

SYLLABUS
M.A./M.Sc. Courses
(SEMESTER SYSTEM)
2026-2027

SCHOOL OF ANTHROPOLOGY



GANGADHAR MEHER UNIVERSITY,
AMRUTA VIHAR, SAMBALPUR
768004

Prof. Dr. S. K. Mishra

Kalyani Ti

Minakanta Bag

H. D. D. D.

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 skilfully conceptualizing, applying, analysing, 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
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
DSE - 206 A	Medical Anthropology	Full Mark 100 (20 Mid Term + 80 End Term)	40	4

DSE - 206 B	Anthropology of Marginalized Communities	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
DSE - 206 C	Visual 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 - I	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 (Practic al)	A. Demographic data analysis B. Museum visit	Full Mark 100 (50+50=100)	40	4
IDSE - 306 A	Bio-Cultural Dynamics of Indian Population	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
IDSE - 306 B	Anthropology in Practice	Full Mark 100 (20 Mid Term + 80 End Term)	40	4
IDSE - 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	Anthropological Theory - II	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	Fieldwork & Dissertation	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 and Cultural 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-1:

Conceptual Understanding of Social and Cultural Anthropology; History, Development and Scope of Social and Cultural Anthropology; Its Cognate Discipline (Sociology, History, Psychology, History, Economics, Political Science) Perspectives (Holism, Comparative, Historical Particularism, Cultural Relativists, Fieldwork tradition).

Unit-II:

Meaning, Definition, Characteristics and Nature of Society; Concepts of Society (Social structure, Social Institution; Social Organization, Social Function, Social System, Social Stratification - Caste, Class and Varna; Association; Community; Social Status; Social Role;

Unit-III:

Meaning, Definition, Characteristics and Nature of Culture; Attributes of Society and Culture; Concepts of Culture (Acculturation, Enculturation Cultural Assimilation, Cultural Integration of Cultural Adaptation, Socialization, Transculturation; Culture Shock and Culture Conflict, folk-urban continuum, great and little tradition Cultural Pluralism and World-View).

Unit-IV:

Emerging branches of Social and Cultural Anthropology: Economic Anthropology, Political Anthropology, Psychological Anthropology, Business Anthropology, Ecological Anthropology, Social Anthropology of Climate Change and Disaster, Media/Visual Anthropology, Social Anthropology of Public Policy., Urban Anthropology, Visual Anthropology, Applied and Action Anthropology

Suggested Readings

- Barnard, A. (2000). *History and theory in anthropology*. Cambridge University Press.
- Beals, R. L., Hoijer, H., & Beals, A. R. (1977). *An introduction to anthropology*. Macmillan Publishing.
- Beattie, J. (1968). *Other cultures: Aims, methods and achievements in social anthropology*. Free Press.
- Davis, K. (1949). *Human society*. Macmillan.
- Ember, C. R., Ember, M., & Peregrine, P. N. (2007). *Anthropology*. Pearson Education.
- Firth, R. (1939). *Primitive Polynesian economy*. The Norton Library.
- Firth, R. (1961). *Elements of social organization*. Watts.
- Forde, D. (1954). *Habitat, economy and society: A geographical introduction to ethnology*. Methuen.
- Herskovits, M. J. (1969). *Cultural anthropology*. IBH Publishing.
- Ingold, T. (Ed.). (1994). *Companion encyclopaedia of anthropology*. Routledge.
- Joshi, S. L., & Jain, P. C. (2009). *Social anthropology*. Rawat Publications.
- Kapadia, K. M. (1958). *Marriage and family in India*. Oxford University Press.
- Mair, L. (1985). *An introduction to social anthropology*. Greenwood Press.

- Majumdar, D. N., & Madan, T. N. (1956). *An introduction to social anthropology*. Asia Publishing House.
- Metcalf, P. (2005). *Anthropology: The basics*. Routledge.
- Nadel, S. F. (1951). *The foundations of social anthropology*. Free Press.
- Pritchard, E. E. (1951). *Social anthropology*. 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: Analyse 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, defence services and genetic counselling

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, defence services and genetic counselling.

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

- Agrawal, K. N., & Malhotra, K. C. (2007). *Physical anthropology: Human evolution and variation*. Anthropological Survey of India.
- Basu, A., & Mukherjee, B. N. (2006). *Anthropology: Human evolution and variation*. Indian Anthropological Society.
- Boyd, R., & Silk, J. B. (2020). *How humans evolved* (9th ed.). W. W. Norton & Company.
- Brace, C. L. (2005). *"Race" is a four-letter word: The genesis of the concept*. Oxford University Press.
- Campbell, B. G. (Ed.). (2021). *Human evolution: An introduction to man's adaptations* (4th ed.). Routledge.
- Das, B. M. (2008). *Outlines of physical anthropology* (5th ed.). Kitab Mahal.
- Ember, C. R., Ember, M., & Peregrine, P. N. (2019). *Anthropology* (15th ed.). Pearson Education.
- Futuyma, D. J., & Kirkpatrick, M. (2017). *Evolution* (4th ed.). Sinauer Associates.
- Hartwig, W. C. (Ed.). (2011). *The primate fossil record*. Cambridge University Press.
- Haviland, W. A., Prins, H. E. L., Walrath, D., & McBride, B. (2022). *Anthropology: The human challenge* (16th ed.). Cengage Learning.
- Johanson, D. C., & Edgar, B. (2006). *From Lucy to language* (2nd ed.). Simon & Schuster.
- Jurmain, R., Kilgore, L., Trevathan, W., & Ciochon, R. (2023). *Introduction to physical anthropology* (16th ed.). Cengage Learning.
- Klein, R. G. (2021). *The human career: Human biological and cultural origins* (4th ed.). University of Chicago Press.
- Kottak, C. P. (2022). *Mirror for humanity: A concise introduction to cultural anthropology* (12th ed.). McGraw-Hill Education.
- Lewin, R., & Foley, R. (2004). *Principles of human evolution* (2nd ed.). Blackwell Science.
- Majumdar, D. N., & Madan, T. N. (2010). *An introduction to social anthropology*. National Book Trust.
- Mielke, J. H., Konigsberg, L. W., & Relethford, J. H. (2011). *Human biological variation* (2nd ed.). Oxford University Press.
- Molnar, S. (2019). *Human variation: Races, types, and ethnic groups* (8th ed.). Routledge.
- Relethford, J. H. (2017). *The human species: An introduction to biological anthropology* (10th ed.). McGraw-Hill Education.
- Roy, S. C. (2010). *Physical anthropology and human evolution*. Discovery Publishing House.
- Sarkar, S. S. (2006). *Physical anthropology and human genetics: An introduction*. Classical Publishing Company.
- Stringer, C., & Andrews, P. (2012). *The complete world of human evolution* (2nd ed.). Thames & Hudson.
- Strickberger, M. W. (2013). *Evolution* (4th ed.). Jones & Bartlett Learning.
- Tattersall, I. (2012). *Masters of the planet: The search for our human origins*. Palgrave Macmillan.

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, Paleoenvironment:

Major geological stages (Tertiary, Quaternary, Pleistocene, Holocene). Major climatic changes during Pleistocene and post Pleistocene periods, glacial and interglacial periods, ice age, pluvial and inter-pluvial climatic phases. Evidences of quaternary climatic changes (moraines, varve, river terraces, loess, sea level changes, beach sequences, sea core, fluvial deposits, palynology, palaeontology). Site formation. 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: Azilian, Tardenoisian, Maglamosian, Kitchen Midden, Natufian.

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, Pottery and Traditions: Ochre Coloured Pottery (OCP), Black and Red ware, Painted Grey

Ware (PGW), Northern Black Polished Ware (NBP). Distribution of the pottery types and period.

Bronze/Copper Age: General characteristics, distribution, people.

Iron Age and Urban Revolution: General characteristics, distribution, people.

Megaliths: concept and types (menhir, dolmen, topical, cist, cairn circle, sarcophagi) Megalithic Cultures of India

Unit IV

Early Farming Cultures and Neolithic of the Near East: Sites like Jericho, Jarmo, Çatal Huyuk, Shanidar

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

Suggested Readings

- Agrawal, D. P. (n.d.). *The archaeology of India*. Curzon Press.
- Allchin, B., & Allchin, F. R. (n.d.). *The rise of civilization of India and Pakistan*. Cambridge University Press.
- Montague, A. (n.d.). *Physical anthropology and archaeology*.
- Butzer, K. W. (n.d.). *Environment and archaeology*.
- Burkitt, M. (1963). *The Old Stone Age: A study of Palaeolithic times*. Bowes and Bowes.
- Clark, D. L. (1971). *Analytical archaeology*. Methuen & Co. Ltd.
- Coles, J. M., & Higgs, E. S. (n.d.). *The archaeology of early man*. Faber and Faber.
- Bhattacharya, D. K. (1977). *Palaeolithic Europe*. Humanities Press.
- Bhattacharya, D. K. (2006). *An outline of Indian prehistory*. Palaka Prakashan.
- Das, B. M. (n.d.). *Outlines of physical anthropology*. Kitab Mahal.
- Fagan, B. M. (2004). *People of the earth: An introduction to world prehistory*. Pearson Education.
- Hole, F., & Heizer, R. F. (1969). *An introduction to prehistoric archaeology*. Holt, Rinehart and Winston.
- Coles, J. M., & Higgs, E. S. (1969). *The archaeology of early man*. Faber and Faber. (Note: This is a duplicate of item 7 with year included.)
- Hester, J. J. (1976). *Introduction to archaeology*. Holt, Rinehart and Winston.

- Lee, R. B., & DeVore, I. (Eds.). (1977). *Man the hunter*. Aldine Publishing Company.
- Michel, J. W. (1973). *Dating methods in archaeology*. Seminar Press.
- Oakley, K. P. (1966). *Frameworks for dating fossil man*. Weidenfeld and Nicolson.
- Possehl, G. L. (2002). *The Indus Civilization: Contemporary perspectives*. Vistaar Publications.
- Renfrew, C. (Ed.). (1973). *The explanation of culture change: Models in prehistory*. Duckworth.
- Renfrew, C., & Bahn, P. (2001). *Archaeology: Theories, methods and practices*.
- Sankalia, H. D. (n.d.). *New archaeology: Its scope and application to India*. Ethnographic and Folk Culture Society.
- Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College.
- Sankalia, H. D. (1977). *Prehistory of India*. Munshiram Manoharlal Publishers.
- Sankalia, H. D. (n.d.). *Pre- and proto-history of India and Pakistan*. Deccan College.
- Sankalia, H. D. (n.d.). *Stone Age tools, families and techniques*. 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), **Social & Resource Mapping**; RRA (Rapid Rural Appraisal), discourse analysis and narratives, ethics in social research.

Suggested Readings

- Barnard, A., & Good, A. (1984). *Research practices in the study of kinship*. Academic Press.
- Barnard, H. R. (2006). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman Altamira Press.
- Bernard, H. R. (1988). *Research methods in cultural anthropology*. Sage Publications.
- Bernard, H. R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. AltaMira Press.

- Emerson, R. M., Fretz, R. I., & Shaw, L. (1995). *Writing ethnographic field notes*. Chicago: University of Chicago Press.
- Kothari, C. R. (n.d.). *Research methodology: Methods and techniques*. Wiley Eastern Limited.
- Madriga, L. (2012). *Statistics for anthropology*. Cambridge University Press.
- O'Reilly, K. (2012). *Ethnographic methods*. London: Routledge.
- Sarantakos, S. (1998). *Social research*. London: Macmillan Press.
- Wilkinson, T. S., & Bandarkar, P. L. (1984). *Methodology and techniques of social research*. Mumbai: Himalaya Publishing House.
- Zar, J. H. (2010). *Biostatistical analysis*. Prentice 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.

A. Somatometry:

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 :

1. Measurement on Trunk and Limbs :

(1) Height Vertex; (2) Height Tragus; (3) Height Sternale; (4) Height Illiospinale; (5) Height Tibiale; (6) Height Spheron; (7) Height Acromian; (8) Height Radiale; (9) Height Stylion; (10) Height Dactylion; (11) Sitting Height Vertex; (12) Span (Arm Stretch); (13) Bi-acromial Diameter; (14) Bicristal Breadth; (15) Weight of Body.

2. Cephalometry and Circumferential Measurement:

(1) Maximum Head Length; (2) Maximum Head Breadth; (3) Bizygomatic Breadth; (4) Bigonial Breadth; (5) Nasal Height; (6) Nasal Breadth; (7) Nasal Depth; (8) Auricular Height; (9) Physiognomic Facial Length; (10) Morphological Facial Length; (11) Horizontal Circumference of the Head; (12) Transverse Arch of the Head; (13) chest circumference ; (14) Hip circumference ; (15) Waist circumference ; (16) Abdomen circumference; (17) Mid Upper Arm Circumference; (18) Calf Circumference:

3. Skinfold Measurement:

(1) Triceps; (2) Biceps (3) Supra-iliac (4) Subscapular

4. Profile Angle and indices:

(i) Cephalic Index; (ii) Nasal Index; (iii) Physiognomic Facial Index; (v) Morphological Facial Index

B. Somatoscopy:

(i) Skin Colour; (ii) Hair Colour; (iii) Hair Form; (iv) Hair Texture; (v) Hair Whorls; (vi) Colour of Iris; (vii) Colour of Sclera; (viii) Eye Lids; (ix) Eye Brow (Shape and Quantity); (x) Eye Opening; (xi) Eye Folds; (xii) Supra Orbital Ridges; (xiii) Nasal Root; (xiv) Profile of Nasal Bridge; (xv) Nasal Septum; (xvi) Tip of Nose; (xvii) Fore-head; (xviii) Chin; (xix) Prognathism; (xx) External Ear : Ear Shapes, Ear Lobe attachment, Ear lobe shape size Darwin's tubercle; (xxi) Lips; (xxii) Frontal Outline of the Face; (xxiii) Tongue Rolling; (xiv) Tongue Folding; (xv) Hand Clasp; (xvi) Arm Folding

C. 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.

D. **Craniometry:**

study two human crania / mandible and record the following measurement. The students are to be familiar with different landmarks of the skull and mandible, instruments and methods of taking measurement. 1) Maximum Cranial Length; 2) Nasion -inion Length; 3) Cranial Height; 4) Max Cranial breadth; 5) Bio-zygomatic breadth; 6) Nasal Length 7) Nasal Breadth 8) Glabella inion Length 9) Breadth of Ramus 10) Length of Ramus 11) Angle of Mandible 12) Facial Angle.

Indices (i) Cranial Index; (ii) Nasal Index; (iii) Upper Facial Index; (iv) Transverse Fronto-Parietal Index; (v) Transverse Cranio-Facial Index

Suggested Readings

- Agarwal, S. S., & Bhasin, M. K. (2007). *Anthropometry: The measurement of body composition*. Kamla-Raj Enterprises.
- Bhattacharya, D. K. (2006). *Manual of physical anthropology*. Oxford University Press.
- Caldwell, L. S., Chaffin, D. B., Dukes-Dobos, F. N., Kroemer, K. H. E., Laubach, L. L., Snook, S. H., & Wasserman, D. E. (1974). A proposed standard procedure for static muscle strength testing. *American Industrial Hygiene Association Journal*, 35(4), 201–212.
- Hall, J. G., & Allanson, J. E. (2020). *Handbook of physical measurements* (3rd ed.). Oxford University Press.
- Martin, R., & Saller, K. (1957). *Lehrbuch der Anthropologie* (Vols. 1–4). Gustav Fischer Verlag. (Classic reference for somatometry and osteometry.)
- Richtsmeier, J. T., & Cheverud, J. M. (1992). Finite element scaling analysis of human craniofacial growth. *Journal of Craniofacial Genetics and Developmental Biology*, 12(2), 82–94.
- Singh, I. P., & Bhasin, M. K. (2004). *A manual of biological anthropology*. Kamla-Raj Enterprises.
- Stewart, T. D. (1979). *Essentials of forensic anthropology: Especially as developed in the United States*. Charles C Thomas.
- Weiner, J. S., & Lourie, J. A. (1981). *Practical human biology*. Academic Press.
- White, T. D., Black, M. T., & Folkens, P. A. (2011). *Human osteology* (3rd ed.). Academic Press.

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 artefacts

Suggested Readings

- Bhattacharya, D. K. (1979). *Old Stone Age tools: A manual of laboratory techniques of analysis*. K. P. Bagchi and Company.
- Debenath, A., & Dibble, H. L. (1993). *Handbook of Paleolithic typology*. University of Pennsylvania.

- Inizan, M. L., Ballinger, M. R., Roche, H., & Tixier, J. (1999). *Technology and terminology of knapped stone*. CREP.
- Oakley, K. P. (1972). *Man the tool maker*. Trustees of the British Museum (Natural History).
- Sankalia, H. D. (1982). *Stone Age tools: Their techniques, names and probable functions*. 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 and approaches:

Family: Definitions, universality of the family. Typological and Processual methods of studying the family. Types of family – conjugal-natal, consanguineal, nuclear, joint, extended. Rules of residence (Patrilocal, Matrilocal, Ambilocal, Bi-local, Neolocal, Avunculocal, Virilocal, Amita-local, Uxorilocal). Functions of family, Changing Trend due to Urbanization, Globalization, Industrialization, Feminist Movements.

Marriage: Definition, universality, types and functions (monogamy, polygamy – polyandry, polygyny, hypogamy, hypergamy,). Preferential and Prescriptive Marriage (levirate, sororate, Parallel Cousin and Cross Cousin). Ways of Acquiring Mats; Types and forms of marital transactions (bride price and dowry). Marriage as exchange.

Kinship: Definition, Descent, kinship terminology, matrilineal puzzle. Joking and avoidance. moiety, phratry, clan and lineage. Types of kinship systems.

Unit II:

Economic organization: Definition and relationship with anthropology and economy; Theories (Malinowski, Formal, Substantivist, Marxist), Principles of Production, Distribution, Consumption; Division of labour in hunting-gathering, pastoral, swidden and agricultural communities; Exchange; Reciprocity; Gifts and Barter systems, Kula, Potlatch and Jajmani – Anthropological explanations

Unit III:

Political Organization: concept of power and authority in band, tribe, chiefdom and state systems: Types of authority; Law and justice in simple society; Conflicts and social control: Nations and nation-state, Democracy; Legal anthropology: Anthropology of law; Social sanctions, Customary law

Unit IV:

Religion and Belief Systems: Definitions, Animism, Animatism, Naturism, Manaism, Bongaism, Totemism, Taboo, Religious Specialists – Witch, Shaman, Priest, Medicine-Man, Sorcerer, Anthropological theories of religion, magic – Definitions, types, difference between religion and magic, and religion and science.

Suggested Readings

- Appadurai, A. (Ed.). (1988). *The social life of things: Commodities in cultural perspective*. Cambridge University Press.

- Arakeri, A. V., Chakrabarty, K., & Mohanty, B. K. (Eds.). (2013). *Syncretism in India: Multidisciplinary approach* (Vols. 1–2). Anthropological Survey of India.
- Bailey, F. G. (1957). *Caste and the economic frontier: A village in highland Orissa*. Manchester University Press.
- Harris, B. (2003). *White India working: Essays on society and economy*. Cambridge University Press.
- Bennett, J. W. (2005). *The ecological transition*. Routledge.
- Douglas, M. (1986). *How institutions think*. Syracuse University Press.
- Ember, C. R., Ember, M., & Peregrine, P. N. (2007). *Anthropology*. Pearson Education.
- Firth, R. (Ed.). (1967). *Themes in economic anthropology*. Routledge.
- Firth, R. (1971). *Elements of social organization*. Routledge.
- Forde, D. C. (2004). *Habitat, economy and society*. Routledge.
- Geertz, C. (1968). *Peddlers and princes: Social change and economic modernization in two Indonesian towns*. University of Chicago Press.
- Goody, J., & Fortes, M. (1973). *The character of kinship*. Cambridge University Press.
- Harris, C. C. (1990). *Kinship: Concepts in social thought*. University of Minnesota Press.
- Herskovits, M. J. (1952). *Economic anthropology*. Knopf.
- Herskovits, M. J. (n.d.). *Economic anthropology*.
- Lévi-Strauss, C. (1969). *The elementary structures of kinship*. Beacon Press.
- Karve, I. (1968). *Kinship organization in India*. Asia Publishing House.
- LeClair, E. E., & Schneider, H. K. (Eds.). (1968). *Economic anthropology: Readings in theory and analysis*. International Thomson Publishing.
- Lessa, W. A., & Vogt, E. Z. (Eds.). (1979). *A reader in comparative religion*. Harper & Row.
- Malinowski, B. (1967). *Argonauts of the Western Pacific*. Routledge & Kegan Paul.
- Lambek, M. (Ed.). (2002). *A reader in the anthropology of religion*. Blackwell.
- Nash, M. (1968). Economic anthropology. In *International encyclopedia of the social sciences* (Vol. 4, pp. 351–365). Macmillan.
- Radcliffe-Brown, A. R., & Forde, C. D. (1950). *African systems of kinship and marriage*. Oxford University Press.
- Swain, M. (2010). *Saora kinship*. Amadeus Press.
- Vincent, J. (Ed.). (2002). *The anthropology of politics: A reader in ethnography, theory, and critique*. Blackwell.

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

- Allison, A. C. (2007). *Fundamentals of human genetics*. Cambridge University Press.
- Brown, T. A. (2016). *Genomes 4* (4th ed.). Garland Science.
- Cummings, M. R. (2020). *Human heredity: Principles and issues* (12th ed.). Cengage Learning.
- Gardner, R. J. M., Sutherland, G. R., & Shaffer, L. G. (2018). *Chromosome abnormalities and genetic counseling* (5th ed.). Oxford University Press.
- Griffiths, A. J. F., Wessler, S. R., Carroll, S. B., & Doebley, J. (2020). *Introduction to genetic analysis* (12th ed.). W. H. Freeman and Company.
- Hartl, D. L., & Ruvolo, M. (2020). *Genetics: Analysis of genes and genomes* (9th ed.). Jones and Bartlett Learning.
- Gangopadhyay, P. (2002). *Genetic demography of Kunbis of Vidarbha*. Dattsons.
- Jorde, L. B., Carey, J. C., Bamshad, M. J., & White, R. L. (2016). *Medical genetics* (6th ed.). Elsevier.
- Klug, W. S., Cummings, M. R., Spencer, C. A., Palladino, M. A., Killian, D. J., & Vierstraete, A. (2022). *Concepts of genetics* (13th ed.). Pearson Education.
- Lewin, B. (2011). *Genes XI*. Jones and Bartlett Learning.
- Nussbaum, R. L., McInnes, R. R., Willard, H. F., & Hamosh, A. (2016). *Thompson & Thompson genetics in medicine* (8th ed.). Elsevier.
- Pierce, B. A. (2020). *Genetics: A conceptual approach* (7th ed.). Macmillan Learning.
- Primrose, S. B., & Twyman, R. M. (2019). *Principles of gene manipulation and genomics* (8th ed.). Wiley-Blackwell.
- Reddy, D. R., & Basu, A. (2001). *Human genetics: Evolution and variation*. Anthropological Survey of India.
- Strachan, T., & Read, A. P. (2019). *Human molecular genetics* (5th ed.). Garland Science.
- Turnpenny, P. D., Ellard, S., & Cleaver, R. (2022). *Emery's elements of medical genetics and genomics* (16th ed.). Elsevier.
- Watson, J. D., Baker, T. A., Bell, S. P., Gann, A., Levine, M., & Losick, R. (2014). *Molecular biology of the gene* (7th ed.). Pearson Education.
- Weiner, J. S., & Lourie, J. A. (1981). *Practical human biology*. Academic Press.

Core Paper 203
Anthropology of 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 basic feature of Indian society

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

CO – 3: Analyse 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: Social Stratification (e.g. Caste), Scheduled Caste (SC), Dalit, OBC, Nomadic Groups. Revivalist/Nativist movements, Peasant movements (Malabar and Telangana movements).

Unit II: Changing dimensions

Social mobility and social change, : Basic ideas and concepts (Assimilation, Integration, Syncretism, Dominance and Subjugation), Approaches 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; Civilizational studies: sacred complex, nature-man-spirit complex, little tradition and great tradition, universalization and parochializing, folk urban continuum, Panchayati Raj Institutions and other traditional community political organizations, Self-Help Groups (SHGs)

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

- Bose, N. K. (1961). *The structure of Hindu society*. Orient Longman.
- Cohn, S. B. (2000). *India: The social anthropology of civilization*. Oxford University Press.
- Davis, K., & Moore, W. E. (1945). Some principles of stratification. *American Sociological Review*, 10(2), 242–249.
- Dirks, N. (2001). *Castes of mind: Colonialism and the making of modern India*. Princeton University Press.
- Duary, N. (2023). *Biraja Sankar Guha: Centenary year of teaching of anthropology in India*.
- Duary, N. (2025). *Man in India: Centenary passage of anthropology journal*.
- Fuller, C. J., & Benei, V. (2001). *The everyday state and society in modern India*. Hurst and Company.
- Grusky, D. (2008). *Social stratification: Race, class, and gender in sociological perspective*.
- Gupta, D. (Ed.). (1991). *Social stratification*. Oxford University Press.
- Inden, R. (1986). Orientalist constructions of India. *Modern Asian Studies*, 20(3), 401–446.
- Inden, R. B. (1990). *Imagining India*. Indiana University Press.
- Karve, I. (1961). *Hindu society: An interpretation*. Deccan College.
- Kolhatkar, M. (1997). Historiography of ancient India: Need for balance and perspective. *Annals of the Bhandarkar Oriental Research Institute*, 78(1–4), 317–329.
- Mandelbaum, D. G. (1970). *Society in India: Changes and continuities*. Popular Prakashan.

- Singer, M., & Cohn, B. S. (1996). Notes on the history of the study of Indian society and culture. In *Structure and change in Indian society*. Rawat Publications.
- Münster, D., & Strümpell, C. (2014). The anthropology of neoliberal India: An introduction. *Contributions to Indian Sociology*, 48(1), 1–16.
- Ratha, S. N. (1977). *Caste as a form of acculturation*. Department of Publication, Gauhati University.
- Delière, R. (2002). *Is there still untouchability in India?*
- Singer, M. B. (1972). *When a great tradition modernizes: An anthropological approach to Indian civilization*. Praeger Publishers.
- Srinivas, M. (1996). Indian anthropologists and the study of Indian culture. *Economic and Political Weekly*, 31(11), 656–657.
- Srivastava, V. K. (1997). *Religious renunciation of a pastoral people*. Oxford University Press.
- Tumin, M. M. (1953). Some principles of stratification: A critical analysis. *American Sociological Review*, 18(4), 387–394.
- Das, V., Bétéille, A., & Madan, T. N. (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: Analyse ethics of conducting social research.

Unit I

Qualitative and Quantitative approaches in anthropological research, **Mixed Research Methods**, secondary sources of data: Census, **NFHS, SRS, AHS**, National Sample Survey (NSS), village records, sampling and reliability, **Introducing GIS/ Satellite Imagery**.

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

- Bernard, H. R. (2001). *Research methods in anthropology*. AltaMira Press. (4th ed., 2006).
- Bryman, A. (2004). *Social research methods*. Oxford University Press.
- Ellen, R. F. (Ed.). (1984). *Ethnographic research: A guide to general conduct*. Academic Press.
- Fetterman, D. M. (1989). *Ethnography step by step*. Sage Publications.

- Pelto, P. J., & Pelto, G. H. (1978). *Anthropological research: The structure of inquiry*. Cambridge University Press.
- Madrigal, L. (2012). *Statistics for anthropology*. Cambridge University Press.
- Zar, J. H. (2010). *Biostatistical analysis*. Prentice Hall.
- Bernard, R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. AltaMira Press.
- Lawrence, N. W. (2000). *Social research methods: Qualitative and quantitative approaches*. 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.

Suggested Readings

- Bhasin, M. K., & Chahal, S. M. S. (1996). *Laboratory manual of human genetics*. Kamla-Raj Enterprises.
- Bhattacharya, D. K. (2006). *Manual of physical anthropology*. Oxford University Press.
- Chakraborty, R., & Majumder, P. P. (1983). *Human population genetics: A practical approach*. Anthropological Survey of India.
- Kumar, D., & Bhasin, M. K. (1994). *Human blood genetic markers*. Kamla-Raj Enterprises.
- Nath, S. K., & Jain, P. C. (1983). *Practical human genetics and serology*. Allahabad University Press.
- Panneer Selvam, A. (2004). *Laboratory manual of biochemistry*. Tata McGraw Hill Education.
- Reddy, D. R., & Basu, A. (2001). *Human genetics: Evolution and variation*. Anthropological Survey of India.
- Sanghvi, L. D. (1953). Distribution of blood groups in India. *Indian Journal of Medical Research*, 41(3), 607–616.
- Singh, I. P., & Bhasin, M. K. (2004). *A manual of biological anthropology*. Kamla-Raj Enterprises.
- Weiner, J. S., & Lourie, J. A. (1981). *Practical human biology*. Academic Press.
- Wells, L. H. (1954). *A manual of serological techniques*. Oxford University Press.
- Landsteiner, K. (1900). Zur Kenntnis der antifermentativen, lytischen und agglutinierenden Wirkungen des Blutserums und der Lymphe. *Zentralblatt für Bakteriologie*.
- Beutler, E. (1994). G6PD deficiency. *Blood*, 84(11), 3613–3636.
- Pauling, L., Itano, H. A., Singer, S. J., & Wells, I. C. (1949). Sickle cell anemia: A molecular disease. *Science*, 110(2865), 543–548.
- Blakeslee, A. F. (1932). Genetical factors in taste deficiency. *Proceedings of the National Academy of Sciences*, 18(2), 120–130.

- Nathans, J., Thomas, D., & Hogness, D. S. (1986). Molecular genetics of human color vision. *Science*, 232(4747), 193–202.
- Cummins, H., & Midlo, C. (1961). *Finger prints, palms and soles: An introduction to dermatoglyphics* (2nd ed.). Dover Publications.

DISCIPLINARY SPECIFIC ELECTIVE PAPERS (ANY ONE)

DSE Paper – 206 A

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, Diarrhoea, 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

- Acheson, R. M. (1967). *Introduction to social and occupational medicine*. Baillière, Tindall & Cassell.
- Armelagos, G. J., & Goodman, A. H. (1998). Race, racism, and anthropology. *American Anthropologist*, 100(3), 690–702.
- Bhasin, M. K., & Bhasin, V. (2007). *Anthropology of health and disease*. Kamla-Raj Enterprises.
- Brown, P. J., & Closser, S. (2016). *Understanding and applying medical anthropology* (3rd ed.). Routledge.
- Brown, P. J., & Inhorn, M. C. (Eds.). (2019). *The anthropology of infectious disease: International health perspectives*. Routledge.
- Campbell, B. C., & Wood, J. W. (Eds.). (1996). *Human reproductive ecology: Interactions of environment, fertility, and behavior*. New York Academy of Sciences.
- Cannon, W. B. (1932). *The wisdom of the body*. W. W. Norton & Company.
- Eaton, S. B., Konner, M., & Shostak, M. (1988). Stone agers in the fast lane: Chronic degenerative diseases in evolutionary perspective. *The American Journal of Medicine*, 84(4), 739–749.
- Foster, G. M., & Anderson, B. G. (1978). *Medical anthropology*. John Wiley & Sons.

- Helman, C. G. (2007). *Culture, health and illness* (5th ed.). CRC Press.
- Joralemon, D. (2017). *Exploring medical anthropology* (4th ed.). Routledge.
- Kleinman, A. (1980). *Patients and healers in the context of culture*. University of California Press.
- Kleinman, A., Das, V., & Lock, M. (Eds.). (1997). *Social suffering*. University of California Press.
- Lock, M., & Nguyen, V.-K. (2018). *An anthropology of biomedicine* (2nd ed.). Wiley-Blackwell.
- Murdock, G. P. (1980). *Theories of illness: A world survey*. University of Pittsburgh Press.
- Panter-Brick, C., & Fuentes, A. (Eds.). (2009). *Health, risk, and adversity: A contextual view from anthropology*. Berghahn Books.
- Pelto, P. J., & Pelto, G. H. (1997). Studying knowledge, culture, and behavior in applied medical anthropology. *Medical Anthropology Quarterly*, 11(2), 147–163.
- Rath, K., Mishra, S. S., Swain, B. K., Mishra, S., & Babu, B. V. (2006). Knowledge and perceptions about lymphatic filariasis in an urban community of Orissa, India. *Tropical Biomedicine*, 23(2), 156–162.
- Rath, K., Nayak, A. N., & Babu, B. V. (2007). Community's knowledge and perceptions about filarial elephantiasis and hydrocele in coastal Orissa, India. *Asia Pacific Journal of Public Health*, 19, 28.
- Singer, M., & Baer, H. (2018). *Introducing medical anthropology: A discipline in action* (3rd ed.). Rowman & Littlefield.
- Singer, M., & Clair, S. (2003). Syndemics and public health: Reconceptualizing disease in bio-social context. *Medical Anthropology Quarterly*, 17(4), 423–441.
- Stein, C. M., & Susser, E. (2019). *Evolutionary medicine and public health*. Oxford University Press.
- Wiley, A. S., & Allen, J. S. (2017). *Medical anthropology: A biocultural approach* (3rd ed.). Oxford University Press.
- World Health Organization. (2017). *National Health Policy 2017: Government of India*. WHO Country Office for India.
- World Health Organization. (2023). *World health statistics 2023: Monitoring health for the SDGs*. World Health Organization.

DSE Paper – 206 B

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

- Bêteille, A. (1999). Empowerment. *Economic and Political Weekly*, 34(10/11), 589–597.
- Bag, M., & Podh, K. (2024). Customary ‘child selling’ and the ‘untouched mother’ in Western Odisha, India: Understanding the legitimatization of caste hierarchy. *Journal of the Royal Anthropological Institute (N.S.)*, 30, 1046–1061.
- Bag, M., & Jagadala, M. (2018). Untouchable amongst Untouchable: An anthropocentric study of Ghasi Dalit women. *Social Change*, 48(2), 222–237.
- 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.
- Bokil, M. (2002). De-notified and nomadic tribes: A perspective. *Economic and Political Weekly*, 37(2), 148–154.
- Chatterjee, S. (2016). Dalits in Indian cinema. Retrieved from <http://indiatogether.org/the-dalit-in-indian-cinema>
- Chen, W., & Wellman, B. (2005). Minding the cyber-gap: The Internet and social inequality. In M. Romero & E. Margolis (Eds.), *The Blackwell companion to social inequalities* (pp. 523–545). Blackwell Publishing.
- D. (2014). The problem of marginalized community in India. Retrieved from <http://www.lawctopus.com/academike/problems-marginalized-groups-india/>
- Das, M. (2000). Men and women in Indian magazine advertisements: A preliminary report. *Sex Roles*, 43(9–10), 699–717.
- Datta, S. (2000). Globalisation and representations of women in Indian cinema. *Social Scientist*, 28(3/4), 71–82.
- Denzin, N. K. (2005). Selling images of inequality: Hollywood cinema and the reproduction of racial and gender stereotypes. In M. Romero & E. Margolis (Eds.), *The Blackwell companion to social inequalities* (pp. 469–501). Blackwell Publishing.
- Desk, C. (2013). Deprived sections of India not aware of free legal aid: Study. Retrieved from <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/>
- Dutta-Bergman, M. J. (2004). The unheard voices of Santalis: Communicating about health from the margins of India. *Communication Theory*, 14(3), 237–263.
- Galanter, M. (1978). Who are the Other Backward Classes? An introduction to a constitutional puzzle. *Economic and Political Weekly*, 13(43/44), 1812–1828.
- Goswami, B. (2003). *Constitutional safeguards for Scheduled Castes and Scheduled Tribes*. Rawat Publications.
- Grob, R., & Rothman, B. K. (2005). Parenting and inequality. In M. Romero & E. Margolis (Eds.), *The Blackwell companion to social inequalities* (pp. 238–256). Blackwell Publishing.
- Gross, L. (1991). Out of the mainstream: Sexual minorities and the mass media. *Journal of Homosexuality*, 21(1–2), 19–46.
- Guru, G. (2008). Denial of rights to sexual minorities. *Economic and Political Weekly*, 43(43), 6–7.
- Kumar, V. (2001). Globalization and empowerment of Dalits in India. *Indian Anthropologist*, 31(2), 15–25.
- Mohanty, U. C. (2017). *The Kela: A nomadic caste of Orissa—A study of their conflict and social change*. DK Printworld.
- Rai Chaudhuri, P. (2007). Wrapped in a cocoon: Sexual minorities in West Bengal. *Economic and Political Weekly*, 42(11), 928–931.
- Raman, S. A. (2009). *Women in India: A social and cultural history* (Vols. 1–2). ABC-CLIO.
- Rankin, S. R. (2005). Campus climates for sexual minorities. *New Directions for Student Services*, 111, 17–23.
- Srivastava, V. K. (2008). Concept of “tribe” in the Draft National Tribal Policy. *Economic and Political Weekly*, 43(50), 29–35.
- Wilets, J., & Ross, G. (1995). The human rights of sexual minorities. *Human Rights*, 22(4), 22–27.
- Wrigley, J., & Dreby, J. (2005). Children and inequality. In M. Romero & E. Margolis (Eds.), *The Blackwell companion to social inequalities* (pp. 425–446). Blackwell Publishing.

Visual Anthropology

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

Credit = 4

Course Outcomes

CO-1: Understand the concept, history, and theoretical foundations of Visual Anthropology and key contributors to the field.

CO-2: Critically analyse ethnographic photographs and films in relation to representation, colonialism, realism, and ethics.

CO-3: Identify and evaluate different modes of ethnographic film and issues of authorship, consent, power, and visual sovereignty.

CO-4: Apply reflexive, collaborative, and digital visual methods in contemporary anthropological research and representation.

Course Description

Visual Anthropology explores the relationship between anthropology and visual media. It examines how images—photographs, films, and digital media—are used to represent, document, and interpret cultures. Students will learn about ethnographic filmmaking, visual representation, ethics, and the role of new media in anthropological research.

Course Objectives

By the end of this course, students should be able to:

1. Understand key theories and debates in visual anthropology.
2. Analyse ethnographic films and visual texts critically.
3. Examine the politics of representation, authorship, and subjectivity in visual media.
4. Explore visual methodologies as research tools in anthropology.
5. Produce a short ethnographic photo essay or film.

Unit-I: Introduction to Visual Anthropology:

What is Visual Anthropology? History and development of visual methods in anthropology (ethnographic photography to documentary film), Key figures: (Margaret Mead, Gregory Bateson, Jean Rouch), Representation, culture, and meaning Semiotics and visual culture theory.

Unit-II: Early Ethnographic Photography or Film and Representation:

Colonial gaze and the power of the image, Realism, authenticity, and ethics of representation. Photography as a tool of ethnography and early ethnographic cinema (Flaherty, Mead, Rouch), Observational cinema and participatory methods, **Film Screening:** *Nanook of the North* (1922), *Chronique d'un été* (1961), Colonialism and visibility.

Unit-III: Modes of Representation in Ethnographic Film:

Expository, observational, participatory, reflexive, and performative modes, Authorship and the “voice” of the filmmaker, Consent, power, and representation, Ethics of filming and photography in the field. Visual sovereignty and collaborative methods. Indigenous filmmakers’ perspectives.

Unit-IV: Reflexivity and Collaboration:

The reflexive turn in anthropology, Collaborative and participatory visual methods, Indigenous perspectives in visual representation, Media sovereignty and self-representation **Visual Methods in Contemporary Anthropology** (Photo-elicitation, participatory video, digital storytelling, Visual data in ethnographic research, **Visual Anthropology in the Digital Age** (Virtual ethnography, social media, and digital archives, AI and visual representation in contemporary culture), The future of visual anthropology

Student Project Workshop

- Fieldwork techniques: filming, photographing, and editing
- Peer review and feedback on visual projects
- Student film/photo-essay screenings and discussions

Readings:

- Banks, Marcus & Ruby, Jay (eds.) *Made to Be Seen: Perspectives on the History of Visual Anthropology* (2011), Introduction.
- Banks, Marcus. *Visual Methods in Social Research* (2018), Chapters 3–4.
- Banks, Marcus. *Visual Methods in Social Research*. Sage, 2018.
- Barthes, Roland. *Camera Lucida* (1981), selected chapters.
- Collier, J., & Collier, M. (1986). *Visual anthropology: Photography as a research method*. University of New Mexico Press.
- Edwards, Elizabeth. *Anthropology and Photography 1860–1920* (1992).
- El Guindi, F. (2004). *Visual anthropology: Essential method and theory*. AltaMira Press.
- Ginsburg, Faye. “Indigenous Media: Faustian Contract or Global Village?” (1991).
- Grimshaw, Anna & Ravetz, Amanda. *Observational Cinema: Anthropology, Film, and the Exploration of Social Life*. Indiana University Press, 2009.
- Grimshaw, Anna. *The Ethnographer’s Eye* (2001), Chapter 1.
- MacDougall, David. “Whose Story Is It?” in *Transcultural Cinema* (1998).
- MacDougall, David. *Transcultural Cinema*. Princeton University Press, 1998.
- Nichols, Bill. *Introduction to Documentary* (2017), Chapters 1–2.
- Pink, S. (2006). *The future of visual anthropology: Engaging the senses*. Routledge.
- Pink, Sarah et al. *Digital Ethnography: Principles and Practice* (2016).
- Pink, Sarah. *Doing Visual Ethnography* (2013), Chapter 5.
- Pink, Sarah. *Doing Visual Ethnography*. Sage, 2013.
- Poignant, Roslyn. “Surveying the Field of View: The Making of the RAI Photographic Collection.”
- Revisiting key debates
- Ruby, Jay. *Picturing Culture*. University of Chicago Press, 2000.
- Ruby, Jay. *Picturing Culture: Explorations of Film and Anthropology* (2000).
- Sahay, K. N. (1993). *Visual anthropology in India and its development*. Gyan Publishing House.
- Singh, K. S. (Ed.). (1992). *Visual anthropology and India: Proceedings of a seminar*. Anthropological Survey of India.
- Stuart Hall, “The Work of Representation” in *Representation: Cultural Representations and Signifying Practices* (1997).
- Turner, Terence. “Defiant Images: The Kayapo Appropriation of Video.”

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 Logistic Curve Theory, Corrado Gini's Theory, Herbert Spencer's, Castro's Theory of Protein Consumption, Theory of Demographic Transition.

Unit III

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

The basic components of population change - fertility, mortality, marriage, migration and biological, social, ecological and economic 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

- Agarwal, S. N. (1985). *India's population problem* (3rd ed.). Tata McGraw-Hill.
- Bogue, D. J. (1969). *Principles of demography*. John Wiley & Sons.
- Census of India. (2011). *Primary census abstract data highlights – India*. Office of the Registrar General & Census Commissioner, India.
- Chandrasekhar, S. (1972). *Infant mortality, population growth and family planning in India*. Allen & Unwin.
- Coale, A. J., & Demeny, P. (1983). *Regional model life tables and stable populations* (2nd ed.). Academic Press.
- Dyson, T., & Moore, M. (1983). On kinship structure, female autonomy, and demographic behavior in India. *Population and Development Review*, 9(1), 35–60.
- Hauser, P. M., & Duncan, O. D. (Eds.). (1959). *The study of population: An inventory and appraisal*. University of Chicago Press.
- Hinde, A. (1998). *Demographic methods*. Arnold Publishers.
- Gangopadhyay, P. (2002). *Genetic demography of Kunbis of Vidarbha*. Dattsons.
- Jain, A. K., & Visaria, L. (1988). *Population policy and family planning programme in India: A review and assessment*. Population Council.
- Kapoor, A. K., & Kapoor, S. (1997). *Population structure and human variation*. Discovery Publishing House.
- Maharatna, A. (2000). *Population, economy and society in pre-independent India*. Oxford University Press.
- Misra, B. D. (1980). *An introduction to the study of population*. South Asian Publishers.
- Mukherjee, R. N. (1976). *Demographic methods*. Ratna Prakashan.
- National Commission on Population. (2000). *National population policy 2000*. Ministry of Health and Family Welfare, Government of India.
- Notestein, F. W. (1945). Population: The long view. In T. W. Schultz (Ed.), *Food for the world* (pp. 36–57). University of Chicago Press.

- Premi, M. K. (2006). *Population of India in the new millennium: Census 2001 and after*. National Book Trust.
- Registrar General of India. (2022). *Sample Registration System statistical report 2020*. Government of India.
- Reddy, D. R., & Basu, A. (2001). *Anthropology and population: Understanding population processes in social context*. Anthropological Survey of India.
- Thompson, W. S. (1929). Population. *American Journal of Sociology*, 34(6), 959–975.
- United Nations. (2019). *World population prospects 2019: Highlights*. Department of Economic and Social Affairs, Population Division.
- United Nations Population Fund. (2023). *State of world population 2023: 8 billion lives, infinite possibilities*. United Nations.
- Weeks, J. R. (2021). *Population: An introduction to concepts and issues* (13th ed.). Cengage Learning.
- Weller, R. H. (1973). Population growth and family planning in India. *Demography*, 10(2), 175–194.
- Woolf, M. (1968). *Population theories: From Malthus to Marx*. Thomas Nelson & Sons.

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

CO-1: Students are oriented to understand the concept of Museum along with basic guiding principles of Museology.

CO-2: Exposed on basic principles of museum management and administration.

CO-3: Exposed on technical knowledge viz. collection, documentation, preservation, lighting, display etc.

CO-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 labelling,

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

- Agrawal, O. P. (1977). *Care and preservation of museum objects*. National Research Laboratory for Conservation.
- Agrawal, O. P. (1982). *Field conservation of archaeological materials*. National Research Laboratory for Conservation.
- Agrawal, O. P. (2006). *Essentials of conservation and museology*. Sandeep Prakashan.
- Alexander, E. P. (1978). *Museums in motion: An introduction to the history and functions of museums*. American Association for State and Local History.
- Baxi, S. J., & Dwivedi, V. P. (1973). *Modern museums*. Abhinav Publications.
- Bedekar, V. H. (1978). *So you want good museum exhibitions*. M. S. University of Baroda.
- Bedekar, V. H. (1995). *New museology for India*. National Museum Institute of History of Art, Conservation, and Museology.
- Bedekar, V. H. (1995). *New museology*. National Museum Institute of Art, Conservation and Museology.
- Belcher, M. (1991). *Exhibitions in museums*. Leicester University Press.
- Chaudhari, A. R. (1963). *Art museum documentation and practical handling*. Choudhury and Choudhury.
- Dean, D. (1994). *Museum exhibition: Theory and practice*. Routledge.
- Desvallées, A., & Mairesse, F. (2010). *Key concepts of museology*. Armand Colin.
- Dudley, D. H., Wilkinson, I. B., et al. (1979). *Museum registration methods*. American Association of Museums.
- Dwivedi, V. P., & Pant, G. N. (1980). *Museums and museology: New horizons*. Agam Kala Prakashan.
- Falk, J. H., & Dierking, L. D. (Eds.). (2000). *Learning from museums: Visitor experiences and the making of meaning*. Rowman & Littlefield.
- Gairola, T. R. (1960). *Handbook of chemical conservation*. M. S. University of Baroda.
- Hauenschild, A. (1998). *Claims and reality of new museology: Case studies in Canada, the United States and Mexico*. Smithsonian Institution, Centre for Museum Studies.
- Hein, G. (1998). *Learning in the museum*. Routledge.
- Hooper-Greenhill, E. (1989). *Initiatives in museum education* (Ed.). University of Leicester Press.
- Hooper-Greenhill, E. (1991). *Museum and gallery education*. Leicester University Press.
- ICOM. (2004). *Code of ethics for museums*. International Council of Museums.
- ICOM/CECA. (1982). *Museums and education*. ICOM/CECA.
- Latham, K. F., & Simmons, J. E. (2014). *Foundations of museum studies: Evolving systems of knowledge*. Libraries Unlimited.
- Lord, G. D., & Lord, B. (Eds.). (1991). *The manual of museum planning*. HMSO.
- MacLeod, S. (Ed.). (2005). *Reshaping museum space: Architecture, design, exhibitions*. Routledge.
- Markham, S. F., & Hargreaves, H. (1936). *The museums of India*. Museums Association.
- Miles, R. S. (Ed.). (1982). *Design of educational exhibits*. Allen & Unwin.
- Morley, G. (1981). *Museums today*. Department of Museology.
- Museums Association of India. (1973). *Documentation in museums*. Museums Association of India.
- Nigam, M. L. (1966). *Fundamentals of museology*. Navhind Prakashan.
- North, J. (1957). *Museum labels: Handbook for museum curators*. Museums Association.
- Plenderleith, H. J., & Werner, A. E. A. (1979). *The conservation of antiquities and works of art*. Oxford University Press.
- Ross, M. (2004). *Interpreting the new museology*. University of Keele.
- Serrell, B. (1996). *Making exhibit labels: A step-by-step guide*. American Association for State and Local History.
- Thompson, J. M. A. (Ed.). (1984). *Manual of curatorship: A guide to museum practice*. Butterworths.
- Thomson, G. (1963). *Recent advances in conservation*. Butterworths.
- UNESCO. (1953). *Manual of travelling exhibitions*. UNESCO.
- UNESCO. (1960). *The organisation of museums: Practical advice*. UNESCO.

- UNESCO. (1963). *Temporary and travelling exhibitions* (Museums and monuments series, No. 10). UNESCO.
- UNESCO. (1995). Storage. *Museum International*, 47(4).
- Vergo, P. (1989). *The new museology*. Reaktion Books.

Core Paper - 303

Anthropological Theory - I

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: School of Evolutionism:

Premises of cultural evolution: Auguste Comte, Charles Darwin, Herbert Spencer.

Classical School of Evolution:

British school (E.B. Tylor, J. G. Frazer)

American school (L.H. Morgan)

German School (A. Bastian, J. J. Bachofen).

School of Neo-evolution:

British School (V. Gordon Childe)

American School (Julian Steward, Leslie White).

Evolutionism in Indian Context.

Unit-II: School of Diffusion:

British School (G.E. Smith, W. J. Perry and W. H. R. Rivers),

American School (F. Boas, A. L. Kroeber, Clerk Wissler)

Germany School (F. Ratzel, F. Graebner, F. W. Schmidt)

Historical Particularism, Cultural Relativism, – Franz Boas.

Comparison between Diffusionists of British, German and American School;

Diffusionism in Indian Context

Unit III:

Functionalism, Structuralism and Structural-Functionalism

School of Functionalism (B. K. Malinowski, Mayer Fortes, Talcott Parson):

School of Structural-Functionalism – Emile Durkheim, Radcliffe Brown, A.R. Firth, Raymond. George Mac Clelland, Fortes. Egan, F. Parsons, T.

School of Structuralism (Levi-Strauss, Evans-Pritchard, E.E. Edmond, Leach and Nadel, S)

Unit-IV:

School of Culture-Personality and Introduction to Marxist Anthropology

Benedict, R., Mead, M., Cora-Du Bois, Linton, R. Kardiner, A.

Cultural Materialism: Marvin Harris

Civilizational Approaches- Redfield, R., Lewis, Oscar, Marriot, Mckim, Singer, Milton.,

Marxist Anthropology: Marx, Karl and Engels, Friedrich (Class Struggle, Historical Materialism, Alienation and Critics of Capitalism)

Essential Readings:

- Applebaum, H. A. (1987). *Perspectives in cultural anthropology*. State University of New York Press.

- Barnard, A. (2000). *History and theory in anthropology*. Cambridge University Press.
- Barrett, S., Stockholm, S., & Burke, J. (2001). The idea of power and the power of ideas: A review essay. *American Anthropologist*, 103(2), 468–480.
- Behera, N. K. (1988). *Anthropological thought and theories*. Institute of Social Research and Applied Anthropology.
- Benedict, R. (1934). *Patterns of culture*. Mentor.
- Bock, P. K. (1988). *Rethinking psychological anthropology: Continuity and change in the study of human action*. W. H. Freeman.
- Brown, R. H. (1995). *Postmodern representations*. University of Illinois Press.
- Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography*. University of California Press.
- Cooke, B. (2006). Postmodernism. In H. J. Birx (Ed.), *Encyclopedia of anthropology* (Vol. 4, pp. 1912–1915). SAGE.
- Des Chene, M. (1996). Symbolic anthropology. In D. Levinson & M. Ember (Eds.), *Encyclopedia of cultural anthropology* (pp. 1274–1278). Henry Holt.
- Douglas, M. (1966). *Purity and danger: An analysis of the concepts of pollution and taboo*. Routledge.
- Douglas, M. (1970). *Natural symbols: Explorations in cosmology*. Pantheon.
- Douglas, M. (1992). *Risk and blame: Essays in cultural theory*. Routledge.
- Dreyfus, H., & Rabinow, P. (1983). *Michel Foucault: Beyond structuralism and hermeneutics* (2nd ed.). University of Chicago Press.
- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. Sage Publications.
- Freud, S. (1975). *Three essays on the theory of sexuality* (J. Strachey, Trans.). Basic Books. (Original work published 1905)
- Geertz, C. (1973). *The interpretation of cultures*. Basic Books.
- Harris, M. (1968). *The rise of anthropological theory*. Harper & Row.
- Moore, J. D. (1997). *An introduction to anthropological theories and theorists*. Rawat Publications.
- Johnson, C. (2003). *Claude Lévi-Strauss*. University of Nottingham.

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

Nehru'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

- Bag, M. (2019). *Growing industrialization and its impact on indigenous people*. GlobeEdit.
- Behera, D. K., & Pfeffer, G. (Eds.). (n.d.). *Contemporary society: Tribal studies* (Vols. 1–14). Concept Publishing Company.
- Bêteille, A. (1996). Concept of tribes with special reference to India. In *Society and politics in India: Essays in a comparative perspective* (pp. 57–78). Athlone Press.
- Chaudhuri, B. (1992). *Tribal transformation in India: Socio-economic and ecological development*. Inter-India Publications.
- Choudhury, B. (1982). *Tribal development in India*. Inter-India Publications.
- Elwin, V. (1954). *The aboriginals*. Oxford University Press.
- Gadgil, M., & Guha, R. (1992). *This fissured land: An ecological history of India*. Oxford University Press.
- Ghurye, G. S. (1943). *The aboriginals—So-called and their future*. Gokhale Institute of Politics and Economics.
- Government of India. (2014). *Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India*. Ministry of Tribal Affairs.
- Hasnain, N. (2007). *Tribal India*. New Royal Book Company.
- Indira, R., & Behera, D. K. (1999). *Gender and society in India*. (Publisher not specified).
- Joshi, V., & Upadhyaya, C. (2017). *Tribal situation in India*. Rawat Publications.
- Pandey, A. K. (1984). *Tribal situation in India*. Serial Publications.
- Pathy, S. (2003). Destitution, deprivation and tribal development. *Economic and Political Weekly*, 38, 3851–3857.
- Roy Burman, B. K. (2003). Indigenous and tribal peoples in world system perspective. *Studies of Tribes and Tribals*, 1(1), 7–27.
- Roy Burman, B. K. (1994). *Tribe in perspective*. Mittal Publications.
- Singh, A. K. (1999). *Tribal development in India*. Classical Publishing Company.
- Vaid, N. K. (2004). *Who cares for tribal development*. Mittal Publications.
- Vidarthy, L. P., & Rai, B. K. (1977). *Tribal culture in India*. Concept Publishing Company.
- Xaxa, V. (1999). Tribe as indigenous people of India. *Economic and Political Weekly*, 35(51), 3589–3595.
- Xaxa, V. (2003). Tribes in India. In V. Das (Ed.), *The Oxford India companion to sociology and social anthropology* (Vol. 1, pp. 373–408). 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 (Subcutaneous 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: Bone mass, body mass, percentage of body fat, segmental fat, body age, 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; Somatotyping: Concept, Development (Kretschmer, Sheldon, Parnoll, Health-Carter) and its application. Nutritional Epidemiology: impact of malnutrition under-nutrition and over-nutrition.

Suggested Readings

- Bogin, B. (2021). *Patterns of human growth* (3rd ed.). Cambridge University Press.
- Bogin, B., & Smith, B. H. (1996). Evolution of the human life cycle. In K. Hawkes & R. R. Paine (Eds.), *The evolution of human life history* (pp. 25–44). School of American Research Press.
- Eveleth, P. B., & Tanner, J. M. (1990). *Worldwide variation in human growth* (2nd ed.). Cambridge University Press.
- Frisancho, A. R. (1990). *Anthropometric standards for the assessment of growth and nutritional status*. University of Michigan Press.
- Johnston, F. E. (2002). *Human growth and development*. Academic Press.
- Krogman, W. M., & İşcan, M. Y. (1986). *The human skeleton in forensic medicine* (2nd ed.). Charles C. Thomas.
- Lohman, T. G., Roche, A. F., & Martorell, R. (Eds.). (1988). *Anthropometric standardization reference manual*. Human Kinetics Books.
- Malina, R. M., Bouchard, C., & Bar-Or, O. (2004). *Growth, maturation, and physical activity* (2nd ed.). Human Kinetics.
- Martin, R., & Saller, K. (1957). *Lehrbuch der Anthropologie in systematischer Darstellung mit besonderer Berücksichtigung der anthropologischen Methoden* (Vols. 1–4). Gustav Fischer Verlag.
- Meadow, R. (1980). *Human growth and development: An anthropological perspective*. Academic Press.
- Mazumdar, D. N., & Mazumdar, M. (2015). *Growth and physical development of Indian children: An anthropological perspective*. Concept Publishing Company.
- Meredith, H. V. (1976). *Human growth: The role of nutrition and other factors*. Charles C. Thomas.
- Tanner, J. M. (1962). *Growth at adolescence* (2nd ed.). Blackwell Scientific Publications.
- Tanner, J. M. (1990). *Fetus into man: Physical growth from conception to maturity* (Rev. ed.). Harvard University Press.
- Ulijaszek, S. J., Johnston, F. E., & Preece, M. A. (Eds.). (1998). *The Cambridge encyclopedia of human growth and development*. Cambridge University Press.
- Weiner, J. S., & Lourie, J. A. (1981). *Practical human biology*. Academic Press.

- World Health Organization. (2006). *WHO child growth standards: Length/height-for-age, weight-for-age, weight-for-length, weight-for-height, and body mass index-for-age: Methods and development*. World Health Organization.

Core Paper – 305

Demographic Data Analysis & Museum Visit

Full Mark 100 (50+50=100)

- age composition
 - sex composition
 - age ratio
 - fertility measures
 - modality measures
4. Pictorial comparison of health indicators
- B. Anthropology of Museum field should carry on pertaining to ethno-museology and collection of Museum Specimens

Division of Marks for evaluation:

*Demographic Report (Analysis)	20
Practical record	10
Viva	20
*Museum visit and Report-	50
(Museum field should carry on pertaining to ethno-museology 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

- Baker, P. T., & Weiner, J. S. (Eds.). (1996). *The biology of human adaptability*. Oxford University Press.
- Bhasin, M. K., Walter, H., & Danker-Hopfe, H. (1994). *People of India: An investigation of biological variability in the ecological, ethno-economic and linguistic groups*. Kamla-Raj Enterprises.
- Bohannan, P. (1963). *Social anthropology*. Macmillan.
- Cavalli-Sforza, L. L., & Bodmer, W. F. (1971). *The genetics of human populations*. W. H. Freeman & Company.
- Davis, K. (1948). *Human society*. Macmillan.
- Harris, M. (1991). *Cultural anthropology*. HarperCollins.
- Harrison, G. A., Tanner, J. M., Pilbeam, D. R., & Baker, P. T. (1988). *An introduction to human evolution, variation, growth and adaptability* (3rd ed.). Oxford University Press.
- Huxley, J. (1943). *Evolution: The modern synthesis*. Allen & Unwin.
- Kapoor, A. K. (1992). *Genetic diversity among Himalayan human populations*. Vinod Publishers & Distributors.
- Keesing, R. (1984). *An introduction to cultural anthropology*. Macmillan.
- Macie-Taylor, C. G. N., & Lasker, G. W. (1991). *Applications of biological anthropology to human affairs*. Cambridge University Press.
- Morris, L. N. (Ed.). (1971). *Human populations, genetic variation and evolution*. Chandler.
- Piddington, R. P. (1951). *Introduction to social anthropology* (Vols. 1–2). Macmillan.
- Stein, P., & Rowe, B. (2000). *Physical anthropology* (7th ed.). McGraw-Hill.
- Lasker, G. W. (1963). *Human evolution*. Holt, Rinehart & Winston.

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) Applied Anthropology, Action Anthropology, Engaged Anthropology, Experimental Anthropology, Urban Anthropology, Public Anthropology, Public Archaeology, Anthropology of Development, Medical Anthropology, Visual Anthropology, Genomic Studies, Genetic Screening and Counselling, Forensic Anthropology, Food and Nutritional Anthropology, Ergonomics, Kinanthropometry, Business Anthropology.

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; Neuropathology; Gerontological anthropology

Unit III

Role of biological anthropology in human development; genetic counselling, 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

Community Development Projects (Rural, Urban and Tribal); Revisits, Re-studies, Reinterpretations, Intervention, Research Process and Social Impact Assessment (SIA). Anthropological approaches in community studies: public health, education, nutrition, land alienation, bonded labour, housing, alternative economy, livelihood, gender issues, relief, rehabilitation and relocation, identity crisis, communication, training and management, aging and the aged. Development Strategies (Plan/Sub Plan). Empowerment of Women, LGBT groups, Reproductive health and anthropology; life course induction of adiposity, cognitive anthropology.

Suggested Readings

- Arya, A., & Kapoor, A. K. (2012). *Gender and health management in Afro-Indians*. Global Vision Publishing House.
- Basu, A., & Aaby, P. (1998). *The methods and uses of anthropological demography*. Clarendon Press.
- Census of India. (2001, 2011). *Census of India*. Office of the Registrar General, India.
- National Family Health Survey. (2006, 2010). *National Family Health Survey*. Ministry of Health and Family Welfare, Government of India.
- Ervin, A. M. (2000). *Applied anthropology: Tools and perspectives for contemporary practice*. Allyn and Bacon.
- Ervin, A. M. (2004). *Applied anthropology: Tools and practice*. Allyn and Bacon.
- Goodale, M. (2009). *Human rights: An anthropological reader*. Wiley-Blackwell.
- Gupta, S., & Kapoor, A. K. (2007). Human rights, development and tribe. In K. Sharma, R. K. Pathak, S. Mehra, & R. Talwar (Eds.), *Genes, environment and health: Anthropological perspectives*. Serials Publications.
- Halbar, B. G., & Khan, C. G. H. (1991). *Relevance of anthropology: The Indian scenario*. Rawat Publications.
- Kapoor, A. K. (1998). Role of NGOs in human development: A domain of anthropology. *Journal of the Indian Anthropological Society*, 33, 283–300.
- Kapoor, A. K., & Singh, D. (1997). *Rural development through NGOs*. Rawat Publications.
- Kertzer, D. I., & Fricke, T. (1997). *Anthropological demography*. University of Chicago Press.
- Klepinger, L. L. (2006). *Fundamentals of forensic anthropology*. Wiley-Liss.
- Margaret, A. G. (2003). *Applied anthropology: A career-oriented approach*. Allyn and Bacon.
- Nolan, R. W. (2002). *Anthropology in practice: Building a career outside the academy*. Lynne Rienner Publishers.
- Patnaik, S. M. (2007). Anthropology of tourism: Insights from Nagaland. *The Eastern Anthropologist*, 60(3–4), 455–470.
- Vidyarthi, L. P., & Sahay, B. N. (2001). *Applied anthropology and development in India*. National Publishing House.
- 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 Harappan Civilization

- Advent of agriculture in India with respect to all five regions.
- Rise of Complex Society in India
- Emergence of the Indian Civilization: Harappan Civilization
- Neolithic/Chalcolithic cultures-Western region, Central region, Eastern region and Southern region
- Advent of Iron, Late/Post Harappan Civilization: Ochre Coloured Pottery and Copper Hoards in Ganga Valley, Gujarat and Sindh, Megaliths and use of iron in South India

Suggested Readings

- Allchin, B., & Allchin, R. (1982). *The rise of civilization in India and Pakistan*. Cambridge University Press.
- Bhattacharya, D. K. (2006). *An outline of Indian prehistory*. Palaka Prakashan.
- Burkitt, M. (1963). *The Old Stone Age: A study of Palaeolithic times*. Bowes and Bowes.
- Fagan, B. M. (2004). *People of the earth: An introduction to world prehistory*. Pearson Education.
- Hole, F., & Heizer, R. F. (1969). *An introduction to prehistoric archaeology*. Holt, Rinehart and Winston.
- Lee, R. B., & DeVore, I. (Eds.). (1977). *Man the hunter*. Aldine Publishing Company.
- Martinón-Torres, M., & Killick, D. (2015). *Archaeological theories and archaeological sciences*. Oxford University Press.
- Oakley, K. P. (1966). *Frameworks for dating fossil man*. Weidenfeld and Nicolson.
- Possehl, G. L. (2002). *The Harappan civilization: A contemporary perspective*. Vistaar Publications.
- Renfrew, C. (Ed.). (1973). *The explanation of culture change: Models in prehistory*. Duckworth.
- Renfrew, C., & Bahn, P. (1996). *Archaeology: Theories, methods and practices*. Thames and Hudson.
- Renfrew, C., & Bahn, P. (2001). *Archaeology: Theories, methods and practices*. Thames and Hudson.
- Sankalia, H. D. (1974). *Prehistory and protohistory of India and Pakistan*. Deccan College.
- Sankalia, H. D. (1977). *Prehistory of India*. Munshiram Manoharlal Publishers.

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/ Foundations of Applied and Development Anthropology

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, Engaged Anthropology, Experimental Anthropology, Urban Anthropology, Public Anthropology, Public Archaeology, Medical Anthropology, Visual 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, Genomic Studies, Genetic Screening and Counselling, Forensic Anthropology, Food and Nutrition Anthropology, Ergonomics, Kinanthropometry, Eugenics, Genetic engineering, Human Genomics and its applications.

Designing of defense equipment, Military, Defense Services, Applications of Human Genetics: Medico-legal cases. Nutrition and Public health; Neuroanthropology.

Unit III: Engaging anthropologist Tools, Techniques, and Assessment in Applied Anthropology

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;

Participatory methodologies: PRA, RRA, FGD, Social Mapping and ethnographic rapid appraisals; Social Impact Assessment (SIA) and Environmental Impact Assessment (EIA); Project cycle: planning, design, implementation, monitoring, and evaluation.

The anthropologist as a mediator: NGO, community, and policy interface; Indicators and measurements of development and social well-being; Cultural resource management and applied archaeology; Ethics in applied anthropology.

Unit IV: Domains of application

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

Development Strategies (Plan/ Sub-plan), Aspirational Districts, MGNREGA, PM-AWAS Yojana, Swachh Bharat Mission, National Rural Health Mission, Mission Shakti Programme. Sustainable Development Goals (SDGs) and anthropological critiques; Roles of international and national development agencies (UNDP, UNESCO, FAO, USAID, World Bank, NGOs); Community participation in planning and implementation.

Suggested Readings

- Ervin, A. (2005). *Applied anthropology: Tools and perspectives for contemporary practice* (2nd ed.). Allyn and Bacon.
- Foster, G. M. (1973). *Traditional societies and technological change* (2nd ed.). Harper & Row.
- Kedia, S., & van Willigen, J. (2007). Applied anthropology: Domains of application. *The Applied Anthropologist*, 27, 204–206.

- Kovats-Bernat, J. C. (2002). Negotiating dangerous fields: Pragmatic strategies for fieldwork amid violence and terror. *American Anthropologist*, 104(1), 208–222.
- Vidyarthi, L. P. (1968). *Applied anthropology in India*. Kitab Mahal.
- Lassiter, L. E. (2008). Moving past public anthropology and doing collaborative research. *NAPA Bulletin*, 29(1), 70–86.
- McDonald, J. H. (Ed.). (2002). *The applied anthropology reader*. Allyn and Bacon.
- Nolan, R. W. (Ed.). (2013). *A handbook of practicing anthropology*. John Wiley & Sons.
- Rylko-Bauer, B., Singer, M., & van Willigen, J. (2006). Reclaiming applied anthropology: Its past, present, and future. *American Anthropologist*, 108(1), 178–190.
- Sillitoe, P. (2007). Anthropologists only need apply: Challenges of applied anthropology. *Journal of the Royal Anthropological Institute*, 13(1), 147–165.
- Smith, V. L. (2005). Anthropologists in the tourism workplace. *NAPA Bulletin*, 23(1), 252–269.
- Speed, S. (2006). At the crossroads of human rights and anthropology: Toward a critically engaged activist research. *American Anthropologist*, 108(1), 66–76.
- Trotter, R. T., & Schensul, J. J. (2000). Methods in applied anthropology. In R. Bernard (Ed.), *Handbook of methods in cultural anthropology* (pp. 691–736). Rowman & Littlefield Publishers.
- van Willigen, J. (2002). *Applied anthropology: An introduction* (pp. 1–24). Bergin & Garvey.
- Whiteford, M., & Bennett, A. (2005). Applied anthropology and health and medicine. In S. Kedia & J. van Willigen (Eds.), *Applied anthropology: Domains of application* (pp. 119–148). Praeger Press.

Core Paper - 402

Anthropological Theory-II

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

Credit = 4

Course Outcome

CO-1: Develops an understanding of a phenomenon historically, culturally and politically based on non-binary, language band institutional norms not just the law of rationality.

CO-2: Students able to understand the meaning, symbols, rituals, narratives, and practices from insiders' prospective and map how people organize knowledge contextually.

CO-3: Students aware on the theoretical schema, cultural models and mental representation.

Unit-I:

Post-structuralism and Postmodernism: Postmodernism, Post structuralism, Post colonialism (Lyotard, J. F., Foucault, M., Derrida, J. Bourdieu, P. Talal Asad, Appadurai, A., Bruno, Latour). Ethnicity – Barth, F., and Weber, M

Unit-II:

Symbolic Anthropology – Victor, Turner, Raymond, Firth, Mary, Douglas.

Interpretive Anthropology – Clifford, Geertz.

Cognitive Anthropology- Goodenough, Ward., D'Andrade, Roy., Frake, Charles., and Conklin, Harold.

Unit-III:

Anthropology of Gender- (Leela Dube, Renato Rosaldo, Marilyn Strathern, Zora Neale Hurston, Raheja, Gloria Goodwin.); Ecofeminism: Vandana Shiva. Orientalism and India: (James Mill, William Jones); Marxism and Neo-Marxian Trends.

Unit-IV:

Subaltern School- (Dipesh Charkravarty, Partha Chateerjee, David Hardiman, Sumit Guha)

Deep Ethnography, Political Ecology, Critical Ethnography (D. Freeman), Auto-Ethnography, Multisided Ethnography, Multi-species Ethnography.

Suggested Text Books:

- Barnard, A. (2000). *History and theory in anthropology*. Cambridge University Press.
- Geertz, C. (1973). *The interpretation of cultures*. Basic Books, Inc.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures* (pp. 3–30). Basic Books, Inc.
- Harris, M. (1968). *The rise of anthropological theory: A history of theories of culture*. Rawman & Littlefield Publishing Inc.
- Harris, M. (1968). *The rise of anthropological theory*. Harper Collins Publishers.
- Moore, J. D. (1997). *An introduction to anthropological theories and theorists*. Rawat Publications.
- Johnson, M. C. (2013). Symbolic and interpretive anthropology. In R. J. McGee & R. L. Warms (Eds.), *Theory in social and cultural anthropology: An encyclopedia* (pp. 841–846). SAGE.
- LeVine, R. A. (1982). *Culture, behavior, and personality*. Aldine Publishing.
- LeVine, R. A. (2007). Anthropological foundations of cultural psychology. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 40–58). Guilford.
- MacCormack, C. P., & Strathern, M. (Eds.). (1980). *Nature, culture, and gender*. Cambridge University Press.
- Malefijt, A. D. W. (1974). *Images of man: A history of anthropological thought*. Alfred A. Knopf.
- Malinowski, B. (1927). *Sex and repression in savage society*. International Library of Psychology, Philosophy, and Scientific Method.
- McGee, R. J., & Warms, R. L. (1996). *Anthropological theories: An introductory history*. Rawman & Littlefield Publishing Inc.
- Mead, M. (1949). *Male and female: A study of the sexes in a changing world*. Morrow.
- Moore, M., & Sanders, T. (2006). *Anthropology in theory: Issues in epistemology*. Blackwell Publishing.
- Ortner, S. B. (1974). Is female to male as nature is to culture? In M. Z. Rosaldo & L. Lamphere (Eds.), *Woman, culture, and society* (pp. 68–87). Stanford University Press.
- Ortner, S. B. (1984). Theory in anthropology since the Sixties. *Comparative Studies in Society and History*, 26, 126–166.
- Ortner, S. B. (1996). *Making gender: The politics and erotics of culture*. Beacon Press.
- Ortner, S. B., & Whitehead, H. (Eds.). (1981). *Sexual meanings: The cultural construction of gender and sexuality*. Cambridge University Press.
- Parsons, T. (1951). *The social system*. Routledge.
- Reiter, R. R. (Ed.). (1975). *Toward an anthropology of women*. Monthly Review Press.
- Rosaldo, M. Z., & Lamphere, L. (Eds.). (1974). *Woman, culture, and society*. Stanford University Press.
- Sahlins, M. D. (1976). *Culture and practical reason*. University of Chicago Press.
- Said, E. (1978). *Orientalism*. Routledge.
- Spiro, M. E. (1996). Postmodernist anthropology, subjectivity, and science: A modernist critique. *Comparative Studies in Society and History*, 38(1), 759–780.
- Strathern, M. (1987). *Dealing with inequality: Analyzing gender relations in Melanesia and beyond*. Cambridge University Press.
- Strathern, M. (2020). *Relations: An anthropological account*. Duke University Press.
- Turner, B. S. (1990). *Theories of modernity and postmodernity*. SAGE Publications.
- Upadhaya, V. S., & Pandey, G. (1993). *History of anthropological thought*. Concept Publishing Company.
- Wallace, A. (1970). *Culture and personality*. Random House.

Core Paper 403

Ecological Anthropology

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

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; Human Adaptation: Allen's and Bergmann's rule; Human Adaptability Programme; human adaptation to heat, cold, high altitude, 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

- Agrawal, A. (2003). Sustainable governance of common-pool resources: Context, methods, and politics. *Annual Review of Anthropology*, 32, 243–262.
- Alvard, M. (2003). The adaptive nature of culture. *Environmental Anthropology*, 12, 136–149.
- Balée, W. (2006). The research program of historical ecology. *Annual Review of Anthropology*, 35, 75–98.
- Barth, F. (1956). Ecological relationships of ethnic groups in Swat, North Pakistan. *American Anthropologist*, 58(6), 1079–1089.
- Bates, D. G. (2005). *Human adaptive strategies: Ecology, culture, and politics* (3rd ed.). Allyn & Bacon.
- Berkes, F. (1998). *Sacred ecology: Traditional ecological knowledge and resource management*. Taylor & Francis.
- Berkes, F., Colding, J., & Folke, C. (2000). Rediscovery of traditional ecological knowledge as adaptive management. *Ecological Applications*, 10(5), 1251–1262.
- Biersack, A. (1999). Introduction: From the 'new ecology' to the new ecologies. *American Anthropologist*, 101(1), 5–18.

- Boone, J. (1998). The evolution of magnanimity: When is it better to give than to receive? *Human Nature*, 9, 1–21.
- Borgerhoff Mulder, M., & Sellen, D. W. (1994). Pastoralist decision-making: A behavioral ecological perspective. In E. Fratkin, K. A. Glavin, & E. A. Roth (Eds.), *African pastoralist systems: An integrated approach* (pp. 205–229). Lynne Rienner Publishers.
- Boserup, E. (2006). Some perspectives and implications. In N. Haenn & R. R. Wilk (Eds.), *The environment in anthropology: A reader in ecology, culture, and sustainable living* (pp. 75–79). NYU Press.
- Brosius, P. (2006). Endangered forest, endangered people: Environmentalist representations of indigenous knowledge. In N. Haenn & R. R. Wilk (Eds.), *The environment in anthropology: A reader in ecology, culture, and sustainable living* (pp. 367–385). Wiley-Blackwell.
- Bryant, R. (1992). Political ecology: An emerging research agenda in Third-World studies. *Political Geography*, 11(1), 12–36.
- Campbell, B., 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.
- Conklin, H. (2008). An ethnoecological approach to shifting agriculture. In M. R. Dove & C. Carpenter (Eds.), *Environmental anthropology: A historical reader* (pp. 241–248). Wiley-Blackwell.
- Cox, P. A., & Elmqvist, T. (1997). Eco-colonialism and indigenous-controlled rainforest preserves in Samoa. *Ambio*, 26(2), 84–89.
- Crumley, C. L. (1994). Historical ecology: A multidimensional ecological orientation. In C. L. Crumley (Ed.), *Historical ecology: Cultural knowledge and changing landscapes* (pp. 1–16). School of American Research.
- DeWalt, B. (1994). Using indigenous knowledge to improve agriculture and natural resource management. *Human Organization*, 53(2), 123–131.
- Escobar, A. (1999). After nature: Steps to an anti-essentialist political ecology. *Current Anthropology*, 40(1), 1–30.
- Escobar, A. (2006). Does biodiversity exist? In N. Haenn & R. R. Wilk (Eds.), *The environment in anthropology: A reader in ecology, culture, and sustainable living* (pp. 243–245). NYU Press.
- Fairhead, J., & Leach, M. (1996). Enriching the landscape: Social history and the management of transition ecology in the forest-savanna mosaic of Guinea. *Africa*, 66(1), 14–36.
- Fairhead, J., & Leach, M. (2008). False forest history, complicit social analysis: Rethinking some West African environmental narratives. In M. R. Dove & C. Carpenter (Eds.), *Environmental anthropology: A historical reader* (pp. 102–117). Wiley-Blackwell.
- Feeny, D., et al. (1990). The tragedy of the commons: Twenty-two years later. *Human Ecology*, 18(1), 1–19.
- Forde, D. (1970). Ecology and social structure. *Proceedings of the Royal Anthropological Institute of Great Britain and Ireland*, 15–29.
- Fowler, C. S. (1977). Ethnoecology. In D. Hardesty (Ed.), *Ecological anthropology* (pp. 215–243). Alfred A. Knopf.
- Frake, C. (1962). Cultural ecology and ethnography. *American Anthropologist*, 64(1), 53–59.
- Frank, A. G. (1969). *The development of underdevelopment* (Ch. 1, pp. 3–17). Monthly Review Press.
- Fricker, A. (2006). Measuring up to sustainability. In N. Haenn & R. R. Wilk (Eds.), *The environment in anthropology: A reader in ecology, culture, and sustainable living* (pp. 191–202). Wiley-Blackwell.
- Geertz, C. (1972). The wet and the dry: Traditional irrigation in Bali and Morocco. *Human Ecology*, 1(1), 23–39.
- Geertz, C. (2008). The wet and the dry: Traditional irrigation in Bali and Morocco. In M. R. Dove & C. Carpenter (Eds.), *Environmental anthropology: A historical reader* (pp. 190–201). Wiley-Blackwell.
- Golson, J., & Gardner, D. (1990). Agriculture and sociopolitical organization in New Guinea Highlands prehistory. *Annual Review of Anthropology*, 19, 395–417.
- Greenberg, J. B., & Park, T. K. (1994). Political ecology. *Journal of Political Ecology*, 1, 1–12.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162, 1243–1248.

- Harris, D. R. (1977). Subsistence strategies across Torres Strait. In J. Allen, J. Golson, & R. Jones (Eds.), *Sunda and Sahul: Prehistoric studies in Southeast Asia, Melanesia* (pp. xx–xx).
- Harris, M. (1966). The cultural ecology of India's sacred cattle. *Current Anthropology*, 7(1), 51–59, 65–66.
- Ingold, T. (2000). *The perception of the environment: Essays on livelihood, dwelling, and skill*. Routledge.
- Kottak, C. P. (1999). The new ecological anthropology. *American Anthropologist*, 101(1), 23–35.
- Lee, R. (1969). !Kung Bushman subsistence: An input-output analysis. In A. P. Vayda (Ed.), *Environment and cultural behavior: Ecological studies in cultural anthropology* (pp. 47–79). The Natural History Press.
- Low, B. S., & Heinen, J. T. (1993). Population, resources, and environment: Implications of human behavioral ecology for conservation. *Population and Environment*, 15, 7–41.
- Manners, R. (1973). Julian Steward. *American Anthropologist*, 75(3), 886–903.
- McCay, B., & Acheson, J. (1987). Human ecology of the commons. In *The question of the commons: The culture and ecology of communal resources* (pp. 1–34). University of Arizona Press.
- McCay, B. (1978). Systems ecology, people ecology, and the anthropology of fishing communities. *Human Ecology*, 6(4), 397–422.
- Mohanty, B. K. (2023). *The ecological and economic contexts of Paliyan development*. Gyan Publishing House.
- Moore, D. (1993). Contesting terrain in eastern Zimbabwe's highlands: Political ecology, ethnography, and peasant resource struggles. *Economic Geography*, 69(4), 380–401.
- Moran, E. F. (1991). Human adaptive strategies in Amazonian blackwater ecosystems. *American Anthropologist*, 93(2), 361–380.
- Nadasdy, P. (1999). The politics of TEK: Power and the “integration” of knowledge. *Arctic Anthropology*, 36(1–2), 1–18.
- Netting, R. (1977). East African pastoralists. In *Cultural Ecology* (pp. 40–53). Benjamin/Cummings.
- Neves-Graca, K. (2004). Revisiting the tragedy of the commons: Ecological dilemmas of whale watching in the Azores. *Human Organization*, 63(3), 289–300.
- Orlove, B. S. (1980). Ecological anthropology. *Annual Review of Anthropology*, 9, 235–273.
- Orlove, B. S., Chiang, J. C. H., & Cane, M. A. (2002). Ethnoclimatology in the Andes. *American Scientist*, 90(5), 428–435.
- Ostrom, E. (1990). Reflections on the commons. In *Governing the commons: The evolution of institutions for collective action* (pp. 1–28). Cambridge University Press.
- Price, B. (1982). Cultural materialism: A theoretical review. *American Antiquity*, 47(4), 709–741.
- Rappaport, R. (1967). Ritual regulation of environmental relations among a New Guinea people. *Ethnology*, 6(1), 17–30.
- Rappaport, R. (1971). The flow of energy in an agricultural society. *Scientific American*, 224(3), 116–133.
- Rappaport, R. (2008). Ritual regulation of environmental relations among a New Guinea people. In M. R. Dove & C. Carpenter (Eds.), *Environmental anthropology: A historical reader* (pp. 254–264). Wiley-Blackwell.
- Rocheleau, D., & Edmunds, D. (1997). Women, men and trees: Gender, power and property in forest and agrarian landscapes. *World Development*, 25(8), 1351–1371.
- Roncoli, C., Ingram, K., & Kirshen, P. (2002). Reading the rains: Local knowledge and rainfall forecasting in Burkina Faso. *Society and Natural Resources*, 15(5), 409–427.
- Schmidt, J., & Dowsley, M. (2010). Hunting with polar bears: Problems with the passive properties of the commons. *Human Ecology*, 38(3), 377–387.
- Scoones, I. (1999). New ecology and the social sciences: What prospects for a fruitful engagement? *Annual Review of Anthropology*, 28, 479–507.
- Smith, E. A., & Wishnie, M. (2000). Conservation in small-scale societies. *Annual Review of Anthropology*, 29, 493–524.
- Sosis, R., & Alcorta, C. (2003). Signaling, solidarity and the sacred: The evolution of religious behavior. *Evolutionary Anthropology*, 12, 264–274.

- Steward, J. (1955). The concept and method of cultural ecology. In *Theory of culture change: The methodology of multilinear evolution* (pp. 30–42). University of Illinois Press.
- Steward, J. H. (1955). The Great Basin Shoshonean Indians: An example of a family level of sociocultural integration. In *Theory of culture change: The methodology of multilinear evolution* (pp. 101–121). University of Illinois Press.
- Stronza, A. (2010). Commons management and ecotourism: Ethnographic evidence from the Amazon. *International Journal of the Commons*, 4(1), 56–77.
- Vayda, A. P. (1974). Warfare in ecological perspective. *Annual Review of Ecological Systems*, 5, 183–193.
- Vayda, A. P., & McCay, B. (1975). New directions in ecological anthropology. *Annual Review of Anthropology*, 4, 293–306.
- Vayda, A. P., & Walters, B. (1999). Against political ecology. *Human Ecology*, 27(1), 167–179.
- Wagner, J., & Talakai, M. (2007). Introduction to customs, commons, property and ecology: Case studies from Oceania. In *Human Organization*, 66(1), 110.
- Watson, J. (1977). Pigs, fodder and the Jones Effect in postpomeoan New Guinea. *Ethnology*, 16, 57–70.
- White, L. (1943). Energy and the evolution of culture. *American Anthropologist*, 45(3), 335–356.
- Winterhalder, B., & Goland, C. (1997). An evolutionary ecology perspective on diet choice, risk and plant domestication. In K. J. Gremillion (Ed.), *People, plants and landscapes: Studies in prehistory* (pp. 123–160). University of Alabama Press.

Core Paper -404 (A) (Specialization – Physical/Biological Anthropology)

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

Suggested Readings

- Allison, A. C. (1954). The distribution of the sickle-cell trait in East Africa and elsewhere, and its apparent relationship to the incidence of subtertian malaria. *Transactions of the Royal Society of Tropical Medicine and Hygiene*, 48(4), 312–318.
- Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man*. W. H. Freeman and Company.
- Cavalli-Sforza, L. L., Menozzi, P., & Piazza, A. (1994). *The history and geography of human genes*. Princeton University Press.
- Crow, J. F., & Kimura, M. (1970). *An introduction to population genetics theory*. Harper & Row.
- Dobzhansky, T. (1970). *Genetics of the evolutionary process*. Columbia University Press.
- Emery, A. E. H., & Rimoin, D. L. (1990). *Principles and practice of medical genetics* (2nd ed.). Churchill Livingstone.
- Falconer, D. S., & Mackay, T. F. C. (1996). *Introduction to quantitative genetics* (4th ed.). Longman.
- Fisher, R. A. (1930). *The genetical theory of natural selection*. Clarendon Press.
- Hartl, D. L., & Clark, A. G. (2007). *Principles of population genetics* (4th ed.). Sinauer Associates.
- Hedrick, P. W. (2011). *Genetics of populations* (4th ed.). Jones and Bartlett Publishers.
- Jorde, L. B., Carey, J. C., Bamshad, M. J., & White, R. L. (2021). *Medical genetics* (7th ed.). Elsevier.
- Kimura, M. (1983). *The neutral theory of molecular evolution*. Cambridge University Press.
- Lewontin, R. C. (1974). *The genetic basis of evolutionary change*. Columbia University Press.
- Majumder, P. P. (1998). *People of India: Biological diversity and affinities*. Indian Statistical Institute.
- Malhotra, K. C., & Basu, A. (2008). *Human population genetics in India*. Anthropological Survey of India.
- Nei, M. (1987). *Molecular evolutionary genetics*. Columbia University Press.
- Relethford, J. H. (2012). *Human population genetics* (2nd ed.). John Wiley & Sons.
- Stevenson, A. C., & Cheeseman, E. A. (1956). Hereditary disorders in the British population. *Annals of Human Genetics*, 20(4), 213–229.
- Templeton, A. R. (2006). *Population genetics and microevolutionary theory*. John Wiley & Sons.
- Verma, I. C., & Puri, R. D. (2015). *Genetics in practice: A clinical approach*. Oxford University Press India.
- Wallace, B. (1968). *Topics in population genetics*. W. W. Norton & Company.
- Wright, S. (1968). *Evolution and the genetics of populations* (Vols. 1–4). University of Chicago Press.

Core Paper -404 (B) (Specialization – Social Anthropology)

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

CO-1: It gives a ground breaking 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.

CO-2: It shares an idea of commitment and simultaneously critical to understand the perspectives of development and improve the economic wellbeing of marginalized.

CO-3: It brings to tackle some of the challenges facing among the marginalized and develop strategies to help alleviate poverty.

CO-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 Non-Governmental, 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. 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:

- Goody, J. (n.d.). Developmental cycle in domestic groups. Cambridge: Cambridge University Press.
- Pandey, G. (2008). Developmental anthropology. New Delhi: Concept Publishing Company.

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 collection methods & data analysis methods.
CO 3: To explore & interpret different problem areas of human society- both biological and social issues
CO 4: To acquire skills in Field work, data analysis and report writing

Students have to write and submit a dissertation on the basis of field study.

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- 10
Fieldwork- 20
Field dairy- 10
Dissertation - 40
Presentation and viva- 20