

**Model Curriculum for Three Year Degree Course
(With Multiple Entry /Exit Option)**

Based on NEP-2020

Anthropology



**Odisha State Higher Education Council, Bhubaneswar
Government of Odisha**

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(3 courses to be chosen from **baskets of Multidisciplinary** for Semester-I/II/III with 3 credits each)
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(Odia and English are the compulsory courses under Semester-I/II respectively with 4 Credits each)
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(3 courses to be chosen from **baskets of SEC** for Semester-I/II/III respectively with 3 credits each)
6. Value Added Courses.....
 - a. **Environmental Studies and Disaster management compulsory under Semester-I with 3 Credits**
 - b. 3 courses to be chosen from **baskets of VAC** for Semester-III/V/VI with 3 credits each
7. Summer Vocational Course
(Students may choose vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each opt for exit)

Programme Outcome:

- To prepare the students for a career in Anthropology
- To prepare the students for Higher Education and Research in Anthropology
- To develop a conceptual understanding of the subject and to develop an inquisitiveness in the subject.
- To enable the student to acquire basic skills necessary to understand the subject and to master the skills to handle equipment's utilized to learn the subject.
- To generally promote wider reading on the subject and allied inter disciplinary subject.

Programme Specific Outcomes:

- To understand the diversity of human cultures, past and present and further recognizes the importance of context in shaping human behavior.
- To analyze the intersections of culture, power, and inequality.
- Enables to explain the role of anthropology in understanding global issues.
- Demonstrates the knowledge of anthropological theories and methods.
- Apply anthropological knowledge to development, healthcare, or environmental issues.

ANTHROPOLOGY

Three Degree Course with Single Major and Two Minors

Sem - ester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Comm.Eng Serv/FW/ Internship	Total Min.Credit
I	2 x 4 =8 Introduction to Anthropology Applications of Anthropology	1 x 4 =4 Introduction to Anthropology		1 x 3 =3 Population and Society (For students of other subjects)	1 x 4 =4 (Odia/ Hindi/ Sanskrit/ Urdu)		1 x 3 =3 Environmental studies and Disaster Management (Compulsory)		22
II	2 x 4 =8 Introduction to Socio-Cultural Anthropology Introduction to Archaeological Anthropology		1 x 4 =4 Introduction to Anthropology	1 x 3 =3 Gender and Health (For students of other subjects)	1 x 4 =4 (English)	1 x 3 =3 Forensic Anthropology			22
*Vocational Course1: Education in Early Childhood (4 credits)									44
III	3 x 4 =12 Introduction to Biological Anthropology Tribal and Indigenous communities of India Indian Anthropology	1 x 4 =4 Applications of Anthropology		1 x 3 =3 Demography (For students of other subjects)			1 x 3 =3 Research Methodology		22
IV	3 x 4 =12 Ecological Anthropology Regional Prehistory Research Methodology		1 x 4 =4 Applications of Anthropology					1 x 4 =4 Fieldwork based learning (Fieldwork/ Internship)	20
*Vocational Course2: Environmental Conservation (4 Credits)									42
V	3 x 4 =12 Demographic Anthropology Human Growth and Development Anthropological thought and theories-I	1 x 4 =4 Introduction to Socio-Cultural Anthropology				1 x 3 =3 Scientific writing in Anthropology	1 x 3 =3 Anthropology Fieldwork Ethics		22
VI	2 x 4 =8		1 x 4 =4			1 x 3 =3	1 x 3 =3		18

	Human Genetics Field Work Based Dissertation		Introduction to Socio-Cultural Anthropology			Sports Anthropology	Social Impact Assessment Study		
									40
Total	15x4 = 60	3x4=12	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	126

***Vocational Course:**

After 2nd Semester: Education in Early Childhood

After 4th Semester: Environmental Conservation

(Students may choose vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each opt for exit. Student have to pay additional fees for the purpose as specified by the course provider).

Note:

- One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester. One Credit will be generally equivalent to 15 hours of instructions.

- Each semester shall comprise of 15 weeks of academic activities with a minimum of 90 working days.

Credit for different classes			
Credit	Theory	Tutorial	Practical/ FieldWork
1	1 hour	1 hour	2 hours

Evaluation:

Distribution of Marks in Semester End and Continuous Evaluation: (Irrespective of credit in a course/Paper)

Course Type Semester	Maximum Marks	Semester End Theory Marks	Continuous Evaluation Marks / Sessional	Mid Semester Theory Marks	End and Practical Marks	Mid Semester Practical Marks
Without Practical	100	60	20	20	----	----
With Practical	100	50	10	10	20	10

Distribution of Sessional Marks

Course Type	Maximum Marks	Mid Semester	Attendance	Surprise Test / Quiz	Assignment / Presentation
Without Practical	40	20	Above 95% - 5 marks 85%-94% - 4 marks 75% - 84% - 3 marks	10	05
With Practical	30	Theory 10 + Practical 10) = 20		05	Nil

Course Structure of UG Anthropology (Major) under NEP-2020

Semester	Course Code	Course Name	Credit	Full Marks
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I		Introduction to Anthropology	4	100
		Applications of Anthropology	4	100
II		Introduction to Socio-Cultural Anthropology	4	100
		Introduction to Archaeological Anthropology	4	100
III		Introduction to Biological Anthropology	4	100
		Tribal and Indigenous communities of India	4	100
		Indian Anthropology	4	100
IV		Ecological Anthropology	4	100
		Regional Prehistory	4	100
		Research Methodology	4	100
V		Demographic Anthropology	4	100
		Human Growth and Development	4	100
		Anthropological thought and theories-I	4	100
VI		Human Genetics	4	100
		Field Work Based Dissertation	4	100
Course Structure of UG Anthropology (Minor) under NEP-2020				
I		Introduction to Anthropology	4	100
II		Introduction to Anthropology	4	100
III		Applications of Anthropology	4	100
IV		Applications of Anthropology	4	100
V		Introduction to Socio-Cultural Anthropology	4	100
VI		Introduction to Socio-Cultural Anthropology	4	100
Multidisciplinary Courses under NEP-2020				
I		Population and Society (For students of other subjects)	3	100
II		Gender and Health (For students of other subjects)	3	100
III		Demography (For students of other subjects)	3	100
Skill Enhancement Courses (SEC) under NEP-2020				
II		Forensic Anthropology	3	100
V		Scientific Writing in Anthropology	3	100
VI		Sports Anthropology	3	100
Value added Courses (VAC) under NEP-2020				
I		Environmental Studies and Disaster Management	3	100
III		Research Methodology	3	100
V		Anthropology Fieldwork Ethics	3	100
VI		Social Impact Assessment Study	3	100
Summer Vocational Course under NEP-2020				
II		Education in Early Childhood	4	100
IV		Environmental conservation	4	100

Syllabus for UG Anthropology (Major) under NEP-2020

CORE COURSE-I

Paper-I

Semester-I

Introduction to Anthropology (4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart basics of anthropological knowledge and its major sub Branches such as socio-cultural, biological/physical, prehistoric archaeology, and linguistic anthropology.

Learning Outcomes:

1. The students will learn about how anthropology as a discipline originated and evolved.
2. They will understand various subdivisions of Anthropology. and
3. They will also demonstrate critical understanding of different anthropological perspectives and emerging trends of anthropology.
4. From the practical component they will learn about ethnographic reading and writings and preparation of household census schedule.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Meaning, definition and scope of Anthropology. Historical development of Anthropology; Relationship of Anthropology with other disciplines (social sciences, humanities and biological sciences); Ethnology and ethnography; Origin, history and development of Anthropology in India.

Unit II:

Meaning, scope and branches of Cultural Anthropology / Social anthropology; Physical anthropology and New physical anthropology, Biological anthropology: meaning, scope and branches; Prehistory/Archaeological anthropology: meaning, scope and branches; Linguistic anthropology: meaning and scope.

Unit III:

Anthropological Perspectives: Synchronic, Diachronic, Interactive; Emic and Etic; Fieldwork Traditions in Anthropology (British, American and Indian). Emerging trends in Anthropology: Global and National Context (Climate Change and Disaster management, Artificial Intelligence and digital technology, medico legal settings, Public policy and governance, public health and nutrition, education, and sustainable development goals).

Unit IV: Practical

1. Ethnographic reading and preparation of a report based on any one monograph.
2. Preparation of a practical record on methods and techniques of prehistoric tool making.
3. Prepare a household census schedule/questionnaires (students are required to follow Census schedule, NHHS schedule, etc)

Text Book Recommended:

- ✓ *Peter N. Peregrine Carol R. Ember, Melvin R. Ember (2020). Anthropology, 15th Edition, Pearson education, New Delhi*
- ✓ *Haviland W.A., Prins, H. E. L, Walrath D., McBride B (2009) Introduction to Anthropology. Cengage Learning India Private Limited, New Delhi.*
- ✓ *Scupin R., De Corse C. R. (2004) Anthropology – A Global Perspectives, Prentice-Hall of India , Private Limited, New Delhi.*
- ✓ *Eriksen T. H. and Nielsen F. S. (2008). A History of Anthropology. Rawat Publications, Jaipur, India.*
- ✓ *Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.*
- ✓ *Dube, S. C. (1990). Indian Village; Cornell University Press, Ithaca, New York.*
- ✓ *Roy I. B. (2013). Anthropology: The Study of Man, S Chand and Company Limited, New Delhi.*
- ✓ *Banerjee, H. N. (1994). Introducing Social and Cultural Anthropology, K. K. Publication, Calcutta.*
- ✓ *Basu, M. N. (1961). Field Methods in Anthropology and other Social Sciences, Calcutta.*
- ✓ *Hasnain, N (2022). Indian Anthropology, 8th edition, Palaka Prakashan, New Delhi.*

Applications of Anthropology (4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart knowledge on application of anthropology in addressing different issues associated human problems. The course also focuses on application of socio-cultural anthropology, archaeological anthropology and biological anthropology.

Learning Outcomes:

1. The students will learn about various applications of anthropological knowledge and techniques.
2. They will demonstrate the skill of application of socio-cultural anthropology, archaeological anthropology.
3. They will be able apply the knowledge of biological anthropology in bio-medical and legal aspects of human.
4. From the practical component they will learn about how to prepare report on an NGO or a project on tourism.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Applied Anthropology: meaning and scope, Action Anthropology and Development Anthropology; Engaged Anthropology, Experimental Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology of Design and Fashion, Public Anthropology, Urban anthropology, Legal Anthropology and Customary law.

Unit II:

Applications of Social/Cultural Anthropology: Role of Anthropology in Development: Sustainable development, Anthropology and Community Development, Anthropology of NGOs, Management Anthropology, Business and Corporate Anthropology. Human Rights including the rights of special category and marginal groups, protection and enforcement of human rights; Human Development Index

Archaeology as Applied Anthropology, Bio-archaeology, Public archaeology ,Recent Applications and Challenges: Conflict Resolution, Conservation, Cultural Identity and

Representation, Cultural Tourism, Public Education, Resource Claims, Salvage Archaeology, Culture Recourse Management; Computational archaeology.

Unit III:

Applications of Physical Anthropology in legal settings: Forensic anthropology and Criminology; Conservation of non human primate, Public health and Nutritional Anthropology, Application of Physical Anthropology in Sports: Kinanthropometry, Industry and Ergonomics, Application of Physical Anthropology in Medicine and Genetics: Genetic Counseling, Genetic screening; Genomic studies: Pharmacogenomics and personalized medicine, Privacy and Ethics of doing research on human subjects.

Unit IV: Practical

1. Prepare a report based on a visit to a Government or Non-Government organization working on tribal and rural development (example: NGO, TRI, Micro-Projects, ITDA etc).
2. Preparation of a report of based on the visit to an archaeological site or archaeological museum.
3. Online searching of articles and books on human rights violation by state and non-state actors.

Text book recommended:

- ✓ Vidyarthi, L.P. and B.N. Sahay. 2001. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.
- ✓ Vidyarthi, L.P. 1990. *Applied Anthropology in India – Principles, Problems and Case Studies*. KitabMahal.
- ✓ Gisli, P. 2007. *Anthropology and the New Genetics*. Cambridge: Cambridge University Press.
- ✓ Mathur, H.M. 1978. *Anthropology in the Development Process*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Mair, L. 1961. *Studies in Applied Anthropology*. London: University of London.

Paper III

Semester-II

Introduction to Socio-Cultural Anthropology

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart basic socio-cultural anthropological knowledge and its subject matter which includes meaning and scope of socio-cultural anthropology and culture and social institutions.

Learning Outcomes:

Unit-I: Student will learn about meaning, scope and different branches of socio-cultural anthropology and basics of culture.

Unit-II: They will be acquainted with different concepts related to marriage, family and kinship.

Unit-III: They will also learn about primitive religion, political organization and economic organization in simple societies.

Unit-IV: From the practical component they will learn about different qualitative methods and techniques of socio-cultural anthropology.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I:

Meaning, Definition and Scope of Socio-Cultural Anthropology. Sub-Branches of Socio-Cultural Anthropology; Relationship with other disciplines; Distinction and similarities of Social/Cultural Anthropology from Sociology. Relevance of Socio-Cultural Anthropology today.

Culture: Meaning, Definition and characteristics; material and non-material culture; culture trait and complexes; Enculturation and Socialization. Society and Culture: Comparison.

Unit-II:

Marriage: Concept, Meaning, definition and Function of marriage; Types of marriage: Monogamy, Polygamy (Polygyny and Polyandry), Levirate, Sororate,

Cross-cousin and parallel cousin marriage; Ways of acquiring mates; Rules of marriage: Endogamy and Exogamy; Bride wealth/price, dowry and divorce.

Family: Meaning, Definition and Functions. Types of family: Joint family, Nuclear family/elementary/simple family, Extended family.

Kinship: Consanguineal and Affinal; Kin Term: Classificatory and Descriptive; Descent: Unilineal, Bilateral, Double Descent; Kinship Usages/Behaviour: Avoidance, Joking, Teknonymy, Amitate, Avunculate, Couvade.

Unit III:

Religion: Concept, Origin, Functions; Types: Animism, Animatisms, Bongaism, Fetishism, Totemism, Manaism, Magic, Witchcraft, Sorcery; Shamanism, Taboo, Sacred and Profane.

Economic Organization: Principles of production, distribution, consumption in simple and complex societies; Various forms of Exchange: Barter, Trade and Market; Reciprocities: Generalized, Balanced and Negative; Redistribution.

Political Organization: Concept of Power and Authority; Types of Authority: State and Stateless Societies (Band, Tribe and Chiefdom); Law and Justice in simple and complex society; Oath and Ordeal; Customary Law; Modern law and justice vrs Primitive Law and Justice

Unit-IV: Practical

Methods and Techniques of Social and cultural Anthropology: The practical will include preparation of a report based on application of any two methods mentioned below on any events, rituals, festivals, fairs, indigenous practices, dance, environment etc in the locality.

1. Ethnography
2. Observation
3. Interview
4. Genealogy
5. Case Study
6. Life History

Text book recommended:

- ✓ *Peter N. Peregrine Carol R. Ember, Melvin R. Ember (2020). Anthropology, 15th Edition, Pearson education, New Delhi*
- ✓ *Haviland W.A., Prins, H. E. L, Walrath D., McBride B (2009) Introduction to Anthropology. Cengage Learning India Private Limited, New Delhi.*
- ✓ *Scupin R., De Corse C. R. (2004) Anthropology – A Global Perspectives, Prentice-Hall of India Private Limited, New Delhi.*
- ✓ *Roy I. B. (2013). Anthropology: The Study of Man, S Chand and Company Limited, New Delhi.*
- ✓ *Banerjee, H. N. (1994). Introducing Social and Cultural Anthropology, K. K. Publication, Calcutta.*
- ✓ *Kottak, C. P. (2014) Cultural Anthropology: appreciating cultural diversity, McGraw-Hill.*
- ✓ *Beals, R.L and H. Hoijer. 1971. An Introduction to Anthropology. 4th Ed. New York: Macmillan*

Introduction to Archaeological Anthropology

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcome:

This course gives the knowledge on the history and development of the Archaeological Anthropology and its relationship with other disciplines. The course also give the knowledge of geological time scale and past cultures.

Learning Outcome

The learning outcomes of this paper are:

Unit I: Understand the basic concept of Archaeology

Unit II: The students will learn about the geological stages occurred in the past and also the dating methods which are very relevant in the study of prehistory.

Unit-III: The students will come to learn about the different Stone Age cultures and stone tool typology and technology.

Unit-IV: The students will learn the practical knowledge of the lithic tools of different Stone Age cultures

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I: Introduction

Definition, Nomenclature and Scope of archaeological anthropology; Historical development of archaeological anthropology; Relationship with other disciplines; New branches of archaeology: Concept of Three Age System (Stone, Copper/Bronze and Iron Ages), Ethnoarchaeology, Environmental Archaeology, Processual Archaeology; Marine Archaeology,

Unit II: Paleoenvironment and Measuring the time:

Geological stages (Tertiary, Quaternary, Pleistocene, Holocene). Major climatic changes during Pleistocene and post Pleistocene periods, glacial and interglacial periods, ice age, pluvial and inter-pluvial climatic phases.

Dating Techniques: Relevance, Relative Dating and Absolute dating (stratigraphy, river terraces, dendrochronology, thermoluminescence dating, pollen dating, glacial varve analysis, potassium-argon method, fluorine dating, C-14 dating).

Unit III: Understanding Past Cultures and Its Tool Typology and Technology:

Palaeolithic Cultures, Mesolithic Cultures, Neolithic and its revolution and Chalcolithic Cultures, Megalithic Cultures.

Stone Tool Typology: Lower Palaeolithic (pebble tools, chopper and chopping tools, bifaces, handaxes and cleavers); Middle Palaeolithic (Clactonian, Levalloisian and Mousterian flakes, discoid cores, tortoise core, fluted core, scrapers, point); Upper Palaeolithic (blade, knife, blunted back, borer, burin, points); Mesolithic (microliths); Neolithic (ring stone, grind stone, celt, adze). Bone tool

Unit IV:

Practical: Tool Identification and Drawing

1. Identify the typology, raw-materials and methods of manufacturing of five stone tools of Palaeolithic, Mesolithic and Neolithic cultural periods
2. Drawing of 10 stone tools of Palaeolithic, Mesolithic and Neolithic cultural periods showing their obverse, reverse, profile, cross-sections with analysis

Suggested Readings

- ✓ Agrawal, D. P. *The Archaeology of India*, Curzon Press.
- ✓ Allchin, B. and Allchin, F. R. *The Rise of Civilization of India and Pakistan*. Cambridge University Press. .
- ✓ Budtzer, K. W. *Environment and Archaeology*.
- ✓ Burkitt, M. 1963. *The Old Stone Age: A Study of Palaeolithic Times*. London: Bowes and Bowes.
- ✓ D. K. Bhattacharya. 2006. *An Outline of Indian Prehistory*. Delhi: PalakaPrakashan.

Recommended reading

- ✓ D. K. Bhattacharya. 1977. *Palaeolithic Europe*. Netherland: Humanities press.
- ✓ Das, B. M., *Outlines of Physical Anthropology*. KitabMahal.
- ✓ Fagan B. M. 2004. *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education.

- ✓ *Hole, H. and R. F. Heizer. 1969. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.*
- ✓ *J. M. and E. S. Higgs. 1969. The Archaeology of Early Man. London: Faber and Faber. Coles,*
- ✓ *Michel, J. W. 1973. Dating Methods in Archaeology, Seminar Press.*
- ✓ *Renfrew, C. and P. Bahn. 2001. Archaeology: Theories Methods and Practices,*
- ✓ *Sankalia, H. D., New Archaeology – Its Scope and Application to India, Ethnographic and Folk Culture Society.*
- ✓ *Sankalia, H. D. 1977. Prehistory of India. Delhi: MunshiramManoharlal Publishers. Pvt. Ltd.*
- ✓ *Sankalia, H. D. Stone Age Tools, Families and Techniques. Pune, Deccan College.*

Paper V

Semester-III

Introduction to Biological Anthropology

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course seeks to impart basic biological anthropological knowledge on its development as a discipline and its subject matter which includes evolution, primatology, paleoanthropology and human population diversity.

Learning Outcomes:

Unit -I. Student will understand modern and traditional Biological Anthropology, principles of evolution, and theories of human origin.

Unit-II. They will also learn about primatology and hominization process and Primate Evolution

Unit-III They will also learn about stages of human evolution and Human diversity.

Unit-IV. From the practical component they will learn about how to measure and study various parts of the human body.

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Difference in the approaches of modern and traditional Biological Anthropology. Emerging trends in Biological Anthropology. Principles of Evolution: Convergence, Divergence, parallelism, adaptive radiation, speciation, cladogenesis and Anagenesis, Theories of evolution: Lamarckism, Darwinism, Synthetic theory, and Mutation theory.

Unit II:

Man's place in Animal Kingdom. Primatology: Living Primates: Characteristics, Distribution and Classification of order primates. Primate Behaviour: Social and Reproductive behaviour Primate Evolution: Primate Evolution with special reference

to skull, jaw, limbs, dentition and brain; Erect posture and Bi-pedalism. (Comparative anatomy and behaviour of human and non-human primates),

Unit III:

Earliest primates of Oligocene, Miocene and Pliocene: Aegyptopithecus, Propithecus, Dryopithecus Ramapithecus, Sivapithecus, Sahelanthropus, Ardipithecus and Proconsul.

Anatomical characteristics, distribution, phylogeny and culture of: Australopithecines (gracile & robust), Homo habilis, Homo erectus, Homo sapiens, Archaic Homo: Denisovians and Neanderthal, Modern man: Cro-Magnon, Grimaldi & Offnet, Hominization processes.

Unit IV:

Human Diversity: History and development of understanding human variation and evolutionary thought (pre-19th and post-19th Century); Concept of Race, Racial criteria (metric and non-metric), characteristics of major races of the world and race formation. Classification of the Indian population (Risely, Sarkar & Guha). Race and Racism, UNESCO statement on Race

Practical:

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.

(A) Osteology: identify and draw with labelling different parts of the following human bones: a) Skull, b) Mandible, c) Clavicle, d) Scapula, e) Humerus, f) Radius & Ulna g) Femur, h) Tibia-fibula, i) a Vertebra.

(B) Craniometry: study two human crania / mandible and record the following measurement. The students are to be familiar with different landmarks of the skull and mandible, instruments and methods of taking measurement. 1) Maximum Cranial Length; 2) Nasion -inion Length; 3) Cranial Height; 4) Max Cranial breadth; 5) Bizygomatic breadth; 6) Nasal Length 7) Nasal Breadth 8) Glabella inion Length 9) Palatal Breadth 10) Palatal Length 11) Breadth of Ramus 12) Length of Ramus 13) Angle of Mandible 14) Facial Angle.

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

Craniograms Measurements : (1) Maximum Cranial Length; 2. Frontal Chord; (3) Parietal Chord; (5) Occipital Chord (6) Frontal Perpendicular Angle; (7) Parietal Perpendicular Angle; (8) Occipital Perpendicular Angle; (9) Facial Profile Angle; (10) Profile Angle of Nasal Root; (11) Frontal Curvature Angle; (12) Parietal Curvature Angle; (13) Occipital Curvature Angle; (14) Inclination Angle of Foramen; (15) Calvarial Base Angle (16) quadrilateral angle .

Somatometry (Based on Current Techniques) Measurement on Head : (1) Maximum Head Length; (2) Maximum Head Breadth; (3) Bizygomatic Breadth; (4) Bigonial Breadth; (5) Nasal Height; (6) Nasal Breadth; (7) Nasal Depth; (8) Auricular Height; (9) Physiognomic Facial Length; (10) Morphological Facial Length; (11) Horizontal Circumference of the Head; (12) Transverse Arch of the Head; Profile Angle and indices (i) Cephalic Index; (ii) Nasal Index; (iii) Ear Index; (iv) Physiognomic Facial Index; (v) Morphological Facial Index

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

indices (i) Length Breadth Index of Hand; (ii) Length Breadth Index of Foot; (iii) Relative Sitting Height Index

Somatoscropy:

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

Text book recommended:

- ✓ *Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical*
- ✓ *Anthropology Wadsworth Publ., USA.*

- ✓ *Das B.M. 2008. Outlines of Physical Anthropology. Kitab Mahal, New Delhi.*
- ✓ *Singh, I. P. and Bhasin, M.K. 1989. Anthropometry: A Laboratory Manual on Biological Anthropology. Delhi: Kamla-Raj Enterprises.*

Suggested Reading

- ✓ *Shukla B.R.K. & Rastogi, S. 1990. Physical Anthropology & Human Genetics: An Introduction. PlakaPrakashan. Delhi.*
- ✓ *Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.*
- ✓ *Mukherji, D., D. Mukherjee and P. Bharti and A .Mukhopadhy. 2018. Laboratory Manual for Biological Anthropology: Revised and Enlarged 2nd Edition. SCHOLAR Booksellers & Publishers, Kolkata.*
- ✓ *Sarkar, R. M. 2004. Fundamentals of Physical Anthropology (New Edition).Book World. Kolkata.*
- ✓ *Reddy V.Rami, 2011. Fundamentals of Physical Anthropology,*
- ✓ *Molnar, Stephen. 1975. Human Variations: Race Types and Ethnic Groups. London: Routledge.*

Tribal and Indigenous Communities of India

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart meaning, definition, features of tribal and indigenous communities in India. It also highlights the different plans and policies for tribal development.

Learning Outcomes:

1. The students will learn about the concepts of tribes, characteristics, classification and the importance of studying them.
2. They will be acquainted with the tribes and tribal culture, language and literature and oral traditions of different tribes of Odisha.
3. They will also learn about different programmes and policies of tribal development and also different commissions for ST appointed by government of India.
4. From the practical component they will learn about ethnographic readings, writing annotated bibliography and structure and functions of different national institutes for research and planning for tribal development.

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Concept of tribe; General and specific characteristics of Tribes; Classification of tribes (Geographical, Economic, Linguistic and Racial); Scheduled and non-scheduled categories of tribes, Particularly Vulnerable Tribal Groups (PVTGs); De-notified tribes; Anthropology as a field in understanding tribal society; Indigenous Communities: Concept, meaning and characteristics.

Unit II:

Tribes of Odisha: distribution and classification; Origin and development of Tribal scripts in Odisha (Ol Chiki, Sorang Sompeng, Warangchiti); Tribal Literature: myths, legends, riddles and oral epics. Tribal dances: types, styles, pattern and

nature. Tribal arts and aesthetics; Youth Dormitory; Tribe-caste continuum. Common Property Recourses (CPRs); customary laws; Indigenous knowledge System

Unit III:

Tribal administrations: Tribal Sub-Plan, 5th and 6th schedules, ITDA, Micro-Projects, MADA, Cluster Approach, Constitutional Provisions and Safeguards for Scheduled Tribes; Tribal Problems in India and their remedial measures; Commissions on tribal affairs: Mandal Commission, Dhebar Commission, Renke Commission, Idate Commission, Lokur Commission, Bhuria Commission, Xaxa Commission ; National Commission for Scheduled Tribes, International Conventions and Covenant.

Tribal movements and their role in the freedom struggle, Forest policies and tribes; FRA; Forest Right Act and PESA Act, Issues of Displacement, Resettlement and rehabilitation; Role of Anthropologists in Tribal Development; Role of NGOs in tribal Development

Unit IV: Practical

1. Preparation of report on tribal myths, legends, riddles and oral epic either from primary or secondary sources.
2. Students are required to submit a report on institutes of National repute (AnSI, SCSTRTI, &TRIs) and/ or National Commission for Schedule Tribes (Structure, objectives and activities)
3. Write an annotated bibliography on any one tribe.

Text book recommended:

- ✓ *Behura N. K. and Mohanti K. K. (2006) Tribal Odisha: Readings in Social Anthropology. Dominant Publishers and Distributors, New Delhi.*
- ✓ *Chaudhary, B. (1982) Tribal Development in India; Problem & Prospects; Inter-India Publications, Delhi.*
- ✓ *Ota, A. B. & Mohanty, S. C. (2015) Demographic Profile of Scheduled Tribes of Odisha, SCSTRTI, Bhubaneswar.*
- ✓ *SCSTRTI (2004): Tribes of Odisha, Revised Edition, SCSTRTI, Govt. of Odisha, Bhubaneswar*
- ✓ *SCSTRTI: (2008) Tribal Traditions and Customs ,Vol.I Odisha Govt. Press, Cuttack*

- ✓ SCSTRTI (2015): *PVTGs of Odisha ,Vol.I, Ethnography, Director, SCSTRTI, Bhubanaeswar.*
- ✓ SCSTRTI (2015): *PVTGs of Odisha ,Vol.II, Change and Development, Director, SCSTRTI, Bhubanaeswar.*
- ✓ SCSTRTI (2015): *PVTGs of Odisha , Vol. III, anthropology of Health &Medecine, Director, SCSTRTI, Bhubanaeswar.*
- ✓ Vidyarthi L.P and Rai B.K.. (1976). *The tribal culture of India. Concept Publishing Co,Delhi.*
- ✓ Vidyarthi, L.P. 1990. *Applied Anthropology in India – Principles, Problems and Case Studies. KitabMahal.*

Paper VII

Semester III

Indian Anthropology

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart basics of Indian society, village community and processes of social changes. The course also highlights the issues of marginalization and social exclusion of different sections of Indian society.

Learning Outcomes:

Unit-I: Student will learn about different concepts with reference to Indian society and issues related to marginalization and social exclusion.

Unit-II: They will also learn about features of Indian village community and the concepts of social mobility.

Unit-III: They will be acquainted with the processes of socio-cultural changes and contributions of important Indian Anthropologists.

Unit-IV: From the practical component they will learn to write a brief report on social issues and develop a book review.

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes.

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I:

Basics of India Society: Concept of Ashrama and Purushartha; Caste: Meaning, Origin, Features, Functions and Changes; Caste and class: Comparison

Marginalization and Social Exclusion: SC, ST, OBC, Religious minorities, Children, Women, Aged, Physically and mentally challenged people, LGBT, Persons affected with HIV-AIDS.

Unit-II:

Village Community: Village Community: Types and characteristics, integration and extension; Dominant caste, Jajmani system, Little Tradition, Great Tradition, Universalization, Parochialization, Folk – Urban continuum, Tribe -Caste continuum.

Unit-III:

Social Change: Meaning, Definition, Factors and Impact of Social Change; Processes of Socio-cultural Change: Sanskritization, Westernization, Urbanization, Industrialization and Modernization; Barriers of social change; Indian Diaspora.

Contribution to Study of Indian society: S. C. Roy, M. N. Srinivas, D. N Majumdar, L. P. Vidyarthi, Mackim Marriot, Milton Singer, N. K Bose, G. S. Ghurye, Iravati Karve, B. S. Guha, V.K. Srivastava

Unit-IV: Practical /Semester

The practical component will include the following:

- Preparation of a report on any one social issue based on either secondary or primary sources of information.
- Preparation of a report after visiting a village (rural, tribal, peri-urban).

Text Books Recommended:

- ✓ Hasnain, N. (2010). Indian society and culture: continuity and change. New Royal Book Company.
- ✓ Shah, A. M. (2012). The structure of Indian society: Then and now. Routledge India.
- ✓ Beteille, Andre. Ed. 1969. Social Inequality: Selected Readings. Harmondsworth: Penguin.
- ✓ Hasnain, Nadeem (1994). Tribal India. Delhi: Palaka Prakashan.
- ✓ Bose, N.K. 1967. Culture and Society in India, Bombay: Asia Publishing House.
- ✓ Shankar Rao C.N. 2006. Sociology of Indian Society. Delhi: S Chand.

Suggested Readings:

- ✓ Dube , S.C. 1993, *Indian Society*, New Delhi: National Book Trust.

- ✓ Dube, S.C. 1996, *Understanding Change: Anthropological and Social Perspectives*, New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Epstein, Scarlet. 1976. *Economic Development and Social Change*. London: ELTS.
- ✓ Geertz, Clifford (1963). *Agricultural involution; the process of ecological change in Indonesia*. Berkeley: University of California Press for the Association of Asian Studies
- ✓ Giddens, Anthony. 2000. *Introduction to Sociology*, New York: Norton.
- ✓ Graeber, David (2001). *Toward an Anthropological Theory of Value: The False Coin of our Dreams*. New York: Palgrave.
- ✓ Gupta, Dipankar. Ed. 1992. *Social Stratification*. Delhi: Oxford University Press.
- ✓ Kar, P.K. 2009. *Indian Society*. Delhi: Kalyani Publishers.
- ✓ Mandelbaum, D.G. 2010, *Society in India*, Mumbai: Popular Prakashan.
- ✓ Marriott, Mckim. (ed). 1955, *Village India*, Chicago: Chicago University Press.
- ✓ Mukhi, H.R 1986, *Indian Society and Social Institutions*, Lucknow: SBD Enterprises,
- ✓ Ram Ahuja, 1992. *Social Problems in India* Jaipur: Rawat Publications.

Paper VIII

Semester-IV

Ecological Anthropology
(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

To introduce students to the foundational principles and historical development of Ecological Anthropology, providing a comprehensive understanding of ecological perspectives and their relevance to human societies.

Learning Outcomes:

Unit I: Students will understand the foundational concepts and historical evolution of Ecological Anthropology and Understand Ecologically Sustainable Development, Environmentalism, and Conservation Strategies like JFM and MFP, recognizing the importance of indigenous knowledge for environmental conservation

Unit II: Learners will grasp the fundamentals of Ecology and Ecosystem.

Unit III: Students will explore the intersection of culture and environment through Ecological Ethnography, examining the cultural components of various societies and their relationship with ecological transitions and state formations.

Unit IV: Engage in hands-on research or project work to investigate on community based contemporary environmental issues, fostering critical thinking and practical application of ecological concepts.

UNIT-I:

Ecological Anthropology: Definition and Scope; History and Development of Ecological Anthropology; Concepts and Perspectives of Ecology: Cultural Ecology, Population Ecology, Systems Ecology, Ethno Ecology, Palaeo Ecology and Social Ecology; Evolutionary ecology and Deep ecology

UNIT: II:

Ecology and Ecosystem: Definition of Ecology; Ecosystem: Concept, meaning, types and components; Ecological Rules: Allens and Bregmans, Human Adaptability Programme; Adaptation and Evolution: Bio-Cultural Adaptation of Man to Heat, Cold and High Altitude; Eco-niche; Energetic and Human Society: Sources of Energy, Food Chain and Web, Flow of Energy, Ecological Equilibrium and Concept of Carrying Capacity

UNIT-III:

Ecological Transition, Concept of Culture Core and its relation with Environment and Other aspects of Culture; Ecological Ethnography: Study of features of Hunter-Gatherers, Nomads and Island Communities, Cultural Component of system: Culture as a Master Variable. Ecological themes of State formation: Neolithic revolution and Hydraulic civilization.

UNIT-IV:

Concept of Ecologically/Environmentally Sustainable Development; Environmentalism: Environmental Movements, Effects of Development Projects and Processes on Environment. Environmental Policy in India; Conservation Strategies: JFM and MFP. Indigenous knowledge for environment.

Practicals:

1. Conduct a comparative study of traditional ecological knowledge systems in different communities.
2. Study sacred grooves /Nature-Man-Spirit- Complex/ Traditional knowledge system locally available
3. Conduct field trip to study local ecosystems and their human impacts to assess environmental sustainability and propose management strategies.
4. Develop a community-based project to address environmental challenges identified through ethnographic research.
5. Design and implement an educational outreach program to raise awareness about the importance of ecological conservation and indigenous knowledge
6. Conduct a research project on the socio-ecological impacts of a specific development project or policy.

Books Recommended:

- ✓ 1. O. Hardesty, D *Ecological Anthropology*
- ✓ 2. Bennet, J.W. *The Ecological Transition*
- ✓ Harris, M. 1971. *Culture, Man and Nature*, New York: Thomas Y Cormbell.
- ✓ Ramakrishnan, PS., 2001 (2015). *Ecology and Sustainable Development: Working with Knowledge systems*. New Delhi. National Book Trust, India

Suggested Readings:

- ✓ 1. , Odum E.P. *Fundamentals of Ecology*
- ✓ 2. Bresser *Human Ecology*

- ✓ *Eckstein, P.R. & Ehrlick, Ayne, Holdren, J.P. Human Ecology*
- ✓ *Orlove, B. 1980. Ecological Anthropology. Annual Review of Anthropology. Vol.9.pp.235-73*
- ✓ *Rappaport, Roy A. 1967. Pigs for the Ancestors: Rituals in the Ecology of a New Guinea People. New Haven: Yale University Press*
- ✓ *Cohen, Yehudi A. 1968. Man in Adaptation: The cultural Present. Chicago: Aldine*

Paper IX

Semester-IV

REGIONAL PREHISTORY

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course gives idea of the Pleistocene events and development of early humans and the knowledge of different sites of Africa, Europe and South East Asia.

Learning Outcomes:

1. To develop ideas about the different prehistoric cultures of India and Odisha.
2. To explain the cultural revolution in Odisha and its comparison to other sites of India.
3. To understand the ecological background of Odishan prehistory and rock art heritage.
4. To understand the megalithic and iron age tradition in the region

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I: Palaeolithic, Mesolithic and Neolithic Period in India:

Lower Palaeolithic: Pebble tool culture, Acheulian culture: Madrasian (Kortalayar Valley), Attirmpakkam, Didwana, Belan Valley, Bhimbetka, Chirki-Nevasa, Hunsgi, Krishna Valley. Importance of Hathnora, Narmada valley. **Middle Palaeolithic period in India:** Belan valley, Bhimbetka, Nevasa, Narmada valley. **Upper Palaeolithic period in India:** Renigunta, Billa Surgam, Patne, Bhimbetka, Son and Belan Valleys, **Mesolithic:** Economy and society.. Development in microlithic typology and technology, Sites include Bagor, Tilwara, Langhnaj, Adamgarh, Bagor, Chopani Mando, Bhimbetka, Sarai Nahar Rai, Birbhanpur. **Neolithic Period:** Economic and social consequences of food production. Settlements, population growth, craft specializations, class formation and political institutions. Sites like Burzahom, Gufkral, Ahar, Kayatha, Navdatoli, Eran, Nevasa, Inamgaon, Maski, Sangankallu, Tekkalkota, Piklihal, Nagarjunakonda, Daojali Hading, Sarutaru. Prehistoric Cave art from India: Bhimbetka, Adamgarh.

Unit-II: Metal Age and Megalithic Cultures in India:

Indus Civilization: Expansion of village sites. Salient features, metal technology, art and writing. Architecture and city planning. Chronology, Stages and theories of decline. Important Sites like Amri, KotDiji, Kalibangan, Mohenjodaro, Harappa, Lothal, Dholavira, Rakhigarhi. **Pottery and Traditions:** Ochre Coloured Pottery (OCP), Black and Red ware, Painted Grey Ware (PGW), Northern Black Polished Ware (NBP). Distribution of the pottery types and period. **Bronze/Copper Age:** General characteristics, distribution, people. Iron Age and Urban Revolution: General characteristics, distribution, people. **Megaliths:** concept and types (menhir, dolmen, topical, cist, cairn circle, sarcophagi)

Unit-III: Prehistory and Protohistory of Odisha:

Ecological background, Palaeolithic Mesolithic, Neolithic Culture of Odisha, Metal Age Culture, Rock Art, Copper Double Axe, Living Megalithic tradition, Pre-industrial Iron Smelting Tradition, Distribution of Major explored and Excavated Prehistoric and Protohistoric Sites- Kuliana, Kalabadia, Jashipur, Kuchai, Baidypur, Sankerjang, Bangriposhi, Golabai, Gopalpur, Malikhoja, Banabasa, Pallahara, Telkoi, Dhenkanal, Bang- Harirajpur,

Unit- IV: Practical:

Students have to show the major explored and excavated pre and protohistoric sites of Odisha in Map and to mention their significance, cultural period, explored/excavated by, year of exploration/excavation, material recovered etc

Books Recommended

- ✓ Agarwal, D.P. 1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
- ✓ Allchin, Briget and Raymond Allchin. 1982. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- ✓ Chakrabarti, S. 1992. *New Perspectives on Palaeolithic Archaeology of Kuliana, Northern Orissa, Eastern india*. In *Proceedings of the XX Conference of Indian Society for Prehistoric and Quaternary Studies*. Dharward; Karnataka University. Pp. 1-3.
- ✓ Bhattacharya, D. K. 2001. *An Outline of Indian Prehistory*. Delhi: PalakaPrakashan

- ✓ Chakrabarti D.K. 1999. *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press.
- ✓ Dash, R.N. 2000. *The Neolithic Culture of Orissa: A Typo-Technological Analysis*. In Basa, K.K. and P. Mohanty edited **Archaeology of Orissa**. Delhi; Pratibha Prakashan. Pp.222-263.
- ✓ Nanda, S.C. 2000 *The Upper Palaeolithic and Mesolithic Cultures of the Indravati Valley, South Orissa: An Ethnoarchaeological Study*. In Basa K.K. and P. Mohanty edited **Archaeology of Orissa**, Vol.-I. Delhi; Pratibha Prakashan. pp. 153-172.
- ✓ Mohapatra, G.C. 1962. *Stone Age Culture of Orissa*. Poona.
- ✓ Ray, Ranjana 1993 *Discovery of a Chalcolithic site near the source of River Baitarani, Orissa* **Journal of the Indian Anthropological Society** 28:97-101.

Suggested Readings

- ✓ Agrawal, D.P. 1971. *The Copper-Bronze in India*. New Delhi.
- ✓ Ball, V. 1876. *On Stone Implements found in the Tributary States of Orissa*. **Proceedings of the Asiatic Society of Bengal**. Pp.120-121.
- ✓ Banerjee, R.D. 1930. **History of Orissa**, Vol.-I. Calcutta; ProbasiPpress.
- ✓ Basa, K.K. & P. Mohanty (Eds) 2000. *Archaeology of Orissa*. New Delhi: Pratibha Prakashan.
- ✓ Basa, Kishor K. 1994. **Problems and Perspectives in Archaeology of Orissa, India**. Occasional Paper in Anthropology. Utkal University, Bhubaneswar.
- ✓ Basa, Kishor K. 1999. *Neolithic and Post-Neolithic Cultures of Orissa: An Overview*. In Pradhan, S. edited **Orissan History, Culture and Archaeology**. New Delhi, p.31.
- ✓ Chakrabarti, S. 1993. **Exploration at Kuliana and its Neighbourhood, Mayurbhanj District, Orissa 1992-93**. A Report Submitted to the Archaeological Survey of India. New Delhi, pp.1-13.
- ✓ Chakraborti, Subrata 2000 *Recent Advances in Prehistory of Mayurbhanj*. In Basa, K.K. and P. Mohanty edited **Archaeology of Orissa**, Vol.I. Delhi; PratibhaPrakashan. pp.77-101.
- ✓ Senapati, N. and N.K. Sahu. 1967. **Orissa District Gazetteers, Mayurbhanj**. Cuttack; Orissa Govt. Press.
- ✓ Thaper, B.K. 1961-62. *Excavation at Kuchai, District Mayurbhanj*. **IAR** 1961-62, pp. 35-363.

Paper IX**Semester-IV****Research Methodology**

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart the knowledge of research methodology in Anthropology. It also focuses on types of research, methods of data collection, data analysis and research ethics.

Learning Outcomes:

1. Student will learn about the types of research in Anthropology and different research design.
2. They will be able to understand the significance of hypothesis and Sampling procedures
3. They will develop proper understanding of different types of tools and techniques of data collection.
4. They will also learn about research ethics and able to develop the skill of report writing.

From the practical component they will apply the concepts and methods learnt in above unit in real time situations. .

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I:

Types of research: based on data (Quantitative and qualitative), tools (survey questionire and interview), techniques (content and statistical), method (Experimental and non-experimental) and methodology (field work, case studies, trials), applications and utility of anthropological research;

Formulation and selection of a research problem; objectivity of research; Conceptual framework, Review of literature; Field work, Techniques of rapport establishment. Methods of comparison; Restudy in Anthropology.

Unit II:

Research design: Meaning, Definition, Features of research design; Types of research design - exploratory, descriptive diagnostic and experimental research. Hypothesis: Meaning, Definition and characteristics of good hypotheses; Types of Hypotheses; Testing of hypothesis, Sampling: Meaning, Importance of sampling, Types of sampling; probability and non-probability sampling.

Unit III:

Methods of data collection: Observation, Interview, key informant interview, Focus group discussion, Free listing, pile sorting, Case study and Life history, Genealogical method; pedigree analysis; PRA and RRA; Qualitative data analysis : content analysis ; Scaling (comparative and non-comparative)

Unit IV:

Ethics in research: Ethical issues and principles in the context of human research, bioethics, informed consent; Plagiarism – issues, types.

Report writing – Structure and technique, concepts of preface, notes (end and footnotes), bibliography (annotated) and Types of references, Authorship and publication; Research data bases.

Practical:

Write the review of literature on a topic.

Visit a public place (e.g., a park, cafe, library) use observation methods on the interactions and behaviors of people and write a report

1. Prepare an interview schedule/questionnaire

1. Form small groups and conduct a focus group discussion on a topic of interest (e.g., university facilities).

2. Select an individual and create a detailed case study or life history, focusing on significant life events and experiences and write a report
3. Create a genealogical chart for their own family noting relationships and significant traits.
4. Visit a nearby community and engage with residents to gather information using PRA and RRA techniques (e.g., mapping, seasonal calendars).
5. Design a survey with comparative (e.g., Likert scale) and non-comparative (e.g., rating scales) questions on a topic of interest (e.g., student satisfaction with campus services).
6. Students ask their peers / community members to list items related to a specific category for free listing and ask them to sort them into piles based on similarity for pile sorting.
7. Undertake a study on any topic of choice and present the findings.

Suggested Readings

- ✓ *Barnard, H. R. 2006. Research Methods in Anthropology. Qualitative and Quantitative Approaches. Rowman Altamira Press.*
- ✓ *Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.*
- ✓ *Kothari, C. R. Research Methodology, Methods and Techniques, Wiley Eastern Limited: New Delhi.*

Recommended Readings

- ✓ *Bernard, H. R. 1988. Research Methods in Cultural Anthropology, Sage Publications.*
- ✓ *Emerson R M, Fretz R I and Shaw L. 1995. Writing Ethnographic Field Notes, Chicago, Chicago University Press*
- ✓ *Madriga L. 2012. Statistics for Anthropology. Cambridge, Cambridge University Press.*
- ✓ *Wilkinson, T. S. and Bandarkar, P. L. 1984. Methodology and Techniques of Social Research, Mumbai: Himalaya Publishing House.*
- ✓ *Patton, M.Q. 2002, Qualitative Research and Evaluation Methods. London: Sage.*
- ✓ *Srivastava, V (Ed.). 2005. Methodology and Fieldwork. Oxford India Paperbacks, New Delhi*
- ✓ *Pelto, P.J. and Pelto, G.H. 1978. Anthropological Research: The Structure of Inquiry. New York. Cambridge University Press.*

Paper-XI**Semester-V****Demographic Anthropology**

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to provide students with a comprehensive understanding of demographic anthropology, covering key theories, data analysis tools, Indian demographic trends, national policies, and practical applications through virtual visits to research centers, facilitating their ability to analyze and interpret demographic data effectively.

Learning Outcomes:

Unit I: Understand the foundational concepts of Demographic Anthropology, including key theories and their relationship to anthropology.

Unit II: Utilize tools for demographic data analysis, including measures of population composition, fertility, mortality, and migration.

Unit III: Analyze demographic trends in India, considering anthropological determinants and addressing issues related to refugees, populations in exile, and LGBTQ+ communities and Examine national policies related to population and health, including the National Population Policy and the Peoples of India Project.

Unit IV: Students will analyze demographic data, investigate Indian demographic trends, and explore Centers or institutes through virtual visits, enhancing their understanding of practical applications in demographic anthropology.

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Demographic Anthropology; Introduction, definition and basic concepts Relationship between demography, population studies and anthropology Population Theories: John Graunt, Thomas R. Malthus; Biological theory of population; Theory of demographic transition.

Unit II:

Tools of Demographic Data; Measures of population composition, distribution
And growth; Measures of fertility; Measures of mortality; Measures of migration.
Selection Intensity and Isonomy analysis

Unit III:

Population of India: Sources of demographic data in India; Growth of Indian
population; Anthropological determinants of population growth; Issues of Refugees
and population in exile & LGBTQs.

Unit IV:

National policies; National Population Policy; National Health Policy; National
Policy on Reproductive Health Care. Peoples of India Project (Anthropological
Survey of India).

Practical :

1. NFHS, Census data analysis: Population pyramid construction, population density, dependency ratio and sex ratio estimation (ST/ SC populations of India and Odisha).
2. Calculation of CBR, TFR, ASFR, CDR, MMR, IMR, Mean Age at marriage, Net Migration, Life Expectancy (Secondary source information).
3. Demography of Indian tribal and non-tribal groups: Students are required to submit a brief report on any one group of ST/SC population of India/Odisha.(Source: <https://censusindia.gov.in/>)
4. Virtual visit of Population Research Centers/Institutes: (PRC), IIPS , UNFPS, UN etc. websites (Structure, function and current projects)

Books Recommended

- ✓ *Bhende A. and Kaniikar, T. (2010) Principles of Population Studies. Himalaya Publishing*
- ✓ *Caldwell J.C. (2006). Demographic Transition Theory. Springer.*

- ✓ *Pathak KB and F. Ram (2016). Techniques of Demographic Analysis. Bombay : Himalaya Pub. House.*
- ✓ *Riley N.E. and Mc Carthy, J. (2003) Demography in the Age of the Postmodern. Cambridge*
- ✓ *Sinha VC & E Zacharia (2009). Elements of Demography. Allied Publishers Pvt. Ltd, Kolkata, Revised Edition.*
- ✓ *Srivastava O.S. (1996) Demographic and Population Studies. Vikas Publishing House, India*
- ✓ *University press. UK. Pages 1-13 and 32-98*

Suggested Readings

- ✓ *Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) Population Ecology and Family*
 - *Planning. Serials publications. New Delhi.*
- ✓ *Misra BD (1982). An introduction to the study of population. South Asia publ. ltd. New Delhi.*
 - *National Population Policy <http://populationcommission.nic.in/npp.htm>*
- ✓ *Park K. (2000) Text book of Preventive and Social Medicine. Banarsidas Bhanot, Jabalpur.*
- ✓ *Patra P.K. and Kapoor, A.K. (2009) Demography And Development Dynamics in a Primitive*
 - *Tribe of Himalayas. International Book Distributors, Dehradun*
- ✓ *N. (1986) Demographic Anthropology. Ann. Rev. Anthropol. 15: 219-246*
- ✓ *Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. Social Change*
- ✓ *Satapathy, K. C. (2010) Refugees' Health, Athena Books, Odisha.*
- ✓ *United Nations Reports on Populations : <https://population.un.org/wpp/>*
- ✓ *Zubrow E.B.W. (1976) Demographic anthropology. Quantitative approaches. University of*
 - *New Mexico Press, Albuquerque.*
- ✓ *Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen*
 - *from browsing net)*
 - *House. Mumbai (All Units, It covers most topics)*
- ✓ *Howell*

- ✓ *NFHS I, II, III, IV & V: 1992, 1998, 2005, 2015, 2019 India : IIPS Bombay*
- ✓ *Ota, A. B. & Mohanty, S. C. (2015) Demographic Profile of Scheduled Tribes of Odisha, SCSTRTI, Bhubaneswar.*
- ✓ *Ota, A. B. & Mohanty, S. C. (2015) Demographic Profile of Scheduled Castes of Odisha (1961-2011), SCSTRTI, Bhubaneswar.*
- ✓ *SCSTRTI (2004): Tribes of Odisha, Revised Edition, SCSTRTI, Govt. of Odisha, Bhubaneswar*
- ✓ *SCSTRTI (2015): PVTGs of Odisha , Vol. III, anthropology of Health &Medecine, Director, SCSTRTI, Bhubanaeswar.*
- ✓ *SCSTRTI (2015): PVTGs of Odisha ,Vol.I, Ethnography, Director, SCSTRTI, Bhubanaeswar.*
- ✓ *SCSTRTI (2015): PVTGs of Odisha ,Vol.II, Change and Development, Director, SCSTRTI, Bhubanaeswar.*
- ✓ *Singh, K. S. (1995-98), People of India: Scheduled tribes, ASI, Oxford University Press.*

Paper-XII**Semester-V****Human Growth and Development**

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course seeks to impart knowledge on human growth and development through the exploration of theoretical concepts, measurement techniques, bio-cultural influences, and practical applications, aimed at promoting holistic understanding and assessment of human health and nutrition across the lifespan.

Learning Outcomes:

The learning outcomes of this paper are:

1. The students will learn about the concepts and indicators of human growth and development.
2. They will learn about pre-natal and post-natal growth.
3. They will also learn about various bio-cultural factors that influence growth.
4. From the practical component they will learn about how to assess growth, obesity and
5. Nutritional status.

Teaching Learning Process:

Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Learning Outcomes:**Unit I:**

Concept of human growth, development, differentiation and maturation; Evolutionary perspective on human growth. Human lifespan development process, significance/ applicability of growth studies. Major stages of human growth and development: Prenatal (conception till birth) and postnatal (birth till senescence) period of growth and their characteristics.

Unit II:

Measurement and assessment of human growth: changing human growth patterns, pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), Growth references and standards; abnormal growth. Ethnic and gender differences in growth curves, secular trend.

Unit III:

Segmental growth and development; analysis of Human physique and body composition – models and techniques; Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods.

Unit –IV:

Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and development, methods and techniques to study growth- longitudinal, Cross-sectional, mixed longitudinal.

Food and nutrients: nutritional status assessment and methods of evaluation; nutritional epidemiology- concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus.

Practical:

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference), 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 or Blood pressure (DBP, SBP), Pulse rate or Lung function (Spirometry): FVC
4. Nutritional assessment through dietary pattern and anthropometric indices.

Text book recommended:

- ✓ *Das B.M. 2008. Outlines of Physical Anthropology. Kitab Mahal, New Delhi.*
- ✓ *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.*
- ✓ *Reddy V.Rami, 2011. Fundamentals of Physical Anthropology,*
- ✓ *Reddy V.Rami, 2011. Current trends in Physical Anthropology and Human Genetics.*

Suggested Readings

- ✓ *Bogin B. (1999) Patterns of human growth. Cambridge University Press.*
- ✓ *Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan*
- ✓ *Press.*
- ✓ *Cameron N and Bogin B. (2012) Human Growth and Development. Second edition,*

- ✓ *Academic press Elsevier.*
- ✓ *Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.*
- ✓ *Harrison GA, Tanner JM, Pibeam DR, Baker PT. (1988). Human Biology. Oxford University Press.*
- ✓ *Kathleen K. (2008). Encyclopedia of Obesity. Sage.*
- ✓ *Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.*
- ✓ *Sinha R and Kapoor S. (2009). Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.*

Paper-XIII

Semester-V

Anthropological Thoughts and Theories-I

(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

This course aims to impart the emergence of Anthropology as an empirical discipline and focuses on various anthropological theories.

Learning Outcomes:

1. Student will learn about the emergence of Anthropology as an empirical discipline and theoretical debates in the discipline as well as theories like evolutionism and diffusionism.
2. They will be acquainted with the theories of functionalism, structuralism and culture and personality schools of thoughts.
3. The students will learn about the importance and application of anthropological theories in understanding and solving human problems
4. From the practical component they will be oriented towards the development of different tools to conduct contemporary research.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I: Evolutionism and Diffusionism

Emergence of Anthropology as an empirical discipline; Premises of cultural evolution: Auguste Comte, Charles Darwin, Herbert Spencer

Cultural evolutionism: Classical Evolutionism: British school American school and Germany School; Neo-evolutionism (Julian Steward, Leslie White, V. Gordon Child etc.)

Cultural Diffusionism: British School, American School and Germany School

Particularism – Franz Boas.

Unit II: Functionalism, Structuralism and Culture-Personality

Functionalism – B. K. Malinowski; Structural-Functionalism – Emile Durkheim, Radcliffe-Brown, Firth, Fortes, Eggan, Parsons.

Structuralism – Levi-Strauss, Evans-Pritchard, Edmond Leach and S. F. Nadel.

Culture and Personality/Psychological Anthropology – M. Mead, R. Benedict, DuBois, Linton, Kardiner.

Unit III: Cultural Materialism

Cultural Materialism: Marvin Harris.

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

Deep Ethnography, Interpretive Anthropology – Clifford Geertz.

Marxist Anthropology; Phenomenology; Postmodernism, Post structuralism– Michel Foucault, Jacques Derrida, Pierre Bourdieu.

Unit IV: 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. Identification of universe and unit of study with justifications.
4. Choice of appropriate research technique and method in the context of theoretical framework.
5. Data collection and analysis

Essential Readings:

- ✓ *Barnard, A., 2000. History and Theory in Anthropology. UK: Cambridge University Press.*
- ✓ *Geertz, Clifford, 1973. The Interpretations of Cultures. New York: Basic Books, Inc.*
- ✓ *Harris, M., 1968. The Rise of Anthropological Theory. New York: Harper Collins Publishers.*
- ✓ *Jerry D. Moore, 1997. An Introduction to Anthropological Theories and Theorists. New Delhi: Rawat Publications.*
- ✓ *Malefijt, Annemarie De Waal, 1974. Images of Man: A History of Anthropological Thought. London: Alfred A. Knopf.*
- ✓ *Upadhaya, VS and G. Pandey, 1993. History of Anthropological Thought. Delhi: Concept.*
- ✓ *Behera, N. K., 1988. Anthropological Thought and Theories. Calcutta: Institute of Social Research and Applied Anthropology.*

Human Genetics
(4 credit, Theory-45 hrs., Practical-30hrs)

Course Outcomes:

The paper aims to provide an in-depth understanding of Human Genetics starting from classical genetics, Human Cytogenetics, Molecular genetics and Population Genetics, enabling students to comprehend the genetic methods and their application in disease association studies and evolutionary research.

Learning Outcomes

1. The student will learn about the Mendel's Laws, inheritance modes, and epigenetics and basics of Human cytogenetics.
2. The student will understand DNA structure, gene function, and gene expression and methods in human genetics
3. The students will understand basics of population genetics and evolutionary process producing genetic variation. They will also learn about common genetic variation existing in human species.
4. The students will learn to utilize genetic databases and conduct practical genetic tests.

Teaching Learning Process:

Lectures and Discussions, Seminars, Assignments and Presentations, Practical Classes

Assessment Methods:

Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Human Genetics: Meaning and Scope, Mendel's Lawsof inheritance, Mendelian and Non Mendelian modes of Inheritance; epigenetic inheritance, penetrance and expressivity. Human Cytogenetics: Structure and function of an animal cell, cell theory and cell division (Mitosis and Meiosis), Chromosomal structural and numerical chromosomal aberrations in man Lyon's hypothesis, Eeuchromatin and hetero chromatin.

Unit II:

Structure and Function of DNA, concept of gene, DNA replication. Repair

and recombination, gene expression, coding and non-coding regions. Expression of genetic information: from Transcription to Translation - the relationship between genes and protein. Human genome project.

Unit III:

Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques; Karyotyping; FISH); Sib-pair and Twin studies Heritability estimate; Genotyping and Sequencing methods.

Unit IV:

Processes for genetic variation; Mutation: Gene mutation-Spontaneous, Induced, causes of mutations, Genetic drift, Inbreeding and Natural selection. Genetic Polymorphism: Balanced and Transient; Genetic Markers: Human blood group systems, Secretor factor, Red Cell Enzymes; G6PD, hemoglobinopathies, DNA markers. (Autosomal, mt DNA and Y chromosome)

Practical:

1. Exposure to the OMIM and NCBI database and websites Scitable
2. Analyze Genetic traits for Hardy-weinberg equilibrium
3. Color Blindness Test Using Ishihara card
4. Blood grouping-A1,A2,B,O, MN and Rh(D)blood groups
5. Preparation of Karyotyping and identification of disorders based on karyotype pictures
6. Construction of Pedigree for a genetic disease
7. Project report based on data collection related to one mendelian disorder on the basis of brief field visits, in nearby areas.

Books recommended:

- ✓ Shukla B.R.K. & Rastogi, S. 1990.*Physical Anthropology & Human Genetics: An Introduction. PlakaPrakashan. Delhi.*
- ✓ Klug WS (2012). *Concepts of Genetics. Pearson.*
- ✓ Lewis R. (2009). *Human Genetics: Concepts and Application. The McGraw-Hill Companies, Inc.*

Suggested reading:

- ✓ Vogel F. and Motulsky A.G. (1996). *Human Genetics: Problems and Approaches*.
 - Springer, 3rd revised edition.
- ✓ Brown TA. (2007). *Genomes*. Garland Science.
- ✓ Cummings MR (2011). *Human Heredity: Principles and Issues*. Brooks/Cole,
 - Cengage Learning
- ✓ Das B.M. 2008. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi
 - Giblett, E.R. (1969). *Genetic Markers in Human Blood*. Blackwell Scientific, Oxford.
- ✓ Jobling M, Hurler M and Tyler-Smith C. (2004). *Human Evolutionary Genetics: Origins, Peoples & Disease*. New York: Garland Science
- ✓ Verma, P.S. and V.K. Aggarwal (1974). *Cell Biology, Genetic, Molecular Biology, Evolution and Ecology*. S. Chand and Company Pvt. Ltd., New Delhi.

Paper-XV**Semester-VI****FIELDWORK BASED DISSERTATION**

Empirical study among the tribes, castes, marginalized, LGBTQ or minority communities of Odisha is to be conducted in rural or urban areas for a minimum periods of 20 days in semester VI under the guidance of a teacher or teachers. Two copies of dissertation and field dairy are to be submitted for examination after the 20 days field work and presentation of seminar. The Examination of Dissertation shall be conducted by an internal and an external examiner.

Dissertation based on 20 day's fieldwork	40 Marks
Seminar Presentation	30 Marks
Field Dairy	10 Marks
Viva voce test on dissertation	20 Marks

CORE COURSE II/ III

Minor (Paper-I)

Semester I/II

Introduction to Anthropology (4 credit, Theory: 45 hrs, Practical: 30 hrs)

Course Outcomes:

This course aims to impart basics of anthropological knowledge and its major sub Branches such as socio-cultural, biological/physical, prehistoric archaeology, and linguistic anthropology.

Learning Outcomes:

5. The students will learn about how anthropology as a discipline originated and evolved.
6. They will understand various subdivisions of Anthropology. and
7. They will also demonstrate critical understanding of different anthropological perspectives and emerging trends of anthropology.
8. From the practical component they will learn about ethnographic reading and writings and preparation of household census schedule.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Meaning, definition and scope of Anthropology. Historical development of Anthropology; Relationship of Anthropology with other disciplines (social sciences, humanities and biological sciences); Ethnology and ethnography; Origin, history and development of Anthropology in India.

Unit II:

Meaning, scope and branches of Cultural Anthropology / Social anthropology; Physical anthropology and New physical anthropology, Biological anthropology: meaning, scope and branches; Prehistory/Archaeological anthropology: meaning, scope and branches; Linguistic anthropology: meaning and scope.

Unit III:

Anthropological Perspectives: Synchronic, Diachronic, Interactive; Emic and Etic; Fieldwork Traditions in Anthropology (British, American and Indian). Emerging trends in Anthropology: Global and National Context (Climate Change and Disaster management, Artificial Intelligence and digital technology, medico legal settings, Public policy and governance, public health and nutrition, education, and sustainable development goals).

Unit IV: Practical

4. Ethnographic reading and preparation of a report based on any one monograph.
5. Preparation of a practical record on methods and techniques of prehistoric tool making.
6. Prepare a household census schedule/questionnaires (students are required to follow Census schedule, NHHS schedule, etc)

Text Book Recommended:

- ✓ *Peter N. Peregrine Carol R. Ember, Melvin R. Ember (2020). Anthropology, 15th Edition, Pearson education, New Delhi*
- ✓ *Haviland W.A., Prins, H. E. L, Walrath D., McBride B (2009) Introduction to Anthropology. Cengage Learning India Private Limited, New Delhi.*
- ✓ *Scupin R., De Corse C. R. (2004) Anthropology – A Global Perspectives, Prentice-Hall of India , Private Limited, New Delhi.*
- ✓ *Eriksen T. H. and Nielsen F. S. (2008). A History of Anthropology. Rawat Publications, Jaipur, India.*
- ✓ *Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.*
- ✓ *Dube, S. C. (1990). Indian Village; Cornell University Press, Ithaca, New York.*
- ✓ *Roy I. B. (2013). Anthropology: The Study of Man, S Chand and Company Limited, New Delhi.*
- ✓ *Banerjee, H. N. (1994). Introducing Social and Cultural Anthropology, K. K. Publication, Calcutta.*
- ✓ *Basu, M. N. (1961). Field Methods in Anthropology and other Social Sciences, Calcutta.*
- ✓ *Hasnain, N (2022). Indian Anthropology, 8th edition, Palaka Prakashan, New Delhi.*

Minor (Paper-II)

Semester III/ IV

Applications of Anthropology
(4 credit, Theory: 45 hrs, Practical: 30 hrs)

Course Outcomes:

This course aims to impart knowledge on application of anthropology in addressing different issues associated human problems. The course also focuses on application of socio-cultural anthropology, archaeological anthropology and biological anthropology.

Learning Outcomes:

5. The students will learn about various applications of anthropological knowledge and techniques.
6. They will demonstrate the skill of application of socio-cultural anthropology, archaeological anthropology.
7. They will be able apply the knowledge of biological anthropology in bio-medical and legal aspects of human.
8. From the practical component they will learn about how to prepare report on an NGO or a project on tourism.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit I:

Applied Anthropology: meaning and scope, Action Anthropology and Development Anthropology; Engaged Anthropology, Experimental Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology of Design and Fashion, Public Anthropology, Urban anthropology, Legal Anthropology and Customary law.

Unit II:

Applications of Social/Cultural Anthropology: Role of Anthropology in Development: Sustainable development, Anthropology and Community Development, Anthropology of NGOs, Management Anthropology, Business and Corporate Anthropology. Human Rights including the rights of special category and marginal groups, protection and enforcement of human rights; Human Development Index

Archaeology as Applied Anthropology, Bio-archaeology, Public archaeology ,Recent Applications and Challenges: Conflict Resolution, Conservation, Cultural Identity and Representation, Cultural Tourism, Public Education, Resource Claims, Salvage Archaeology, Culture Recourse Management; Computational archaeology.

Unit III:

Applications of Physical Anthropology in legal settings: Forensic anthropology and Criminology; Conservation of non human primate, Public health and Nutritional Anthropology, Application of Physical Anthropology in Sports: Kinanthropometry, Industry and Ergonomics, Application of Physical Anthropology in Medicine and Genetics: Genetic Counseling, Genetic screening; Genomic studies: Pharmacogenomics and personalized medicine, Privacy and Ethics of doing research on human subjects.

Unit IV: Practical

4. Prepare a report based on a visit to a Government or Non-Government organization working on tribal and rural development (example: NGO, TRI, Micro-Projects, ITDA etc).
5. Preparation of a report of based on the visit to an archaeological site or archaeological museum.
6. Online searching of articles and books on human rights violation by state and non-state actors.

Text book recommended:

- ✓ Vidyarthi, L.P. and B.N. Sahay. 2001. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.
- ✓ Vidyarthi, L.P. 1990. *Applied Anthropology in India – Principles, Problems and Case Studies*. KitabMahal.
- ✓ Gisli, P. 2007. *Anthropology and the New Genetics*. Cambridge: Cambridge University Press.
- ✓ Mathur, H.M. 1978. *Anthropology in the Development Process*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Mair, L. 1961. *Studies in Applied Anthropology*. London: University of London.

Minor (Paper-III)

Semester V/ VI

Introduction to Socio-Cultural Anthropology

(4 credit, Theory: 45 hrs, Practical: 30 hrs)

Course Outcomes:

This course aims to impart basic socio-cultural anthropological knowledge and its subject matter which includes meaning and scope of socio-cultural anthropology and culture and social institutions.

Learning Outcomes:

Unit-I: Student will learn about meaning, scope and different branches of socio-cultural anthropology and basics of culture.

Unit-II: They will be acquainted with different concepts related to marriage, family and kinship.

Unit-III: They will also learn about primitive religion, political organization and economic organization in simple societies.

Unit-IV: From the practical component they will learn about different qualitative methods and techniques of socio-cultural anthropology.

Teaching Learning Process: Lectures and Discussions, Seminars and Presentations, Practical Classes

Assessment Methods: Examination schemes and mode shall be as prescribed by the University/ Higher education department from time to time.

Unit-I:

Meaning, Definition and Scope of Socio-Cultural Anthropology. Sub-Branches of Socio-Cultural Anthropology; Relationship with other disciplines; Distinction and similarities of Social/Cultural Anthropology from Sociology. Relevance of Socio-Cultural Anthropology today.

Culture: Meaning, Definition and characteristics; material and non-material culture; culture trait and complexes; Enculturation and Socialization. Society and Culture: Comparison.

Unit-II:

Marriage: Concept, Meaning, definition and Function of marriage; Types of marriage: Monogamy, Polygamy (Polygyny and Polyandry), Levirate, Sororate,

Cross-cousin and parallel cousin marriage; Ways of acquiring mates; Rules of marriage: Endogamy and Exogamy; Bride wealth/price, dowry and divorce.

Family: Meaning, Definition and Functions. Types of family: Joint family, Nuclear family/elementary/simple family, Extended family.

Kinship: Consanguineal and Affinal; Kin Term: Classificatory and Descriptive; Descent: Unilineal, Bilateral, Double Descent; Kinship Usages/Behaviour: Avoidance, Joking, Teknonymy, Amitate, Avunculate, Couvade.

Unit III:

Religion: Concept, Origin, Functions; Types: Animism, Animatisms, Bongaism, Fetishism, Totemism, Manaism, Magic, Witchcraft, Sorcery; Shamanism, Taboo, Sacred and Profane.

Economic Organization: Principles of production, distribution, consumption in simple and complex societies; Various forms of Exchange: Barter, Trade and Market; Reciprocities: Generalized, Balanced and Negative; Redistribution.

Political Organization: Concept of Power and Authority; Types of Authority: State and Stateless Societies (Band, Tribe and Chiefdom); Law and Justice in simple and complex society; Oath and Ordeal; Customary Law; Modern law and justice vrs Primitive Law and Justice

Unit-IV: Practical

Methods and Techniques of Social and cultural Anthropology: The practical will include preparation of a report based on application of any two methods mentioned below on any events, rituals, festivals, fairs, indigenous practices, dance, environment etc in the locality.

7. Ethnography
8. Observation
9. Interview
10. Genealogy
11. Case Study
12. Life History

Text book recommended:

- ✓ *Peter N. Peregrine Carol R. Ember, Melvin R. Ember (2020). Anthropology, 15th Edition, Pearson education, New Delhi*
- ✓ *Haviland W.A., Prins, H. E. L, Walrath D., McBride B (2009) Introduction to Anthropology. Cengage Learning India Private Limited, New Delhi.*
- ✓ *Scupin R., De Corse C. R. (2004) Anthropology – A Global Perspectives, Prentice-Hall of India Private Limited, New Delhi.*
- ✓ *Roy I. B. (2013). Anthropology: The Study of Man, S Chand and Company Limited, New Delhi.*
- ✓ *Banerjee, H. N. (1994). Introducing Social and Cultural Anthropology, K. K. Publication, Calcutta.*
- ✓ *Kottak, C. P. (2014) Cultural Anthropology: appreciating cultural diversity, McGraw-Hill.*
- ✓ *Beals, R.L and H. Hoijer. 1971. An Introduction to Anthropology. 4th Ed. New York: Macmillan*

MULTIDISCIPLINARY COURSE UNDER NEP-2020

Semester-I

Population and Society

(3 Credit, Theory: 30hrs + Practical: 30hrs)

(For Students of other disciplines/subjects)

Unit 1: Introducing Population and Society in Anthropology

Anthropology and Demography: Meaning, Scope, and Evolutions of Population Studies

Concepts and Approaches of Population: Theories of Malthus, Marxism, Optimum Theory, Feminism, Demography transitions. Relationship between Population and Society,

Unit 2: Population, Social Structure and Processes

Understanding Census data

Age and Sex Structure, Population Size and Growth

Fertility, Morbidity, Reproduction, and Mortality, Steps to Control Population Growth

Unit 3: Population and Migration

Concepts, pattern, determinants and consequences of migration. Sources and quality of migration data, Ravenstein's Laws of Migration, Everett Lee's Theory of Migration, Neoclassical economics: Macro theory, Neoclassical economics: Micro theory, The new economics of migration.

Unit 4: Practical

Prepare a report underline the following topics:

- i. Population policy and Role of state
- ii. Population policy in India- Pre- and post-independence
(a) Family planning – 1961; b) Family welfare 1977; c) National Population Policy 2000 and development thereafter)

Suggested Readings:

1. Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.
2. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
3. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.
4. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.
5. Quraishi, S. Y. (2021). The population myth: Islam, family planning and politics in India.
6. Sanderson, W. C. (2013). *The end of world population growth in the 21st century: New challenges for human capital formation and sustainable development*. Routledge.
7. Srinivasan, K. (2017). Population concerns in India: shifting trends, policies, and

programs.

8. Thomas, R. K. (2024). Demography: An Introduction to Population Studies.
9. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', Indian Journal of Gender Studies, 11(3): 345-367. 3.2.3 Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

Semester-II

Gender and Health

(3 Credit, Theory: 30hrs + Practical: 30hrs)

(For Students of other disciplines/subjects)

Unit 1: Introducing Anthropology of Gender and Health

Definitions of Sex and Gender

Brief History of Women's Health in India

Problems and Prospect of Health Issues among Women

Unit 2: Medical Pluralism and Syncretism

Understanding Ethnomedicine and Modern Medicine and its co-existence

Tribal Health and Socio-cultural health care system

Women's Health and Sustainable Development Goals

Unit 3: Theories and Conceptualization

Structural Violence, Inequalities

Social Taboo and Ritual Practices Women's Health: Menstruation, Mental Health etc.

Unit 4: Practical

Prepare a report underline the following Policies:

Pre-conception and Pre-Natal Diagnostic Technique Act 1994

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

The Indecent Representation of Women (Prohibition) Act, 1986

Protection of Women from Domestic Violence Act, 2005

The Immoral Traffic (Prevention) Act, 1956

Suggested Readings:

1. Beauvoir, Simone de, 1908-1986. (2009). *The second sex*. London: Jonathan Cape,
2. Dass, S., & Mathur, M. (2009). *Herbal drugs: ethnomedicine to modern medicine* (pp. 7-32). K. G. Ramawat (Ed.). Berlin, Germany: Springer.
3. Elinor, Cleghorn. (2021). Unwell Women: A Journey Through Medicine and Myth in a Man-Made World.
4. Galtung J (1990) Cultural Violence. *Journal of Peace Research* 27(3): 291–305.
5. Green, M. H. (2008). Gendering the history of women's healthcare. *Gender & History*, 20(3), 487-518.
6. <https://doi.org/10.1177/0022343390027003005>
7. Hudson, V. M., Caprioli, M., Bowen, D. L., & McDermott, R. (2023). *Sex and world peace*. Columbia University Press.
8. Parsons, T. (1975). The sick role and the role of the physician reconsidered. *The Milbank Memorial Fund Quarterly. Health and Society*, 257-278.
9. Saha, U. C., & Saha, K. B. (2010). A trend in women's health in India—what has been achieved and what can be done. *Rural and remote health*, 10(2), 296-306.
10. Sen, A. K. (1985a) Commodities and Capabilities, Amsterdam: North Holland.

11. Sen, A. K. (1992) *Inequality Reexamined*, Oxford: Oxford University Press.
12. Sen, A. K. (1999) *Development as Freedom*, New York: Knopf.
13. Van de Walle, E., & Renne, E. P. (Eds.). (2001). *Regulating menstruation: Beliefs, practices, interpretations*. University of Chicago Press.
14. Weitz, R. (2003). "A History of Women's Bodies." In *The Politics of Women's Bodies: Sexuality, Appearance, & Behaviour* (2nd Edition), edited by R. Weitz (pp. 3-11). Oxford: Oxford University Press.

Semester-III

Demography

(3 Credit, Theory: 30hrs + Practical: 30hrs)

(For Students of other disciplines/subjects)

Unit 1: Introducing Demography

Meaning, Definition, and Scope of Population studies

Theories of Population: Pre-Malthusian and Post-Malthusian Theory, Demography

Transition, Factors contributing to population growth, Anthropology of Demography.

Concepts

Unit 2: Basic Demographic Variables

Concepts of Sex Rate, Ratio and Proportion, Fertility, Mortality (including Infant, Child Mortality, and Maternal Mortality in India), Migration, Morbidity

Unit 3: Sources of Population Data in India

Census Data, NFHS, NSS, DHS, NCRB, and International Year Book etc.

Unit 4: Practical

Prepare a report underline any one of the following topics:

1. Demography Profile of India, Growth
2. Distribution of Tribal Population in India
3. Population problems with special reference to India, National Population Policy.

Suggested Reading:

1. Agarwal, S.N. (1972). India's Population Problem
2. Bogue, D. J. (1969). Principles of demography. *Johnson Wiley and Sons*.
3. Hudson, V. M., Caprioli, M., Bowen, D. L., & McDermott, R. (2023). *Sex and world peace*. Columbia University Press.
4. Mahadevan, K., & Mehadevan, K. (1986). Fertility and Mortality. *Nova Delhi*.
5. Quraishi, S. Y. (2021). The population myth: Islam, family planning and politics in India.
6. Sanderson, W. C. (2013). *The end of world population growth in the 21st century: New challenges for human capital formation and sustainable development*. Routledge.
7. Srinivasan, K. (2017). Population concerns in India: shifting trends, policies, and programs.

SKILL ENHANCEMENT COURSE (SEC) UNDER NEP-2020

Sem-II: Forensic Anthropology

(3 Credit, Contact Hours: 45hrs)

Unit 1: Introduction to Forensic Anthropology

Meaning and Scope of Forensic Anthropology

Unit 2: Skeletal Anatomy and Pathology

Skeletal anatomy and variation,
Bone growth and development,
Skeletal pathology and trauma

Unit 3: Applications of Forensic Anthropology

Scientific investigation of un-natural death; Age, Sex and Stature estimation;
Forensic Odontology,
Super imposition and Facial Physiognomy;
Polygraphs, Narco-analysis, Cyber Crime.

Unit 4: Practical in Forensic Anthropology

Applications of finger and palmer Dermatoglyphics;
Poroscopy; DNA Finger Printing
Composition and analysis of Blood, Semen, Saliva, Sweat and Hair;

Suggested Readings

1. Aggrawal, A. Twisted Evidence (Science Reporter, August, 1992)
2. Bass, W. M. Human Osteology
3. Bhasin, M. K & Surinder Nath. Role of forensic Science in the New Millennium
4. Boorman and Dodd. Blood Group Serology
5. Bridges, B.C. Practical Finger printing
6. Chatterjee. Finger, Plam and Sole Prints
7. Chatterjee, J.B. Haematological Techniques
8. Chaurana. Human Osteology
9. Cherril, F.R. Finger print systems at Scotland
10. Field. Finger Print Hand Book
11. Gustafson. Forensic Odontology
12. Kind, Stuart & Michael. Science against Crime
13. Kirby, L.T. DNA Finger Printing: An Introductions
14. Kirk, P.L. Crime investigation
15. Krogman. The Human Skeleton in Forensic Medicine

Sem-V: Scientific Writing in Anthropology

(3 Credit, Contact Hours: 45hrs)

Unit 1: Understanding Reference Writing

APA, MLA, CHICAGO Style of Reference, Bibliography, Annotated Bibliography; Intext citation, Footnote, Endnote, Ibid, Index, Preface.

Unit 2: Analysis and Interpretation of Evidence:

Discourse Analysis and Conversation Analysis, Analyzing Narratives and Story-Telling, Ethnography Methods, Secondary Analysis of Qualitative Data, Video and the Analysis of Work and Interaction, Meta-Analysis.

Unit 3: Writing Research Article

Understanding how to Write and Publishing Academic Research article. Review of any one Research Article.

Unit 4: Practical

Prepare a planproject proposal for any topic.

Suggested Readings:

1. America, T.M.L.A. (2021). MLA Handbook. Modern Language Association of America
2. Booth, W. C., Colomb, G. G., Williams, J. M. (2008). The Craft of Research, ThirdEdition.Ukraine: University of Chicago Press.
3. Creswell, J. W., Poth, C. N. (2016). Qualitative Inquiry and Research Design: Choosing AmonFive Approaches. United States: SAGE Publications.
4. Fallis, A., Berg, M., Lipson, C., ITCH (Conference), McDaniel, J. G., IOS Press., Tan, J. K. H., Payton,F. C., Khoumbati, K., Jones, S., & Groom, F. M. (2010). Adaptive health management informationsystems: concepts, cases, and practical applications. In Journal of Chemical Information andModeling (Vol. 8, Issue 9).
5. Flick, U. (2014). Introducing Research Methodology: A Beginner's Guide to Doing a Research
6. Project. United Kingdom: SAGE Publications.
7. Publication Manual of the American Psychological Association: The Official Guide to APA
8. Style. (2019). United States: American Psychological Association.
9. The Chicago Manual of Style. (2003). United Kingdom: University of Chicago Press.
10. The SAGE Handbook of Social Research Methods. (2008). United Kingdom: SAGE Publications.

Sem-VI: Sports Anthropology

(3 Credit, Contact Hours: 45hrs)

Unit 1: Introducing Sports in Anthropology

Anthropology & the Study of Sports
Cultural Meaning of Sports,
Play as Adaptation
What Counts as Sport?
When Play becomes Sport?

Unit 2: Anthropological Theory of Sports

Structural Functionalism (Gmelch 1971)
Cultural Materialism (Sipes 1972)
Symbolic Anthropology (Geertz 1973)

Unit 3: Childhood and Socialization

Socialization children through Sports
Sports as Religiosity
Humans as Natural Runners
Sport as the Origin of Inequality

Unit 4: Practical

Students are required to watch all documentaries mentioned below and prepare a report underline any two of the following documentaries: A Tale of Masked Men, Jungle Cry, Maidan, Paan Singh Tomar, The Fastest Woman on Earth, Million Dollar Arm, Muhammad Ali: When We Were Kings, Remember the Titans, Moneyball, Sachin: A Billion Dreams.

Suggested Readings:

1. Arens, W. (1976). Professional football: An American symbol and ritual. In W. Arens & S. P. Montague (Eds.), *The American dimension: Cultural myths and social realities* (pp. 3–14). Alfred Pub. Co.
10. McDougall, C. (2011). *Born to run: A hidden tribe, superathletes, and the greatest race the world has ever seen*. Vintage Publishing.
11. Hill, W. D., & Clark, J. C. (2001). Sports, gambling, and government: America's first social compact? *American Anthropologist*, 103(2), 331–345.
2. Blanchard, K. (1986). Play as adaptation: The work-play dichotomy revisited. In B. Mergen (Ed.), *Cultural dimensions of play, games, and sport* (pp. 79–88). Human Kinetics Publishers.
3. Blanchard, K., & Cheska, A. (1985). *The anthropology of sport: An introduction*. Bergin & Garvey Publishers.

4. Kohn, T. (2003). The aikido body: Expressions of group identities and self-discovery in martial arts training. In N. Dyck & E. P. Archetti (Eds.), *Sport, dance, and embodied identities* (pp. 139–156). Berg.
5. Sipes, R. G. (1972). War, sports, and aggression: An empirical test of two rival theories. *American Anthropologist*, 75(1), 64–86.
6. Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.
7. Gmelch, G. (1971). Baseball magic. *Transaction*, 8(8), 39–41.
8. Fine, G. A. (1986). Organized baseball and its folk equivalents: The transition from informal to formal control. In B. Mergen (Ed.), *Cultural dimensions of play, games, and sport* (pp. 175–190). Human Kinetics Publishers.
9. Dyck, N. (2000). Parents, kids, and coaches: Constructing sport and childhood in Canada. In N. Dyck (Ed.), *Games, sports, and cultures* (pp. 137–162). Berg.

VALUE ADDED COURSES (VAC) UNDER NEP -2020

Semester-I

Environmental Studies and Disaster Management

Compulsory under semester I (Credit 3)

The course details will be communicated later

Semester -III: Research Methodology

(3 Credit, Theory: 45hrs)

Unit 1: Introducing Research

Formulation of research problem, Objectivity of Research, Research Approaches- , Emic and Etic, Synchronic and Diachronic. Research, Concept of Research Design, Types of Research Design: Explorative, Descriptive, Diagnostic, and Experimental Research.

Unit 2: Research Sampling and Hypothesis

Sampling: Probability and non-probability, Sampling Design

Hypothesis: Null and Alternative Hypothesis

Unit 3: Methods of Data Collection

Primary sources of Data Collection and Secondary sources of Data Collection. Schedule & Questionnaire, Interview, Observation, Case Studies, Genealogy, PLR/PRA, and FGD

Unit 4: Practical

Prepare a report underline any two of the following topics:

1. Measure of Central Tendency: Mean, Median, Mode
2. Measure of Dispersion: Mean Deviation, Standard Deviation
3. Range: Measure of Association-Correlation and Regression
4. Chi-square,
5. Regression Analysis,

6. Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation, rank correlation.

Suggested Readings:

1. Agar, M. (1996). *The Professional Stranger: An Informal Introduction to Ethnography*, 2nd Edition. Academic Press.
2. Ahuja, R. (2011). Research methods. Rawat Publications.
3. Bernard, H. Russell. (2018). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 6th Edition. Lanham, MD: AltaMira Press.
4. Dewalt, K. M., & DeWalt, B. R. (2010). *Participant Observation. A Guide for Fieldworkers*, 2nd Edition. Lanham, MD: Altamira Press.
5. Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. (2011). *Writing Ethnographic Fieldnotes*, 2nd Edition. Chicago: University of Chicago Press.
6. Firebaugh, G. (2008). Chapter 1, "The first rule: There should be the possibility of surprise in social research." *Seven Rules for Social Research*. Princeton: Princeton University Press.
7. Harris, M. (1976). History and significance of the emic/etic distinction. *Annual Review of Anthropology*, 5, 329–350.
8. Katz, J. (1997). Ethnography's warrants. *Sociological Methods & Research*, 25(4), 391–423.
9. Kothari, C. R. (2004). Research methodology: Methods and techniques. *New Age International*.
10. Malinowski, B. (1922) Chapter 1, *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea* (pp. 1–502). London: Taylor & Francis.
11. Weller, S. C., & Romney, A. K. (1988). *Systematic Data Collection*. Thousand Oaks, CA: Sage Publications.

Semester -V: Anthropology Fieldwork Ethics (3 Credit, Theory: 45hrs)

Unit 1: Anthropological Fieldwork and Ethics

Concept of Fieldwork Ethics. Ethnography and Ethical implication in research during, Collection of Data, Writing ethnographic fieldnotes, Collaborative and participatory approaches, Direct and indirect observation of behavior, Behavior during Interview.

Unit 2: Controversies and Criticism of Anthropological Theories

Field work controversy: Arm Chair Anthropologists, Malinowski's Diary, Margret Mead and Derek Freeman, Robert Redfield and Oscar Lewies.

Unit 3: Ethics

Institutional Review Board, Cultural Relativism, Understanding sensitive populations, Place, and People's Expectation, Modification of Researcher's Upbring and Behaviors.

Unit 4: Practical

Prepare a report underline the following topics:

Plagiarism, How to Cite, and Acknowledgement: issue of stealing others' works, self-plagiarism, self-citations etc.

Suggested Readings:

1. Bernard, H. R., P. J. Pelto, O. Werner, J. Boster, A. K. Romney, A. Johnson, C. R. Ember, and A. Kasakoff. (1986). The Construction of primary data in cultural anthropology. *Current Anthropology* 27, 382-395.
2. Black, S. P. (2017). Anthropological ethics and the communicative affordances of audio-video recorders in ethnographic fieldwork: Transduction as theory. *American Anthropologist*, 119(1), 46–57.
3. Cassell, J. (1980). Ethical principles for conducting fieldwork. *American Anthropologist*, 82(1), 28– 41.
4. Fine, G. A. (1993). Ten lies of ethnography: Moral dilemmas of field research. *Journal of Contemporary Ethnography*, 22(3), 267–294.
5. Freeman, D. (1983). Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth: Response.
6. History and significance of the emic/etic distinction. *Annual Review of Anthropology*, 5, 329–350.
7. Ingold, T. (2008). Anthropology is not ethnography. *Proceedings of the British Academy* 154: 69-92.
8. Kunnath, G. J. (2013). Anthropology's ethical dilemmas. *Current Anthropology*, 54(6), 740–752.
9. Malinowski, B. (1989). *A Diary in the Strict Sense of the Term*. Stanford University Press.

10. Mintz, S. W. (2000). Sows' ears and silver linings. *Current Anthropology*, 41(2), 169–189. Jacobs-Huey, L. (2002). The natives are gazing and talking back: Reviewing the problematics of positionality, voice, and accountability among "native" anthropologists. *American Anthropologist*, 104(3), 791–804.
11. Nathan, R. 2005. "An anthropologist goes undercover," in *Chronicle of HigherEducation*, pp. B11-B13.
12. Paddock, J. (1961). Oscar Lewis's Mexico. *Anthropological Quarterly*, 34(3), 129-149.
13. Schweizer, T. (1998). Epistemology: The nature and validation of anthropological knowledge. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology* (pp. 39-87). Walnut Creek, CA: AltaMira Press. Harris, M. (1976).
14. Thorne, B. (1980). "You still takin' notes?" Fieldwork and problems of informed consent. *Social Problems*, 27(3), 284–297.

Semester -VI: Social Impact Assessment Study

(3 Credit, Theory: 45hrs)

Unit 1: Introduction to Social Impact Assessment (SIA)

Definition and scope and importance of SIA
History and evolution of SIA
Key concepts: social impact, vulnerability, resilience
Introduction to SDGs
Strategic People Management

Unit 2: Methodologies and components of SIA

Screening and scoping
Impact prediction and assessment
Qualitative Research & Statistical Literacy
Data collection and analysis methods
Basic components of SIA- Demographic, socio-cultural, economic, political, health, psychological, and Environmental

Unit 3: Stakeholder Engagement and Entrepreneurship

Fundamental of Marketing and Branding
Communication skill
Understanding society & Government
Fundamentals of Strategy
Building stakeholder relationships
Participatory methods (e.g., focus groups, surveys)
Conflict resolution and negotiation
Social Entrepreneurship

Unit 4: Practical in Assessing Social Impacts

1. Conduct a social impact assessment for a proposed development project in your local community. Identify stakeholders, collect data, and develop mitigation strategies.
2. Conduct an economic impact of a selected disadvantaged group in your local community. Identify the factors responsible for economic impact and suggest strategies for improving the condition.
3. Conduct a socio-cultural study in any cultural heritage of Odisha and submit the draft report for evaluation.

Suggested Readings:

1. Vanclay, F. (2015). Social Impact Assessment: Guidance for Assessment and Management.

2. Interorganizational Committee on Guidelines and Principles for Social Impact Assessment. (1994). Guidelines and Principles for Social Impact Assessment.
3. Becker, H. A., & Vanclay, F. (2003). The International Handbook of Social Impact Assessment.
4. Burdge, R. J., & Vanclay, F. (1996). Social Impact Assessment: A Contribution to the State of the Art.
5. Pretty, J. N. (1995). Participatory Learning for Sustainable Agriculture.
6. Chambers, R. (1997). Whose Reality Counts? Putting the First Last.
7. Estievez, B. M., & Franks, D. M. (2016). Social Impact Assessment of Resource Extraction.
8. HRBA (Human Rights-Based Approach) to Development. (2017). A Guide to Assessing Human Rights Impacts.
9. Barzyk, T. M., & Smith, D. M. (2017). Effective Communication of Social Impact Assessment Results.
10. IAIA (International Association for Impact Assessment). (2016). Communicating Impact Assessment Results.
11. Vanclay, F. (2015). Social Impact Assessment: Guidance for Assessment and Management.
12. Becker, H. A., & Vanclay, F. (2003). The International Handbook of Social Impact Assessment.

SUMMER VOCATIONAL COURSE UNDER NEP – 2020

(Students may choose vocational courses after 2nd Semester opt for exit. Student have to pay additional fees for this as specified by the course provider)

SEM-V: Education in Early Childhood

(4 Credit, Theory: 45hrs, Practical: 30hrs)

Unit 1: Concept, Need, Scope & Objectives of Early Childhood Education. Issues Influencing the Practice of Early Childhood Education. Designing Physical Facility: Building, location, space. Designing preschool and classroom. Indoor and Outdoor spaces

Unit 2: Types of Children's Program – Infant Education, Kindergarten, Montessori, Day Nurseries, Headstart, Balwadi, Child Care Resource Agencies. Assessment of Children- Classroom Assessment, School Attendance, Participation in different Events.

Unit 3: Planning, Implementation & Evaluation of Early Childhood Education Programs. Personnel in Early Childhood Education- Various personnel in Early Childhood Education and their roles and responsibilities. Professionalism, Safety and Security of children. Communicating with the Community

Unit 4: Practical

Prepare a report underline any one of the following topics:

1. Policies and Programs for Early Childhood Education and care.
2. Policy for young children (Constitutional laws, fundamental rights and directive principles) National Policy for Education.
3. Convention of Right of the child. Welfare programs young children (I.C.D.S., mobile crèches, Sarva Shiksha Abhiyan,)

Suggested Readings:

1. Bennett, V., Wood, L. and Rogers, S (1997): "teaching through play" Open university press, Philadelphia.
2. Brewer. J.(3rd ed.) (1992) Introduction to Early Childhood Education-Pre-school through primary grades", Allyn and Bacon
3. Carol, E. C. Jana. (1993). Early childhood curriculum, New York Macmillan
4. Day, B. (1993): Early childhood education, New York Macmillan
5. Grewal, J.S. (1984): Early Childhood Education, Agra National psychological corporation.
6. Kaul, V. (1991): Early Childhood Education program, NCERT, New Delhi
7. Mohanty J. and Mohanty, (1994): Early Child hood Education, Deep and Deep

- Publication: New Delhi
8. Pankajam, A. (1994): “Pre-school Education: Philosophy and Practice”, Indian Publication, Ambala, India.
 9. Singh. (1997): “Pre-School Education” APH Publishing Company, New Delhi
 10. Viruru. (2001): Early Childhood Education” age Publication, California

SUMMER VOCATIONAL COURSE UNDER NEP – 2020

(Students may choose vocational courses after 2nd Semester opt for exit. Student have to pay additional fees for this as specified by the course provider)

SEM-VI: Environmental Conservation *(4 Credit, Theory & Practical: 60hrs)*

Unit 1 Introduction to Environmental Conservation

Definition and scope of environmental conservation
Historical development of conservation thought
Key concepts: sustainability, biodiversity, ecosystem services

Unit 2: Human Impact on the Environment

Population growth and consumption patterns
Climate change and energy issues
Water pollution and management
Land use and deforestation

Unit 3: Biodiversity Conservation

Species extinction and conservation biology
Ecosystem services and habitat restoration
Protected areas and wildlife management

Unit 4: Field-Based Practical Activities:

Tree Planting: Organize a tree planting event in a local park or community garden.
Stream Clean-Up: Conduct a stream clean-up event to remove trash and debris.
Wildlife Survey: Conduct a wildlife survey to monitor local biodiversity.
Soil Testing: Collect soil samples to analyze nutrient content and pH levels.
Recycling Program Implementation: Implement a recycling program in a local community.

Suggested Readings:

1. MEA (Millennium Ecosystem Assessment). (2005). Ecosystems and Human Well-being.
2. Leopold, A. (1949). A Sand County Almanac.
3. IPCC (Intergovernmental Panel on Climate Change). (2020). Climate Change 2020.
4. UN Water. (2020). World Water Development Report.
5. Wilson, E. O. (2003). The Future of Life.
6. CBD (Convention on Biological Diversity). (2010). Strategic Plan for Biodiversity.
7. White, T. D., & Folkens, P. A. (2005). The Human Bone Manual.
8. Ortner, D. J. (2003). Identification of Pathological Conditions in Human Skeletal Remains.
9. Cunningham, W. P., & Cunningham, M. A. (2020). Environmental Science: A Global Concern.
10. Miller, G. T., & Spoolman, S. E. (2020). Living in the Environment.

NB: For certificate and diploma courses the subjects (Core paper will remain same as for the degree course prescribed by HEI.

Community Engagement & Services / Field Work/ Internship

Semester – IV (4 Credits, Contact Hours: 60hrs)

Students have to engage in a **field- based learning** under the guidance of an external entity in **Semester IV**. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learning’s can be supplemented by actual life experiences to generate solutions to real life problems.

