Historical Reader*. Malden, MA.: WileyBlackwell. Pp. 102-117.
24. Fairhead, J. and M. Leach. 1996. Enriching the landscape: Social history and the management of transition ecology in the forest-savanna mosaic of the Republic of Guinea. *Africa* 66(1):14-36.
25. Feeny, David et al. 1990. The Tragedy of the Commons: Twenty-two Years Later. *Human Ecology* 18:1-19.
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31. Geertz, C. 2008 *The Wet and the Dry: Traditional Irrigation in Bali and Morocco*. In: M.R. Dove and C. Carpenter, eds. *Environmental Anthropology: A Historical Reader*. Malden, MA.: Wiley-Blackwell. Pp. 190-201. SAM
32. Geertz, Clifford. 1972. *The Wet and the Dry: Traditional Irrigation in Bali and Morocco*. *Human Ecology* 1(1): 23-39.
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35. Greenberg, James and Thomas Park. 1994. Political Ecology. *The Journal of Political Ecology* 1:1-12.
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62. Rocheleau, Dianne and David Edmunds. 1997. Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes. *World Development* 25(8):1351-1371.
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71. Steward, Julian. 1955. 'The Concept and Method of Cultural Ecology' in Theory of Culture Change: The Methodology of Multilinear Evolution, pp. 30-42. Urbana: University of Illinois Press.
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Vayda, A. P. and Bonnie McCay. 1975. New directions in ecological anthropology. Annual Review of Anthropology 4: 293-306.
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Core Paper - 405
Dissertation and Viva
Full Mark – 100
Credit = 4

Course Outcome

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

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

CO-3: To able the students to write report

Students have to write and submit a dissertation on the basis of field study conducted during III semester. to investigate and interpret a physical or social issue or problem by collecting primary data from the field.