

# COURSES OF STUDIES

## **M.A./M.SC. IN ANTHROPOLOGY**

2018-2020

(UNDER COURSE CREDIT SEMESTER SYSTEM)



**P.G. DEPARTMENT OF ANTHROPOLOGY**

**SAMBALPUR UNIVERSITY**

# **Courses of Studies for the M. A. /M. Sc. Anthropology For the Academic Session 2018-2020 Course Scheme**

The Post-Graduate course of Anthropology is based on semester system and will have four semesters spread over two years. The course will consist of 20 papers with a total of 80 Credit Hours (hereafter CH). Each semester, consisting of five to six papers shall have maximum 20 CH. The total teaching hours in a semester shall be 35 hours per week. The credit component includes 28 teaching hours (Theory-16 and Practical-12) and the noncredit component includes 11 hours (Tutorial- 4, Proctorial-4 and Seminar-3) per week.

## **Specialisation Offered:**

The course offers two specializations during the third and fourth semesters.

1. AN-BA-Physical/Biological Anthropology
2. AN-SA-Social Anthropology

Students will opt either of these specializations with three compulsory papers and two elective/special papers in each 3<sup>rd</sup> and 4<sup>th</sup> semester.

## **Evaluation:**

- 50 per cent theory papers shall be evaluated by external examiners.
- All practicals will be evaluated by external examiner.
- Fieldwork/ Dissertation shall be evaluated internally by the concerned supervising teacher along with other teachers of the Department during the 3<sup>rd</sup> semester while in 4<sup>th</sup> Semester it will be evaluated by the external examiner.

The distribution of the total 80 CH over four semesters has been presented below.

### **FIRST SEMESTER (20 CH)**

- AN.C. 411 (4 CH) Social/Cultural Anthropology
- AN.C. 412 (4 CH) Physical/Biological Anthropology
- AN.C. 413 (4 CH) Prehistoric Archeology
- AN.C. 414 (4 CH) Research Methodology
- AN.C. 415 (2 CH) Practical: Physical Anthropology
- AN.C. 416 (2 CH) Practical: Prehistoric Archeology

### **SECOND SEMESTER (20 CH)**

- AN.C. 421 (4 CH) Understanding Society and Culture
- AN.C. 422 (4 CH) Social Exclusion and Inclusive Policy
- AN.C. 423 (4 CH) Tribal Anthropology
- AN.C. 424 (4 CH) Visual Anthropology
- AN.C. 425 (4 CH) Fundamentals of Human Genetics

### **THIRD SEMESTER (20 CH)**

#### **Specialization Course: A. Social Anthropology (AN-SA)**

##### **Compulsory Courses**

AN-SA.C. 511 (4 CH) Tribal Studies

AN-SA.C. 512 (4 CH) Theory and Method in Social-Cultural

AN-SA.C. 513 (4 CH) Fieldwork

##### **Elective Courses**

AN-SA.E. 514 (4 CH) Anthropology of Children and Childhood-I

AN-SA.E. 515 (4 CH) Displacement and Rehabilitation

#### **Specialization Course: B. Physical/Biological Anthropology (AN-BA)**

##### **Compulsory Courses**

AN-BA.C. 511 (4 CH) Human Genetics

AN-BA.C. 512 (4 CH) Human Biology

AN-BA.C. 513 (4 CH) Fieldwork

##### **Elective Courses**

AN-BA.E. 514 (4 CH) Child Development

AN-BA.E. 515 (4 CH) Applied Biological Anthropology- I

### **FOURTH SEMESTER (20 CH)**

#### **Specialization Course: A. Social Anthropology (AN-SA)**

##### **Compulsory Courses**

AN-SA.C. 521 (4 CH) Anthropological Thought

AN-SA.C. 522 (4 CH) Indian Anthropology

AN-SA.C. 523 (4 CH) Dissertation and Viva Voce

##### **Elective Courses**

AN-SA.E. 524 (4 CH) Anthropology of Children and Childhood-IIAN-

SA.E. 525 (4 CH) Development Anthropology

#### **Specialization Course: B. Physical/Biological Anthropology (AN-BA)**

##### **Compulsory Courses**

AN-BA.C. 521 (4 CH) Human Population Genetics

AN-BA.C. 522 (4 CH) Laboratory Based Practical

AN-BA.C. 523 (4 CH) Dissertation and Viva Voce

##### **Elective Courses**

AN-BA.E. 524 (4 CH) Growth and Nutrition

AN-BA.E. 525 (4 CH) Applied Biological Anthropology-II

A student opting for Social Anthropology specialization has to select any two of the following elective (E) courses for course number AN-SA.E.514 and AN-SA.E.515 during the third semester and similarly two more elective courses for course number AN-SA.E.524 and AN-SA.E.525 during the fourth semester.

E1. Anthropology of Children and Childhood-I

E2. Anthropology of Children and Childhood-II

E3. Displacement and Rehabilitation

E4. Development Anthropology

A student opting for Biological Anthropology specialization has to select any two of the following elective (E) courses for course number AN-BA.E.514 and AN-BA.E.515 during the third semester and similarly two more elective courses for course number AN-BA.E.524 and AN-BA.E.525 during the fourth semester.

- E1. Child Development
- E2. Growth and Nutrition
- E3. Applied Biological Anthropology-I
- E4. Applied Biological Anthropology-II

### **Programme Outcomes**

- PO-1** To take informed actions after identifying the assumptions that frame our thinking and actions
- PO-2** To speak, read, write and listen clearly in person and through electronic media in English and in one Indian Language
- PO-3** To elicit views of others, mediate disagreements and prepared to work in team
- PO-4** To demonstrate qualities to be prepared to become an entrepreneurship
- PO-5** To recognize different value systems including your own, understand the moral dimensions and accept responsibility for them
- PO-6** Understanding on the issues of environmental contexts and sustainable development
- PO-7** To acquire the ability to engage in independent and life-long learning in the context of socio-technological change.

# **DETAILS OF THE COURSE CURRICULUM**

## **FIRST SEMESTER**

### **AN.C-411 (4CH) Social/ Cultural Anthropology**

**Introduction:** This course is designed to introduce students to the anthropological study of different cultures, including ways of comparing and contrasting the structures of social relationships and belief systems that operate in different cultural settings. It will explore ways of trying to understand the world views and belief systems of other peoples by studying each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated.

#### **Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles of Social/Cultural Anthropology
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit- I:** Aim and scope of Social and Cultural Anthropology, History and Development; Major Areas of Interest: Ethnography, Ethnology, Folklore, Economic Anthropology, Political Anthropology, Psychological Anthropology, Linguistic Anthropology, Medical Anthropology, Urban Anthropology, Visual Anthropology, Applied and Action Anthropology.

**Unit-II:** Family, Marriage and Kinship

Family: Typology of family; Characteristics of Family, Joint Family System; Marriage: Types of Marriage, Ways of Acquiring Mates, , Laws of Marriage Kinship: Principle and Types of Descent and Rules of Residence; Kinship: Terminology; Kinship Usages.

**Unit-III:** Economic and Political Organization:

Economic Organization: Concept of property; Division of labour; Systems of distribution, gift and ceremonial exchange; reciprocity; redistribution and market; Technology; Foraging, Nomadism, Pastoralism, Transhumance, Horticulture, Swidden/Shifting Cultivation, Terrace Cultivation; Dry and Wet Cultivation; Mixed Farming

Political Organization: Concept; State; Stateless Society; Band, Segmentary Society; Primitive Government: Forms and Functions; Law and Justice; Customary Law;

**Unit-IV:** Religion: Concept, Origin, Function

Primitive Religion: animism, animatism, bongaism, totemism;

Magico: functions and types; Magico-religious functionaries: shaman, priest, medicine-man, sorcerer, witch; Religion, magic and science comparison.

#### **Books Recommended:**

1. Bohannan, Paul. 1971, *Social Anthropology*, New York: Holt Rinehart & Winston.

2. Clifton, A.J. (ed.) 1968, *Introduction to Cultural Anthropology*. Houghton Mifflin
3. Carol R. Ember, Melvin Ember, Peter N. Peregrine, 2010, *Anthropology*, NJ: Prentice Hall.
4. Evans-Pritchard, E.E. 1979. *Social Anthropology*. London: Routledge and Kegan- Paul.
5. Fox, Robin. 1984, *Kinship and Marriage: An Anthropological Perspective*, London: Cambridge University Press.
6. Gluckman, Max. 1965, *Politics, law & Ritual in Tribal Society*, Oxford: Basil Blackwell
7. Goode, J. 1982, *The Family*, New York: Prentice Hall

### **AN.C-412 (4CH) Physical/Biological Anthropology**

**Introduction:** This paper is structured to give an understanding about the physical anthropology and its application in our life. The course deals with the evolution of human being as is evidenced by fossils discovered in course of time and the position of man in animal kingdom.

#### **Course Outcomes**

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|-------------|---|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles of Physical/Biological Anthropology |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                      |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                   |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course  |

**Unit-I:** Basic Concepts : Subject matters of physical anthropology/Biological anthropology and its scope, Difference from biological , Application of biological anthropology in medicine, forensic science, industries, defense services and genetic counseling.

**Unit-II:** Distribution, Classification and Characteristics of Order Primate. Living primates: Distribution and characteristics, Primate Evolution with respect to skull, jaw, limb and dentition; Comparison of Man and Ape.

**Unit-III:** Theories of Organic Evolution: Lamarkism, Neo Lamarkism, Darwinism, Neo Darwinism and Synthetic theories; Principles of Evolution: Convergence, Divergence, Parallelism, Adaptive Radiation and speciation. Evidences in support of Human Evolution, Evidence of human evolution from morphological, anatomical, serological, chromosomal and genetic similarities between human and non-human living primates; Adaptation: Meaning and its evolutionary significance

**Unit-IV:** Paleoanthropology: Discovery, anatomical features and distribution of Dryopithecene, Australopithecene, Homo-erectus, Homosapien Neandrathalensis, Homosapien sapien – Chancelde, Cromagnum and Grimaldi

#### **Suggested Readings / Books Recommended:**

1. Buettner Janusch, J. 1969. *Origins of Man: Physical Anthropology*. Wiley Eastern Pvt.Ltd., New Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi
3. Boaz N.T. and A.J. Almquist. 1997. *Biological Anthropology – A Synthetic Approach to Human Evolution*. Prentice-Hall, New Jersey, USA.
4. Sarkar, R. M. 2004. *Fundamentals of Physical Anthropology (New Edition)*. BookWorld.Kolkata. *Anthropology, Eight Edition*. Wordsworth Cingage Learning, USA.London.
5. Shukla B.R.K. & Rastogi, S. 1990. *Physical Anthropology & Human Genetics: An*

*Introduction.* Plaka Prakashan. Delhi.

6. Camilo J. Cela-conde and Francisco J. Ayala(2007)  
past: Oxford University Press.

Human Evolution: Trails from the

### **AN.C-413 (4CH) Prehistoric Archeology**

**Introduction:** The paper brings to light the past cultures through an analysis of artifacts, or materials left behind gathered through excavation. This is in contrast to history, which studies past cultures through an analysis of written records left behind.

#### **Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles of Prehistoric Archeology  
**CO-2** Analyse the Various Concepts to understand them through case studies  
**CO-3** Apply the knowledge in understanding practical problems  
**CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I:** A brief outline on the origin of earth and life and geological time scale; Pleistocene epoch chronology, Pleistocene Glaciations' of Europe, Evidences and Causes of Great Ice Age, Typology and technology: tool making techniques, tool types.

**Unit II:** Dating methods: absolute and relative dating: stratigraphy, river terraces, dendrochronology, thermoluminescence dating, pollen dating, Glacial varve analysis, potassium-argon method, fluorine dating, C-14 dating.

**Unit III:** Cultural chronology: Paleolithic, Mesolithic, Neolithic and Megalithic cultures in India and Europe: special salient features of environment, sites and areas, typology, distribution, artifacts and their physical forms.

**Unit IV:** Indus valley civilization; Copper and Iron Age, features and distribution. Art in Prehistoric period: Home Art and Cave Art, Different Phases of art and their style.

#### **Recommended Readings:**

1. Agrawal, D.P. (1995) The Archaeology of India, Curzon Press.
2. Allchin, B. & Allchin, F.R. (1982) The Rise of Civilization of India and Pakistan. Cambridge University Press.
3. Banerjee (1965) Iron Age in India. Munshiram Manoharlal.
4. Sakalia, H.D., New Archaeology – Its Scope and Application to India,
5. Sankalia, H.D. (1964) Stone Age Tools, Families and Techniques. Pune, Deccan College.
6. Sankalia, H.D. Pre- and Proto-history of India and Pakistan. Pune, Deccan College.
7. Burkitt, M.C. 1969. Old Stone Age: Study of Palaeolithic Times.

### **AN.C-414 (4CH) Research Methodology**

**Introduction:** The aim of the paper is to introduce students to the research methods employed in the anthropology. It deals with qualitative and quantitative methods of data collection and the means to analyze them.

#### **Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles of Research Methodology
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit-I:** Research and its Objectives Formulation and selection of a research problem; Objectivity of Research, Qualitative and Quantitative Research: Concept, Characteristics and differences, Research Design: Concept need and features of a research design. Different types of research design: Exploratory, descriptive Diagnostic and experimental research

**Unit-II:** Research Hypothesis: Types and Characteristics of a good hypothesis; Sampling Design Concept: universe and sample; Criteria for deciding a representative sample. Probability and non-probability sampling: Random, stratified, proportionate, quota, cluster or multistage, purposive and systematic sampling.

**Unit-III:** Methods of Data Collection Primary and secondary data; Methods of data collection: observation, questionnaire, interview, case study, genealogy, participatory rural appraisal (PRA), and Focused Group Discussion

**Unit-IV:** Statistics in social Research: Measure of Central Tendency: Mean, Median, Mode; Measure of Dispersion: Mean deviation, Standard deviation Range; Measure of Association–Correlation and Regression.

#### **Suggested Readings:**

1. Fetterman, M.D. 1989, *Ethnography: Step by Step*. London: Sage,.
2. Mc cracker, G. 1989, *The long Interview*. London: Sage.
3. Patton, M.Q. 2002, *Qualitative Research and Evaluation Methods*. London: Sage.
4. Kothari, C.R. Research Methodology, Methods and Techniques –Wiley Eastern Limited – New Delhi
5. Silverman, D. 1993, *Interpreting Qualitative Data*. London: Sage.
6. Singha, K. 1993. “Participant Observation and In-depth Interviewing” in B.Y. Attig,et. Al (eds), *Qualitative Methods for Population and Health Research*. Bangkok: Mahidol Univeristy, pp 120-128.
7. Bryman, A. 2008, *Social Research Methods*. 3rd edition Oxford: OUP.

#### **AN.C. 415 (2 CH) Practical: Physical Anthropology**

This course will be useful in learning about the variation in body measurement among individuals and identify their body shape and size. Study on skull and other bones will give an understanding of human skeletal system.

#### **Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles of Practical on Physical/Biological Anthropology
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

1. Somatometry and Somatoscopy: Selected measurements on head, height, breadth, and



- circumference, indices selected traits on somatoscopy.
2. Osteology and osteometry, Importance of studying human skeletal system in anthropology, Structure-function, classification Axes and planes Skull and mandible (description), Long bones (description and side identification), Vertebral column and girdles, Age and sex differences, Selected measurements and indices.
  3. Assessment of Nutritional Status: Body-Mass Index, Conicity Index, Height for Age, Weight for Age and Weight for Height.

#### **Suggested Readings / Books Recommended:**

1. Singh I.P. and M.K. Bhasin. 1989. *A Laboratory Manual on Biological Anthropology: Anthropometry*. Kamal-Raj Entreprises, Delhi.
2. Mukherji, D., D. Mukherjee and P. Bharti. 2009. *Laboratory Manual for Biological Anthropology*. Asian Books Pvt. Ltd., New Delhi.
3. Carter, J. and B.H. Heath. 1990. *Somatotyping – Development and Application*. Cambridge University Press, Cambridge.
4. Das, B.M. and R. Deha. 1998. *Physical Anthropology Practical*. Kitab Mahal, Allahabad.
5. Rao, V.K. (Ed.) 1996. *Biostatistics: A Manual of Statistical Methods for use in Health, Nutrition and Anthropology*. Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.

#### **AN.C. 416 (2 CH) Practical: Prehistoric Archeology**

This course will give help the students to know and draw the techniques of manufacture, function of artifacts.

#### **Course Outcomes**

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|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles of practical of Prehistoric Archeology |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                         |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                      |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course     |

1. Demonstrate the techniques of manufacture, function and social implications of artifacts.
2. Handle stone artifacts, characterizing lower, middle, upper Palaeolithic, Mesolithic and Neolithic periods.
3. Drawing and description of prehistoric tools of Palaeolithic, Mesolithic and Neolithic periods.
4. Periodic maintenance of practical records shall be taken into consideration while awarding grades to the candidates

## SECOND SEMESTER

### AN.C. 421 (4 CH) Understanding Society and Culture

**Introduction:** The central goal of this paper is to educate students about the essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behavior, solve problems, and engage in and actively contribute to all levels of society. It will promote an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

#### Course Outcomes

- CO-1 Remember and understand the basic concepts/Principles of understanding society and culture
- CO-2 Analyse the Various Concepts to understand them through case studies
- CO-3 Apply the knowledge in understanding practical problems
- CO-4 Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I : Culture:** Concept, Definition; Nature of Culture, Characteristics of Culture; Culture Change: Innovation, Diffusion, Acculturation, Assimilation, Attenuation, Integration, Cultural Adaptation; Enculturation and Socialization; Cultural Pattern, Cultural Focus, Cultural System; Culture Shock and Culture Conflict; Cultural Lag, Cultural Relativism.  
Culture and Civilization; Meaning and characteristics of Society, Community, Institution, Association and Organization.

**Unit II: Social Change:** Theories and factors of social change, Processes of social change: Sanskritization, Westernization, Urbanization, Industrialization  
Little tradition and great tradition, Universalization and Parochialization.

#### Unit III: Social Stratification

Basis of stratification, Social Differentiation and Ranking, Social Evolution and Social Progress

#### Unit IV: Caste system

Meaning and characteristics of caste system in India; Status and Role; Caste, Class and Power in India; Changing dimension of caste; Jajmani System; Social mobility;

#### Recommended Readings:

1. Evans-Pritchard, E.E. (1951) Social Anthropology. London: Cohen & West
2. Fox, Robin. (1984) Kinship and Marriage. Cambridge University Press
3. Sahlins & Service. (2017) Evolution and Culture. The University of Michigan Press, Ann Arbor.
4. Radcliffe Brown, A.R. (1965) Structure and Function in Primitive Society. Free Press
5. Harris, Marvin. (2006) Cultural Anthropology. Pearson

### AN.C. 422 (4 CH) Social Exclusion and Inclusive Policy in India

**Introduction:** The aim of the paper is understand how social exclusion excludes certain communities from interaction and access to social resources through social arrangements, normative value systems and customs. Such systemic exclusion is reinforced by instrumental exclusion, which is embedded in the economic structure and the macroeconomic policies associated with them.

### Course Outcomes

- CO-1** Remember and understand the basic concepts/Principles on Social exclusion and Inclusive Policy in India
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**UNIT-I** Social Exclusion: Concept, Meaning and forms of social exclusion, Who is socially excluded and why this matter, Role of culture in social exclusion.

**UNIT-II** Cases of Social Exclusion: Dalit, ST, Religious minorities, Children, Women, Aged, Physically and mentally challenged people.

**UNIT-III** Specific areas of Social Exclusion and marginalization: People affected by HIV/AIDS, Displaced people of mega development projects, Poverty leading to social marginalization, Caste system, inequality and social exclusion, Social exclusion and exploitation, Reducing poverty by tackling social exclusion.

**UNIT-IV** Inclusive Policy: Current policies of protective discrimination, Public policies to reduce social exclusion, Constitutional safeguards, Panchayati Raj and women empowerment, Convention on the Rights of the Child, Sub-plan approach to tribal development, Possible improvement in current policies and strategies relating to weaker section.

### Recommended Readings:

1. Thorat, 2006. Social Exclusion in India. Oxford
2. DFID Report. 2005. Tackling Poverty by Reducing Social Exclusion
3. Contemporary Society: Tribal Studies (Vol. I to X ). New Delhi: Concept Publishing Company
4. Fuchs, S.(1973): The Aboriginal Tribes of India. Delhi: The Macmillan Co. of Ind. Ltd

### AN.C. 423 (4 CH) Tribal Anthropology

**Introduction:** The paper emphasizes the need for the tribal people to come to terms with their own past avoiding danger of pauperism and without creating a sense of inferiority. It stresses on recognizing the role of the tribal people and their culture in the developmental scenario of the nation and need to assist them in reorganizing their life within the developmental framework.

### Course Outcomes

- CO-1** Remember and understand the basic concepts/Principles on Tribal Anthropology

- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I: The Concept of Tribal Society**

Anthropology as a field in understanding tribal society, Concept of Tribe, Tribalsituation in India, Tribal Situation in Orissa

**Unit-II: Forest and Tribe**

Forest-tribe interaction, Deforestation and its impact on tribal population, Tribal rights on forest and land, Role of State and NGOs to protect and promote the tribals

**Unit III: Tribal Problems**

Major Tribal Problems; Structural constraints to tribal education, Social and economic constraints to their development, Migration.

**Unit-IV: Tribal Development**

Sustainable Tribal development, Pre-independence and post- independence era of tribal development; Nehru's perspectives on tribal development. PESA Act.

**Recommended Readings:**

1. Behera, D.K and Georg Pfeffer. Contemporary Society Tribal Studies, Volume I to X. New Delhi: Concept Publishing Company
2. Vidarthy, L.P. (1977) Tribal Culture in India. Concept Publishing House
3. A.K. Pandey. (1997) Tribal Situation in India. New Delhi: Manak
4. Hassnain, Nadim.( 1982). Tribal India
5. Bhowmik, K.L. (1971): Tribal India: A Profile in Indian Ethnology. Kolkata: World Press Pvt. Ltd.

**AN.C. 424 (4 CH) Visual Anthropology**

**Introduction:** The paper encompasses a much wider study of visual systems. Apart from the depiction of culture by ethnographic film, it is concerned with understanding the production and consumption of various forms of visual cultures and the role of photography and other visual texts in their interpretation.

**Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles on Visual Anthropology
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I: Introducing Visual Culture**

What is Visual Culture? Photographic and Digital Media: Still, Interactive and Moving

**Unit-II: Ethnographic Photography**

Early Ethnographic Photography: Contexts and Trends, Ethnographic Photography: Conventions and Methodologies, Photography in Ethnographic Research

**Unit-III: Indigenous Uses of Photography**

Different kinds of photography work individually and collaboratively in different contexts, Documentation of personal experiences through photographic and digital work,

**Unit-IV: Ethnographic Films**

Theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, Interdependency of technology and culture.

**Recommended Readings:**

1. Collier, John and Malcolm Collier. 1986: *Visual Anthropology: Photography as a Research method*. University of New Mexico Press.
2. Pink, Sarah. 2013: *Doing Visual Ethnography*. Sage Publication.
3. Gundi, El Fatwa. 2004: *Visual Anthropology: Essential Method and Theory*. Rowmen Altamira
4. Bank, Marcus and Howard Murphy. 1999: *Rethinking Visual Anthropology*. Yale University Press.
5. Hockings, Paul. 2003: *Principles of Visual Anthropology*. Mouton de Gruyter
6. Pink, Sarah. 2006: *The Future of Visual Anthropology*. Routledge
7. Joy, Ruby. 2000. *Picturing Culture*.
8. Mirzoeff, N. 2008. *The Visual Culture Reader*, London: Rutledge.

**AN.C-425 (4 CH) Fundamentals of Human Genetics**

**Introduction:** This paper will impart knowledge about the genetic constituent of human being. It will deal with the science of inheritance wherein various modes by which transmission of trait from the parents to offspring is accomplished.

**Course Outcomes**

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|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles on Fundamental on Human Genetics   |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                     |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                  |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course |

**Unit I:** Meaning and Scope of Human Genetics; Structure and function of Human Cell, RNA and DNA , Genetic Code; Cell Division- Mitosis and Meiosis , significance of cell division.

**Unit II:** Mendel's law of Inheritance and its application; Pattern of Inheritance- Autosomal- Dominant and Recessive, co- dominance, Sex Linked and Sex Limited inheritance.

**Unit III:** Methods of Studying Heredity: Twin, Sibs, Pedigree, Family and Adopted child.

**Unit IV:** Human variation: Morphological, environmental and genetic basis of Human Variation; Concept of Race- UN statement on Race, Distribution and Characteristics of Major races of World- Caucasoid, Mongoloid and Negroid. Classification of Indian population by Risley, Guha and Sarkar. Blood group variation in Human Population- ABO, MN, Rh, and ABH (secretor factor)

**Suggested Reading:**

1. Buettner Janusch, J. 1969. *Origins of Man: Physical Anthropology*. Wiley Eastern Pvt.Ltd., New Delhi.
2. Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi
3. Cavalli-Sforza, L., P. Menozzi, and A. Piazza. 1996. *The History and Geography of Human*

*Genes*. Princeton University Press.

4. Klung S. W, M. R.Cummings and C. A. Spencer.2007. *Essentials of Genetics*, Sixth Edition. Pearson Education International. Crawford, M. (Ed). 2006 *AnthropologicalGenetics*. Cambridge University Press.
6. Cummings, M. R. 2009. *Human Genetics*. Cengage Learning

# THIRD SEMESTER

**Specialization Course: A. Social Anthropology**  
**Compulsory Courses**

## **AN-SA.C. 511 (4 CH) Tribal Studies**

**Introduction:** The paper aims in helping students to develop skills of analysis for tribalsocieties and understand their socio-economic status and programmes.

### **Course Outcomes**

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|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles on Tribal Studies                  |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                     |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                  |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course |

### **Unit I Concept of Tribe**

Meaning and Characteristics of Tribe, Tribes in India: Classification and Distribution of Tribes based on Economic, Cultural, Linguistic and Racial. Primitive Tribal groups of India/Odisha, Tribal Ethnicity.

### **Unit II Problems of Tribes**

Land Alienation, Indebtedness, Housing, Rise of Radicalism, Migration and Trafficking, Tribal Education: Problems and Prospects, Structural Constraints to Tribal Education. Tribal Health in Orissa/India

### **Unit III Tribal Economy**

Shifting Cultivation, Man-Nature Relationship, Deforestation and its Impact on Tribal, Tribal Craft, Women in Tribal Societies: Their Contribution to Household Economy.

### **Unit IV Tribal Policy**

Constitutional Safeguards for the Tribal, Fifth and Sixth Schedules, The National Tribal Policy in India, Different approaches to tribal development, Sub-Plan Approach, ITDA, Cultural Constraints to Tribal Development, STs and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act. 2006

### **Recommended Readings:**

1. Behera, D.K and Georg Pfeffer. Contemporary Society Tribal Studies, Volume I to X. New Delhi: Concept Publishing Company
2. Vidarthy, L.P. and Rai. (1981) Applied Anthropology in India. Kitab Mahal
3. Vidarthy, L.P. and B.N. Sahay. (1997) Applied Anthropology and Development in India. New Delhi: National Publishing House
4. Vidarthy, L.P. (1977) Tribal Culture in India. Concept Publishing House
5. A.K. Pandey. (1997) Tribal Situation in India. New Delhi: Manak
6. Vidyut Joshi. Tribal Situation in India. New Delhi: Rawat
7. Ghure, G.S. (1963) :The Scheduled Tribes (3rd Edit.). Bombay: Popular Prakashan

## **AN-SA.C. 512 (4 CH) Theory and Method in Social-Cultural Anthropology**

**Introduction:** This course will help students to develop an insight into the anthropological theories on growth and development of the culture and society and culture. It also emphasizes the importance of ethnographic research methods, conducted through intensive fieldwork in a single site or in a network of sites

### **Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles on Theory and Methods on Socio-cultural Anthropology
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I** Emergence of Anthropology as an Empirical Discipline; Anthropology as a Social Science; Natural Science and Natural History in Anthropology; Scientific and Historical Methods in Anthropology, Comparative Methods

### **Unit II** Evolutionism

Cultural evolutionism: Unilinear (E.B. Tylor, Morgan, Frazer), Universal (White and Childe) and Multi-linear (Julian Steward)

### **Unit III** Diffusionism

British, German-Austrian and American school of thoughts

### **Unit IV** Functionalism and Structuralism

Malinowski; Structural-functionalism: Radcliffe Brown; Structuralism: Levi Strauss and Leach

### **Recommended Readings:**

1. Barth, Frederik. 1981. *Models of Social Organization*, Royal Anthropological Institute, Occasional Paper-23. London: Routledge and Kegan Paul.
2. Bidney, D. 1964. *Theoretical Anthropology*, New York: Columbia University Press,
3. Childe, V. Gordon. 1963. *Social Evolution*, A.A Watt and Co Ltd, 1951, First Meridian printing,
4. Durkheim, E. 1938 (1895). *The Rules of the Sociological Method* (S.Solovay and J. Meuller, trans,) New York: Free Press
5. Geertz, C. 1973. *The Interpretation of Culture*, New York: Basic Books.
6. Kuper, Adam. 1985. *Anthropology and Anthropologists: The Modern British School* (rev. ed.), Boston: Routledge & Kegan Paul.

## **AN-SA.C. 513 (4 CH) Fieldwork**

Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of teachers, as nominated by the head of the department, in a tribal/rural area. The fieldwork for a particular year may be camp-based or non-camp based one depending on the decision of the teachers' council of the department. The exact date of commencement of fieldwork shall be announced by the department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing fieldwork next year. No separate



fieldwork shall be arranged for such students during the same semester. There shall be instructional hours or classes per week for every candidate for the preparation of synopsis and questionnaire/schedule for the topic of the study during the semester. Classes shall be taken by the concerned supervisors. The supervising teacher shall be the examiner for the paper. The performance of the candidate will be evaluated on the basis of the field notes and fieldwork performance by the supervising teacher during the fieldwork. The final grading will be done by the supervising teacher at the end of the semester.

### **Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles on Fieldwork
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

### **Elective Courses for Social Anthropology Specialization (For paper AN-SA.E. 514 and AN-SA.E. 515)**

#### **E 1. Anthropology of Children and Childhood-I**

**Introduction:** The paper introduces the students to understand children and childhood across diverse culture. It tries to evaluate the concept of children's identity in our contemporary society.

### **Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles on Anthropology of Children and Childhood
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

#### **Unit-I: Situation of Children in India**

Child labour in India, Female working children, Street children, Impact of poverty and drought on children, Child domestic workers

#### **Unit-II: Children Under difficult Situations**

Overburdened school-going children, Growing up in slums, Plight of the girl-child in India, Children in cyber environment.

#### **Unit-III: Rights of the Child**

UN Convention on the Right of the Child, What is children's participation? Why should children participate? Children's independent mobility

#### **Unit-IV: Corporal Punishment**

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

### **Recommended Readings:**

1. Verhellen, Eugene, 1991. Understanding Children's Right.

2. Verhellen, Eugeen, 1981 Monitoring Children's Right.
3. Pfeffer, George & D.K. Behera, 2006. Contemporary Society: Childhood and Complex Order.
4. James, Alison and Allan Prout. 1991 Structuring and Restructuring of Childhood
5. Behera, D.K., 1996. Children and Childhood in our Contemporary Societies.
6. Qvortrup, J. et al. 1995. (Eds), Childhood Matters, Social Theory, Practice and Politics.

## **E 2. Displacement and Rehabilitation**

**Introduction:** The course aims at highlighting the displacement situation throughout the world with special emphasis on Indian situation

### **Course Outcomes**

- |             |  |
|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles on Displacement and Rehabilitation |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                     |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                  |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course |

### **Unit I** Basic Concepts of Displacement and Resettlement

R & R – A Global Scenario, R & R – A National Scenario,  
A Case Analysis: Irrigation projects, Industrial projects, Hydro-electric project, Mining project

### **Unit II** Impact of displacement: Socio-cultural, Economic, Psychological, and Environment. Women in resettlement

### **Unit III.** Policies, Act and Reconstruction Model

National R & R Policies and Act. Planning for Resettler's Recovery by using Risks and Reconstruction Model of Michael Cernea.

### **Unit IV:** Facilitating proper R&R

Identification of PAPs & baseline data collection, Process of Planning R & R, Minimization of displacement, Valuation of Assets, Monitoring task & Institutional Arrangement. Preparation of RAP with proper budget and action plan, Preparation of Community Development activities for displaced people

### **Recommended Readings:**

1. Fernandes, Walter and Thakria, Enekshi G. 1993., Development, Displacement and Rehabilitation.
2. Gangopadhyay, T. and Mankodi, K.A. 1987. , Rehabilitation: The Ecological and Economic Crisis.
3. Keiler, Stephen L., 1997. Uprooting and Social Change.
4. Schdder, T., 2003. The Human Ecology and Big Projects: River Basin Development and Resettlement.

## **Specialization Course: B. Physical/Biological Anthropology Compulsory Courses**

### **AN-BA.C. 511 Human Genetics**

**Introduction:** This paper deals with the different aspect of human genetics. It will also throw light on the interaction of gene with the physical environment, bringing in an array of the manifestation of the characters.

### Course Outcomes

- CO-1 Remember and understand the basic concepts/Principles on Human Genetics
- CO-2 Analyse the Various Concepts to understand them through case studies
- CO-3 Apply the knowledge in understanding practical problems
- CO-4 Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I:** Difficulties in Subjecting Man for Genetic Investigations, Methods of Studying Heredity: Pedigree Method, Twin Method- Diagnosis of Zygosity, Family, Linkage Studies, Foster child study, Heritability Estimate

**Unit II:** Genetic Significance of Cell Division, Sex Determination. Karyotype- Normal and abnormal human karyotypes, Chromosomal Abberations -numerical. Structural, translocation and inversion: Numerical I abnormalities in Man – Down’s Syndrome, Turner Syndrome, Klinifelter Syndrome, Pateu’s syndrome and Edward syndrome; structural abnormality-Cri-du-Chat syndrome and Philadelphia chromosome,

**Unit III:** Structure and Function of DNA, RNA, Proteins, Concept of Gene, Genetic Code and its Expression: Replication, Transcription and Translation. Method of Creating Recombinant DNA, Genetic Engineering, Genome Project

**Unit IV:** Gene Action: Complementary, Supplementary, Duplicative, Cumulative or Additive Genes. Supressor and modifier gene, Epistatis, Pleiotropism, Penetrance and Expressivity; Epigenetic inheritance, Multiple allelic Inheritance: Two gene and Three gene hypothesis in ABO Blood Groups.

### Suggested Reading:

1. Muller, R. F. And I. D. Young. 2001. *Emery’s Elements of Medical Genetics*, 11th Edition. Churchill Livingstone.
2. Crawford, M. (Ed). 2006 *Anthropological Genetics*. Cambridge University Press.
3. Stern, C. 1960. *Principles of Human Genetics*. W.H. Freeman and Co., San Fransiscoand London
4. Cummings, M. R. 2009. *Human Genetics*. Cengage Learning. USA
5. Bajema, C. J.1971. *Natural Selection in Human Populations. The Measurement ofOngoing Genetic Evolution in Contemporary Societies*. John Wiley & Sons, Inc. Canada.

### AN-BA. C. 512 Human Biology

**Introduction:** this paper deals with the development and growth of human being during different stages of life. It also talks about the role and requirement of nutrition for the proper functioning of its biological entity.

### Course Outcomes

- CO-1 Remember and understand the basic concepts/Principles on Human biology
- CO-2 Analyse the Various Concepts to understand them through case studies
- CO-3 Apply the knowledge in understanding practical problems

**CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I** Meaning, scope and development of human biology, major problems in human population biology and the IBP approach.

**Unit II** Human growth and development: growth from conception to maturity, senescence, differences in physique; Factors affecting growth: Genetic, Environmental, Hormonal, Nutritional and Socio economic.

**Unit III** Nutritional and diet survey method: nutritional requirement for normal growth from infancy to old age; The energy value of foods: undernutrition, and malnutrition, nutritional adaptation in man; Human adaptation – physiological adaptation to heat, cold and high altitude.

**Unit IV;** Human hemoglobin synthesis, Hemoglobin Variants-Distribution and inheritance of normal and abnormal Hb types HbA, HbB, HbC, HbE and HbS and Thalassaemia.

**Suggested Reading:**

1. Bogin, B. 1988. *Patterns of Human Growth*. Cambridge University Press, Cambridge.
2. Mader, S.S. (6th Ed.). 2000. *Human Biology*. Mc Graw Hill, New Delhi.
3. Campbell, N.A , J.B. Reece and E.J. Simon (2nd Ed.)S. 2010. *Essential Biology with Physiology*. Pearsons, New Delhi.
4. Harrison, G.A., J.S. Weiner, J.M. Tanner and N.A. Barnicot. 1964. *Human Biology: An Introduction of Human Evolution, Variation and Growth*. Claredon Press, Oxford.
5. Tanner, J. M. 1978. *Growth at Adolescence*. Blackwell Science Ltd. London.
6. Lasker, G. W. and C. G. N. Mascie-Taylor (Ed.). 1993. *Research strategies in human biology: field and survey studies*. Cambridge University Press, Cambridge.
7. Weiss, K. M. 1993. *Genetic variation and human disease: Principles and evolutionary approaches*. Cambridge University Press, Cambridge.

**AN-SA.C. 513 (4 CH) Fieldwork**

Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of teachers, as nominated by the head of the department, in a tribal/rural area. The fieldwork for a particular year may be camp-based or non-camp based one depending on the decision of the teachers' council of the department. The exact date of commencement of fieldwork shall be announced by the department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing fieldwork next year. No separate fieldwork shall be arranged for such students during the same semester. There shall be instructional hours or classes per week for every candidate for the preparation of synopsis and questionnaire/schedule for the topic of the study during the semester. Classes shall be taken by the concerned supervisors. The supervising teacher shall be the examiner for the paper. The performance of the candidate will be evaluated on the basis of the field notes and fieldwork performance by the supervising teacher during the fieldwork. The finalgrading will be done by the supervising teacher at the end of the semester.

**Course Outcomes**

- CO-1** Remember and understand the basic concepts/Principles on Fieldwork
- CO-2** Analyse the Various Concepts to understand them through case studies
- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

## Elective courses for Physical/Biological Anthropology Specialization

(For Paper AN-BA. E. 514 and AN-BA. E. 515)

### E 1. Child Development

**Introduction:** Children are very sensitive to biological and environmental stimulus which shape their growth and development. The course aims to acquaint student with various factors that affect the intra and extra uterine development of child.

#### Course Outcomes

- CO-1 Remember and understand the basic concepts/Principles on Child development
- CO-2 Analyse the Various Concepts to understand them through case studies
- CO-3 Apply the knowledge in understanding practical problems
- CO-4 Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I:** Introduction to the field of child development and principles of development .Extra-uterine growth of pre-term and small for gestational age children. Factors influencing birth weight: maternal anthropology, nutrition and socio-economic status.

**Unit II:** Infant feeding and growth: Breast feeding, bottle feeding and weaning foods. Growth and Development during infancy. Factors influencing infant growth.

**Unit III:** Motor skills: Milestones, functions and sequences of the motor skill development. Endocrinological regulation of postnatal growth

**Unit IV:** Assessment of growth retardation of children born on term and pre-term. The creation and use of growth references for evaluating growth.

#### Suggested Reading:

1. Hurlock,E.B. : 1981. Developmental Psychology: A life span Approach. Tata Mcgraw-Hill Publishing Company Ltd, New Delhi
2. Hill Publishing Company Ltd, New Delhi
3. Cole, M. and S. Cole 1989. Child Development. Scientific American Library
4. Penn,Helen 2005.Understanding Early Childhood: Issues and Controversies. OpenUniv Press.
5. Emde R. N., John K. Hewitt 2001 Infancy to Early Childhood: Genetic and Environmental Influences on Developmental Change. Oxford University Press,
6. Masteni A.S. 1999. Cultural Processes in Child Development . Lawrence Erlbaum Associates

### E 2. Applied Biological Anthropology-I

**Introduction:** this course is to give a view of physiological composition of body and their response to various social, physical and environmental activities. It aims to give an understanding about the physiological functioning of the body.

#### Course Outcomes

- CO-1 Remember and understand the basic concepts/Principles on Applied biological Anthropology
- CO-2 Analyse the Various Concepts to understand them through case studies

- CO-3** Apply the knowledge in understanding practical problems
- CO-4** Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I** Meaning and scope of biological anthropology, Structure, function and physiological changes of various body parts according to age.

**Unit II** Testing of pulmonary, circulatory and muscular changes during rest and exercise according to age, sex, occupation.

**Unit III** Heredity and environment in body dimensions – relationship of different types of sports efficiency and different body proportions.

**Unit IV** Blood pressure: age and sex variation; Human body composition: body density, lean body mass and body fat, muscular strength, work capacity ; Ecological, ethnic/racial and genetic variation of body shape and size.

**Suggested Reading:**

1. Forbes, GB Human 1987. *Body Composition Growth, Aging, Nutrition, and Activity*. Springer-Verlag New York
2. Heyward, VH; D.R.Wagner 2009. *Applied body Composition Assessment*. Human Kinetic.
3. Davson.Hugh, Eggleton, M Grace. Lea & Febiger 1968.*Principles of Human Physiology* .
4. Vander, Arthur J; Sherman, James H,Luciano, Dorothys 1978. *Human Physiology: The Mechanisms of Body Functions*. Me Graw-Hill Education.
5. Hale,Tudor (2003). *Exercise Physiology* . John Wiley & Sons Inc, England.
6. Damon, A.(Ed.). 1975. *Physiological Anthropology*. Oxford University Press, London.
7. Shephard, R. J. 1991. *Body composition in biological anthropology*. Cambridge University Press, Cambridge.

## FOURTH SEMESTER

**Specialization Course: A. Social Anthropology**

**Compulsory Courses**

**AN-SA.C. 521 (4 CH) Anthropological Thought**

**Introduction:** The course aims at introducing the learners on the theoretical dimensions of symbolic and psychological anthropology. Further the students are oriented on history and development of anthropology in India through different theoretical developments.

**Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles on Anthropological thought
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit: I** Science and Humanity in Social Anthropology; Humanistic Tradition and Social Anthropology;

**Unit: II** Symbolic and Interpretative Anthropology: Victor Turner, Schneider and Clifford Geertz; Mary Douglas

**Unit: III** Culture and Personality School of Thought: Mead and Benedict Basic Personality: Ralph Linton, A. Kardiner and Cora-du-Bois, Post-Modern Anthropology: Contribution of Raheja, Apadurai, Bruno, Bordeu

**Unit: IV** Contributions to Indian Studies S.C. Roy, D.N. Majumdar, V. Elwin, L.P. Vidyarthi, M.N. Srinivas, S.C. Dube, G.S. Ghurey, N.K. Bose.

### **Suggested Readings / Books Recommended:**

1. Durkheim, E. 1938 (1895). *The Rules of the Sociological Method* (S.Solovay and J. Meuller, trans,) New York: Free Press
2. Geertz, C. 1973. *The Interpretation of Culture*, New York: Basic Books.
3. Gluckman, M. 1949. *An Analysis of the Sociological Theories of Bronislaw Malinowski*. New York and London: Oxford University Press
4. Harris, M. 1969. *The Rise of Anthropological Theory*, London: Routledge and Kegan Paul.
5. Honnigman, J. J. (Ed). 1997, *A Hand Book of Social and Cultural Anthropology*, Vol-II, University of North Carolina, New Delhi: Rawat Publications.
6. Kroeber, A. L. 1953. *Anthropology Today: An Encyclopedic Inventory*. Chicago
7. Kuper, Adam. 1985. *Anthropology and Anthropologists: The Modern British School* (rev. ed.), Boston: Routledge & Kegan Paul.

### **AN-SA.C. 522 (4 CH) Indian Anthropology**

**Introduction:** The paper aims to focus on the various social problems in our contemporary societies. It further highlights the unity of different cultures in spite of the prevalence of diversity.

### **Course Outcomes**

- |             |  |
|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles on Indian Anthropology             |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                     |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                  |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course |

**UNIT-I** Major Socio-cultural changes  
Joint Family System, Status of Women in India, Jajmani System, Modernity and Weakening of Caste System

**UNIT-II** Major Social Problems  
Poverty, Unemployment, Crime, Drug Addiction; Welfare Schemes, Programmes, Government Organizations and Voluntary Organizations

**UNIT-III** Unity and diversity in Indian society and culture: linguistic, political, ethnic, communal and religious tensions and conflicts; national integration.

**Unit IV** Basis of traditional Indian social structure and life cycle: varnasharam dharma, purushartha, Indian village as a peasant society; Studies of rural and peasant societies, Tribe – caste and folk urban continuum

### Recommended Readings:

1. Kothari, Rajni (ed.), 1985. *Caste in Indian Politics*. Orient Longman,
2. Mandelbaum, D.G., 1970, *Society in India*, Berkeley: University of California Press
3. Singh, Y. 1994, *Modernization of Indian Tradition*, Jaipur: Rawat Publications
4. Evans-Pritchard, E.E. 1979. *Social Anthropology*. London: Routledge and Kegan- Paul.
5. Fox, Robin. 1984, *Kinship and Marriage: An Anthropological Perspective*, London: Cambridge University Press.

### AN-SA. C. 523 Dissertation and Viva Voce

The dissertation shall be based on the data collected by the candidate in the course of a month-long fieldwork conducted during third semester. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation and performances in the viva-voce.

### Course Outcomes

- |      |  |
|------|--|
| CO-1 | Remember and understand the basic concepts/Principles on Dissertation and viva voce      |
| CO-2 | Analyse the Various Concepts to understand them through case studies                     |
| CO-3 | Apply the knowledge in understanding practical problems                                  |
| CO-4 | Execute/create the Project or field assignment as per the knowledge gained in the course |

### Elective Courses for Social Anthropology Specialization (For paper AN-SA. E. 524 and AN-SA. E. 525)

### E 3. Anthropology of Children and Childhood-II

**Introduction:** The course helps the students for a better understanding of children without childhood. It further tries to unearth the situation of children in the modern 21<sup>st</sup> century.

### Course Outcomes

- |      |   |
|------|---|
| CO-1 | Remember and understand the basic concepts/Principles on Anthropology of children and childhood |
| CO-2 | Analyse the Various Concepts to understand them through case studies                            |
| CO-3 | Apply the knowledge in understanding practical problems   |
| CO-4 | Execute/create the Project or field assignment as per the knowledge gained in the course        |

### Unit I Childhood in Changing Context

Concept of child researcher, Child as a social actor, Influence of Dual-Career Family on the Youth in Urban India



**Unit II** Children in 21st Century

Children's Creativity, Children's Competency, Children's Use of Social Space

**Unit III** Child Abuse

HIV/AIDS Affected Children, Children Affected by Armed Conflict, Child SexWorkers,

**Unit IV** Children without Childhood

Invisible Little Big Work Force, Children and migration, Impact of Poverty and Drought on Children

**Recommended Readings:**

1. Verhellen, Eugene, 1991. Understanding Children's Right.
2. Verhellen, Eugene, 1981 Monitoring Children's Right.
3. Pfeffer, George & D.K. Behera, 2006. Contemporary Society: Childhood and Complex Order.
4. James, Alison and Allan Prout. 1991 Structuring and Restructuring of Childhood
5. Behera, D.K., 1996. Children and Childhood in our Contemporary Societies.
6. Qvortrup, J. et al. 1995. (Eds), Childhood Matters, Social Theory, Practice and Politics.

**(4 CH) Development Anthropology**

**Introduction:** This course is aimed at acquainting students with the anthropological approaches toward the development of communities. It also talks about the planning process that needs to be sensitive to the culture of people.

**Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles on Development Anthropology
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

<b>Unit I</b>	Development: Meaning and evolution of the concept: Indices and measurements of development; Development theories and Models.
<b>Unit II</b>	Applied, Action and Development Anthropology: Meaning, scope and the emerging trends; Contributions of anthropology to development studies; Development studies' contribution to anthropological thought and method.
<b>Unit III</b>	Policy and Planning: Concept of planning; formulation of policy and strategy – phases, targets, regions, resources and people. Gender issues in development, Sustainable development: Environment, natural resources, peoples' concerns and needs.
<b>Unit IV</b>	Participatory approach in development; Anthropological perspectives and data in development planning; Conflict in people centered and programme centered paradigms.

**Recommended Readings:**

1. Zamara, D. Mario, 1998. *Perspectives on Cultural Change and Development*.
2. Vorhies et al., 1988. *The Politics of Hunger*.

3. Rogers Everll, 1987. *Communication and Development: Critical Perspectives*.
4. Chambers Robert, 1999. *Rural Development*.
5. Kapoor & Singh, 1987. *Rural Development through NGOs*.
6. Vidyarthi, L.P. 1982. (Ed.), *Applied Anthropology in India*.

**Specialization Course: B. Physical/Biological Anthropology  
Compulsory Courses**

**AN-BA. C. 521. Human Population Genetics**

**Introduction:** Human population genetics is aimed at presenting an overview of genetic variation within and between the populations. These variations have the potential to lead evolutionary changes with the underlying anthropogenic and environmental forces.

**Course Outcomes**

- |             |  |
|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles on Human Population Genetics       |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                     |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                  |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course |

**Unit I :** Scope of human population genetics, its relevance in anthropology; concept of gene frequency and gene pool. Population structure and genetic structure. Mendelian population as the ultimate endogamous unit of population genetic study. Population structure in India. Role of social divisions and hierarchy in genetic isolation. Models of isolation and reproductive isolates.

**Unit II :** Models to study gene flow – ‘island’ model, ‘diffusion’ model, ‘isolation by distance’ model. Mating system: Random mating or panmixis, nonrandom mating or selective mating/ preferential or assortative mating. Inbreeding and outbreeding. Inbreeding coefficient, inbreeding depression, homozygosis and heterozygosis.

**Unit III :** Principles of genetic equilibrium, Hardy-Weinberg law and its application, causes for changes in gene frequencies in a population: mutation, hybridization, genetic drift and selection.

**Unit IV :** Genetic polymorphism – Balanced and transient polymorphism with reference to Haemoglobins-Sickle cell gene and Thalesemia, Red cell enzymes-Haptoglobin, G6PD. Inborn error of metabolism- biochemical pathways and inheritance of Phenylketonuria (PKU), Alkaptonuria, Galactosemia and Albinism.

**Suggested Reading:**

1. Gardener, A.; R. T. Howell and T. Davies. 2008. *Human Genetics*. Viva Books Private Limited, New Delhi.
2. Tamarin, R. H. 2002. *Principles of Genetics*. Tata Mc Graw-Hill Edition.
3. Gelehrort, T.D, F. S. Collins and D. Gineburg. 1998. *Princeptles of Medical Genetics*. Williams & Wilkins, USA
4. Malhotra, K.C. & ISHG, Calcutta, Statistical Methods in Human Population Genetics, IBRAD, ISI.
5. Templeton, AR. 2006. *Population Genetics and Micro-evolutionary Theory*. Wiley Liss, New York.
6. Daniel Hartl & A.G. Clark 1997. *Principles of Population Genetics* Sinauer Associates, Inc.

### **AN-BA. C. 522 Laboratory Based Practical**

This paper is divided into two groups with the first being broadly based on the human and population genetics followed by craniometry, osteometry and dermatoglyphics.

#### **GROUP A**

The Objective of Group A is to provide hand on practice to the theoretical knowledge of the student. They will be able to learn the method of detection of genetic disorders like sickle cell and colour blindness along with the estimation of gene frequency in the given population.

#### **Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles on Laboratory based practical
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

1. Advanced practical in serology: ABO, MN, and Rh systems,
2. ABH secretion in the saliva
3. Hemoglobin estimation
4. Sickle cell trait detection
5. PTC and colour-blindness
6. Midphalangeal hair, Hypertrichosis of the ear
7. Estimation of allele frequencies for autosomal genes- Rh and MN loci
8. Estimation of allele frequencies for sex-linked genes- Colour blindness locus
9. Estimation of allele frequencies for multiple allelic locus-ABO blood group locus
10. Statistical test for equilibrium frequencies
11. Pedigree analysis

#### **GROUP B**

This paper is meant to teach student, variation between the individuals with respect to several measurements on skull, mandible and other bones. Human variation is also apparent with respect to dermatoglyphic features which students are to perform on various individuals.

#### **Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles on Laboratory based practical
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

1. Basic instruments especially used for craniometry and osteometry; Craniometric measurements: About 30 measurement taken directly covering linear, transverse, arcs, chords and circumference measurements on crania.
2. Measuring directly and indirectly at least 5 angles on crania. Calculation of at least two cranial

indices. Observations of a few traits on crania: supra orbital ridges, pterion, nuchal lines.

3. Mandibulometry: At least 8 direct measurements on mandibles, teeth
4. Dermatoglyphics: Topography of palm and sole, Methods of taking palm, finger and sole printings, Galton and Henry systems of analysis – Dermatoglyphic patterns on fingers and palm, Main Line Formulae and indices, atd and other angles

### **Suggested Reading**

1. Mukherji, D., D. Mukherjee and P. Bharti. 2009. *Laboratory Manual for Biological Anthropology*. Asian Books Pvt. Ltd., New Delhi.
2. Rao, V.K. (Ed.) 1996. *Biostatistics: A Manual of Statistical Methods for use in Health, Nutrition and Anthropology*. Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.
3. Malhotra, K. C. (Ed.) 1988. *Statistical Methods in Population Genetics in India*. ISI, Kolkata.
4. Mohanty, D. And R. Colah. 2008. *Laboratory Manual for screening, Diagnosis and Molecular Analysis of Haemoglobinopathies and Red Cell Enzymopathies*. Bhalani Publishing House, Mumbai
5. Chatterjee S.K. 1967. *Finger, Palm and Sole Print*. Calcutta, 17. Lake Avenue.
6. Singh, I.P. and Bhasin, M.K. 1968. *Anthropometry*. Kamala Raj Enterprises , New Delhi

### **AN-BA. C. 523 Dissertation and Viva Voce**

The dissertation shall be based on the data collected by the candidate in the course of a month-long fieldwork conducted during third semester. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation and performances in the viva-voce.

### **Course Outcomes**

- |             |  |
|-------------|--|
| <b>CO-1</b> | Remember and understand the basic concepts/Principles on Dissertation and viva voce      |
| <b>CO-2</b> | Analyse the Various Concepts to understand them through case studies                     |
| <b>CO-3</b> | Apply the knowledge in understanding practical problems                                  |
| <b>CO-4</b> | Execute/create the Project or field assignment as per the knowledge gained in the course |

### **Elective Courses for Physical/Biological Anthropology Specialization**

(For paper AN-BA. E. 524 and AN-BA. E. 525)

#### **E 3. Growth and Nutrition**

**Introduction:** The paper is structured to give an understanding about the development and growth of human being and the nutritional factors that influences it.

### **Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles on Growth and Nutrition
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I** Human growth and development: pre-natal and post-natal- definition; history of growth studies; pattern of growth: Infancy, childhood Juvenile, adolescence, adulthood, senility- human growth curves; - basic methods of growth studies-cross sectional; longitudinal, mixed longitudinal

**Unit II** Factors for/or against growth – Genetics of growth, heredity and environment, concept of age – chronological, skeletal, dental, morphological and based on body size; changing human growth patterns, secular trend.

**Unit III** Nutrition: Socio-cultural attributes of foods, hot, cold, preferences and avoidances, nutrition, nutrients: malnutrition, undernutrition, overnutrition, obesity. Nutrients: Types, functions and their uses, Health problems related to various Nutrient deficiencies, special problems related to growth and nutrition (Kwashiorker, Marasmus, Thyroid, and Cretinism).

**Unit IV** Groups at risk: infants, pregnant and lactating mothers , old age problems, birth weight variation. Determinants of nutritional levels: anthropometrics, clinical signs, biochemical test

#### **Suggested Reading:**

1. Tanner,J.M. 1990. *Fetus into Man: Physical Growth from Conception to Maturity*.Harvard Uni Press, Cambridge.
2. Malina, Robert M; Bouchard, Claude, Bar-Or, Oded 2004. Growth, maturation &physical activity. Human Kinetics.
3. Noel, Cameron (2002). *Human growth and development* St. Louis, Academic Press.
4. Bogin, Barry (1999). Patterns of human growth . Cambridge University Press.
5. Harrison, GA;Tanner, JM; Pilbeam, DR; Baker PT (1988). *Human biology: An introduction to human evolution, variation, growth & adaptability..* Oxford, England, Oxford University Press.
6. S Park K. (2007) *Text book of Preventive and Social Medicine*. Banarsidas Bhanot, Jabalpur.

#### **E. 4. Applied Biological Anthropology-II**

**Introduction:** The paper acquaints the learner with the application of Biological Anthropology in our life. Apart from application of blood group compatibility it will also broaden the knowledge about genetic counseling, gene-manipulation/genetic engineering for the improvement of people’s life and population.

#### **Course Outcomes**

<b>CO-1</b>	Remember and understand the basic concepts/Principles on Applied Biological Anthropology
<b>CO-2</b>	Analyse the Various Concepts to understand them through case studies
<b>CO-3</b>	Apply the knowledge in understanding practical problems
<b>CO-4</b>	Execute/create the Project or field assignment as per the knowledge gained in the course

**Unit I** Compatible and incompatible mating in respect to ABO and Rh. blood groups andtheir consequences.

**Unit II** Gene and environment interaction: Twin studies, Heredity environment interaction – different approaches.

**Unit III** Eugenics: Historical perspective, Methods of positive and negative eugenics: Genetic engineering, Medico legal application of human genetics

**Unit IV** Society and genetic diseases: Knowledge, attitude and curing practices. Genetic counseling approaches.

**Suggested Reading:**

1. Relethford ,John. H. 1996. *Fundamentals of Biological Anthropology*, (Third Ed).. McGraw-Hill.
2. Mielke,J.H, L. N. Konigsherg, JH Relethford 2004.*Human Biological Variation* . OxfordUniversity Press.
3. Jonathan Marks. Aldine. *Human Biodiversity: Genes, Race and History* (Foundations of Human Behaviour)
4. Harrison , G.A. and Howard Morphy. 1998. *Human adaptation*. Berg Publisher,Oxford.
5. Relethford, John 2007. *The Human Species: An Introduction to Biological Anthropology*. MC Graw Hill.
6. Stern, C. 1960. *Principles of Human Genetics*. W.H. Freeman and Co., San Fransiscoand London