



**VIKRAM DEB AUTONOMOUS COLLEGE**  
**JEYPORE, KORAPUT, ODISHA**

COURSE OF STUDIES  
OF  
**BACHELOR DEGREE ARTS**  
**UNDER CBCS**

Subject: **ANTHROPOLOGY**

**WITH AFFECT FROM 21-22 ADMISSION BATCH**

Published by

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**JEYPORE, KORAPUT, ODISHA**  
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## **COURSE STRUCTURE**

### **First Semester**

<b><u>Course Opted</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>	<b><u>Marks</u></b>
AECC -1	AECC -1	4	100
CORE PAPER-1	Introduction to Biological Anthropology	4	75
	Practical	2	25
CORE PAPER -2	Introduction to Socio Cultural Anthropology	4	75
	Practical	2	25
	GE – 1	6	100
<b>Total Credit- 22</b>		<b>Total Marks- 400</b>	

### **Second Semester**

<b><u>Course Opted</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>	<b><u>Marks</u></b>
AECC -2	AECC -2	4	100
CORE PAPER -3	Archaeological Anthropology	4	75
	Practical	2	25
CORE PAPER -4	Fundamentals of Human Origin & Evolution	4	75
	Practical	2	25
	GE – 2	6	100
<b>Total Credit- 22</b>		<b>Total Marks- 400</b>	

### **Third Semester**

<b><u>Course Opted</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>	<b><u>Marks</u></b>
CORE PAPER -5	Tribes and Peasants in India	4	75
	Practical	2	25
CORE PAPER -6	Human Ecology	4	75
	Practical	2	25
CORE PAPER -7	Biological Diversity in Human Populations	4	75
	Practical	2	25
	GE – 1	6	100
SEC – 1		4	100
<b>Total Credit- 28</b>		<b>Total Marks- 500</b>	

**Fourth Semester**

<b><u>Course Opted</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>	<b><u>Marks</u></b>
CORE PAPER -8	Theories of Culture and Society	4	75
	Practical	2	25
CORE PAPER -9	Human Growth and Development	4	75
	Practical	2	25
CORE PAPER-10	Research Methods	4	75
	Practical	2	25
GE – 2		6	100
SEC-2	SEC-2	4	100
<b>Total Credit- 28</b>		<b>Total Marks- 500</b>	

**Fifth Semester**

<b><u>Course Opted</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>	<b><u>Marks</u></b>
CORE PAPER -11	Prehistoric Archaeology of India	4	75
	Practical	2	25
CORE PAPER-12	Anthropology in Practice	4	75
	Practical	2	25
DSE - 1	Anthropology of Religion, Politics And Economy	6	100
DSE – 2	Tribal Cultures of India	6	100
<b>Total Credit- 24</b>		<b>Total Marks- 400</b>	

**Sixth Semester**

<b><u>Course Opted</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>	<b><u>Marks</u></b>
CORE PAPER-13	Forensic Anthropology	4	75
	Practical	2	25
CORE PAPER -14	Museum and Museology	4	75
	Practical	2	25
DSE-3	Anthropology of India	4	75
	Practical	2	25
DSE-4	Fieldwork and Dissertation	6	100
<b>Total Credit- 24</b>		<b>Total Marks- 400</b>	

**Semester – 1<sup>st</sup> to 6<sup>th</sup> Semester****Total Credit- 148****Total Marks- 2600**

## HONOURS PAPERS:

Core Papers – 14 papers

Discipline Specific Elective (DSE) – 4 papers

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

Marks per paper - Midterm : 15 marks, End term : 60 marks, Practical: 25 Total – 100 marks Credit per paper – Theory : 4 , Practical : 2 Total- 6

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

### **Program Outcome (BA Arts):**

Anthropology is the science of mankind and humanity, we can say anthropology is the study of man along with man, their society, their culture, religion and so on. Teaching this subject aims to provide students to understand and value the diversity of human races, their food habits and their behaviour and to develop their interest to know their own society and various public policy and reforms. Anthropology as a science depicts human as a species its evolution and its similarities and difference with other variety of animals, their physical adaptations, ecology and surroundings and also about genetics, osteology, somatoscopy, somatometry and what not which helps the student to understand about different Race and also about forensic anthropology, through this students can get great scope and develop knowledge in all the fields. This department provides a holistic understanding because anthropology as a study is holistic in nature including social aspect, cultural aspect, biological, geographical, archaeological, linguistic, economical and also political. This also helps the student to build rapport, a relationship of mutual trust and respect with people during their research period. The department promises highest standards of teaching and research and this is achieved only through a balanced syllabus and curriculum.

### **Program Specific Outcome:**

After completing B.A. Anthropology course students should gain the following abilities:

- 1) Attains a holistic knowledge about the society and people.
- 2) Obtains the knowledge about the evolution of man as well as of primates.
- 3) Know society, people and their behaviour.
- 4) A special course on tribal studies has been provided to them to gain knowledge about different tribal groups.
- 5) As there are many problems prevailing in the society and hence the students are trained to practice, identify and make solutions through applied anthropology which also helps them to fetch a good carrier opportunities.
- 6) To promote and preserve the cultural aspect of different community, specially the tribals and their medicinal knowledge treasury, the cultural heritage of not only Odisha but also of the world.
- 7) Through practical classes and research programmes students learn through their own which develops their intellectual abilities and hand on learning activities.
- 8) Assist students in preparing (personal guidance, books) for competitive exams e.g. NET, GATE, etc.

## **CORE PAPER 1**

### **Introduction to Biological Anthropology**

#### **Learning outcomes**

After completion of the course the students will be able to:

- 1) Understand the pattern of biological variation among human population.
- 2) Trace the evolution of our lineage through time in the fossil record.
- 3) Compare similarities and dissimilarities between human and other species.
- 4) Learn distribution, characteristics and behaviour of human and non-human primates.
- 5) Perform practical activities ex-blood grouping to help diagnose medical conditions, to diagnose sugar level, blood pressure, nutritional aspects.
- 6) Know Inheritance pattern, various genetic diseases.
- 7) Know about different instruments used for practical purposes.

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

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

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

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

#### **Practical**

##### **Osteology**

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

##### **Somatometry**

1. Stature 6. Maximum bizygomatic breadth

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

**Text book recommended:**

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

**Suggested Readings**

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



## **CORE PAPER 2**

### **Introduction to Socio-cultural Anthropology**

#### **Learning outcomes**

After completion of the course the students will be able to:

- 1) Develop knowledge about human society, their behaviour, community, living styles, food habits, social institutions, culture and kinship bonds.
- 2) Create understanding about the social, religious, economic and political changes.
- 3) Build the interest to collect information regarding the cultural aspects of a society or a community.
- 4) Solve various problems of society by knowing about the structure, function and organisation of society.
- 5) This study makes them to improve humanity and ethical values.
- 6) Perform field work, get training to collect information for a particular topic in order to solve the problem.

Builds rapport and values others behaviour.

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

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

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

**Unit IV:** Theory and practice of ethnographic fieldwork; survey method; comparative and historical methods; soul research : concept, steps, methods, technique.

#### **Practical**

Methods and Techniques of Social Anthropology: The practical will include the following techniques and methods in collection of data in Social Anthropology.

1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

#### **Text book recommended:**

1. Ember C. R. et al. (2011). *Anthropology*. New Delhi: Dorling Kindersley.

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

### **Suggested Readings**

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

## CORE PAPER 3

### Archaeological Anthropology

#### Learning outcomes

After completion of the course the students will be able to:

- 1) Explain the origin and development of human culture.
- 2) Understand history and evolution of culture.
- 3) Determine the age of rocks, plants, fossils and artifacts.
- 4) Gain knowledge about chronology of epochs and also about the climatic changes from the beginning of the life.

Learn and identify various tool types prevailed during prehistoric times which will help them in museology and also to find new varieties of tools.

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

**Unit II:** Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon<sup>14</sup> dating (C<sup>14</sup>), Potassium-Argon, Dendochronology, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

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

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

#### Practical

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

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

#### Text book recommended:

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

#### Suggested Readings

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

## **CORE PAPER-4**

### **Fundamentals of Human Origin & Evolution**

#### **Learning outcomes**

After completion of the course the students will be able to:

- 1) Explain the evolution of primates and understanding their behavioural characteristics.
- 2) Find various fossils and by measuring various aspects they can get evidence , origin time and race of fossils.
- 3) Get information about the origin, distributions and features of homo sapiens as well as of both living and fossilised remains of primates.

Do hand activities taking measurements of skulls, bones etc of both humans and of skeletons.

**Unit-I:** Primate origin, evolution and radiation: Ramapithecus, Dryopithecus, distribution, features and their phylogenetic relationships.

**Unit-II:** Australopithecines: distribution, features and their phylogenetic relationships.

Appearance of genus Homo (*Homo habilis*) and related finds. *Homo erectus* from Asia, Europe and Africa: Distribution, features and their phylogenetic status.

**Unit-III:** The origin of *Homo sapiens*: Fossil evidences of Neanderthals and Archaic *Homo sapiens sapiens*, Origin of modern humans (*Homo sapiens sapiens*): Distribution and features

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

#### **Practical**

1. Craniometry: Maximum cranial length Maximum cranial breadth Maximum bizygomatic breadth Maximum frontal breadth Minimum frontal breadth Nasal height Nasal breadth Bi-mastoid breadth Greatest occipital breadth Upper facial height Cranial index Nasal index
2. Osteometry: Measurements of long bones: lengths, minimum/least circumference and caliber index
3. Identification of casts of fossils of family hominidae: Drawing and comparison of characteristics.

**Text book recommended:**

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

### **Suggested Readings**

1. Buettner-Janusch, J. (1966). *Origins of Man: Physical Anthropology*. John Wiley & Sons, Inc., New York, London, Sydney.
2. Conroy, G.C. (1997). *Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, New York, London.
3. Howell F.C. (1977). *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
4. Nystrom P. and Ashmore P. (2011). *The Life of Primates*. PHI Learning Private Limited, New Delhi.
5. Seth P. K. and Seth S. (1986). *The Primates*. Northern Book Centre, New Delhi, Allahabad.
6. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
7. Standford C.; Allen J.S. and Anton S.C. (2012). *Biological Anthropology: The Natural History of Mankind*. PHI Learning Private Limited, New Delhi.
8. Swindler D. R. (2009). *Introduction to the Primates*. Overseas Press India Pvt. Ltd., New Delhi.

## **CORE PAPER 5**

### **Tribes and Peasants in India**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Know the ST population and their distribution in India.
  - 2) Ability to work on Tribal Policy and tribal development.
  - 3) Become aware of the necessities of various policies and programmes for the development of tribal society.
  - 4) .Understand the ideas of anthropologists to develop the tribal and rural society.
  - 5) Identify the Basic problems of the tribal people of India Implement fruitful plan and policies for the tribal development.
  - 6) Learn ways in which different cultures conceptualize and interact with their environment special emphasis on Indian cultures and values – tribal culture in particular.
  - 7) Examine how Indian experience has shaped the ways in which Indians imagine and interact with the environment.
  - 8) Become aware of tribal society in respect to Indian culture and civilization.
  - 9) Develops idea about the factors of Social and Cultural changes in tribal India.
  - 10) Visualize the issues of Tribal Rights in all respects for their survival.
  - 11) Become aware of tribal society in respect to Indian culture and civilization.
  - 12) Develops idea about the factors of Social and Cultural changes in tribal India.
- Visualize the issues of Tribal Rights in all respects for their survival.

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

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

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

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

#### **Practical**

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

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

**List of Ethnographies:**

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

**Suggested Readings**

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



## **CORE PAPER 6**

**Human Ecology : Ecological Anthropology – ecological determinism, possibilism, cultural ecology.**

### **Learning outcomes**

After completion of the course the students will be able to

- 1) Understand the relation of man and environment and natural resources.
- 2) Understand the effect of Environmental degradation/hazards and its impact on human and natural environment.
- 3) Access the ways of human insecurity, inequality, violation of basic human rights, regionalism, communalism and ethnic and political movements in regards to environmental degradation and depletion of natural resources.
- 4) Find out the link of Environment and development through sustainability and ensure the human security, equality, and peace.
- 5) Become aware of tribal society in respect to Indian culture and civilization.
- 6) Developing idea about the factors of Social and Cultural changes in tribal India.

Visualize the issues of Tribal Rights in all respects for their survival.

**Unit 1:** Concepts – Ecology, concept and scope. Ecosensitivity, Theories, adaptation, acclimation, acclimatization, Ecosystem: Types and Components (biotic and abiotic).

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

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

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

### **Practical**

Biological Dimensions

*Size and Shape Measurements*

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

*Size and Shape Indices (Any two)*

1. Body Mass Index 4. Relative Upper Extremity Length
2. Ponderal Index 5. Relative Total Lower Extremity Length

### 3. Relative Sitting Height 6. Nasal Index

#### **Cultural Dimensions**

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

#### **Text book recommended:**

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

#### **Suggested Reading**

1. Human ecology: biocultural adaptation in human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976).Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress.W.H. Freeman & Company, San Francisco.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasant society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Symposium on Man the Hunter, Richard B. Lee, and Irvan DeVore. 1969. Man the hunter. Chicago:Aldine Pub. Co.
9. Dave Deeksha& S.S. Katewa (2012). Text Book of Environmental Studies. Cengage Learning India Pvt. Ltd., Delhi
10. Eugene P. Odum and Gary W. Barrett (2004). Fundamentals of Ecology. Cengage Learning; 5 edition.
11. Donald L. Hardestry (1977) Ecological anthropology. Johanwilley & Sons.

## CORE PAPER 7

### Biological Diversity in Human Populations

#### Learning outcomes

After completion of the course the students will be able to

- 1) Analyze various demographic methods.
- 2) Know importance of vital statistics.
- 3) Understand various population theories.
- 4) Understand the various sampling techniques.

Understand the importance of studying fertility and mortality.

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

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

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

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

#### Practical (Any Two)

1. Craniometric Measurements (Skull & Mandible)
2. Determination of A,B, O; and Rh blood groups of ten subjects.
3. Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index; Finger print classification and development of chance prints and statistical treatment of the data collected (Ten Subjects)
4. Collection of demographic data from secondary sources.

#### Text book recommended:

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

#### Suggested readings:

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

## **CORE PAPER 8**

### **Theories of Culture and Society**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Understand the complex nature of culture
- 2) Knows importance of social and economic benefits.
- 3) Improves learning, tolerance.
- 4) Develop different theories given by different scholars
- 5) Gain knowledge about historical roots of anthropological tradition, classical social anthropology, evolutionism, diffusion and early American school.
- 6) Develop skills critically analyze the schools of thought.

**Unit I:** Emergence of Anthropology: Interface with evolutionary theory and colonialism, and anthropology. Theories of culture: Evolutionism, Diffusionism.

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

**Unit III:** Structuralism: Claude Levi-Strauss and Edmund Leach; Symbolism and Interpretative approach; Personality School

**Unit IV:** Contemporary theories: Modernity, Post- modernism, Deconstruction.

#### **Practical**

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

1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.
3. Various types of hypotheses.
4. Formulation of hypothesis.
5. Distinction between hypothesis testing and exploratory research.
6. Identification of universe and unit of study with justifications.
7. Choice of appropriate research technique and method in the context of theoretical framework.
8. Data collection and analysis

#### **Suggested Readings**

1. Applebaum H.A. (1987) *Perspectives in Cultural Anthropology*. Albany: State University of New York.
2. Barnard A. (2000). *History and Theory in Anthropology*. Cambridge: Cambridge University.

3. McGee R.J. and Warms R.L. (1996) *Anthropological Theories: An Introductory History*.
4. Moore M. and Sanders T. (2006). *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing

**Text Book Recommended:**

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

## CORE PAPER 9

### Human Growth and Development

#### Learning outcomes

After completion of the course the students will be able to

- 1) Understand human variations.
- 2) Understand the importance of studying growth and nutrition.
- 3) Attain the knowledge related to growth and reproduction and the hormones related to it.
- 4) Knows the relationship between velocity curves and distance curve.

Acquire knowledge of various factors affecting prenatal and postnatal growth.

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

Evolutionary perspective on human growth.

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

**Unit III:** Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and variation, methods and techniques to study growth, significance/applicability of growth studies Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Assessment of nutritional status.

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

#### Practical (Any two)

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

#### Text book recommended:

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

### **Suggested Readings**

1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.
2. Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan Press.
3. Cameron N and Bogin B. (2012) Human Growth and Development. Second edition, Academic press Elsevier.
4. Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
5. Harrison GA, Tanner JM, Pibeam DR, Baker PT. (1988). Human Biology. Oxford University Press.
6. Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
7. Kapoor AK and Kapoor S. (1995) Biology of Highlanders. Vinod Publisher and Distributor.
8. Kathleen K. (2008). Encyclopedia of Obesity. Sage.
9. Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.
10. McArdle WD, Katch FI, Katch VL. (2001) Exercise Physiology: Energy, Nutrition, and Human Performance.
11. Singh I, Kapoor AK, Kapoor S. (1989). Morpho-Physiological and demographic status of the Western Himalayan population. In Basu and Gupta (eds.). Human Biology of Asian Highland Populations in the global context.
12. Sinha R and Kapoor S. (2009). Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.



## **CORE PAPER 10**

### **Research Methods**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Understand the importance of statistics in anthropology.
- 2) Carry out field work and documentation in prehistoric sites.
- 3) Explore the relationship between research design and research methods Various tools, techniques and methods of data collection.
- 4) Understand applications on various tools, techniques and methods of data collection.

Apply the knowledge in the upcoming newer fields of research

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

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

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

**Unit IV:** Basic tenets of qualitative research and its relationship with quantitative research; Types of variables, presentation and summarization of data (tabulation and illustration). Descriptive statistics- Measurers of Central Tendency, standard deviation,

#### **Practical**

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

### **Text book Recommended**

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

Paternalism

### **Suggested Readings**

1. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.

2. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012.

3. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.

4. Michael A. The Professional Stranger. Emerald Publishing. 1996.

5. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Field Notes. Chicago, University of Chicago Press. 1995.

6. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches.

Boston: Allyn and Bacon. 2000.

7. O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.

8. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.

9. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.

10. Sarantakos S. Social Research. London: Macmillan Press. 1998

## **CORE PAPER 11**

### **Prehistoric Archaeology of India**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Develop the concepts of environmental archaeology, ethnoarchaeology and new archaeology.
- 2) Knows about paleo environment and climatic change during quaternary period
- 3) Understand the dating techniques and can apply specific dating techniques to detect the age of specific archaeological evidences.
- 4) Gain skill on archaeological exploration in the area of Ethnoarchaeology and New archaeology.
- 5) Explore prehistoric tools and raw materials for both African and Indian prehistoric cultures.

Understand about different important sites.

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

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

#### **Unit II: Mesolithic cultures in India.**

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

#### **Unit III: Neolithic cultures in India.**

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

#### **Unit IV: Rock art of India.**

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

#### **Practical**

1. Identification of tools:

- (a) Hand axe varieties, chopper/chopping tools
- (b) Cleaver varieties

- (c) Side scraper varieties
- (d) Knives e) Burins(f) End scrapers(g) Borer(h) Microlithic tools
- (i) Bone tools
- 2. Identification of lithic technology.

**Text Books Recommended:**

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

**Suggested Reading:**

1. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
2. Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan*.Cambridge: Cambridge University Press.
3. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books India (P) Ltd.
4. Basa, K.K and P. Mohanty . *Archaeology of Odisha(Orissa)*, Delhi Pratibha Prakashan
5. Chakrabarti, D.K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
6. Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.
7. Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.
8. Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi: D.K. Printworld (P) Ltd.
9. .Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
10. 11.Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
11. 12.Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
12. 13.Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
13. 14.Sankalia (1982) *Stone Tool Type and Technology*. Delhi, B.R.Publication.
14. 15.Settar, S. and R. Korisetar (Ed), 2001, *Indian Archaeology in Retrospect*, Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.

## **CORE PAPER 12**

### **Anthropology in Practice**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Gets detailed knowledge about development and ethics, business and social marketing
- 2) Able to develop ethical issues in anthropological field work.
- 3) Able to identify, assess and solve contemporary social problems.
- 4) Develops effective ways to help local peoples.
- 5) Learn local language and apply it in a manner in accordance with the existing value and social structure of the people involved.
- 6) Recognize the responsibility in solving human problems.

Knows about NGOs and its importance.

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

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

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

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

### **Practical**

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

### **Text Books Recommended:**

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

### **Suggested Readings**

1. Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
2. Ervic, Alexander M., (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practice, Boston, MA: Allyn and Bacon.
3. Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
4. Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
5. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Perspectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
6. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
7. Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
8. Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.
9. Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner. Publications, New Delhi.
10. Patnaik SM (2007). Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60(3&4):455-470
11. Srivastav OS (1996). Demographic and Population Studies. Vikas Publishing House, India

## **CORE PAPER 13**

### **Forensic Anthropology**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Get detailed idea of forensic anthropology.
- 2) Attain the knowledge of application of dermatoglyphics and forensic serology in criminal investigation.
- 3) Able to determine the race, sex, time of death, cause of death of the remains.
- 4) Through DNA fingerprinting and blood sampling they are able to find the original father of a child.

Understand the importance of personal identification from fingerprint.

**Unit-I:** Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications and Integration of Forensic Anthropology. Crime Identification.

**Unit-II:** Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains, Ancestry, age, sex and stature estimation from bones. Discovery and Techniques for recovering skeletal Human Remains.

**Unit-III:** Personal Identification, Complete and Partial Identification, Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

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

#### **Practical**

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

#### **Text book recommended:**

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

#### **Suggested Readings:**

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



## **CORE PAPER 14**

### **Museum and Museology**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Accumulate knowledge of museum and public collections.
- 2) Preserves, collect and interpret objects of artistic, cultural and scientific significance of the study.
- 3) Provides an insight into the history of humankind.
- 4) Preserves religious, cultural and historical value.

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

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

**End – term Examination=85 marks**

Report\* on 10 days Museum visit of anthropological /tribal/cultural museums=**60 marks**

Practical Record on ethnographic Specimens of material culture =**15 marks**

Viva- Voce = **10 marks**

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

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

**Unit – I : Museums** : Meaning and scope; History and development of museums in India;

Types of Museums in India; Role of Anthropological museums in education.

**Unit –II: Museology and Basic Principles of Museum:** Modes and ways of acquisition of Museum specimens; Principles of display and arrangement in museum; Basic principles of museum, Documentation , labeling, display of the museum specimens of material cultures of tribal and rural people. Each student has to answer one elective question of **15 marks** from the above aspects of Museum and Museology in the Mid Term Examination. The students are required to learn the basic principles of museum, documentation, labelling and display of the museum specimens of material cultures of tribal and rural people. Each student has to apply the above methods, whichever is applicable , on specimens of following materials.

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

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

**Books Recommended:**

- 1. Basa K.K., Md. Rehan, R.K. Gupta 2007, *Museology A Comprehensive Bibliography and Webliography* , Serial Publications, New Delhi.
- 2. Behera B.K. and S.K. Mohanty, 2007 *Museology and Museum Management in India*, Mayur Publications, Bhubaneswar, Odisha
- 3. Bhatnagar, A. 1999, *Museum, Museology and new Museology*, Sandeep Prakashan, New/Delhi.

**Suggested Readings:**

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

## **DSE 1-COMPULSORY**

### **Anthropology of Religion, Politics and Economy**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Understand the supernatural world and beliefs in context of religion and magic
- 2) Understand dimensions of Social Differentiation and Social Stratification; Principal types of stratification systems: Caste, Class.
- 3) Analyze economic and political relation in today's society .
- 4) Apply these concepts to understand the different cultures
- 5) Develops the idea about Socialization and enculturation process and personality formation.

Overview the idea about culture and civilization.

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

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

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

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

## **Practical**

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

### **Text book recommended:**

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

### **Suggested Readings:**

1. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York: Macmillan.
2. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso
3. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2<sup>nd</sup> ed. London: Pluto Press.
4. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
5. Henrich J. (2002). Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), Theory in Economic Anthropology (pp. 251-295). Walnut Creek, CA: Altamira Press.
6. Lambek. M. (2008) A Reader in the Anthropology of Religion.
7. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge.
8. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
9. Herskovits MJ. (1952). Economic Anthropology: A Study in Comparative Economics. New York: Alfred A Knopf Inc.
10. Malinowski B. (1922) Argonauts of the Western Pacific. London: Routledge.
11. Balandier G. (1972). Political Anthropology. Middlesex: Penguin

## **DSE-2-COMPULSORY**

### **Tribal Cultures of India**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Gains knowledge about Tribal culture and civilization.
- 2) Develops the concept of social and cultural changes in the tribes of India, Tribe-non tribe interaction, religious conversions.
- 3) Knows about the issues of tribal rights.
- 4) Become aware of tribal society in respect to Indian culture and civilization.
- 5) To visualizes the issues of tribal rights in all respects for their survival.

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

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

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

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

#### **Practical**

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

#### **Text book recommended:**

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

#### **Suggested Readings:**

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

Bhubaneswar: Niswas.

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

## **DSE-3**

### **Anthropology of India**

#### **Learning outcomes**

After completion of the course the students will be able to

- 1) Know about the racial classification of India.
- 2) Attain the ability to understand the contributions of renowned Indian prehistorians.
- 3) Gain knowledge about the historical development of social cultural anthropology.
- 4) Understand the social structure and hierarchy.
- 5) Collect details about Indian village, social organization, agriculture.
- 6) Know the tribal situations and problems of India.
- 7) Get to know about the cultural contact.
- 8) Develop the idea about the scheduled caste and backward classes and their problems.

Knows human rights, its protection and enforcement of human rights and respects its significance and importance.

**Unit I:** Origin, history and development of Anthropology in India, approaches to study Indiansociety and culture- traditional and contemporary Racial and linguistic elements in Indian population. Understanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, gender hierarchies - their economic and cultural impact, origin and evolution of social structures andtheir underlying philosophies; Contribution of contemporary biological, social and archaeologicalanthropologists in India.

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

**Unit-III:** Developmental projects- tribal displacements and rehabilitation problem; Impact

Of culture-contact, urbanization and industrialization on tribal and rural Population ; Basic concepts -Great tradition and little tradition, sacred complex, Universalization and parochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

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

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

**Practical**

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

**Text book recommended:**

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

**Suggested Reading**

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
2. Bernard C.S. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
3. Bhasin M.K, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi
4. Lopez D.S. (1995). Religions of India in Practice. Princeton University Press
5. Gupta D. Social Stratification. Delhi: Oxford University Press.
6. Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla)
8. Vidyarthi L.P and Rai B.K.. (1976). The tribal culture of India. Concept Publishing Co, Delhi.
9. Haddon AC. (1929). Races of man. Cambridge University, London.



10. Kapoor A.K. (1992). Genetic Diversity among Himalayan Human Populations. M/S Vinod Publishers, Jammu
11. Majumdar, D.N. (1901). Races and Culture of India. Asia Publishing House, Bombay
12. Dumont, L. (1980). Homo Hierachicus. University of Chicagon Press.
13. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla)

## **SEMESTER – VI**

### **DSE-:4- Fieldwork and Dissertation**

Empirical study among the tribal, rural and urban communities of Odisha is to be conducted for a minimum period of 21 days in semester VI under the guidance of a teacher or teachers. Two copies of dissertations are to be submitted for examination on the basis of fieldwork and presentation of seminar. The Examination of Dissertation shall be conducted by an internal and an external examiner. Mid-term Examination = **15 marks**

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

End-term Examination

Dissertation based on 21 days fieldwork =**60 marks**

Field diary (15 marks) and =**25 marks**

Viva-voce (10 marks)

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