



P.G. Department of Anthropology

As remarked by A. L. Kroeber “Anthropology is the most scientific of the humanities and the most humanistic of the sciences”. Anthropology poises itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce useful generalisations about people and their behaviour to arrive at the fullest possible understanding of human diversity. Anthropologists try to seek answers to an enormous variety of questions about humans. They are interested in discovering when, where and why humans first appeared on the earth; how and why they have changed since then; how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar and different; norms, values, customs, beliefs and practices.

Aims of Master’s Degree Programme in Anthropology

- To help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master’s degree;
- To enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of MA/MSc;
- To maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- To provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

Structure of MA/MSc Course in Anthropology: M.A. / M.Sc. (Anthropology) shall be spread over a period of Two Academic Years consisting of four semesters. The duration of each semester shall not be less than 16 weeks or more than 18 weeks

GENERAL REGULATION

Semester System course under the **Choice Based Credit System (CBCS)** is in effect from the academic year 2013-2014 onwards.

- 1) Course offered and duration of the course: Master of Anthropology (MA / M.Sc.):
Two Years

The entire PG syllabus of Anthropology is spread over in four semesters consisting of 2000 marks of which 88 credits are assigned to the Core Courses and the remaining non credits are value added courses.

Outcome of the Programme

1. Produce highly skilled manpower in Anthropology to place students in different sectors in regional, national and international level.
2. Conduct seminars, workshops, conferences on various areas of tribal society, culture and development.
3. Make collaboration, advocacy, and networking with other universities, research institutions inside and outside the country for the achievement of academic excellence in the field of anthropology and tribal studies.
4. Take up research projects on tribal life, society and culture, NGOs, PSUs, industries for wider application of Anthropological wisdom.

Programme Specific Outcome

1. The M.A./M.Sc programme having specific outcome like will be teaching, research and training for capacity building among students, researchers and others at all level.
2. Understanding the problems of classification, enumeration and reservation issues of tribal people.
3. Understanding indigenous knowledge system of tribal people and its development perspectives.
4. To publish a national level journal in tribal studies.
5. To conduct Bio-social mapping of the tribes of Odisha.
6. To establish a tribal history museum and archives.
7. To create Anthropological website and database.
8. To conduct training programme for capacity building of officials, NGO activists, village leaders, women activists, etc working in tribal areas.
9. To develop plan of action for creation of sustainable livelihood support system for particularly vulnerable tribal communities.
10. To document tangible and intangible cultural heritage including traditional knowledge systems of tribal populations living in and around Odisha.
11. To secure and accept endowments, grant-in-aid, donation or gifts on mutually agreed terms and conditions.
12. To publish occasional papers concerning emerging tribal issues of the State.
13. Conduct studies on social and environmental impact analysis.
14. Conduct studies on ethno archaeology of tribal communities.
15. Providing consultancy on various areas and affairs.

M.A/ M. Sc. ANTHROPOLOGY

SEMESTER-I

Sem . I	Course No.	Paper Name	Credit	Type (Core/ Elective)	Mid Term (Marks)	End term (Marks)	Total (Marks)
	ANTH C101	Social-Cultural Anthropology	4	Core	20	80	100
	ANTH C102	Biological Anthropology: Human Evolution and Variation	4	Core	20	80	100
	ANTH C103	Archaeological Anthropology	4	Core	20	80	100
	ANTH C104	Research Methodology in Anthropology-I	4	Core	20	80	100
	ANTH P105	General Practical- Pre-history, and Biological Anthropology	6	Core	-		100

SEMESTER-II

Sem.I I	Course No.	Paper Name	Credit	Type (Core/ Elective)	Mid Term/ (Marks)	End term (Marks)	Total (Marks)
	ANTH C201	Indian Society and culture	4	Core	20	80	100
	ANTH C202	Biological Anthropology: Human Genetics	4	Core	20	80	100
	ANTH C203	Theories of Society and Culture in Anthropology	4	Core	20	80	100

	ANTH C204	Anthropological thought	4	Core	20	80	100
	ANTH P205	General Practical: Analysis of Census, NFHS and NSS Data and Report Writing	6	Core	-	-	100
	ANTH VAC206	Forensic Anthropology and Criminology	-	Non Credit	-	-	Grade

SEMESTER III

Sem. III	Course No.	Paper Name	Credit	Type (Core/ Elective)	Mid Term/ (Marks)	End term (Marks)	Total (Marks)
	ANTH C301	Ecological Anthropology	4	Core	20	80	100
	ANTH C302	Tribes of India: Their Problems and Development	4	Elective	20	80	100
	ANTH CT303	Research Methodology and statistics	4	CBCT, IDC	20	80	100
	ANTH C304	Anthropology in Management	4	Elective	-	-	100
	ANTH P305	Advanced practical in Community and Organisational Development	6	Core			100
	ANTH VAC306	Principles of Population Studies	-	Non Credit	-	-	Grade

SEMESTER-IV

Sem.	Course No.	Paper Name	Credit	Type (Core/ Elective)	Mid Term/ (Marks)	End term (Marks)	Total (Marks)
IV	ANTH C401	Human Biology	4	Core	20	80	100
	ANTH E402	Linguistic Anthropology	4		20	80	100
	ANTH E403	Prehistory and Proto history of Eastern India and South East Asia	4	Core	20	80	100
	ANTH E404	Theories and Methods In Development Anthropology	4	Core	20	80	100
	ANTH D 405	Dissertation (Project Work)	6	Core			100
	ANTH AC406	Medical Anthropology	-	Non Credit	-	-	Grade
		Each Semester = 22 credits Total Credit (all semesters) =88					Total Marks: 2000

SEMESTER-I**ANTH C101****Social and cultural Anthropology****(Credit:4) Full Marks: 100 (Mid term/ 20+End term 80) COURSE****OBJECTIVE**

The present paper aims to

- 1: Provide an introduction to fundamental areas of inquiry in social anthropology.
- 2: Examine essential aspects of human social life from a cross-cultural perspective.
- 3: Analyze how anthropologists came to analyze human social life in the way they did and how this has changed over time.
- 4: Examine how we can make use of this knowledge to inform the critical analysis of contemporary societies.
- 5: Explore history of the discipline of anthropology, discuss important anthropological texts and examine how anthropologists have sought to understand key features of social life.

Unit-I

Aim and scope of social and cultural anthropology; History and Development; Relationship of Sociocultural anthropology with other social sciences and other Disciplines; Culture; Concept, Definition, Nature of Culture, Characteristics of Culture, Culture Change: Innovation, Invention, Diffusion, Acculturation, Assimilation, Attenuation and Integration.

Unit-II

Marriage and Family: Concept and Definition of Marriage; Types and forms of Marriage: Ways of Acquiring mates; Concept and definition of Family; Types of Family (structure); Types of Family (by residence); Functions of Family; Kinship: Kin and Affine; Kin-group: Unilateral, Bilateral, Agnatic, Uterine, Patrilineal, Matrilineal; Kin Term: Classificatory, Descriptive; Descent: Unilateral, Bilateral, Double Descent; Filiations; Fictitious Kin; Kinship Behavior: Avoidance, Joking, Teknonymy; Incest; Kinship System; Lineal relatives, Collateral Relatives; Types of Kin: Consanguineal, Affinal, Ambilineal; Alliance Theory.

Unit-III

Religion: Concept, Theory on origin of Primitive Religion: Animism, Types and Functions of Magic; Magic, science and Religion. Political Organization: Concept; Band; Stateless Society; Segmentary Society; Primitive Customary Law; Crime and Deviation; Social Control: Forms and Agencies; Social Sanction: Negative and Positive; Wergild; Oaths and Ordeals; Supernatural Punishment.

Unit-IV

Economic Organization: Concept of Production, Consumption, Exchange and Distribution; Primitive Economy, Peasant Economy; Reciprocity and Redistribution; Usufruct Rights; Barter; Subsistence Economy; Market Economy; trade and Market Exchange; Division of Labour; Exchange of Labour Technology; Foraging, Nomadism, Pastoralism, Transhumance,

Horticulture, Swiddenor Shifting Cultivation, Terrace Cultivation; Dry and Wet Cultivation; Mixed Farming; Ceremonial Exchange: Kula Ring and Potlatch.

COURSE LEARNING OUTCOME

After completion of the course, student will able to

- 1: Demonstrate the knowledge on different concept and domains of social anthropology.
- 2: Analyze the development of different theories in anthropology in brief.
- 3: Identify different concepts frequently used in social anthropology.
- 4: Articulate broad scopes of anthropology in everyday life of human being.
- 5: Discuss the development of anthropology in contemporary contexts.

Recommended books:

1. Beals, R. L. et al, 1977. An Introduction to Anthropology, New York: Macmillan Publishing.
2. Beattie, John. 1968. Other Cultures: Aims, Methods and Achievements in Social Anthropology. Free Press.
3. Davis, Kingsley. 1949. Human Society. New York: Macmillan Co.
4. Ember, C. R., Melvin Ember, Peter, N. Peregrine. 2007. Anthropology. Pearson Education, Inc.
5. Firth Raymond. 1939. Primitive Polynesian Economy, The Norton Library: London. 11. Barnard, Alan. 2000. History and Theory in Anthropology. Cambridge, U.K: Cambridge University Press.
6. Firth, Raymond. 1961. Elements of Social Organization, London: Watts.
7. Forde, D. 1954. Habitat, Economy and Society: A Geographical Introduction to Ethnology, London: Methuen.
8. Herskovits, M. J. 1969. Cultural Anthropology. New Delhi: IBH Publishing Company.
9. Ingold, Tim. 1994. Companion Encyclopedia of Anthropology. Routledge.
10. Joshi, S. L. and P. C. Jain. 2009. Social Anthropology. Jaipur: Rawat Publication.
11. K. M. Kapadia. 1958. Marriage and Family in India, Oxford University Press
12. Mair, Lucy. 1985. An Introduction to Social Anthropology, Greenwood Press
13. Majumdar, D. N. and Madan, T. N. 1956. An Introduction to Social Anthropology, New York and Bombay: Asia Publishing House.
14. Metcalf, Peter. 2005. Anthropology: the Basics. Abingdon [England]: Routledge.
15. Nadel, S. F. 1951. The Foundations of Social Anthropology. Glencoe, Ill: Free Press.
16. Pritchard, Evans. 1951. Social Anthropology, London: Cohen and West.

ANTH C102
Biological Anthropology: Human Evolution and
Variation (Credit :4) Full Marks: 100 (Mid term
20+End term 80)

COURSE OBJECTIVE

- 1: Brief outline on the fundamentals of biological anthropology with special emphasis on paradigm shift in the Biological Anthropology
- 2: This course also focuses on Evolution and Human Diversity and Genetic Variation.

Unit-I

Aim and scope of Biological Anthropology, Historical development; Emerging trends in Biological Anthropology, Application of Biological Anthropology in the service of the Nation.

Theories of organic evolution: Lamarckism, Darwinism, Synthetic theory; Origins of Man: Multiregional vs. Out of Africa evolution model.

Unit-II

Living Primate: Distribution characteristics and classification of order primate; Primate Evolution: Primate Evolution with special reference to skull, jaw, limbs, dentition and brain; earliest primates of Oligocene, Miocene and Pliocene: Aegyptopithecus, Propithecus, Dryopithecus and Proconsul; Erect posture and Bi-pedalism

Unit-III

Stages of human evolution : Processes of hominization and emergence of hominids; Characteristic features and cultural evidence of (a)Early hominids ,Ramapithecus, Australopithecine, Homo habilis;(b) Later hominids: Homo erectus (Asia, Europe and Africa),Homo-sapienneanderthalensis (Classic/Conservative) ,Homo-sapiens (Cro-Magnon, Chancelade, Grimaldi, Offnet).

Unit-IV

Living Human Population and Human Diversity: Concept of Race, Criteria for Racial Classifications: Metric, Non-metric, Dermatoglyphics and Genetic;

Distribution and Characteristics of Major races of the world:Caucasoid; Negroid; Mongoloid; Racial classification of Indian population (Risley's, Guha's/sarkar's).

Genetic Variation: ABO blood group, Rh factor , MN blood group, Kel and Duffy blood group, ABH

Secretor factor; Abnormal Haemoglobin :Sickle cell anaemia, Thalassemia;G6PD deficiency, Distribution of selected genetic traits in Indian populations

COURSE LEARNING OUTCOMES

- 1: The students will understand the Aim and Scope of Biological Anthropology.
- 2: They will learn the history and development of Biological Anthropology and its relation with other disciplines.
- 3: This course will enhance their knowledge on primate evolution and human evolution

4: They will understand human diversity and learn the concept of race, criteria for racial classification and also genetic variation

Recommended books:

1. Baura S- Human Genetics - An Anthropological Perspectives
2. Bowler, P. J- Theories of Human Evolution
3. Boyd, W.C- Genetics and Races of Man Buettner Janusch J- The Origins of Man
4. Darwin, C- Origin of Species
5. Das B.M - Outlines of Physical Anthropology
6. Hooton, E.A- Up from the Ape
7. Lasker, G- Physical Anthropology
- 9..Majumdar D.N- Races and Cultural of India
10. Sarkar A- Human Genetics Vol-I & II
11. Sarkar R.M - Fundamental of Physical Anthropology
12. Sarkar S.S- The Aboriginal Races of India ATS-405

ANTH C103

**Archaeological Anthropology and Museology
(Credi :4) Full Marks: 100 (Mid term 20+End term 80)**

COURSE OBJECTIVES

The present paper aims to

- 1: Give insight into the basics of Archaeology and its scope, sub branches and relationship with other subjects
- 2: Provide knowledge about cultural chronology and technological development of Europe
- 3: Give description of technological development of prehistoric man of India
- 4: Analyze the new trends in world prehistory

Unit-I

Archaeological Anthropology: Definition and scope, History and Development, Relationship of Archaeological Anthropology (Prehistoric Archaeology) with other major branches of Anthropology and Natural and Biological sciences. Emerging fields of Archaeological Anthropology.

Unit-II

Geological time scale: Features of the Pleistocene epoch; Climatic features of Glacial and Interglacial periods of Europe and India. Relative dating and Absolute dating Concept of three age system and subsequent in stone cultural chronology. Prehistoric tool types and techniques of different stone age-cultures,

Unit-III

Characteristic features of Paleolithic, Mesolithic and Neolithic cultures of Europe, Cave art and Home art. Stone Age cultures of India: Paleolithic, Mesolithic and Neolithic cultures, Chalcolithic (Indus valley civilization) and Iron Age cultures in India. Archaeological remains of Mayurbhanj.

Unit-IV

Museology: Meaning and scope; History and development of museums in World. Types of Museums. Role of museums in the study of Man and his works; Modes and ways of acquisition and preservation of museum specimens; Principle of display and arrangement in museum.

COURSE LEARNING OUTCOMES

After completion of the course, student will be able to

- 1: Understand the basic concept of Archaeology
- 2: Interpret the technological development of prehistoric man of Europe chronologically
- 3: Interpret the technological development of prehistoric man of India chronologically
- 4: Analyze technological development of prehistoric man of European and Indian
- 5: Reconstruct the recent trends in world prehistory, European prehistory and Indian prehistory

Recommended books:

1. Agrawal, D.P. 1969. *The Copper and Bronze Age in India*. Delhi; MunshiramManoharlal.
2. Agrawal, D.P. 1984. *Archaeology of India*. New Delhi; Select Book Service Syndicate.
3. Agrawal, Usha. 2013. *Museums of India*. New Delhi; INTACH & Aryan Books Internationals.
4. Allchin, Bridget and Raymond Allchin. 1968. *The Birth of Indian Civilization*. Middlesex (England); Penguin Books Ltd., Harmondsworth.
5. Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialized Museums in India*. Bhopal: Indira Gandhi RastriyaManavSangrahalaya and New Delhi: Serials Publications.
6. Bhattacharya, D.K. 1990. *Prehistoric Archaeology (A Comparative Study of Human Succession)*. Delhi; Hisdustan Publishing Centre.
7. Burcaw, G. Ellis. 1997. *Introduction to Museum Work*. Walnut Creek: Altamira Press.
8. Burkitt, M.C. 1955. *The Old Stone Age Tools* (3rd edition). Cambridge.
9. Chakrabarti, Mahua. 2016. *Museums of India*. New Delhi: National Book Trust.
10. Dani, A.H. 1960 *Prehistory and Protohistory of Eastern India*. Calcutta; Firma K.L. Mukhopadhyaya.
11. Ghoshmaulik, S.K. and K.K. Basa. 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar; Academic Staff College, Utkal University.
12. Rami Reddy, V. 1989. *Palaeolithic and Mesolithic Cultures*. New Delhi; Mittal Publications.
13. Reddy, V. Rami 1987. *Elements of Prehistory*. New Delhi; Mittal Publications
14. Sankalia, H.D. 1964. *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poona; Deccan College Post Graduation and Research Institute.
15. YashodharMathpal, 1984, *Prehistoric Rock Paintings of Bhimbetka, Central India*. New Delhi; Abhinav Publications.

ANTH C104
Research methodology in Anthropology
(Credit :4) Full Marks: 100 (Mid term20+End term 80)

COURSE OBJECTIVES

The present paper aims to

- 1: Know the beginning and growth of fieldwork tradition in anthropology.
- 2: Understand major fieldwork traditions and its important characteristics in anthropological research.
- 3: Comprehend the basic anthropological research approach.
- 4 Figure out the different tools, techniques and steps involved in a good research work.
- 5: Familiar with presentation and summarization of data.
- 6: Follow the ethical tradition in anthropological research.

Unit-I

Fieldwork and Fieldwork Traditions in Anthropology; Cross-Cultural Perspectives in Anthropology;
 Synchronic and Diachronic Approaches in Anthropology; Holistic, Emic and Etic Approaches and Ethno scientific method in Anthropology; Methods and techniques of study in biological and archaeological anthropology.

Unit-II

Concept, Hypothesis: Meaning and definition, Types, Sources, Features and Functions; and Logic of testing Hypothesis; Theory and Empiricism in Social Anthropological Research; Model Building in Anthropology.

Unit-III

Types of Research Design; Exploratory, Descriptive, Experimental and Evaluative studies; Methods of Comparison in Anthropology: Illustrative Comparison, Complete Universe Comparison, Hologeistic Comparison by Statistical Sampling; controlled Comparison in Social Anthropology.

Unit-IV

Restudy in Anthropology; Monitoring and Evaluation; PRA and RRA Techniques.

COURSE LEARNING OUTCOMES

After completion of the course, student will able to

- 1: Understand the concepts of research approaches and formulation of research problem.
- 2: Design a research project that uses ethnographic research methods appropriate to the specific field site and community of study.
- 3: Demonstrate a critical understanding ofethical considerations regarding research with people (“human subjects”) and the importance of acknowledging and reflecting upon power relations within research contexts.
- 4: Demonstrate about various types of sampling, sampling error and graphical and tabular presentation of data.

Recommended books:

1. Baetlkett F.C - Cstudy of Society Ghosh B.N- Lecture on Scientific Method Goode &Hatt- Methods in Social Research Junker B- Fieldwork
2. Merton R.K- Social Theory & Social Structure
3. Moser C.A- Survey Method in Social investigation
4. Nadal S.F- Foundation of Social Anthropology
5. Pelto P.J- Anthropological Research : The Structure of Enquiry
6. Young P.V- Scientific Social Survey and Research

ANTH P105
GENERALPRACTICAL
General Practical (Pre-history and Biology)
(Credit :06) Full marks- 100

This paper is fully based on field visit and practical with laboratory. After familiarity with this paper automatically enhances the skill and employability opportunities.

Pre-History

The student s are required to identify, draw and perform metric analysis of lithic artifacts belonging to different cultural periods. They are to describe the nature (core/flake) of tool, technique of making (flaking types, grinding, polishing etc.) rolling, weathering effect patina, condition of working edges etc.

Archaeological site visit (Project work)

The archaeological site visit of the any places of Odisha is to be conducted for one day visit of the 1st semester student. Maintaining proper project record is compulsory. The General Practical shall include the following Components with distribution of marks indicates against each sections.

1.	Pre-history,	15
2.	Archaeological site visit (Project work)	25
5.	Practical Record	5
6.	Viva-voce	5
	Total Marks	50

Pre-History

The student s are required to identify, draw and perform metric analysis of lithic artefacts belonging to different cultural periods. They are to describe the nature (core/flake) of tool, technique of making (flaking types, grinding, polishing etc.) rolling, weathering effect

patina, condition of working edges etc. Each students has to study :- (Maintaining proper laboratory record is compulsory)

Palaeolithic tool-05 numbers

Mesolithic tool - 05 numbers

Neolithic tool -05 numbers

Archaeological site visit (Project work)

The archaeological site visit of the any places of Odisha is to be conducted for one day visit of the 1st semester student. Maintaining proper project record is compulsory.

2 - Biological Anthropology - Full Marks: 50

From the practical component they will learn about how to measure and study various parts of the human body. After learning the practical based tools and techniques leads to the skill enhancement and employability of the student.

The general practical shall include the following components Osteology & Craniometry:

Each student has to identify and draw with level ling 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) Vertebrae.

The students are to be familiar with different landmarks of the skull and mandible, instruments and methods of taking measurement. The students are to perform the following serological and bio-chemical test of each experiment such as aim of the experiment, apparatus required, chemicals needed, procedure, precaution and results of the experiment.

The general practical shall include the following components with distributions of marks indicated against each selection

Osteology & Craniometry	15
Nutritional Anthropology	10
Serological, Hematological and physiological	15
Practical	
Record	5
Viva-Voce	5

Osteology & Craniometry:

Each student has to identify and draw with leveling 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) Vertebrae.

Each student has to 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.

Maximum Cranial Length, Nasion -inion Length, Cranial Height, Max Cranial Breadth Nasion -

Prosthion Height, Bizygomatic Breadth, Minimum Frontal Breadth, Nasal Length Nasal Breadth, Glabella Inion Length, Palatal Breadth, Palatal Length, Breadth of Ramus, Length of Ramus, Angle of Mandible, Facial Angle.

Each student has to draw Sagittal contour of 2 cranial in F.H. Plane and construct: Facial Profile Angle ii) Quadrangle of Skull

Nutritional Anthropology : The students are to be taught on the following aspects of Nutritional Anthropology.

Determination of nutritional status:

Each student is to record dietary intake of household members belonging to three households and calculate intake of different nutrients consumed.

Nutritional Anthropometry (for assessment of grades of Malnutrition)

(i) Wt for age (ii) Ht for age (iii) Wt/Ht (iv) Mid Arm Circumference

Calculation of Body Mass Index measurement of sub-cutaneous fat.: Tricep. Bicep. Sub-scapula Serological, Haematological and physiological test:

The students are to perform the following serological and bio-chemical test on five persons and record the results. They are to be familiar with details of each experiment such as aim of the experiment, apparatus required, chemicals needed, procedure, precaution and results of the experiment.

1. ABO & Rh Blood Group Typing
2. Sick-cell Test
3. Haemoglobin Estimation (Sahalis Method)
4. Demonstration of Blood Smear Technique, Malaria Parasite Detection, Total RBC/WBC count, ESR, Haemocrits.
5. Blood Pressure & Blood Sugar Estimation.
6. Colourblindness Test.

Book Recommendation

1. Ghosh Maulik SK & Rath B.- Practical Application in Forensic and Physical Anthropology
2. Singh I.P & Bhasin M- Anthropometry ICMR Report - Nutritive value in India Food Weiner L- Human Biology

SEMESTER-II**ANTH C201****Indian society and culture****(Credit :4) Full Marks: 100 (Mid term 20+End term 80)****COURSE OBJECTIVES:**

1: In this paper students will be acquainted with basic concepts of Indian society and culture; approaches to the study of Indian civilization; village India and caste system; social change in Indian society.

2: Highlight the contributions of western and Indian anthropologists to understand Indian society.

Unit-I

Approaches to the study of Indian society and culture: Indological, Anthropological and Historical; contribution to the study of Indian Civilization: McKim Marriott, Milton Singer, G.S. Ghurye, N.K. Bose, D.N. Majumdar, Verrier Elwin, M.N. Srinivas, S.C. Dubey, L.P. Vidyarthi

Unit-II India's Population and its Distribution; Linguistic and cultural Divisions; Unity in diversity in Indian society; Social Structure; Caste: definition and criteria; Caste in Modern India; Changing Dimensions of Caste; Dominant caste; Caste mobility.

Unit-III

Village Communities Their types, Integration and Extension; Village Study in India; Jajmani System, Peasant Society and Culture. Urban Communities: Structure and Types; Cultural Role and functions of Cities; Folk- Urban and Tribe-Caste Contrast and Continuum.

Unit-IV

Little Tradition and Great tradition; Universalization and Parochialization; Social and Cultural Change in Modern India - Sanskritization, Westernization, Urbanization and Industrialization, Modernization, Peasantization, Retribalization.

COURSE LEARNING OUTCOMES

1: Students will learn about Indian society on the basis of some key concepts developed by various anthropologists and social scientists.

2: They will also learn about the contributions of some western anthropologists to the understanding of Indian society and culture.

3: From the practical component they will learn about diversities in Indian society on the basis of racial, linguistic and cultural traits.

Recommended books:

1. Bailey F.G- Tribe Caste and Nation Bailey F.G- Caste and Economic Condition
Bose N.K- Culture and Society in India Desai A.R- Rural Sociology in India Dube S.C- Indian Changing Villages

2. Foster G.M- Traditional Culture and Impact of Technological Changes Hutton J.H- Caste in India
3. Karve I- Hindu Society
4. Kluckhohn C- Mirror of India
5. Mair Lucy- Tribal Development - Myth and Reality
6. Mahapatra L.K- Village India
7. Marriott McKim- India and Ceylon : Unity and Diversity Singh Y- Modernisation of Indian Tradition Vidyapitha L.P- Studies in Applied Anthropology

ANTH C202

Biological Anthropology: Human Genetics

(Credit :4) Full Marks: 100 (Mid term 20+End term 80)

COURSE OBJECTIVE

- 1: The goal of the course is to teach human genetics and its scope and development.
- 2: To understand population genetics, human cytogenetics and human molecular genetics CO-3: This course also emphasizes on different applications of human genetics.

Unit-I Human Genetic: scope and development; Mendel's Law of Inheritance and its application to Man patterns of inheritance of autosomal (dominant recessive and co-dominant) and sex-linked traits, Lethal and sub-lethal genes; modifying genes; suppressor genes.

Unit-II

Method; Linkage and Crossing over; polygenic Inheritance in Man. Cell: Structure and Function; Cell division. Population Genetic: Hardy-Weinberg Law and its application, Genetic Polymorphism: Balance and Transient; Natural Selection; Consanguinity and Inbreeding coefficient, Genetic Drift.

Unit-III

Human Cytogenetics: Chromosomal Karyotypes, Banding Techniques, Sex-determination Chromosomal aberration: Numerical and Structural. Human Molecular Genetics: Structure and function of DNA, RNA, Replication of DNA, Recombinant DNA and Techniques of DNA assay: PCR, RFLP, Southern blotting DNA Sequencing.

Unit-IV

Application of Molecular Techniques in Biological Anthropology; Genome Diversity of Indian populations; Application areas of Human genetics: Pre-natal diagnosis and genetics counselling; paternity determination; DNA fingerprinting: meaning and application.

COURSE LEARNING OUTCOME

- 1: The students will learn the principles of human genetics
- 2: They will understand the inheritance pattern, population genetics and also human molecular genetics

3: They will also be enriched with application of Molecular Techniques in Biological Anthropology

Recommended books:

1. Baura S- Human Genetics - An Anthropological Perspectives
2. Bowler, P. J- Theories of Human Evolution
3. Boyd, W.C- Genetics and Races of Man
4. BuettnerJanusch J- The Origins of Man
5. Sarakr A.- Human Genetics Vol-I &II
6. Stern C- Principles of Human Genetics
7. Shukla B.R.K &Rostogi S- Physical Anthropology & Human Genetics Gupta P.K- Genetics

ANTH C 203

**Theories of society and culture in Anthropology
(Credit :4) Full Marks: 100 (Mid term20+End term 80)**

COURSE OBJECTIVE

- 1: To enhance the knowledge of students on thoughts and theories of great anthropologists and social scientists about the evolution and progress of human society and culture around the world.
- 2: Train student to critically understand the society around us.
- 3: Expose student about the science of interpretation of the society.

Unit-I

Early Theories on the study of culture: Classical and Neo-Evolutionism.

Unit-II

Diffusionism: British, Austro-German and American; Functional Approaches to the study of culture (Malinowski). Anthropological theories on the study of society: Structure-Functionalism (RedcliffeBrown),

Unit-III

Neo-Functionalism; Leach Gluckman, Nadel and Firth; Structuralism and Neo-Structuralism: LeviStraus; Althusser; Marxism in anthropology. Configuration Approach to the study of culture (Nadel); Culturological approach to the study of culture (Leslie White);

Unit-IV

Historical Particularism(Boas). Symbolic and Interpretive Anthropology: Victor Turner, Schneider and Clifford Geertz; Post-modern Anthropology.

COURSE LEARNING OUTCOME

- 1: The students will learn about the classical theories of culture like evolutionism, diffusionism.
- 2: They will learn about historical particularism and neo-evolutionism.

3: They will also learn about functionalism, structuralism and other more recent theories.
 4: From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc. so that they can connect the cultural theories with everyday life.

Recommended books:

1. Behura N.K- Anthropological Thought and Theory
2. Bidney D. - Theoretical Anthropology
3. Child V Gordin- Social Evolution
4. Harrish M- The Rise of Anthropological Theory
5. Honnigman J.J- A Hand book of Cultural Anthropology
6. Kroeber A.L- Anthropology Today
7. Kroeber A.L - Anthropologist look at History
8. Leach E.R - Structural Anthropology
9. Levi Strauss C- Structural Anthropology
10. Merton R.K- Social Theory and Social Structure
11. Radcliffe -Brown A.R- Structure and Function in Primitive Society 12.Radcliffe - Brown A.R- Methods in Social Anthropology
13. Tylor E.B- Primitve Culture.

ANTH C204

ANTHROPOLOGICAL THOUGHT

(Credit :4) Full Marks: 100 (Mid term20+End term 80)

COURSE OBJECTIVE

- 1: To provide basic concepts and knowledge about thinkers and theoretical debates in Anthropology.
- 2:The students will learn about the emergence of anthropology as an empirical discipline and the theoretical debates in the discipline

Unit –I

Emergence of Anthropology as an Empirical Discipline; Anthropology as a Social Science;
 Natural Science and Natural History in Anthropology; Scientific and Historical Methods in Anthropology
 Man's Place in Nature; Biological Versus Cultural Evolution: Nature versus Nature; Primate Kin and Human Kinship; Anthropology and the Concept of Race

Unit- II

Co-operation and conflict in Social Evolution: Social Darwinism and Marxism; Unilinear, Multilinear and Differential Evolution; Energy and Evolution; Evolutionism and Diffusionism; Functional, Structural and Neo-Structural approaches in

Anthropology, Post-Structuralism and Post Modernism

Unit-III

Language, Thought and Culture; Culture Dynamics: Language as a System, SocioLinguistics, Language and Social Structure
Substantive and Formalistic Approaches; Ecological factors influencing population growth and regulation, Population growth and Environmental degradation

Unit-IV

Individual, Culture and Society; Personality and Culture; Personality and Social Structure;
Configuration of Culture; Methods in Culture and Personality Research

LEARNING OUTCOMES

The learning outcomes of this paper are:

CLO 1: The students will learn about the emergence of anthropology as an empirical discipline and the theatrical debates in the discipline.

CLO 2: The students will learn about the important classical theories of anthropology.

CLO 3: They will learn about theories of language and culture.

CLO 4: The students will learn about the theories of personality and culture.

Suggested Readings / Books Recommended:

1. Montagu. M.F. Ashley, 1957, *Anthropology and Human Nature*, Boston
2. Manners, Robert A. and Kaplan David, 1969, *Theory in Anthropology*, London: Routledge and Kegan Paul
3. M.F.AshleyMantagu, 1974, *Frontiers of Anthropology*
4. W. La. Barre The Human Animal
5. N.A. Chagam&W.Irons (eds)*Evolutionary Biology and Human Social Behaviour*

5. C. Darwin The Descent of Man
6. E.E.Evans, Pritchard, 1951, *Social Anthropology*, Glencoe
7. R.Fox Biosocial Anthropology
8. A.C. Haddon Theoretical Anthropology
9. L. Hodder Reading the Past
10. Frederick S. Hulse Man and Nature: Studies in the Evolution of Human Species
11. C. Kramer Ethno-archaeology
12. Annemarie de Wail, Malefjt *Images of Man*
13. Malthus, Hxley Osborn *The Essays on Production*
14. T.K. Penninman One Hundred Years of Anthropology
15. T.S. Slotkin Readings in Early Anthropology
16. G.W. Stocking(Jr.) Race, Culture and Evolution
17. F.W. Voget History of Ethnology
18. R.A.Watson& P.J. Watson Man and Nature: An Anthropological Essay in Human Ecology
19. J.Wilson Social Biology

**ANTH P205
GENERAL PRACTICAL
Credit-6**

**PRACTICAL: ANALYSIS OF CENSUS, NFHS AND NSS DATA AND REPORT
WRITING**

Practical: Analysis of Census, NFHS and NSS Data and Report Writing: 100

A student will collect and compile demographic data from different secondary sources on any given topic by the concerned teacher and a project report will be submitted for its evaluation.

1. Make a Schedule on Health and Demography.
2. Calculation of Infant Sex ratio, Fertility rate, Total fertility rate, Mortality rate, Birth rate, crude birth rate, crude death rate, Mortality rate, life expectancy, immigration rate, population growth rate.
3. Identification and Characteristics of Various diseases.
4. Case Studies of Traditional and Modern healers.
5. The students will visit a NGO or corporate office or census office in Odisha and its adjoining areas and write principal observations on the same.
6. Write a project on the demographic profile from secondary data.
7. Collect data on bio-social problem and design counseling and give the analysis and interpretation.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn how to make a demographic/health schedule.
2. They will also learn about demographic data analysis.
3. They will also learn about how to use qualitative technique in demographic and health studies.
4. The students will also learn about report writing from secondary sources.

Suggested Readings / Books Recommended:

1. Bhende A. and Kaniikar, T. (2006) *Principles of Population Studies*. Himalaya Publishing House. Mumbai (All Units, It covers most topics)
2. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
3. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
4. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) *Population Ecology and Family Planning*. Serials publications. New Delhi.
5. Howell N. (1986) Demographic Anthropology. *Ann. Rev. Anthropol.* 15: 219-246
6. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245.*

7. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology. VDMVerlag Dr. Muller Gmbh and Co., Germany.
8. Misra BD (1982). *An introduction to the study of population. South Asia publ. ltd. New Delhi.*
9. National Population Policy <http://populationcommission.nic.in/npp.htm>
10. Park K. (2000) *Text book of Preventive and Social Medicine.* BanarsidasBhanot, Jabalpur.
11. Patra P.K. and Kapoor, A.K. (2009) *Demography And Development Dynamics in a Primitive Tribe of Himalayas.* International Book Distributors, Dehradun
12. Riley N.E. and McCarthy, J. (2003) *Demography in the Age of the Postmodern.* Cambridge University press. UK. Pages 1-13 and 32-98
13. Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. *Social Change* 9: 13-17.
14. Srivastava O.S. (1996) *Demographic and Population Studies.* Vikas Publishing House, India
15. Zubrow E.B.W. (1976) *Demographic anthropology. Quantitative approaches.* University of New Mexico Press, Albuquerque.
16. <http://human-nature.com/dm/chap3.html>
17. <http://biography.yourdictionary.com/john-graunt>
18. <http://www.marathon.uwc.edu/geography/demotrans/demtran.htm>

ANTH VAC206
FORENSIC ANTHROPOLOGY AND CRIMINOLOGY
Non Credit

Unit-I

Definition, Scope and methods of Forensic Anthropology.

Criminology: Concept and meaning. Theories of crime, types and definitions of crime, causes and correlates of crime. Anthropological criminology.

Unit-II

Basics of Human Osteology and Odontology

Study of Skeletal Material: Human and animal remains. The study of bone fragments. Attributes of sex, estimation of age and reconstruction of stature from the skeletal remains and their medico-legal implication.

Forensic Odontology: tooth structure and growth, estimation of age in young and adult. Population difference in size and morphology. Bite marks. Individualization of tooth pulp.

Unit-III

Establishment of partial and complete identity of skeletal material and dead bodies morphometric techniques.

Personal identification of living persons: Identification through somatometric and somatoscopic observations, nails, occupation marks, scars, tattoo marks and deformities; handwriting and mannerism.

Finger prints: Identification of living and dead through partial and complete prints. Classification of fingerprints for criminal record purposes. Chance Prints. Various methods of latent print development. Sole prints.

Unit-IV

Forensic Haemogenetics: Pattern of blood splashes. Identification of blood stains and determination of species of origin. Individualization of blood stains: Determination of blood group, sex, age and racial origin from dried bloodstains. Identification and individualization of body fluids like semen, saliva and urine.

DNA profiling and individualization.

Disputed parentage: role of Anthropological traits in solving such cases.

Forensic Anthropologist's as an expert witness under section 45 of the Indian Evidence Act. Ethical responsibilities in Forensic Science.

SEMESTER-III

ANTH C301

ECOLOGICAL ANTHROPOLOGY

(Credit :4) Full Marks: 100 (Mid term20+End term 80)

COURSE OBJECTIVES

- 1:To provide basic concepts and skills in Ecological Anthropology.
- 2:The students will learn about the cultural determinants of environment, various components of ecology and human bio cultural adaptation.
- 3: The students will also learn about environmentally sustainable development as well as environment policy in India.

Unit-I

Ecological Anthropology: Definition and Scope; History and Development of Ecological

Anthropology; Current approaches and Perspectives in Ecological Anthropology : Cultural Ecology, Population Ecology, Systems Ecology, Ethno Ecology, Palaeo Ecology, Social Ecology and Ecology and Evolution, political ecology, Historical ecology, Landscape ecology.

Unit-II

Ecology and Ecosystem: Definition of Ecology; Ecosystem: Concept, meaning, types and components; Adaptation and Evolution : Bio-Cultural Adaptation

of Man to Heat, Cold and High Altitude; Eco-niche; Energetic and Human Society: Sources of Energy, Nutritional Value of Foods, Food Chain and Web, Flow of Energy. Concept of Carrying Capacity; Ecological Equilibrium, Ecological Factors influencing Population Growth and Regulation, Population Growth and Environmental Degradation

Unit-III

Culture Environment Relationship; Environmental Determinism and Environmental Possibilism, Concept of Culture Core and Cultural Area, Cultural Ecology and Concept of Ecosystem; Culture as a Master Variable; Ecological Ethnography of Hunter-Gatherers, Nomads and pastoral, agricultural Communities; Application of Ecosystem in Anthropology

Unit-IV

Concept of Ecologically/Environmentally Sustainable Development and Common property Resources; Environmentalism: Environmental Movements, ; Effects of Development Projects and Processes on Environment. Indigenous Environmental Knowledge Systems and Development. Environmental Policy in India; Conservation Strategies: JFM and MFP

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the conceptual aspects of ecological anthropology and adaptation.
2. They will learn about various components of ecology and human Bio-Cultural adaptation.
3. They will also learn about how human body adapts to various ecological conditions.
4. The students will also learn about environmentally sustainable development as well as environment policy in India.

Suggested Readings / Books Recommended:

1. Bennet, J.W. The Ecological Transition
2. Bhss, L.C, Heal, Tundra Ecosystem
3. Bresser O.W. Moore,J. Human Ecology
4. Butzer, Karl Archaeology as Human Ecology
5. Chapple,D.(ed) Biological Foundation of Individuality and Culture
6. Brock,T.H. Primate Ecology
7. Eckstein Food, People and Nutrition
8. Eckstein, P.R. & Ehrlick, Avne, Holdren, J.P. Human Ecology

9. Greenwood & Edwards Human Environments & Natural Systems
10. O. Hardesty, D Ecological Anthropology
11. J. Owen Jones, and Paul Rogers Human Ecology and the Development of Settlements Jorgenson, J.G. Biology and Culture in Modern Perspective
12. Kafman, PB./J.D. Lacroix Plant, People, Environment
13. Krebs, C.J. Ecology(Latest edition)
14. Mortwitz, H.J. Foundations of Bio-energetics
15. Odum, O.P. Ecology
16. Odum, E.P. Fundamentals of Ecology
17. Solomon Katz(ed) Biological anthropology(Scientific American)
18. Sussman,R.W Primate Ecology Watts Johnston &Lasker Bio-social Interrelation in Population Adaptation
19. Yadab, C.S. Contemporary City Ecology
20. Weiner, J. Harisson, G.A, Barricndt, Tanner,J.M.,Human Biology

ANTH C302

TRIBES OF INDIA: THEIR PROBLEMS AND DEVELOPMENT

(Credit :4) Full Marks: 100 (Mid term20+End term 80)

COURSE OBJECTIVES

- 1:To provide basic knowledge about the Indigenous communities in India.
- 2: To study their problems and development perspectives.

Unit-I

Evolution , nature and scope of tribal Studies in India, Conceptualizing Scheduled Tribe, Social Organization, Economic Organization, Political and Religious Organization, and Language among the Tribes. Folklore, Art and Crafts, Gender and Class Stratification of the Indian Tribal Society;

Unit-II

Concept of Difference and Inequality, Tribal Self Image and Identity; Patterns of Inter Tribal Relations; the World View of Indian Tribes; Tribe-Caste Contrast Versus Continue, Ethnic Relation, Conflict and Change.

Unit-III

Tribal Problems in India and their remedial measures, Barriers and Stimulants to Tribal Development; Tribal Administrations: 5th and 6th Schedules, Scheduled Area and Tribal Area. Constitutional Provisions and Safeguards for the Scheduled Tribes, Role of NGOs, Government and Anthropologist in Tribal Development

Unit-IV

Overview of Tribes of East India, South India, Central India, North and North East Regions of India, Western India and Andaman and Nicobar Regions

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the scope of tribal studies in India.
2. They will also learn about the concept of differences and inequality among the tribes in India.
3. They will also learn about the tribal problems in Indian and their remedial measures taken by different agencies.
4. The students will also learn about the distribution of tribal communities in India.

Suggested Readings / Books Recommended:

1. Mathur, Hari Mohan (Ed.) Anthropology in Development Process
2. Foster, G.M Traditional culture and impact of technological Change
3. Singh. K.S. Tribal Situation in India
4. Upadhyay, V.S. Tribal development in India: A critical Appraisal
and Pandey, Gaya
5. Bhandari, J.S. & Channa, S, M.(Ed.) Tribes and Government policies
6. Pati, R.N. & Dash, J (Ed.) Tribes and Indigenous People of India: Problems and
Prospects.
7. Cochrane, Glyn Development Anthropology
8. Schumacher, E.F. Small is Beautiful.
9. Vidyarthi, L.P. Applied Anthropology in India
10. Sharma, B.D. Planning for Tribal development 11.Dube, S.C.
Tribal Heritage of India

COURSE LEARNING OUTCOME

- 1: The students will learn about basic concepts on tribe and their distribution in India,
- 2: Students will able to know about emerging problems tribal people are facing; and the constitutional and other policy remedies for their welfare and development.

ANTH C303**RESEARCH METHODOLOGY AND STATISTICS**

(Credit :4) Full Marks: 100 (Mid term 20+End term 80)

COURSE OBJECTIVES

- 1: This module will make the student out about the advanced research methods used in social research.
- 2: Student will be trained in basic statistics and advanced statistics.

3: Student will be train about the scaling and measurements used in the social research.

4: Overall the paper will enhance the skill of doing field based practical research.

Unit-I

Survey Method in Anthropology: Design and Users of Survey, Limitation of Survey; Sampling Design; Random sampling, Systematic Sampling, Purposive Sampling, Stratified and Multistage Sampling, Area and Quota Sampling.

Unit-II

Observation Technique: Participant and Non-Participant; Interview Technique: Formal and Informal, Key-Informant Interview; Interview Guide, Schedules and Questionnaires; Life- History and Case Study Method.

Unit-III

Qualitative and Quantitative Studies in Anthropology; Social and Bio-Statistics; Measurement of Central tendencies: Mean, Mode and Median; Frequency Distribution; standard Deviation; standard Error; coefficient of co-variation and co-efficient of correlation; chi-square Test; Histogram.

Unit-IV

Audio-Visual Recording and Data Analysis; Techniques in Visual Anthropology. Report Writing. Soologram; Projective Tecniques; Scaling Techniques: Rating and Ranking Scales; Bogardus Scale, Lickert's Scale and Guttman Scale.

COURSE LEARNING OUTCOME

- 1: They will also develop skill about tools and techniques of data collection.
- 2: Students will able to measure the variables and construct the scales use in research.
- 3: Student will able to construct questionnaire and interview scheduled.

Recommended books:

1. Chamber E.A- Elementary Statistics
2. Goode &Hatt- Methods in Social Research
3. Goon R.M- Survey Methods in Social Investigation
4. Merton R.K- Social Theory & Social Structure
5. Moser C.A- Survey Method in Social investigation
6. Nadal S.F- Foundation of Social Anthropology
7. Pelto P.J- Anthropological Research : The Structure of Enquiry
8. Young P.V- Scientific Social Survey and Research

ANTHROPOLOGY IN MANAGEMENT
(Credit :4) Full Marks: 100 (Mid term20+End term 80)

COURSE OBJECTIVES

1. As it is the high time to meet the employability of students, incorporating new domains for getting jobs is very important; hence the present paper will help students in getting more employability opportunities in new sectors like PSUs, Corporate sectors, NGOs etc.
2. As the paper is interdisciplinary in approach; the paper will help students in providing Advocacy and Consultancy services to different sectors.
3. Students will learn to how Collaboration and Networking works in an organisation for growth of officialdom.
4. From the units students will learn to give Counselling to different sectors. The overall aim of paper is to bring professionalism among the students.

Unit-I

Scope and concept of Management, scope and objectives of Anthropology in Management, Applicability of principles of Management in Anthropological Perspective, Different dimensions of national culture in work place; cultural differences in work related values, Cultural ecology of organizations - dynamics of organizational culture; Anthropological perspectives on organizational culture; etics and emics approaches in the study of organizational behaviour.

Unit-II

Anthropological dimension in Human resource management; Anthropology in Organisational and Business Development, Impact of culture in human resource management, cultural diversity and cross-cultural human resource management; Rural Resources Management - Social and natural, Importance of Management of Social Demography, Social Audit on Welfare and Economy, Role of Anthropology in Management of Social Impact Assessment.

Unit-III

Role of Anthropological knowledge in marketing management, Anthropological approach to consumer behaviour; Impact of Ethno-consumerism on market economy - Marketing and multi-cultural diversity; cross-cultural marketing; cultural dimension in market segmentation; culture specific product design, cross-cultural design; role of business advertising.

Unit-IV

Role of Anthropology in managing various domain of Development Management, Anthropological approach in management of different policies of Government, Anthropology in Cooperate Social Responsibility (CSR), management of natural resources, Anthropology in Management of Environmental Impact Assessment, Cultural resource management, Anthropology in Social Capital Management, Management of

Social Enterprises, Role of Anthropology in management of diversity of Indian people: caste, race, tribe, minorities; their unity, identity, recognition, integrity and protection.

COURSE LEARNING OUTCOME

The learning outcomes of this paper are:

1. The students will learn about role of Anthropology in Organisational and Business Development
2. They will also learn about workplace ecology of an organization.
3. They will also learn about anthropological aspects of market and marketing.
4. In Dissertation paper students can undertake project work concerned with qualitative and quantitative methods. Any business or industrial study can be done by employing an Anthropological and management approach.

Suggested Readings / Books Recommended:

1. Alberto, Corsin Jimenez, *The Anthropology of Organisations*, ASHGATE, 2010.
2. Alison J. Clarke, *Design Anthropology: Object Cultures in the 21st Century*, Springer Vienna Architecture, 2010.
3. Ann Jordan & Ann Jordan, *NAPA Bulletin, Practicing Anthropology in Corporate America: Consulting on Organisational Culture*, John Wiley and Sons, 1994.
4. Ann T. Jordan, *Business Anthropology*, Waveland Pr Inc., 2002.
5. Bhattacharyya, Dipak Kumar, *Cross-cultural Management, Text and Cases*, PHI Learning Private Limited, 2010.
6. Burton Dawn, Dawn Burton, *Cross-cultural Marketing: Theory, Practices and Relevance*, Routledge, 2009.
7. Carl, Rodrigues, *International Management: A Cultural Approach*, Sage Publications, 2008.
8. Dianna, L. Stone, Eugene, F., & Stone Romero, *The Influence of Culture on Human Resource Management Processes and Practices*, Lawrence Erlbaum Associates, 2007.
9. Geert Hofstede, *Culture's Consequences: Comparing Values, Behaviours, Institutions across Nations*, SAGE, 2001.
10. Geert Hofstede, *Cultures and Organisations: Software for the Mind*, McGraw Hill, 2004.
11. Geert Hofstede, *Cultures consequences: International Differences in Work Related Values*, SAGE, 1980.
12. Gert Jan Hofstede, Paul B. Pedersen & Geert Hofstede, *Exploring Culture: Exercises, Stories and Synthetic Cultures*, Intercultural Press, 2002.
13. Grant McCracken, *Culture and Consumption II: Markets, Meanings and Brand Management*, Indiana University Press, 2005.
14. Grant McCracken, *Culture and Consumption: New Approaches to the Symbolic Character of Consumer Goods and Activities*, Indiana University Press, 1988.
15. Helen B. Schwartzman, *Ethnography in Organisations*, Sage, 1992.
16. Jean- Claude Usnier, *Marketing Across Cultures*, Pearson, 2011.
17. Liz, McFall, *Advertising: A Cultural Economy*, Sage Publications, 2004.

18. Marietta, L. Baba, NAPA Bulletin, No.2, Business and Industrial Anthropology: An Overview, John Wiley and Sons, 2006.
19. Mary Douglas, The World of Goods: Towards Anthropology of Consumption, Routledge, 2002.
20. Peter, J. Buckley, International Business: Economics and Anthropology, Theory and Methods, Palgrave MacMillan, 1998.
21. Richie Moalosi, Integration of Culture in Product Design, VdmVerlag, 2009.
22. Robert GuangTian, Alfons Van Marrewijk, Daming Zhou, Advanced Readings in Business Anthropology, North American Business Press, 2012.
23. Robert Rugimbana,& Sonny Nwankwo, Cross-cultural Marketing, Thomson,2003
24. Robert Tian, Michael Lillis & Alfons Van Marrewijk, General Business Anthropology, , North American Business Press, 2010.
25. Roxanne Hovland and Joyce, M. Wolburg, Advertising, Society and Consumer Culture, Ess Publications, 2011.
26. Sherry, John. Jr. Contemporary Marketing and Consumer Behaviour: An Anthropological Sourcebook, Sage, 1995.
27. ShobhanaMadhaban, Cross-cultural Management, Oxford University Press, 2011.
28. Susan Wright, The Anthropology of Organizations, Routledge, 1994.
29. Timothy De Wall Malefyt, Robert J. Morais ,Malefyt, Advertising and Anthropology: Ethnographic Practice and Cultural Perspectives, Berg Publishers, 2012.
30. Tomoko Hamada & Willis S. Sibley, Anthropological Perspectives on Organisational Culture, University Press of America, 1994.

ANTH P305 PRACTICAL

ADVANCED PRACTICAL IN COMMUNITY AND ORGANISATIONAL DEVELOPMENT

Full Marks: 100 (Theory: 80 + Assessment/Evaluation: 20)

The Examination on Practical shall be conducted by an internal and an external examiner.	
Module-1: Relationships Tools.	30 Marks
1. Stakeholder identification.	
2. Stakeholder analysis.	
Module-2: Planning Tools.	20 Marks
3. Community and organizational mapping	
4. Institutional analysis.	
5. Development opportunity ranking.	
Module-3: Assessment Tools.	20 Marks
6. Social baseline study.	
7. Social impact and opportunities assessment.	
8. Competencies assessment.	
Module-4: Monitoring and Evaluation Tools.	20 Marks
9. Indicator development.	
10. Goal attainment scaling.	
Viva Voce	10 Marks

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about relationship tools.
2. The students will learn about planning tools.
3. The students will learn about how to make institutional analysis and expose to various assessment tools.
4. The students will learn the tools for monitoring and evaluation of different development programmes.

References:

1. Community Development Toolkits (Vol.1), The World Bank, 2005.
2. Community Development Toolkits (Vol. 2): The Background Volume, The World Bank, 2005.
3. DFID, Tools for Development: A Handbook for those Engaged in Development Activity, 2003.
4. Kumar, S., Methods for Community Participation: A Complete Guide for Practitioners, ITDG, London.
5. Rietbergen-McCracken, J. and Narayan. D., Participation and Social Assessment Tools and Techniques, The World Bank, Washington, DC. 1998.
6. The World Bank Participation Sourcebook, World Bank, 1996.

ANTH VAC 306
PRINCIPLE IN POPULATION STUDIES
Non Credit

Unit-I

Definition, Meaning, and Scope of Demography; Relevance of Demography; History and Development of Demography/Population Studies; Relation of Demography with other Disciplines:

Sociology, Human Ecology, Economics, Geography; Anthropology.

Unit-II

Population Growth: Concepts, Definition and Theories (Biological, Social and Economic); Stages of Population Growth (Population Transition); Concepts of Stable Population, Optimum Population, Population Explosion, Threshold Population and Population Threshold.

Unit-III

Sources of Demographic Data: Census - History of Census; Significant features of Census; Problems connected with Census; Census techniques – de facto and de jure methods; Census in India.

Registration of Vital Events, Sample Registration system; Dual Report System, National Sample Survey, Population Registers, National and International Publications; Methods of Collection of Demographic Information.

Unit IV

Techniques of Population Analysis: Estimation of Mid-year Population and Person Year; Population Growth Rate, Age-sex structure, Sex-Ratio, Dependency Ratio, Age at Marriage, Literacy rate, life expectancy.

Measurements of fertility, mortality and migration; Crude-Birth Rate; General Fertility Rate; Total

Fertility Rate; Age-Specific Fertility Rate; Gross-Reproductive Rate; Total Fertility Rate ChildWomen Ratio, Couple Protection Rate, Crude-Death Rate, Age-specific Death Rate, Infant and Child Mortality Rate, Maternal Mortality Rate, Migration Rate, Population Projection.

Unit-V

Assignments, Quiz, Oral test/presentation, Book readings based on the above units as prescribed by the concern teacher.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the Meaning, and Scope of Demography.
2. They will learn about the concept of Population Growth
3. They will also learn about the various Sources of Demographic Data.
4. They will learn about the Techniques of Population Analysis.

Suggested Readings / Books Recommended:

1. Barclay, G. W.-Techniques of Population Analysis
2. BhendeA,T.Kanitkar- Principles of population studies
3. Bouge Donald, J. W.-Principles of Demography
4. Cox, Peter. R. -Demography
5. Dak, T. M.-Sociology of health in India
6. Hauser, P. & Duncan, D.-The Study of Population
7. Jain, Anrudh, K.-Infant Mortality in India
8. Mathur, R. N.-Population Analysis and Studies
9. Mishra, B. D.-Population Analysis
10. Park, D.-Preventive and Social Medicine
11. Premi, M. K.-Society and Population
12. Raj. Hans-Fundamentals of Demography
13. Sinha, V. C. &Zacharia, E.-Elements of Demography
14. Spiegelman, M.- Introduction to Demography.
15. Srivastava, O. S.-Demography
16. Visaria, Pravin-Differentials and Determinants of Fertility

ANTH C401**HUMAN BIOLOGY**

Full Marks: 100 (Theory: 80 + Assessment/Evaluation: 20)

(Questions are to be set covering first four units)

Unit-I

Human Biology: Meaning and Scope; Structure and Function of Human Cell; Cell Cycle. Perspectives on Nutritional Anthropology, Nutritional Requirement in Man: Carbohydrate, Protein, Fat, Minerals and Vitamins; Carbohydrate and Lipid Metabolism in Man; Digestive system.

Unit-II Human Anatomy in Connection to Evolution: Skeletal and Muscular System; Human Physiology in Connection to Evolution: Composition and Function of Blood; Cardiovascular System; Respiratory System, Nervous System; Senses, Endocrine System and Reproductive System.

Unit-III Concept of Human Growth; Stages of Human Growth: Prenatal (Fertilization, stages of embryonic and fetal development), Infancy, Childhood, Adolescence; Methods of studying Growth – Longitudinal, Cross-sectional, Mixed longitudinal; Growth Curve; Secular Trends in Growth; Senescence. Factors affecting Growth: Genetic, Hormonal & Environmental.. Analysis of Human Physique and Body Composition- Sheldon, Parnell and Heath- Carter methods of Somatotyping.

Unit-IV Human Population Biology and the IBP Programme. Human Adaptation: Human Adaptation to Heat, Cold, High altitudes and Nutrition Bio-chemical Variation in Human Population: Serum Proteins-Haptoglobins, Transferin, Immunologist; Red cell enzymes-G6PD, Phosphoglucomutase, Lactate dehydrogenase

Unit-V Assignments, Quiz, Oral test/presentation, Book readings based on the above units as prescribed by the concerned teacher. Learning Outcome The learning outcomes of this paper are: 1. The student will learn about the meaning and scope of human biology. 2. They also learn about different biological systems and its evolutionary linkages. 3. They will learn about human growth and development. 4. They will also learn about

Suggested Readings / Books Recommended:

1. Bogin, B. 1988. Patterns of Human Growth. Cambridge University Press, Cambridge.
2. Mader, S.S. (6th Ed.). 2000. Human Biology. Mc Graw Hill, New Delhi.

3. Campbell, N.A , J.B. Reece and E.J. Simon (2nd Ed.)S. 2010. Essential Biology with Physiology. Pearsons, New Delhi.
4. Harrison, G.A., J.S. Weiner, J.M. Tanner and N.A. Barnicot. 1964. Human Biology: An Introduction of Human Evolution, Variation and Growth. Claredon Press, Oxford.
5. Jobling M. A., M. E. Hurles and C. Tyler-Smith. 2004. Human Evolutionary Genetics: Origins, Peoples & Disease. Garland Science. New York.
6. Yong J. Z. 1971. Introduction to the Study of Man. The English Language Book Society and Oxford University Press, Oxford.
7. Malina, R. M.; C. Bouchard and O. Bar-Or. 2004. Growth, maturation & physical activity. Human Kinetics. 8. Harrison, G.A. and H. Morphy. 1998. Human Adaptation. Berg Publisher, Oxford.
9. Damon, A.(Ed.). 1975. Physiological Anthropology. Oxford University Press, London. 10. Shephard, R. J. 1991. Body composition in biological anthropology. Cambridge University Press, Cambridge.
11. Champe, P. C. And R. A. Harvey (3rd Ed). 2005. Lippincott's Illustrated Reviews: Biochemistry, Lippincott Williams & Wilkins, Philadelphia.
12. Nelson, D. L and M. M. Cox. 2008. Lehninger Principles of Biochemistry, Fifth Edition. W. H. Freeman Company, New York.
13. Harlin, J.; G. Bertoni, L. J. Kleinsmith(8thEd.). 2012. Becker's World of the Cell. Pearson Benjamin Cumminga, San Francisco.
14. Tanner, J. M. 1978. Growth at Adolescence. Blackwell Science Ltd. London.
15. Carter, J. and B.H. Heath. 1990. Somatotyping – Development and Application. Cambridge University Press, Cambridge.
16. Vogel,F. and Motulsky, G. Human Genetics: Problems &Approaches , 3 rd edition. SpringerVerlag, Berlin.
17. Lewis, R. 2009. Human Genetics: Concepts & Applications, 9 th edition. Mc Graw-Hill Primis, USA
18. Lasker, G. W. and C. G. N. Mascie-Taylor (Ed.). 1993. Research strategies in human biology: field and survey studies. Cambridge University Press, Cambridge.
19. Weiss, K. M. 1993. Genetic variation and human disease: Principles and evolutionary approaches. Cambridge University Press, Cambridge.

20. Mascie-Taylor, C. G. N. and G. W. Lasker. 1991. Application of biological anthropology to human affairs. Cambridge University Press, Cambridge

ANTH C402

(Credit :4) Full Marks: 100 (Mid term20+End term 80)

LINGUISTIC ANTHROPOLOGY

Unit-I

Concept and Scope of Linguistic Anthropology; Linguistic Anthropology and other Behavioural Sciences; Universals of Language, Types: Descriptive and Historical Linguistic; Origin and Evolution of Language.
Language, Dialect and Idiolects: Definitions and Interrelations; Ethno linguistics, SocioLinguistics; Language and the Brain. Linguistic Variations: Distinct Languages, Dialects and Pidgins and Creoles.

Unit-II

Language as a System: Phonetic Sub System, Morphophonemic Sub System, Syntactic Sub System and Semantic Sub System; Generalization Linguistic Methodology; Comparative Method and historical Linguistics
Language and Culture: Cultural Influence on Language and Linguistic Influence on Culture Sapir–Whorf Hypothesis; Linguistic and Culture Change; taxonomy of languages and cultures. Socio- cultural contexts of linguistic acculturation

Unit-III

Classification of Languages: Typological and Genealogical; Synchronic and Diachronic study of Languages; Functional study of Languages; Glottochronology
India as a Linguistic Area; Standard languages and Nationalism; speech variation and the study of Indian civilization; study and sacred language.

Unit-IV

Languages and the Analysis of Social Laws; Language and Social Structure; Structural Analysis in Linguistics and Anthropology; Linguistics and Ethnology
Language and Communication: Verbal and Non-Verbal (Signs and Symbols); Communication and Sociability; Language and Speech; Linguistic Contact: Patterns of Contacts, Diaglosia and Multilingualism; Ethnography of Speaking; speech and personality; Communication and functions speech; literate and illiterate speech

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about what language and what its place in anthropology.
2. They will learn about classification of language and the influence of language and linguistics on culture.

3.They will also learn about how language makes sense only in its social context. 4.They will also learn about how to conduct a language survey and prepare a report on the same.

Suggested Readings / Books Recommended:

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| 1.Ardver ,E.(ed) | Social Anthropology and Language |
| 2.Bloomfield, L. | Language |
| 3.Bright, W. | Socio-linguistics |
| 4.Burling, R. | Man’s Many voices-Language in its Cultural Context |
| 5.Gleason, H.A. | An Introduction to Descriptive Linguistics |
| 6.Gumperz and Hymas(eds.) | The Ethnography of Communication |
| 7.Hockett,C.F. | A Course in Modern Linguistics |
| 8.Hoijer, H. (ed) | Language in Culture |
| 9.Hymes, D.(ed) | Language in Culture and Society |
| 10.Kroeber, A.L. (ed) | Anthropology Today |
| 11.Lehmann, H.P. | Historical Linguistics |
| 12.Levi Strauss,C. | Structural Anthropology (Selected chapters) |
| 13.Mishra, K.K. | Anthropological Linguistics |
| 14.Sapir, E. | Language |

ANTH C403

PREHISTORY AND PROTOHISTORY OF EASTERN INDIA AND SOUTH EAST ASIA

(Credit :4) Full Marks: 100 (Mid term 20+End term 80)

Unit-I Prehistory of Eastern India: An Ecological perspective of Stone Age
Palaeolithic Cultures of Eastern India (with special reference to Bihar, Bengal and North Eastern Regions) Mesolithic and Neolithic Culture of Eastern India (with special reference to Bihar, Bengal and North Eastern Regions)

Unit-II Prehistoric Archaeology of Odisha and Protohistory of Eastern India:
Prehistoric Archaeology of Odisha: (i) Palaeolithic (Lower, Middle, Upper) Cultures, (ii) Mesolithic Culture and Neolithic Culture.

Protohistoric Archaeology of Eastern India: Metal Age Culture (Chalcolithic) of Odisha, Bihar, Bengal and Northeast.

Unit-III Pleistocene and Holocene Events in Southeast Asia:

Pleistocene Events : Land and Records of Early Human in South East Asia;
Pleistocene Epoch in Southeast Asia; Stone tool Industries of the Middle Pleistocene and Upper Pleistocene periods.

Holocene Events in Southeast Asia:

Early Holocene Stone tool industry – the Hoabinhian Techno-complex of the Southeast Asian main land.

Unit-IV

Neolithic Culture in Southeast Asia:

Neolithic Cultures of the Southeast Asia Mainland and
Neolithic Cultures of Southeast Asian Islands.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about prehistory and ecological perspective of Stone Age.
2. The students will learn about prehistoric and protohistory culture of Odisha and India.
3. The students will learn about stone tool industry.
4. The students will learn about Neolithic culture.

Suggested Readings / Books Recommended:

1. Agarwal, D.P.1984, Archaeology of India. New Delhi: Select Book Services Syndicate.
2. Agrawal, D.P. 1971. The Copper-Bronze in India.New Delhi.
3. Agrawal,D.P. and Chakrabarti D.K. (Eds.) (1979). Essays in Indian Protohistory. Delhi: B. R. Publishing Corporation.
4. Allchin, Briget and Raymond Allchin1982.The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press.
5. Banerjee, N. R.1965.The Iron Age in India. Delhi.
6. Basa, K. K. 1994, Problems and Perspectives in Archaeology of Orissa, India. Occasional Paper 4, DSA- Anthropology, Utkal University, Bhubaneswar.
7. Basa, K.K. & P. Mohanty (Eds) 2000, Archaeology of Orissa. New Delhi: PratibhaPrakashan.
8. Bellwood, P.S.2007.Prehistory of Indo-Malaysian Archipelago. Australian National University Press.
9. Bhattacharya, D. K.2001.An Outline of Indian Prehistory. Delhi: PalakaPrakashan.
10. Bhattacharya, M. 1999.Prehistory of West Bengal. Calcutta: Action Research Institute.
11. Bose, N. K. & D. Sen, 1948, Excavations in Mayurbhanj: Calcutta University.
12. Chakrabarti D.K. 1992. The Early Use of Iron in India. Delhi: Oxford University Press.
13. Chakrabarti D.K. 1993.Archaeology of Eastern India: Chhotanagpur Plateau and West Bengal. Delhi: MunshiramManoharlal Publishers Private Limited.
14. Chakrabarti D.K. 1999. India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations. Delhi: Oxford University Press.
15. Clark, Grahame. 1969. World Prehistory: A New Outline. Cambridge University Press.

16. Dennell, Robin 2009. The Palaeolithic Settlement of Asia. Cambridge: Cambridge University press.
17. Dikshit, K. N. (Ed.), 1985, Archaeological Prospective of India since Independence. New Delhi.
18. Higham, C.1991. Archaeology of Mainland South East Asia: From 10,000 BC to the Fall of Angkor. Cambridge: Cambridge University Press.
19. Jain, V. K.2009.Prehistory and Protohistory of Indian.New Delhi: D.K. Printworld (P) Ltd.
20. Narayan, B. 1999.Emerging Issues of Prehistory in Bihar. Kolkata: Centre for Archaeological Studies and Training, Eastern India.
21. Nautiyal, K. P.1989. Protohistoric India. Delhi: Agam Kala Prakashan.
22. Peregrine, Peter Neal and Melvin Ember.2001.Encyclopedia of Prehistory: East Asia and Oceania, Volume 3.USA: Human Relations Area Files. Inc.
23. Petraglia, Michael D. and Briget Allchin (Eds.) 2007.The Evolution and History of human Populations in South Asia. Netherlands: Springer.
24. Sankalia, H.D.1974.Prehistory and Protohistory of India and Pakistan. Pune: Deccan College.
25. Settar, S. and R. Korisettar (Ed), 2001 Indian Archaeology in Retrospect Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.
26. Settar, S. and R.Korisettar (Ed), 2001 Indian Archaeology in Retrospect Vol.2: PROTOHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.
27. Thapar, B. K., 1985, Recent Archaeological Discoveries in India, Paris.
28. Varma, A.K.1988.Neolithic Culture of eastern India. Delhi.

ANTH C404

THEORIES AND METHODS IN DEVELOPMENT ANTHROPOLOGY

Full Marks: 100 (Theory: 80 + Assessment/Evaluation: 20)

(Questions are to be set covering first four units)

Unit – I: Outline of the theories of Classical Economic development: Adam Smith, David Ricardo, Thomas Malthus, John Stuart Mill; Marxian Theory of Economic development; Neo-Classical Economics of Alfred Marshall; Keynesian Theory of Economic development.

Unit – II: W. W. Rostow's stages of Growth Concept ; theoretical concept of underdevelopment of Harvey Leibenstein ; Non-economic determinants in development planning of Gunnar Myrdal ; concept of endogenous development emphasizing entrepreneurship of Joseph Alios Schumpeter ; E. E. Schumacher's concept of Intermediate Technology with a Human Face ; Amartya Sen's concept of Development as capability expansion.

Unit – III Preparation of Development Action Plans; Logical Framework Analysis (LFA) ; Objective-Oriented Intervention Planning (OOIP) ; Cost-Benefit Analysis (CBA) and Cost Effective Analysis (CEA) ; Strength, Weakness, Objectives, Constraints (SWOC) Analysis ; Participatory Research Methods (PRM) ; Monitoring and Evaluation.

Unit – IV Problems of Development: Famine and Hunger; Overpopulation; Diseases; Unemployment; Migration; Involuntary Displacement and Rehabilitation; War; Environmental degradation

Learning Outcomes The learning outcomes of this paper are:

1. The students will learn about outline of the theories of Classical Economic development.
2. They will learn about stages growth and neo-economic determinants
3. They will also learn about Preparation of Development Action Plans, Cost-Benefit Analysis, and Participatory Research Methods.
4. They will learn about the Problems of Development. Suggested Readings / Books Recommended: 1. Myrdal, G., Asian Drama: An Enquiry into the Poverty of Nations (3 vols), New York : Harper and Brothers, 1968. 2. Marx, K and Engels, F., The Communist Manifesto, Harmondsworth : Penguin, 1967. 3. Rostow, W. W., The stages of Economic Growth: A Non-communist Manifesto, Cambridge: Cambridge University Press, 1960. 4. Schumacher, E. F., Small is Beautiful, London: Blond and Briggs, 1973.
5. Allen, T. and Thomas, A., (eds), Poverty and Development into the 21st century, The Open University, OUP, 2000.
6. Dreze, J and Sen, A., Hunger and Public Action, London: Clarendon Paper backs, 1989.
7. Schumpeter, J., Capitalism, Socialism and Democracy, 3 rd edition, London: Allen and Unwin, 1950.
8. Sen, A., Commodities and Capabilities, North Holland, Amsterdam, 1985.
9. Raphael, D.D., Winch, D., Lord Skidelsky., Three Great Economists, Penguin Publication.
10. Sen, A., “Development as Capability Expansion”, in Griffin, K. and Knight, J., (eds) Human Development and the International Strategy for the 1990’s, Macmillan, London, 1990.
11. Dessalegn, R., Famine and Survival Strategies: a case study from Northeast Ethiopia, Addis Ababa University, Institute of Development Studies, Addis Ababa, 1987.
12. Sen, A., Poverty and Famines: an essay on entitlement and deprivation, Oxford: OUP, 1981.
13. Keen, D., The Benefits of Famine: a political economy of famine and relief in Southwestern Sudan, 1983-89, Princeton: Princeton University Press, 1994.
14. Macral, J. and Zuri, A., (eds), War and Hunger, Zen Books, London, 1994.

15. Mc. Dowell, C., (eds), understanding Impoverishment: The consequences of Development Induced Displacement, Oxford: Berghahn, 1996.
16. Indra, D., (eds), Engendering Forced Migration: Theory and Practice, Oxford: Berghahn, 1999.
17. Keegar, I., War and our World, Hutchinson, London, 1998.
18. Lappe, F.M. and Schurman, R., Taking Population seriously/ Earth scan Publications, London, 1988.
19. Mikkelsen, B., Methods for Development Work and Research, Sage, London, 2005.
20. Bryman, Alan., Social Research Methods, OUO, London, 2001.
21. Cernea, M. M., Putting People First. Sociological variables in Rural Development, New York. OUP, 1991.
22. Estrella, M., (eds), Learning from change, Issues and Experiences in Participatory Monitoring and Evaluation, IT Publication, London, 2000.
23. Mukherjee, N., Participatory Learning and Action – with 100 Field Methods, Concept Publishing House, New Delhi, 2002.
24. Chambers, R., Participatory Workshops. A Source Book of 21 sets of Ideas and Activities, Earth Scan, London, 2002.
25. Oakley, P., and Marsden, D., (eds), Evaluating Social Development Projects, Development Guidelines NO 5, 1991.
26. UNPD, Population, Resources and Environment: The Critical Challenges, New York: United Nations, 1991.
27. Todaro, M. P., and Smith, S.C., Economic Development Eighth Edition, Pearson Education, New Delhi, 2003.
28. Hunt, D., Economic Theories of Development. An Analysis of Competing Paradigms, London: Harvester / Wheatsheaf.
29. Todaro, M., Economic Development, 7 th edition, New York: Addison-Wesley, 2000.
30. Myrdal, G., The Challenges of World Poverty, New York : Partheon, 1970

Each student shall have to undergo training for learning and use of different field techniques for data collection during 30 days of fieldwork under the supervision of a teacher, in a Tribal area/Rural area/Industrial area. The fieldwork shall be camp-based one where the students and supervising teachers have to stay in the field till the completion of the work. There shall be instructional hours or classes per week for every candidate for preparation of synopsis and inventories. The supervising teacher shall be the examiner. Students' performance in fieldwork and evening workshop will be the indicators of evaluation. The performance of the candidate shall be evaluated on a daily basis by the supervising teacher during the field work. The student will learn the skill of conducting field work, data analysis, interpretation and report writing which will help in employing in preparing various plans and policies for community development. The final grading will be done by the supervising teacher at the end of the semester taking into the following aspect:

Dissertation Full Marks - 100

Distribution of marks-

Preparation of Synopsis and preparatory work - 10

Field notes and field diary - 10

Thesis/Dissertation - 50

Power Point Presentation & Viva voce - 30

The Dissertation has to be submitted by the students positively before the end of semester examination.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn how to collect primary data in natural settings.
2. They will also learn about data analysis and field diary writing.
3. They will also learn about drawing inferences from the data and seminar presentation.
4. The students will also learn about dissertation writing, submission and defense.

Suggested Readings

1. Amit, Vered. 2009. Biographical dictionary of social and cultural anthropology. London: Routledge Publications.
2. Chaudhuri, Sarit K. (eds.). 2014. Fieldwork in South Asia: memories, moments, and experiences. New Delhi: SAGE Publications.
3. Konopinski, Natalie (ed.). 2014. Doing anthropological research: a practical guide. New York: Routledge.
4. Okely, Judith. 2012. Anthropological practice: fieldwork and the ethnographic method. London: Berg Publications.
5. Robben, Antonius C. G. M. and Sluka, Jeffrey A. 2012. Ethnographic fieldwork: an anthropological reader. West Sussex: Wiley-Blackwell Press.
6. Sakel, Jeanette and Daniel Leonard. 2012. Linguistic fieldwork: a student guide. Cambridge: Cambridge University Press

7. Srinivas, M. N. 2002. The Fieldworker and the field: problems and challenges in sociological investigation. New Delhi: Oxford University Press.
8. Srivastava, Vinay Kumar (ed.). 2004. Methodology and fieldwork. New Delhi: Oxford University Press. Subhedar, I. S. 2011. Fieldwork training in social work. Jaipur: Rawat Publications.

ANTH C406
MEDICAL ANTHROPOLOGY
Non Credit

Unit-I

Medical Genetics: Meaning and Scope; History and impact of genetics in medicine; Genetic factors in Common Diseases: Gene- Disease-Environment interaction; Genetic susceptibility to Common Diseases: Diabetes, Hypertension, Coronary Heart Diseases. Single Gene Disorder and Chromosomal Disorders in Man.

Unit-II

Biochemical Genetics: Inborn Error Metabolism; Disorder of Amino Acid Metabolism. Disorder of Carbohydrate Metabolism, Disorder of Lipid Metabolism.

Haemoglobin&Haemoglobinopathies: Structure of Haemoglobin, Development and expression of haemoglobin, Disorder of haemoglobin: Sickle Cell Anaemia, Thalassaemia; Clinical variation of the haemoglobinopathies.

Pharmacogenetics: Definition, evolutionary origin of variation in drug responses, pharmacogenomics, ecogenetics.

Unit-III

Immunogenetics: Immunity, Innate and acquired immunity, Inherited immunodeficiency disorder: HLA and Disease; Blood groups.

The genetics of Cancer: Differentiating between genetic and environmental factors in cancer; Oncogens, Tumour suppressor genes, genetics of familial cancer.

Unit-IV

Application of Medical Genetics: Prenatal diagnosis & Genetic Counseling, Gene Therapy; Stem cell therapy and Bone marrow transplantation.

Population Screening and community genetics.

Ethical, Legal & Social (ELSI) issues in Medical Genetics.

Unit-V

Assignments, Quiz, Oral test/presentation, Book readings based on the above units as prescribed by the concern teacher.

Learning Outcomes

1. The students will learn about meaning and scope of medical genetics.
2. They will learn about biochemical genetics and haemoglobinopathies.

- 3.They will also learn about applications of medical genetics.
- 4.They will learn about population screening, ethical issues and challenges.

Suggested Readings / Books Recommended:

1. Crawford, M. (Ed). 2006 *Anthropological Genetics*. Cambridge University Press.
 2. Brown, T. A. 2002. *Genomes 2 Edition*. Wiley-Liss, UK.
 3. Jobling M. A., M. E. Hurles and C. Tyler-Smith. 2004. *Human Evolutionary Genetics: Origins, Peoples & Disease*. Garland Science. New York.
 4. Sudbery, P. 2009. *Human molecular genetics*, 2nd Edition. Pearson (LPE).
 5. Cummings, M. R. 2009. *Human Genetics*. Cengage Learning.
 6. Vogel,F and Motulsky,G. 1998. *Human genetics: Problems &Approaches*. Springer, Berlin.
 7. Tamarin, R. H. 2002. *Principles of Genetics*. Tata McGraw-Hill Edition.
 8. Gelehrort,T.D , F. S. Collins and D. Gineburg.1998.*Princeples of Medical Genetics*.Williams& Wilkins, USA
 9. Li, Wen-Hsiung. 1997. *Molecular Evolution*. Sinauer Associates, Inc., Publishers, USA.
 10. Page, R. D. M. and E. C. Holmes. 1998. *Molecular Evolution: A Phylogenetic Approach*. Blackwell Science, London.
 11. Cavalli-Sforza, L., P. Menozzi, and A. Piazza. 1996. *The History and Geography of Human Genes*. Princeton University Press.
 12. Klung S. W, M. R.Cummings and C. A. Spencer.2007. *Essentials of Genetics*, Sixth Edition. Pearson Education International.
 13. Muller R. F. and I. D. Young. 2001. *Emery's Elements of Medical Genetics*. Churchill Livingstone, London.
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