

SYLLABUS

DEPARTMENT OF ANTHROPOLOGY & TRIBAL STUDIES

Semester Pattern Examination

Choice Based Credit System (CBCS)

With effective from 2022-2023



Department of Anthropology & Tribal Studies
Maharaja Sriram Chandra Bhanja Deo University
Sriram Chandra Vihar,
Takatpur, Baripada-757003

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SEMESTER I

Paper Code	Paper	Credit	Internal	Assignment	Quiz	End Semester	Practical	Total
ATS-401	Socio-Cultural Anthropology	5	20	10	10	60		100
ATS-403	Biological Anthropology: Human Evolution and Variation	5	20	10	10	60		100
ATS-405	Archaeological Anthropology	5	20	10	10	60		100
ATS-407	Research Methodology in Anthropology (Quantitative and Qualitative)	5	20	10	10	60		100
ATS-409	Anthropology of Museum and Tribal Heritage	5	20	10	10	60		100

SEMESTER II

Paper Code	Paper	Credit	Internal	Assignment	Quiz	End Semester	Practical	Total
ATS-402	Human Biology	5	20	10	10	60		100
OE-ATS-412	Anthropology of Gender	5	20	10	10	60		100
ATS-404	Anthropological Theories	5	20	10	10	60		100
ATS-406	Anthropology of Tribes	5	20	10	10	60		100
ATS-408	General Practical: Prehistory, Museology and Biological Anthropology	5					(50+50) 100	100

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SEMESTER III

Paper Code	Paper	Credit	Internal	Assignment	Quiz	End Semester	Practical	Total
ATS-501	Indian Society and Culture	5	20	10	10	60		100
ATS-503	Applied Anthropology & Tribal Development in India	5	20	10	10	60		100
ATS-505	Ecological Anthropology	5	20	10	10	60		100
ATS-507 A	Medical Anthropology	5	20	10	10	60		100
ATS-507 B	Advanced Anthropological Theories	5	20	10	10	60		100
ATS-507 C	Principles and Methods in Prehistoric Archaeology	5	20	10	10	60		100
ATS-509 A	Human Genetics (80% theory+20% Practical)	5	20	10	10	40	20	100
ATS-509 B	Visual Anthropology (80% theory+20% Practical)	5	20	10	10	40	20	100
ATS-509 C	World Prehistory (Europe and Africa) (80% theory+20% Practical)	5	20	10	10	40	20	100

SEMESTER IV

Paper Code	Paper	Credit	Internal	Assignment	Quiz	End Semester	Practical	Total
ATS-502	Tribal Demography, Health and Nutrition	5	20	10	10	60		100
ATS-504	Sports Anthropology	5	20	10	10	60		100
ATS-506 A	Forensic Anthropology	5	20	10	10	60		100
ATS-506 B	Anthropology of Food	5	20	10	10	60		100
ATS-506	Regional	5	20	10	10	60		100

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C	Prehistory						
ATS-508 A	Biological Anthropology: Fieldwork Dissertation(50) and Practical (50)	5	50 (Dissertation)				100
ATS-508 B	Fieldwork and Dissertation	5					100
ATS-508 C	Fieldwork, Methods and Dissertation in Archaeological Anthropology	5					100

Note:

1. There will be a compulsory exposure trip/field trip in each area of specialization in every semester (Anthropological site / Archaeological / Museum / Laboratory).
2. **Group A:** Biological Anthropology; **Group B:** Socio-Cultural Anthropology; **Group C:** Archaeological Anthropology.
3. Fieldwork should be conducted mostly in Northern Odisha focusing in and around the Similipal Biosphere Reserve, preferably during semester break between Semester-III & IV.

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SEMESTER I

Paper Code: ATS-401

Social and Cultural Anthropology

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit-5

Course Objectives

The present paper aims to

- CO-1: Provide an introduction to fundamental areas of inquiry in social anthropology.
- CO-2: Examine essential aspects of human social life from a cross-cultural perspective.
- CO-3: Analyze how anthropologists came to analyze human social life in the way they did and how this has changed over time.
- CO-4: Examine how we can make use of this knowledge to inform the critical analysis of contemporary societies.
- CO-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: Introduction

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

Unit-II: Culture and Religion

Culture: Concept, Definition; Nature of Culture, Characteristics of Culture; Culture Change: Innovation, Diffusion, Acculturation, Assimilation, Attenuation, Integration, Cultural Adaptation; Enculturation and Socialization; Cultural Pattern, Cultural Focus, Cultural System; Culture Shock and Culture Conflict.

Religion: Concept, Origin, Functions; Primitive Religion, Types: Animism, Animatism, Bongaism, Fetishism, Totemism, Manna, Magic, Witch craft, Sorcery; Shamanism, Taboo, Sacred and Profane .

Unit III: Social Organization

Marriage and Family: Concept and Definition of Marriage; Types of Marriage: Endogamy, Exogamy, Polygamy and Monogamy, Polygyny and Polyandry, Preferential and Prescriptive Marriages, Levirate and Sororate, Cross-cousin. Marriage, Parallel Cousin Marriage, Uncle-Niece Marriage; Marriage Rules; Marriage Payments: Bride Wealth/Bride Price and Dowry; Divorce; Couvade.

Concept and Definition of Family; Types of Family (by structure): Nuclear/Elementary/Simple Family, Compound Family, Joint family, Extended Family, (by residence), Patrilocal Family, Matrilocal Family, Neo local Family, Virilocal, Uxorilocal, Amitolocal, Partipotestal Family, Stem Family; Household; Functions of Family.

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Kinship: Kin-group: Consanguinal,, Affinal, Ambilateral, Unilateral, Bilateral, Agnatic, Uterine, Patrilineal, Matrilineal; Kin Terms: Classificatory, Descriptive; Descent: Unilineal, Bilateral, Double Descent, Filiations; Patrilineal, Matrilineal, Patrilineal, Matrilineal, Patriarchy, Matriarchy; Ritual Kin, Fictitive Kin; Kinship Behavior: Avoidance, Joking, Teknonymy; Incest; Alliance Theory.

Unit IV: Economic and Political Organizations

Economic Organization: Production, Consumption, Exchange and Distribution, Primitive Economy, Peasant economy; Reciprocity and Redistribution; Barter; Trade and Market, Ceremonial Exchange : Kula Ring and Potlatch. Usufruct Rights; Technology; Foraging, Nomadism, Pastoralism, Transhumance, Horticulture, Swidden/Shifting Cultivation, Terrace Cultivation; Dry and Wet Cultivation; Mixed Farming;

Political Organization: Concept; State; Stateless Society; Band, Segmentary Society; Primitive Government: Forms and Functions; Law and Justice; Customary Law; Social Control: Forms and Agencies; Social Sanction: Negative and Positive;

Course Learning Outcomes

After completion of the course, student will able to

CLO 1: Demonstrate the knowledge on different concept and domains of social anthropology.

CLO 2: Analyze the development of different theories in anthropology in brief.

CLO 3: Identify different concepts frequently used in social anthropology.

CLO 4: Articulate broad scopes of anthropology in everyday life of human being.

CLO 5: Discuss the development of anthropology in contemporary contexts.

Books Recommended

1. Beattie, John. 1966, *Other Cultures* , London: Routledge and Kegan Paul Ltd.
2. Balandier, George. 1970, *Political Anthropology*, New York: Pantheon Books
3. Bohannan, Paul. 1971, *Social Anthropology*, New York: Holt Rinehart & Winston.
4. Clifton, A.J. (ed.) 1968, *Introduction to Cultural Anthropology*. Houghton Mifflin
5. Carol R. Ember, Melvin Ember, Peter N. Peregrine, 2010, *Anthropology*, NJ: Prentice Hall.
6. Evans-Pritchard, E.E. and Fortes, M. 1940, *African Political Systems*, London: Oxford University Press.
7. Evans-Pritchard, E.E. 1979. *Social Anthropology*. London: Routledge and Kegan- Paul.
8. Firth, Raymond. 1967, *Themes in Economic Anthropology*, London: Tavistock Publications
9. Fox, Robin. 1984, *Kinship and Marriage: An Anthropological Perspective*, London: Cambridge University Press.
10. Gluckman, Max. 1965, *Politics, law & Ritual in Tribal Society*, Oxford: Basil Blackwell
11. Goode, J. 1982, *The Family*, New York: Prentice Hall
12. Haviland, W. A., Harald E. L. Prins, d.
13. Herskovits, M.J. 1958, *Man and His Works*, New York: Alfred A. Knopf.
14. Kapadia, K.M. 1966, *Marriage and Family in India*, London: Oxford University Press
15. Keesing and Keesing, 1971, *New Perspectives in Cultural Anthropology*, Holt: Rinehart and Winston
16. Mair, Lucy. 1972, *An Introduction to Social Anthropology*, London: Oxford University Press,
17. Mair, Lucy. 1962, *Primitive Government*, Vigo Street: Penguin Books
18. Murdock, G.P. 1949, *Social Structure*, London: Macmillan Co.

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19. Nash, Manning, 1966, *Primitive & Peasant Economic Systems*, Chandler Pub. and Co.
20. Nayak, P.K. 1989, *Blood, Women and Territory*, New Delhi: Reliance Pub House
21. Needham R. (ed.). 1971, *Rethinking Kinship and Marriage*. London: Tavistock
22. Norbeck, E. 1961. *Primitive Religion*. Longman Higher Education
23. Radcliffe-Brown, A.R. & Forde, D. (ed.) 1950, *African Systems of Kinship and Marriage*, New York: Oxford University Press
24. Rivers, W.H.R. 1914, *Kinship and Social Organization*, London: Constable and Co. Ltd.

PAPER: ATS-403

Biological Anthropology: Human Evolution and Variation

**Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
(Credit-5)**

Course Objectives

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

Unit-I: Introduction to Biological Anthropology

Aim and scope of Biological Anthropology, History and development; Relationship with other sciences; Emerging trends in Biological Anthropology, Theories of organic evolution: Lamarckism, Neo-Lamarckism, Darwinism, Neo-Darwinism, Synthetic theory; Neutral theory of Molecular Evolution.

Unit-II: Primate Evolution

Trends in Primate Radiation: Primate classification, characteristics and distribution of extant species [(Prosimii: Tarsiioidea, Lorisioidea, Lemuroidea); (Anthropoidea; Ceboidea, Cercopithecoidea, Hominoidea)] and extinct species (Oligocene-Miocene fossils). Characteristics of Primates: Morphological (hair), Skeletal (cranial, post cranial, dental, brain), Physical (opposability of thumb), locomotion (quadrupedalism, brachiation and bipedalism) and posture.

Unit-III: Human Evolution

Stages of human evolution: Processes of hominization and emergence of hominids; (a) Early hominids: Australopithecus, Homo habilis; (b) Later hominids: Homo erectus, Homo-sapiens neanderthalensis, Homo-sapiens. Dispersal of modern humans: Out of Africa hypothesis, Multiregional hypothesis, Partial Replacement hypothesis.

Unit-IV: Human variation

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, Guha, Sarkar).

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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.

Course Learning Outcomes

After completion of the course, student will able to

CLO-1: The students will understand the Aim and Scope of Biological Anthropology.

CLO-2: They will learn the history and development of Biological Anthropology and its relation with other disciplines.

CLO-3: This course will enhance their knowledge on primate evolution and human evolution.

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

Suggested Readings / Books Recommended

1. Ashley, Montague. 1980. The Concept of Race. Praeger Publishers Inc.
2. Das, B. M. 1961. Outline of Physical Anthropology. Kitab Mahal.
3. Ember and Ember. 2003. Anthropology, Peregrine: Prentice Hall Inc.
4. G. W. Lasker. 1976. Physical Anthropology. Holt, Rinehart & Winston Inc.
5. Harrison, G. A. and Boyce, J. 1972. The Structure of Human Population. Oxford University Press.
6. Harrison, G. A. J. M. Tanner, D. R. Pilbeam, and P. T. Baker. 1988. Human Biology: An Introduction to Human Evolution, Variation, Growth, and Adaptability. Oxford University Press.
7. John. H. Relethford. 1996. Fundamentals of Biological Anthropology, (Third Ed). Mc Graw-Hill.
8. John. S, Allen, Susan C, Anton. 2018. Exploring Biological Anthropology: The Essentials, Pearson Publication.
9. Sahlins, Marshall D. and Elman R. Service. 1960. Evolution and Culture. University of Michigan Press, Ann Arbour, Mich.
10. Sarkar S. S. 1954. The Aboriginal Races of India. Bookland Ltd. Calcutta.
11. Sarkar, R. M. 1965. Fundamentals of Physical Anthropology, Post Graduate Book Mart: Calcutta.
12. Shukla, B. R. K. and Rostogi, S. 2012. Physical Anthropology and Human Genetics – An Introduction. Palak Prakashan.
13. Turnbaugh, N. A., R. Jurmain, L. K. Igoe, H. Neison. 2002. Understanding Physical Anthropology and Archaeology, Wadsworth Group: Canada.
14. Boaz N.T. and A.J. Almquist. 1997. Biological Anthropology – A Synthetic Approach to Human Evolution. Prentice-Hall, New Jersey, USA.
15. Srivastava, R. P. 2009. Morphology of the Primates and Human Evolution. PHI Learning Private Limited, New Delhi.

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Paper – ATS- 405
Archaeological Anthropology

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
(Credit - 5)

Course Objectives

The present paper aims to

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

Unit I: Introduction

Definition and Scope of archaeological anthropology; Historical development of archaeological anthropology; Relationship with other disciplines; New branches of archaeology: 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. Evidences of quaternary climatic changes (moraines, varve, river terraces, loess, sea level changes, beach sequences, sea core, fluvial deposits, palynology, palaeontology), Site formation. 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: Tool Typology and Technology

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: Understanding Past Cultures

Concept of Three Age System (Stone, Copper/Bronze and Iron Ages), Palaeolithic Cultures: Lower Palaeolithic, Middle Palaeolithic, Upper Palaeolithic, Palaeolithic Art; Mesolithic Cultures: Features, Mesolithic Art (Rock Art and Cave Art); Neolithic and Chalcolithic Cultures: Neolithic Revolution, Neolithic Regional variants, Chalcolithic Cultures, Megalithic Cultures

Course Outcome

After completion of the course, student will able to

- CLO – 1: Understand the basic concept of Archaeology

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- CLO – 2: Interpret the technological development of prehistoric man of Europe chronologically
 CLO – 3: Interpret the technological development of prehistoric man of India chronologically
 CLO – 4: Analyze technological development of prehistoric man of European and Indian
 CLO – 5: Reconstruct the recent trends in world prehistory, European prehistory and Indian prehistory

Suggested Readings

1. Agrawal, D. P. The Archaeology of India, Curzon Press.
2. Allchin, B. and Allchin, F. R. The Rise of Civilization of India and Pakistan. Cambridge University Press.
3. Ashley, Montague. Physical Anthropology and Archaeology.
4. Budtzer, K. W. Environment and Archaeology.
5. Burkitt, M. 1963. The Old Stone Age: A Study of Palaeolithic Times. London: Bowes and Bowes.
6. Clark, D. L. 1971. Analytical Archaeology. Methuen and Co. Ltd.
7. Coles, J. M. and Higs, E.S. The Archaeology of Early Man. Faber and Faber.
8. D. K. Bhattacharya. 1977. Palaeolithic Europe. Netherland: Humanities press.
9. D. K. Bhattacharya. 2006. An Outline of Indian Prehistory. Delhi: PalakaPrakashan.
10. Das, B. M., Outlines of Physical Anthropology. Kitab Mahal.
11. Fagan B. M. 2004. People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education.
12. Hole, H. and R. F. Heizer. 1969. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.
13. J. M. and E. S. Higgs. 1969. The Archaeology of Early Man. London: Faber and Faber. Coles,
14. James, J. Hester. 1976. Introduction to Archaeology. Holt, Rinehart and Winston.
15. Lee, R. B and I. Devore (Eds.). 1977. Man the Hunter, Chicago: Aldine Publishing Company.
16. Michel, J. W. 1973. Dating Methods in Archaeology, Seminar Press.
17. Oakley, K. P. 1966. Frameworks for Dating Fossil Man. London: Weidenfeld and Nicolson.
18. Possehl, G. L. 2002. The Indus Civilization: Contemporary Perspectives. New Delhi: Vistaar Publication.
19. Renfrew, C. (ed.). 1973. The Explanation of Culture Change: Models in Prehistory. London. Duckworth.
20. Renfrew, C. and P. Bahn. 2001. Archaeology: Theories Methods and Practices,
21. Sakalia, H. D., New Archaeology – Its Scope and Application to India, Ethnographic and Folk Culture Society.
22. Sankalia, H. D. 1974. Prehistory and Proto history of India and Pakistan. Pune: Deccan College.
23. Sankalia, H. D. 1977. Prehistory of India. Delhi: MunshiramManoharlal Publishers. Pvt. Ltd.
24. Sankalia, H. D. Pre- and Proto-history of India and Pakistan. Pune, Deccan College.
25. Sankalia, H. D. Stone Age Tools, Families and Techniques. Pune, Deccan College.

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Paper ATS- 407
Research Methodology in Anthropology (Quantitative and Qualitative)
Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
Credit - 5

Course Objectives

The present paper aims to

CO-1: Know the beginning and growth of fieldwork tradition in anthropology.

CO-2: Understand major fieldwork traditions and its important characteristics in anthropological research.

CO-3: Comprehend the basic anthropological research approach.

CO-4: Figure out the different tools, techniques and steps involved in a good research work.

CO-5: Familiar with presentation and summarization of data.

CO-6: Follow the ethical tradition in anthropological research.

Unit-I: Concept of Research

Research: Concepts and types of research (qualitative and quantitative), Anthropological approaches to social research: holistic, synchronic and diachronic, emic and etic, Fieldwork tradition in anthropology.

Unit II: Going About Research

Formulation and Selection of a Research Problem, Review of literature; Research design: concept, and principles of research design, Types of research design: exploratory, descriptive diagnostic. Research hypothesis.

Unit III: Entering into the field

Techniques of Rapport Establishment; Data and Variables; Sources of Data: Primary and Secondary; Techniques of Data Collection: Questionnaire and Interview Schedule, Observation, Interview, Case Study, Focus Group Discussion, Genealogical Method and Pedigree Analysis. Scaling Techniques. Ethics in research.

Unit IV: Biostatistics

Biostatistics: Concepts, Probability. Sampling: Random Sampling, Systematic Sampling, Purposive Sampling, Stratified and Multistage Sampling, Area and Quota sampling. Measures of Central Tendency and Dispersion; Statistical Tests: Parametric and Non-parametric; Bivariate and Multivariate Analysis. Data processing, representation, and analysis. Interpretation and Report writing. (Students will be trained about the use of computer software especially EXCEL and SPSS for data analysis)

Course Learning Outcomes

After completion of the course, student will able to

CLO-1: Understand the concepts of research approaches and formulation of research problem.

CLO-2: Skill to design a research project that uses ethnographic research methods appropriate to the specific field site and community of study.

CLO-3: Demonstrate a critical understanding of ethical considerations regarding research with people ("human subjects") and the importance of acknowledging and reflecting upon power relations within research contexts.

CLO-4: Demonstrate about various types of sampling, sampling error and graphical and tabular presentation of data.

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Suggested Readings

1. Barnard, A. and A. Good. 1984. Research Practices in the Study of Kinship. Academic Press.
2. Barnard, H. R. 2006. Research Methods in Anthropology. Qualitative and Quantitative Approaches. Rowman Altamira Press.
3. Bernard, ft. 2011. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press.
4. Bernard, H. R. 1988. Research Methods in Cultural Anthropology, Sage Publications.
5. Emerson R M, Fretz R I and Shaw L. 1995. Writing Ethnographic Field Notes, Chicago, Chicago University Press.
6. Kothari, C. R. Research Methodology, Methods and Techniques, Wiley Eastern Limited: New Delhi.
7. Madriga L. 2012. Statistics for Anthropology. Cambridge, Cambridge University Press.
8. O'reilly/Karen. 2012. Ethnographic Methods. London: Routledge.
9. Sarantakos, S. 1998. Social Research. London, McMillan Press.
10. Wilkinson, T. S. and Bandarkar, P. L. 1984. Methodology and Techniques of Social Research, Mumbai: Himalaya Publishing House.
11. Zar. Z. H. 2010. Biostatistical Analysis. Printice Hall.
12. Mukherji, D., D. Mukherjee and P. Bharti. 2009. Laboratory Manual for Biological Anthropology. Asian Books Pvt. Ltd., New Delhi.

Paper ATS- 409

Anthropology of Museum and Tribal Heritage

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit - 5

Course Objectives

The present paper aims to

CO-1: Know the origin and growth of museum in general and anthropological museum in particular

CO-2: Understand major types of museums of world

CO-3: Know the Tangible and Intangible cultural Heritage

CO-4: Understand the value of Cultural Heritage

Unit-I: Introducing the Domains

Concept; Historical development of museum, Types of Anthropological Museum: Tribal Museum, Ethnographic, Archaeological Museum; Museums of Physical/Biological Anthropology; Functions of museum. Museum as a profession (Museum Workers). Museology as an academic discipline; New Museology; Museum Movement in India; Major Anthropological Museum of India; Professional organizations relating to museology and Heritage management- ICOM, UNESCO, ICCROM, Commonwealth Association of Museums; Museums Association of India; International Museum Day

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Unit-II: Museum Works

Anthropological museum **collection**: gift, purpose, loan, exchange, exploration etc.; Acts and Policy for museum collection; **Display** - text, furniture, lighting, texture and signals; **Documentation** - Numbering, System and Labeling; Care and preservation of museum specimens, factors of deterioration and its control, Challenges to anthropological museums; Museum Visitors; Gender representation in museum; The poetics and politics of Museum display

Unit-III: Tangible Tribal Cultural Heritage

Concept and Definitions; Tangible Heritages: Hunting-gathering, Fishing, Agricultural and other subsistence related artifacts, Material related to settlement, Art and Craft, Household activities, Kitchen, Transportation, Storage system, Water management system, Musical instruments etc.); Tangible Cultural heritage of Odishan tribes

Unit-IV: Intangible Tribal Cultural Heritage

Concept and Definitions; Oral traditions: Case Studies; Performing arts: Case Studies; Traditional knowledge as cultural heritage: Case Studies; Documentation of Intangible Cultural Heritage of Tribal in India: Rituals and Festivals; Myths and Folklores concerning Origin of Human being, Universe and other ecological amenities; Conservation and Preservation of Intangible Cultural Heritages: UNESCO Guidelines; Intangible Cultural heritage of Odishan tribes.

Note:

(Students are required to visit a museum for hands up understanding of museum functioning. After returning from museum students must submit a short report individually assigned to them)

Course Learning Outcomes

After completion of the course, student will able to

CLO-1: Understand the concepts, types, functions, importance of cultural museum

CLO-2: Skill to understand the role, uses and importance of museum in contemporary world. Learn methods and techniques to document, collect, conserve, preserve tangible and intangible ethnographic material remains

CLO-3: Demonstrate a critical understanding of ethical considerations about respect the value and sentiment of people relating to their cultural heritages.

CLO-4: Help to link the local community/society with higher education system to create awareness to preserve and conserve about their local cultural heritage

Suggested Readings

1. Ames, Michael M. 1986. *Museums: The Public and Anthropology*. Vancouver and New Delhi.
2. Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialized Museums in India*.
3. Boylan, Patrick J. (ed.). 1994. *Museum 2000: Politics, People, Professionals and Profit*. London and New York. Routledge, in association with Smithsonian Institute.
4. Brewer, John D. 2000. *Ethnography*. Buckingham: Open University Press.
5. Burcaw, G. Ellis. 1997. *Introduction to Museum Work*. Walnut Creek: Altamira Press.
6. Carbonell, BettinaMessias. 2012. *Museum Studies: An Anthology of Contexts*. John Wiley & Sons.
7. Chakrabarti, Mahua. 2016. *Museums of India*. New Delhi: National Book Trust.

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8. Choudhury, R. D. (ed.). 1998. *Museums of North East India*. Guwahati: Directorate of Museums, Assam.
9. Dean, David. 1994. *Museum Exhibition: Theory and Practice*. London & New York.
10. Ghosh, D. P 1968. *Studies in Museum and Museology in India*. Calcutta: Indian Publications.
11. Ghoshmaulik, S.K. and K.K. Basa (eds) 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar; Academic Staff College, Utkal University.
12. Harinarayana, N. 2007. *Heritage: Essays on Museology and Conservation*.
13. Jain, Ravindra K. (ed). 2013. *The Making of a Museum: Personal Recollections*. Delhi: Aakar Books.
14. Macdonald, Sharon. 2006. *A Companion to Museum Studies*. Blackwell Publishing.
15. Mohanta, Basanta Kumar and Byomakesh Tripathy. 2015. *Ethnographic Museum (A Pictographic Catalogue of the Ethnographic Museum of the Indira Gandhi National Tribal University, Amarkantak, M.P.)*. New Delhi: Aayu Publications.
16. Nigam, M. L. 1966. *Fundamentals of Museology*. Hyderabad: NavahindPrakashan.
17. Perry, Noam and Ruth Kark. *Ethnographic Museums in Israel*. Israel Academic Press.
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27. State Museum, Bhopal. 2005. *State Museum, Bhopal*. Bhopal: Directorate of Archaeology, Archives & Museums, Madhya Pradesh.
28. Tripathy, Byomakesh, Gauri Shankar Mahapatra and Basanta Kumar Mohanta (eds.). 2020. *Ethnographic Museums in Central India*. New Delhi; Aayu Publications.
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SEMESTER II

PAPER: ATS-402

Human Biology

**Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
(Credit-5)**

Course Objectives

- CO-1: The goal of the course is to teach the significance of growth study in anthropology and its practical implications.
- CO-2: In this paper students will learn the basic concepts of human growth, maturation and development, principles and methods of studying human growth and understand the different phases of growth and also ageing and senescence.
- CO-3: The students will study the fundamentals of Physiological Anthropology and will develop skill in the management of the physiological parameters.

Unit I: Concept of Growth

History and significance of growth studies. Concept of growth, maturation and development and basic principles of human growth. Methods of studying growth: cross sectional, longitudinal, mixed longitudinal, linked longitudinal - merits and demerits.

Unit II: Trends of Growth

Secular Trends in Growth. Discussion on some of the significant growth studies; growth curves: Velocity, Distance, Acceleration and Scammon's Growth curve. Catch up and Catch Down growth.

Unit III: Phases of Growth

Phases of growth: prenatal and postnatal (growth and development of different body parts, subcutaneous tissues and physiological variables). Factors affecting prenatal and post natal growth. Dental maturation.

Unit IV: Physiological Anthropology

Fundamentals of physiological anthropology: Composition and Function of Blood, Cardiovascular System; Respiratory System, Reproductive System and Gastrointestinal system.

Course Learning Outcomes

- CLO-1: The students will understand the importance of studying growth in anthropology.
- CLO-2: They will acquire knowledge on the different methods of studying human growth and also phases of growth.
- CLO-3: Students will learn about different growth curves.
- CLO-4: They will understand the fundamentals of physiological anthropology.

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.

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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. Yong J. Z. 1971. Introduction to the Study of Man. The English Language Book Society and Oxford University Press, Oxford.
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7. Tanner, J. M. 1978. Growth at Adolescence. Blackwell Science Ltd. London.
8. Lasker, G. W. and C. G. N. Mascie-Taylor (Ed.). 1993. Research strategies in human biology: field and survey studies. Cambridge University Press, Cambridge.
9. Mascie-Taylor, C. G. N. and G. W. Lasker. 1991. Application of biological anthropology to human affairs. Cambridge University Press, Cambridge.
10. Damon, A.(Ed.). 1975. Physiological Anthropology. Oxford University Press, London.

Paper Code- ATS-412
Anthropology of Gender

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
(Credit :05)

Course Objectives

- CO-1: Explore the central historical and contemporary debates in the anthropology of gender and search for universal principles underlying male dominance.
- CO-2: Review the historiography of theoretical developments, from classical to contemporary, in the anthropology of gender and feminist anthropology to explore how they contribute to our ability to analyze and understand gender and society.
- CO-3: Explicate how gender articulates with other forms of difference such as race, class and nation; and how gendered relationship of power intersects with social structure in the production of femininities and masculinities.
- CO-4: Comprehend the issues of status of women, cultural representation and expression; gender and body politics; transnational activism; and transgender theory.
- CO-5: Understand, discuss and debate how the primarily qualitative methods of ethnographic research can inform and further these debates.

Unit-I: Concepts and Themes

Women and Gender: Anthropological Perspective; Gender as a Social Construction; Patriarchy; Feminism: Radical feminism and Black feminism; Body politics; Sexuality

Unit-II Ambiguities of Status: Questions of Power and Dominance

Deconstructing Gender Egalitarianism; Nature- Culture dichotomy (Sherry Ortner and Renato Rosaldo); Eco-feminism

Unit-III: Gender and Tribal

Women in primitive societies; Women and Symbolism; Gender and Tribal society; Patriarchy in Tribal society, Gender taboo in Tribal Society; Trafficking of Tribal women in India; Violence against tribal women; Witch Hunting: Legal policy

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Unit-IV Gender Justice, Transnational Activism and Subaltern Voice

Women's Rights: Post-colonial gender policies; Constitutional Provisions; Inheritance Laws and Tribal Women; Self Help Group as activism, Transgender and LGBT Movements; Sexual Harassment in working place: Act and Law

Course Learning Outcomes:

After completion of the course, students would be able to

- CLO 1: Develop a critical perspective on the society they live and demonstrate a critical ability to understand and engage in on-going theoretical debates about gender.
- CLO 2: Demonstrate the knowledge of multiple ways in which gender is elaborated in a variety of social and cultural constructs
- CLO 3: Become aware of and sensitize about the essential role played by gender in all human societies

Suggested Reading

1. Agrawal, S. 2013. Disadvantageous situation of tribal women and children of Orissa, India: a special reference to their health and nutritional status. *Journal of community nutrition and health*, 2 (1): 3-14.
2. Bhasin, V. 2007. Status of tribal women in India. *Studies on Home and Community Science*, 1 (1):1-16.
3. Brown, Nadia and S.A. Gershon. 2017. Body politics. *Politics, groups and identities* 5 (1): 1-3.
4. Brule, R. and N. Gaikwad. 2021. Culture, capital and the political economy gender gap: evidence from Meghalaya's matrilineal tribes. *The journal of politics*, 83 (3): 834-850.
5. Carrin, Marine. (2007). Women, Adivasis, Subalterns: Perspectives on the Empowerment of Santal Women, In Kamal K. Misra and Janet Huber Lowry (eds.), *Recent Studies on Indian Women*, 281-301, Jaipur and New Delhi: Rawat Publications.
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7. Ghosh, Aditya. 2021. Disciplinary power and practices of body politics: an evaluation of dalit women in Bama's Sangati and P. Sivakami's The grip of change through Foucauldian discourse analysis. *Humanities and social science communications*, 8 (184).
8. Gupta, P. 2016. Status of tribal women in India: some observations. *Anudhyan: an international journal of social science*, 1 (1): 181-188.
9. Jassal, S. T. 2001. Women and land. In A. K. Lal and S. Sami Ahmad (eds.) *Social change in post-independence India* (pp. 209-215). New Delhi: Rawat Publications.
10. Kelkar, G. and D. Nathan. 1991. Gender and tribe: Women, land and forests in Jharkhand. New Delhi: Kali for Women.
11. Kumari, A. 2021a. The Gender politics of plough: asymmetrical taboos and Santal women. *Sociological Bulletin*, 70 (1):7-23.
12. Kumari, A. 2021b. Invisible, unheard, unrepresented locating women in Santal traditional political space. *Economic & Political Weekly*, Vol LVI (25): 120-126.
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15. Mehrotra, N. 2004. Situating tribal women. *The Eastern Anthropologists*, 57 (1): 61-73.

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16. Menon, Geeta. (1992). Tribal Women: Victims of the Development Process, In Fernandes, W. (ed.) National Development and Tribal Deprivation, New Delhi: Indian Social Institute.
17. Mishra, Arima. (2007). Between the Visible and the Invisible: Gender Relations in a Tribe in India, In Kamal K. Misra and Janet Huber Lowry (eds.), Recent Studies on Indian Women, 63–77, Jaipur and New Delhi: Rawat Publications.
18. Mitra, A. 2008. The status of women among the scheduled tribe in India. *The Journal of Socio-economics*, 37 (3): 1202-1217.
19. Mitra, Aparna. (2007). The Status of Women among the Scheduled Tribes in India, *The Journal of Socio-Economics*, 37, 1202–1217.
20. Moore, H.L. 1995. Feminism and anthropology. Minneapolis: university of Minnesota press.
21. Nayak, P. K. (1987). Blood, Women and Territory: An Analysis of Clan Feuds among Dongria Kondhs, New Delhi: Reliance Publishers.
22. Ortner, S. 1974. Is female to male, as Nature is to culture. In M. Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society* (pp. 67-88). Stanford: Stanford University Press.
23. Rao, N. 2005. Kinship matters: Women's land claims in the Santal Parganas, Jharkhand. *Journal of the Royal Anthropological Institute*, 11(4), 725–746.
24. Rao, N. 2008. Good women do not inherit land. New Delhi: Orient Blackswan.
25. Reiter, R. Rayan (Ed.) - Toward an Anthropology of women. Delhi: Aakar book.
26. Rosaldo, MZ and L. Lamphere. 1974. Women culture and society. California: Stanford university press.
27. Roy Burman, J. J. 2012. Status of tribal women in India. *Mainstream*, L (12), March 10.
28. Singh, K.S. 1988. Tribal women: An anthropological perspective. In J.P. Singh, N.N. Vyas and R.S. Mann (eds.) *Tribal women and development* (pp.3-10). Jaipur: Rawat publications.
29. Sinha, S. S. 2006. Adivasis, gender and the "evil eye": the construction(s) of witches in colonial Chotanagpur. *Indian historical review*, 33 (1): 127-149.
30. Xaxa, V. 2004. Women and gender in the study of tribe in India. *Indian Journal of Gender Studies*, 11 (3): 345-67.
31. Zehol, L.V. 2003. Status of tribal women. In T. B. Subha and G. C. Ghosh (eds.) *The anthropology of northeast India* (pp. 293-306). Hyderabad: Orient Longman.

Paper Code: ATS-404
Anthropological Theories

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
Credit-5

Course Objectives

- CO-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.
- CO-2: Train student the skill to critically understand the society around us.
- CO-3: Expose student about the science of interpretation of the society.

Unit I: Evolutionism

Evolutionism – (British, American and German thinkers)

Neo-evolutionism (Leslie White, Julian Steward, V. G. Childe, Marshall Sahlins)

Unit II: Diffusionism

Diffusionism - three Schools (Austro German, British, American),
Historical Particularism – Boas; Cultural Materialism: Malvin Harris

Unit III: Structural-Functional school

Structuralism – Levi-Strauss; E.R. Leach, Herbert Spenser; Functionalism – B. Malinowski.
Structural Functionalism – A.R. Radcliffe-Brown, Raymond Firth; Social Action: Talcott
Parsons; Social Fact: E. Durkheim; Neo-functionalism: E.R. Leach, Gluckman, S.F. Nadel; Neo-
structuralism: Althusser

Unit IV: Culture and Personality

Culture and Personality/Psychological Anthropology – Margaret Mead, Ruth Benedict, Linton,
Cora DuBois; Abram Kardiner; Melford Spiro; Oedipus complex

Configurational approach to the study of Culture (S.F.Nadel), Culturological approach to the
study of culture (Leslie White)

Course Learning Outcomes

- CLO 1: The students will learn about the classical theories of culture like evolutionism,
diffusionism.
CLO 2: They will learn about historical particularism and neo-evolutionism.
CLO 3: They will also learn about functionalism, structuralism and other more recent theories.
CLO 4: From the practical component they will learn about the skill of formulating research
questions and hypotheses, testing of hypotheses, etc. so that they can connect the cultural
theories with everyday life.

Suggested Readings

1. Barth, Frederik. 1981. *Models of Social Organization*, Royal Anthropological Institute, Occasional Paper-23. London: Routledge and Kegan Paul.
2. Behura, N.K. 1993. *Anthropological thought and Theories*.
3. Bidney, D. 1964. *Theoretical Anthropology*, New York: Columbia University Press,
4. ChiIde, V. Gordon. 1963. *Social Evolution*, A.A Watt and Co ltd, 1951, First Meridian printing.
5. Durkheim, E. 1938 (1895). *The Rules of the Sociological Method* (S.Solovay and J. Meuller, trans,) New York: Free Press
6. Geertz, C. 1973. *The Interpretation of Culture*, New York: Basic Books.
7. Gluckman, M. 1949. *An Analysis of the Sociological Theories of Bronislaw Malinowski*. New York and London: Oxford University Press
8. Harris, M. 1969. *The Rise of Anthropological Theory*, London: Routledge and Kegan paul.
9. Honnigman, J. J. (Ed). 1997, *A Hand Book of Social and Cultural Anthropology*, Vol-II, University of North Carolina, New Delhi: Rawat Publications.
10. Kroeber, A. L. 1953. *Anthropology Today: An Encyclopedic Inventory*. Chicago
11. Kroeber, A. L. 1939, *Cultural and Natural Areas of Native North America*, University of California Press.
12. Kuper, Adam. 1985. *Anthropology and Anthropologists: The Modern British School* (rev. ed.), Boston: Routledge & Kegan Paul.
13. Leach, E. R. 1963. *Rethinking Anthropology*, London: Athlone Press
14. Levi-Strauss, C. 1983, *Structural Anthropology*, Chicago: University of Chicago Press
15. Lowie, R. H. 1937, *The History of Ethnological Theory*, New York.
16. Malinowski, B. 1960 (Originally 1922), *A Scientific Theory of Culture and Other Essays*. New York

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17. Manners and Kaplan (Ed). 1968. *Theory in Anthropology: A Course Book*, Chicago: Aldine Publishing Company.
18. Martindale, Don. 1960, *The Nature and Types of Sociological Theory*. Houghton Mifflin.
19. Martindale, Don. 1965. *Functionalism in social Sciences*. American Academy of Political & Social Science,
20. Morgan, L. H. 1963. (Originally 1877), *Ancient Society*, New York
21. Merton, R. K. 1957, *Social Theory and Social Structure*, New York
22. Nadel, S. F. 1957, *The Theory of Social Structure*, New York
23. Nagel, E. 1961. *The Structure of Science*. New York
24. Parsons T and E. Shils (Ed.) 1952. *Towards a General Theory of Action*, Cambridge: Harvard University Press
25. Radcliffe-Brown, A. R. 1952, *Structure and Function in Primitive Society*. New York: Free Press
26. Radcliffe-Brown, A. R. 1958. *Method in Social Anthropology*. edited by M.N Srinivas, Chicago: University of Chicago Press
27. Tylor, E. B. 1920 (originally in 1871), *Primitive Culture*, New York: J. P. Puthnam
28. White, L. A. 1949, *The Science of Culture: A Study of Man and Civilization*, Farrar, Strauss and Giroux. Voget, Fred W. 1975. *A History of Ethnology*, USA.

Paper – ATS 406

Anthropology of Tribes

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit – 5

Course Objectives

- CO – 1: To train student about the discourse over the concept of Adivasi in India.
- CO – 2: To make student out about the situation of the tribals in India and Odisha.
- CO – 3: To train student about the critical analysis of the development intervention of the state towards tribal development.
- CO- 4: To make students aware about the various tribal assertion of colonial and post-colonial period.
- CO-5: To percolate knowledge among the student about the critical perspective of tribal movements in relation to rights and identity.

Unit I: Tribes as a Category

Tribes and Tribals: Nomenclature and Conceptual discourse; Distribution and Classification of Tribes in India and Odisha; Tribes/ adivasi as indigenous people: contemporary discourse; Particularly Vulnerable Tribal Group (PVTGs) of India and Odisha; Non-Scheduled category of Tribes: De-notified tribe, Nomadic tribes, criminal tribes; Pseudo-tribalism; Indigeneity

Unit-II: Tribal Problems

Tribal situations in India and Odisha; Major tribal problems: land-alienation, indebtedness, Illiteracy, unemployment, migration, health and nutrition, displacements and rehabilitation, shifting-cultivation, Deforestation and its impact on tribal population;

Unit III: Development Interventions

History of tribal administration; Constitutional safeguards for scheduled tribes; Mandal

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Commission, Dhebar Commission Draft National Tribal Policy, Issues of acculturation assimilation and integration; Neheruvian approach to tribal development; Development Programmes in Five Year Plans, Tribal Sub Plan; Tribal Rights on Forest and Land; Forest Policies and Tribals; Impact of development programmes on tribal life.

Unit-IV: Tribal Movements in India

Movements: Meaning, Nature and Functions; Pre-colonial Movement: Kol rebellion, Kondh rebellion, Munda rebellion; Post-colonial Movements: Jharkhand movement, Ho revolt, Santhal movement; Revitalization movement: Sardari Larai, Tana Bhagat movement, Lakho Bodra movement;

Tribal Assertion and Question of Indigeneity: Demand for scheduled tribe status (Teagarden communities, Meena and Gurjar agitation; Movement for livelihood: Kalinga Nagar Incident; Niyamgiri Movement; Kashipur agitation; Pathalgadi movement; Ethnic movements in India: Naga movement, Bodo movement, Gorkha movement; Ethnic problems and quest for identity formation;

Course Learning Outcomes

After completion of the course, student will able to

CLO – 1: Critically analysis the concept of tribes and Adivasi in India

CLO – 2: Demonstrate knowledge about the situation of the tribal people.

CLO – 3: Influence the state for the cause of tribal society.

Suggested Readings

1. Beteille A. 1996. Concept of tribes with special reference to India. In *Society and politics in India: essays in a comparative perspective* (pp 57-78). London: Athlone Press.
2. Chaudhuri, B. 1992. *Tribal transformation in India: socio-economic and ecological development*. New Delhi: Inter-India publication.
3. Choudhury, B. 1982. *Tribal Development in India*. New Delhi: Inter-India Publication.
4. Elwin, V. 1954. *The aboriginal*. Bombay: Oxford University Press.
5. Gadgil, M and R. Guha. 1992. *This fissured land: an ecological history of India*. New Delhi: Oxford.
6. Ghurye, G.S. 1943. *The aboriginals: so-called and their future*. Poona: Gokhale Institute of Politics and Economics.
7. Govt. of India. 2014. Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs Government of India May, 2014
8. Hasnain, Nadeem. 2007. *Tribal India*. Delhi: New royal book.
9. Joshi, Vidyut and Chadrakant Upadhyaya. 2017 *Tribal Situation in India*. New Delhi: Rawat publications.
10. Pandey, A.K. 1984. *Tribal Situation in India*. New Delhi: serial publicaions.
11. Pathy, Suguna. 2003. Destitution, deprivation and tribal development. *Economic and Political Weekly*, 38 (27) (June 5-11, 2003): 2832-36.
12. Roy Burman, B. K. 2003. Indigenous and tribal peoples in world system perspective. *Studies of tribes and tribals*, 1(1): 7-27.
13. Roy Burman, B. K. 1994. *Tribe in Perspective*. Delhi: Mittal Publications.
14. Singh, A.K. 1999. *Tribal Development in India*. New Delhi: Classical Publishing Company.
15. Vaid, N.K. 2004. *Who Cares for Tribal Development*. New Delhi: Mittal publications.
16. Vidarthy, L.P and B.K. Rai. 1977. *Tribal Culture in India*. New Delhi: Concept publishing co.

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17. Xaxa V. 1999. Tribe as indigenous People of India. *Economic and Political Weekly*, 35 (51): 3589-3595.
18. Xaxa, V. 2003. Tribes in India. In Veena Das (ed) *The Oxford India Companion to sociology and social anthropology* Vol. I (pp. 373-408). Delhi: Oxford University Press.

Paper Code: ATS-408

General Practical

(Prehistory and Museology and Biological Anthropology)

Full Marks: 100 (Prehistory and Museology: 50 + Biological Anthropology: 50)

Course Objectives

- CO-1: To know the drawing and describing prehistoric artifacts, tangible material remains
- CO-2: To know classification of artifacts and materials
- CO-3: To know Osteology, Craniometry and Haematological and physiological test

Prehistory and Museology

Section (A): Prehistoric Archaeology and Museology

Marks 50

The general practical shall include the following components with distribution of marks indicated against each section:

The students are to be taught on the following aspects of Prehistoric Archaeology and Museology pertaining to stone tool technologies and typologies of tools of early human industries as well as tangible material cultural remains from ethnographic context as:

Prehistoric Technology: Manufacturing techniques Palaeolithic, Mesolithic and Neolithic industries.

Tool Typology of Early man: Study of major stone tool types of the Palaeolithic, Mesolithic and Neolithic industries.

Tangible Material Culture: Study the typology, materials, manufacturing process, use etc of material remains of contemporary tribal and non-tribal groups of the region

Each student must answer one elective question of 15 marks from the above aspects of Prehistoric Archaeology.

The students are required to identify, draw and undertake metrical analysis of lithic artifacts belonging to different cultural periods. They are to describe the nature of (core/flake/ blades) tool types, manufacturing techniques, (flaking, retouching, grinding, polishing etc.), probable functions, effect of rolling, weather effect and patina, condition of the working edges, etc using the Attribute Analysis Form supplied by the Department.

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Further, they must classify and describe the ethnographic materials including hunting -gathering, fishing, agriculture, household artifacts, ornaments, musical instruments, dress etc

Each student has to study:

- Palaeolithic tool - 05 numbers (Choppers, Hand axes, Cleavers and Scrapers).
- Mesolithic tool - 10 numbers (Non-geometric and Geometric microliths).
- Neolithic tool - 05 numbers (Axe, Adze, Chisel, Ring stones)
- Ethnographic Objects- 05 numbers (Relating to Hunting-Gathering, Fishing, Agriculture, Household artifacts, ornaments, musical instruments, dress)

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

Section (B): Prehistoric Archaeology and Museology

a)	Drawing and description of given Prehistoric lithic tools / artifacts	15 marks
b)	Drawing and description of one given material remains from ethnographic context	10marks
c)	One elective question from Prehistoric Archaeology pertaining to stone tool technologies and major typologies of stone tools.	10marks
d)	Identification of 5 types of tools/artifacts and their probable functions	05marks
e)	Practical Records	05marks
f)	Viva-Voce	05marks
Total		50 marks

Biological Anthropology

Section (A): Biological Anthropology

Marks 50

Osteology

Each student has to identify and draw with labeling different parts of the following human bones.

- Skull, b) Mandible, c) Clavicle, d) Scapula, e) Humerus, f) Radius & Ulna, g) Femur, h) Tibia-fibula, i) Vertebrae.

Craniometry

- Maximum Cranial Length; 2) Nasion -inion Length; 3)Cranial Height; 4) Max Cranial breadth; 5) Nasion-Prosthion height; 6) Bio-zygomatic breadth; 7) Minimum frontal breadth; 8) Nasal Length 9) Nasal Breadth 10) Glabella inion Length 11) Palatal Breadth 12) Palatal Length 13) Breadth of Ramus 14) Length of Ramus 15) Angle of Mandible 16) 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.

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Haematological and physiological test:

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.

i) Haemoglobin Estimation

ii) Blood Pressure & pulse rate,

iii) Oxygen saturation

iv) Blood Sugar Estimation.

Household Survey

Students are required to collect household data belonging to ten (10) families (Preferable from Tribal/Caste population of North Odisha) and submit a report.

Section (B): Biological Anthropology

1. Physiological Test	15marks
2. Osteology & Craniometry	15marks
3. Household Survey	10marks
4. Practical Record	05marks
5. Viva-voce	05marks

Course Learning Outcomes

CLO-1: Students will learn stone tool analysis, their typology, technology and drawing

CLO-1: The students will learn the different techniques of measurements of physiological variables and other haematological parameters. This will unfasten a platform for their future employment.

CLO-2: Household survey and identification and measurements of bones will further enhance skill development.

Suggested Readings

1. Akhilesh, Kumar and Shanti Pappu. 2022. Let's Knap: Experiences in Teaching Lithic Studies in South Asia. *Lithic Technology*. Routledge.
2. Ames, Michael M. 1986. *Museums: The Public and Anthropology*. Vancouver and New Delhi.
3. Anthropometry. Report of a WHO expert committee. Technical Report series 854. Geneva. Switzerland.
4. Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialized Museums in India*.
5. Burcaw, G. Ellis. 1997. *Introduction to Museum Work*. Walnut Creek: Altamira Press.
6. Burkitt, M. 1963. *The Old Stone Age: A Study of Palaeolithic Times*. London: Bowes and Bowes.
7. Clark, D. L. 1971. *Analytical Archaeology*. Methuen and Co. Ltd.
8. Das, B.M. and R. Deka. 1998. *Physical Anthropology Practical*. Kitab Mahal, Allahabad.
9. Das, B.M. and R. Deka. 1998. *Physical Anthropology Practical*. Kitab Mahal, Allahabad.
10. Dean, David. 1994. *Museum Exhibition: Theory and Practice*. London & New York.
11. Ghosh, D. P 1968. *Studies in Museum and Museology in India*. Calcutta: Indian Publications.
12. Ghoshmaulik, S.K. and K.K. Basa (eds) 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar; Academic Staff College, Utkal University.
13. Harinarayana, N. 2007. *Heritage: Essays on Museology and Conservation*.

14. Hole, H. and R. F. Heizer. 1969. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.
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26. Sankalia, H. D. Stone Age Tools, Families and Techniques. Pune, Deccan College.
27. Singh I.P. and M.K. Bhasin. 1989. A Laboratory Manual on Biological Anthropology: Anthropometry. Kamal-Raj Enterprises, Delhi.
28. Tripathy, Byomakesh, Gauri Shankar Mahapatra and Basanta Kumar Mohanta (eds.). 2020. *Ethnographic Museums in Central India*. New Delhi; Aayu Publications.
29. Ulijaszek, S. J. and C. G. N. Mascie-Taylor (Ed.). 1994. Anthropometry: the Individual and Population. Cambridge University Press, Cambridge.
30. Weiner J.S. and J.A. Louri. 1981. Practical Human Biology. Academic Press, New York.

SEMESTER III

Paper Code: ATS-501

Indian Society and Culture

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credi-5

Course Objectives

- CO-1: Acquaintance student with the history of Indian culture, village structure and caste system.
- CO-2: Train students about the changing dimensions of Indian society and responsible factors for those changes.
- CO-3: Train students about the concept and theory of Indian diasporas.
- CO-4: Highlight the contributions of any Indian anthropologists towards understanding Indian society and culture.

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Unit I: Indian Civilization

Approaches of Indian Civilization, Contributions to the study of Indian Civilization: McKim Marriot, Milton Singer, Verrier Elwin, M.N Srinivas, L.P. Vidyarthi; N.K Bose, S.C. Dube, D.N. Majumdar, G.S. Ghurye, Composition of Indian society: population and its distribution; Linguistic and Cultural Divisions. Unity in diversity in Indian society

Unit II: Village and Caste

Village Communities – their Types, Integration and Extension; Jajmani System, Dominant Caste, Caste Mobility. Changing dimension of Castes. Social stratification, Varna/Jati, Caste system in India.

Unit III: Traditions

Little Tradition and Great tradition; Universalization and Parochialization; Urban Communities: Structure and Types; Cultural Role and Functions of Cities; Folk-Urban and Tribe-Caste Contrast and Continuum.

Unit IV: Social Change

Social and Cultural change in modern India – Sanskritization, Modernization, Westernization, Secularization, Globalization, Urbanization and Industrialization, Peasantization, Tribalization, Detribalization and Retribalization.

Indian Diaspora: history of immigration from India, Causes and impact of Indian diasporas. Contribution of Indian diasporas to Indian society.

Course Learning Outcomes

After completion of the course, students will be able to

- CLO 1: Demonstrate knowledge about the Indian society and culture and its developmental sequence.
- CLO 2: Develop a critical understanding of the theory of social change in India.
- CLO 3: Develop an understanding about the socio-cultural and economic significance of the Indian diasporas.

Suggested Readings / Books Recommended

1. Bailey, F.G. 1960. *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, UK: Manchester University Press.
2. Beteille, Andre. 1969, *Castes: Old & New, Essays in Social Structure and Social Stratification*, Bombay: Asia Publishing House.
3. Bose, N.K., 1967, *Culture and Society in India*, Bombay: Asia Publishing House
4. Cohn, B.S. 1971, *India: The Social Anthropology of a Civilization*. New Jersey: Englewood Clifts.
5. Desai, A.R., 1961, *Rural Sociology in India*, Bombay: The Indian Society of Agricultural Economics.
6. Dube, S.C. 1958, *India's Changing Villages: Human Factors in Community Development*. London : Cornell University Press.
7. Epstein, T. 1967, *The Craft of Social Anthropology*, London: Tavistock Publication.
8. Foster, G.M., *Traditional Culture and Impact of Technological Change*
9. Ghurye, G.S. 1959, *The Scheduled Tribe*, Bombay: Popular Prakashan
10. Hutton, J.N. 1951, *Caste in India*, Bombay: Oxford University Press
11. Karve, I, 1953, *Hindu Society: An Interpretation*, Poona: Singam Publications

12. Kothari, Rajni (ed.), 1985. *Caste in Indian Politics*. Orient Longman.
13. Kroeber, A.L. 1948, *Anthropology*, Bombay: G.G Harrap and Co.
14. Marriott, McKim, (ed) 1955, *Village India*, Chicago: Chicago University Press
15. Mason, Philip (ed.), *India and Ceylon : Unity & Diversity*
16. Mandelbaum, D.G., 1970, *Society in India*, Berkeley: University of California Press
17. Redfield, Robert, *Peasant Society and Culture*, Chicago: Chicago University Press
18. Singer M. 1975, *Traditional India: Structure & Change*, Chicago: Chicago University
19. Singer, M and B.S.Cohn (Eds.) 1968, *Structure and Change in India Society*, Chicago: Aldine Publishing Company
20. Singh, Y. 1994, *Modernization of Indian Tradition*, Jaipur: Rawat Publications
21. Singh, S.N. 1996, *Reservation Policy for backward Classes*, New Delhi: Rawat Publications.
22. Srinivas, M.N. 1962 (b), *Caste in Modern India & Other Essays*, Bombay: Asia Publishing House
23. Srinivas, M.N. 1955, *India's Villages*, Calcutta: Asia Publishing House
24. Vidyarthi, L.P. 1968, *Applied Anthropology in India*, Allahabad: Kitab Mahal

Paper – ATS-503

Applied Anthropology and Tribal Development in India

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit = 5

Course Objectives

The present paper aims to

- CO-1. To train student about the development and importance of applied anthropology.
- CO-2. To make the student out to understand varieties of methods and techniques anthropologists employ to study human's problems.
- CO-3. To make student aware of ethnical principles to research and cultural representation.
- CO -4. To train students about the application of methodological and theoretical tools to a wider range of carrier path.
- CO-5. To improve student critical understanding of the social issue through anthropological perspectives that might help to resolve certain issues.

Unit I: Beyond Academics

Meaning and scope of applied anthropology; History of applied anthropology; Action anthropology; Development anthropology; Academic and Practicing Anthropology; Methods of Applied Research: Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Sustainable Livelihood Approach, Participatory Action Research

Unit II: Applied Anthropology Biological Perspectives

Meaning and scope of applied biological anthropology, Anthropology of Sports, Nutritional Anthropology, Designing of defense equipment, Defense Services, Applications of Human Genetics: Medico-legal cases, Eugenics, Genetic screening, Genetic counseling, Genetic engineering, Human Genomics and its applications,

Unit III: Engaging anthropologist

Public anthropology; Advocacy Anthropology; Community development projects; Need

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assessment and Social Impact Assessment (SIA); Social marketing. Cultural resource management; Anthropologists in Census; Anthropologist at NGO; role of anthropology in tribal development;

Unit IV: Domains of application

Public Policy; Agriculture and food security; Education; Tourism and ecotourism, Media anthropology. Designing and Fashion; Human rights; Business anthropology; Gerontology; Climate change; Disability.

Course Learning Outcomes

After completion of the course, student will able to

CLO 1: Identify different domains of application of anthropological knowledge.

CLO 2: develop skill to employ anthropological knowledge in solving human problems.

CLO 3: Select the appropriate methodologies and employ them in an applied policy setting.

CLO 4: Examine different anthropological theories and methods in the field of community development and research.

CLO 5: Formulate and analyze action research leading to policy recommendations.

Suggested Readings

1. Baba, M.L. 2005. "Anthropological practice in business and industry," In Applied Anthropology: Domains of Application. S. Kedia and J. van Willigen, eds. Pp. 221-262. Westport: Praeger Press.
2. Bennett, L. A. and Fiske, S.J. (2013) "The Academic-Practitioner Relationship" Chapter 27 in A Handbook of Practicing Anthropology pp. 303- 316
3. Briller, Sherylyn H. and Goldmacher, A. (2009) Designing an Anthropology Career: Professional Development Exercises, AltaMira Press
4. Colten, C., and A. Sumpter. 2009. Social memory and resilience in New Orleans. Natural Hazards 48(3): 355-364.
5. De Vries, D. 2011. "Time and population vulnerability to natural hazards: The pre-Katrina primacy of experience," In Environmental Anthropology Today. H. Kopnina and E. Shoreman-Ouimet, eds. Pp. 140- 160. New York: Routledge.
6. Ervin, A. (2005). Applied anthropology: Tools and perspectives for contemporary practice, 2nd edition. Boston: Allyn and Bacon.
7. High, H. (2008). The implications of aspirations: Reconsidering resettlement in Laos. Critical Asian Studies, 40(4), 531-550.
8. Himmelgreen, D.A., and D.L. Crooks. 2005. "Nutritional anthropology and its application to nutritional issues and problems," In Applied Anthropology: Domains of Application. S. Kedia and J. van Willigen, eds. Pp. 149-188. Westport: Praeger Press.
9. Holly Cusack-McVeigh 2016. "Learning to Listen: Community Collaboration in an Alaskan Native Village," in Collaborative Anthropologies 8(1-2)" 40-57.
10. John van Willigen (2010) Applied Anthropology: An Introduction.
11. Kedia, Satish & John van Willigen. 2005. Applied Anthropology: Domains of Application. Westport CT: Praeger Publishers.
12. Kovats-Bernat, J.C. 2002. Negotiating dangerous fields: Pragmatic strategies for fieldwork amid violence and terror. American Anthropologist 104(1):208-222.
13. Little, P.D. 2005. "Anthropology and development," In Applied Anthropology: Domains of Application. S. Kedia and J. van Willigen, eds. Pp. 33-60. Westport: Praeger Press.
14. Luke Lassiter, 2008. Moving Past Public Anthropology and Doing Collaborative Research," in National Association for the Practice of Anthropology (NAPA) Bulletin 29: 70-86.
15. McDonald, J. (2002). The applied anthropology reader. Boston: Allyn and Bacon. Jordan,

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- A. (2003). *Business anthropology*. Long Grove, IL: Waveland.
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 17. Rylko-Bauer, Barbara, Merrill Singer, and John Van Willigen 2006 *Reclaiming Applied Anthropology: Its Past, Present, and Future*. *American Anthropologist* 108(1): 178-190.
 18. Rylko-Bauer, Singer, and Van Willigen (2009) "Reclaiming Applied Anthropology: Its Past, Present, and Future" *AMERICAN ANTHROPOLOGIST*, Vol. 108, Issue 1, pp. 178-190
 19. Sillitoe, P. 2007. Anthropologists only need apply: Challenges of applied anthropology. *Journal of the Royal Anthropological Institute* 13: 147-165.
 20. Smith, V.L. 2005. "Anthropologists in the tourism workplace," In *Tourism and Applied Anthropology: Linking Theory and Practice*. T.M. Wallace, ed. Pp. 252-269. NAPA Bulletin
 21. Speed, S. 2006. At the crossroads of human rights and anthropology: Toward a critically engaged activist research. *American Anthropologist* 108(1):66-76
 22. Stephens, W. Richard. 2002. *Careers in Anthropology: What an Anthropology Degree Can Do For You*. Allyn and Bacon.
 23. Stonich, S. C. 2005. "Enhancing Community-Based Tourism Development and Conservation in the Western Caribbean." *NAPA Bulletin* 23: 77-97.
 24. Trotter, R.T., and J.J. Schensul. 2000. "Methods in Applied Anthropology." In *Handbook of Methods in Cultural Anthropology*. R. Bernard, ed. Pp. 691-736. Lanham: Rowman & Littlefield Publishers.
 25. Whiteford, L.M., and L.A. Bennett. 2005. "Applied anthropology and health and medicine," In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 119-148. Westport: Praeger Press
 26. Whiteford, L.M., and L.A. Bennett. 2005. "Applied anthropology and health and medicine," In *Applied Anthropology: Domains of Application*. S. Kedia and J. van Willigen, eds. Pp. 119-148. Westport: Praeger Press.

Paper Code: ATS- 505

Ecological Anthropology

Full Marks: 100 (End Sem: 60 + Internal: 20 + Assignment: 10 + Quiz: 10)

Credit-5

Course Objectives

This module aims at a systematic understanding of variability in culturally-inherited human behavior and its relationship to specific social and physical environments. So this course fundamentally aims to

- CO 1: provide an understanding of the dynamics of human-nature interaction in the process of adaptation,
- CO 2: provide an understanding of subsistence and non-subsistence related cultural traits and behaviors towards adaptive livelihood of different communities across globe,
- CO 3: provide an understanding as to how decision-making within a cultural and environmental context and interaction between culture and ecology shape the livelihood and biodiversity conservation.

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CO 4: Provide an understanding of both cultural and state notion of biodiversity conservation in Indian context.

UNIT-I: Introduction

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, Social Ecology, Ecology and Evolution.

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; Environmental Determinism and Environmental Possibilism; Energetic and Human Society: Sources of Energy, Nutritional Value of Foods, Food Chain and Web, Flow of Energy

UNIT-II: 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; Concept of Carrying Capacity; Ecological Equilibrium, Cultural Component of system: Culture as a Master Variable.

UNIT-III: Sustainable Development

Concept of Ecologically/Environmentally Sustainable Development; Environmentalism: Environmental Movements, Protests and Activism; Ecological Factors influencing Population Growth and Regulation, Population Growth and Environmental Degradation

Environmental Problems: Causes and Consequences of degradation of Land, Water, Air, Forest and Bio-Diversity Resources; Global Warming, Green House Effect and Environmental pollution.

UNIT-IV: Regional Ecology

Effects of Development Projects and Processes on Environment. Environmental Policy in India; Conservation Strategies: JFM and MFP. Ecology of Similipal Biosphere, Biodiversity of Similipal, Social ecology of Similipal tribes.

Course Learning Outcomes

The student who successfully completes this course will

- CLO 1: Understand how and why both human culture and the natural environment are dynamic creations of their mutual interaction.
- CLO 2: Become familiar with different theoretical models and epistemologies regarding the nature and drivers of human-environmental relationships.
- CLO 3: Become aware of the linkages among environment, technology, economics, politics, social organization, ideology, religion and ethics.
- CLO 4: See how people's perception, value and use of the natural environment are mediated by cultural filters.

Suggested Readings

1. Human ecology: biocultural adaptation in human communities. (2006) Schutkowski, H. Berlin: Springer Verlag.

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2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. 1965. Peasant society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Wittfogel, Karl August. 1957. Oriental despotism; a comparative study of total power. New Haven: Yale University Press.
9. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. Man the hunter. Chicago: Aldine Pub. Co.
10. Descola, Philippe, and Gisli Pálsson. 1996. Nature and society: anthropological perspectives. London: Routledge.
11. Guha, Ramachandra. 1990. The unquiet woods: ecological change and peasant resistance in the Himalaya. Berkeley: University of California Press.
12. Guha, Ramachandra. 2003. Social ecology. Oxford in India readings in sociology and social anthropology. Delhi [u.a.]: Oxford University Press.
13. Shiva, Vandana. 2009. Staying alive. [S.I.]: Zed Books Ltd.

Paper Code ATS-507 A

Medical Anthropology

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit-5

Course Objectives

- CO-1: The goal of the course is to teach the scope and relevance of medical anthropology.
- CO-2: In this paper students will learn the concepts of health, disease and illness and also healing and holistic dimension of health.
- CO-3: This paper will enlighten the students on Medical systems and Medical pluralism in India.
- CO-4: The students will study Ethnicity and Disease, Communicable and Non-Communicable Diseases, Public Health and Reproductive Health issues and Challenges.

Unit-I: Basic Concept of Medical Anthropology

Medical Anthropology: Introduction, Meaning and Scope. Emergence of Medical Anthropology. Concepts of health, disease, illness, healing, socio-cultural and environmental dimensions of health.

Unit – II: Medical System

Medical Systems and Medical Syncretism: Medical systems in Indigenous Populations; Ethno-medicine. Medical pluralism in India Ayurveda, Siddha, Unani, Naturopathy, Homeopathy and Allopathic medical practices.

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Unit-III: Medical anthropology and Public Health

Medical Anthropology: Major areas of Research. Medical anthropology and Public Health: Issues and trends. Ethnicity and Disease: AIDS, Diarrhoea and Vector borne diseases. Mental and Emotional disorders. Concept of Infertility.

Unit-IV: Health and Wellness

Epidemiology of common communicable and non-communicable diseases in World and India. Effects of environmental and occupational hazard on health. Reproductive Health: Issues and Challenges.

Course Learning Outcomes

- CLO-1. Medical anthropology is one of the most rapidly growing areas in which students have to acquire their knowledge on health, illness and healing as well as the holistic dimension of health care system. It also includes public health issues and challenges and communicable and non-communicable diseases which will enhance their research platform in future.
- CLO-2. The students will learn the basic concepts of health and disease, illness and healing from anthropological perspectives.
- CLO-3. They will understand the different medical system and acquire knowledge on various ethnomedical practices in India.
- CLO-4. They will also learn about Medical pluralism.

Suggested Readings

1. Dean E, Söderlund A. 2015. What is the role of lifestyle behaviour change associated with non-communicable disease risk in managing musculoskeletal health conditions with special reference to chronic pain? *BioMedCentral Musculoskeletal Disorders*..
2. Foster G.M. and B.G. Anderson .1978. *Medical Anthropology*. New York: John Wiley and Sons.
3. FysonKasenga. 2016. *Epidemiology of Communicable and Noncommunicable Diseases. Intech. Croatia*
4. Thakur, J.S.. 2015. *Public Health Approaches to Noncommunicable Diseases*. Wolters Kluwer (India) Pvt. Ltd. New Delhi.
5. Jane M. Ussher, Joan C. Chrisler. Janette Perz 2020. *Handbook of Women's Sexual and Reproductive Health*. Routledge Taylor and Francis Group
6. Kalla, A. K. and P. C. Joshi. 2004. *Tribal Health and Medicines*. New Delhi: Concept Publishing Company.
7. Manderson, Lenore, Elizabeth Cartwright, Anita Hardon. 2016. *The Routledge Handbook of Medical Anthropology*. London: Routledge.
8. Marlene B. Goldman. Maureen C. Hatch. 2000. *Women and Health*. Academic Press
9. Mary Jane Schneider. 2017. *Introduction to Public Health*. Jones and Bartlett Learning, LLC. An Ascend Learning Company
10. Park and Park. 2009. *Community Health and Social Medicine*. M/s BanarasidasBhanot Publishers, Jabalpur.
11. Pool R. and W. Geissler. 2005. *Medical Anthropology*. London: Open University Press.
12. Rajesh Khanna and A.K. Kapoor. 2007. *Ethnic Groups and Health Dimensions*. New Delhi: Discovery Publishing House.
13. Raymond L. Goldsteen. Karen Goldsteen. David C Graham.2010. *Introduction to Public Health*. Springer Publishing Company
14. Ronald Watson. 2015. *Handbook of Fertility*. Academic Press

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15. Sommer I, Griebler U, Mahlknecht P, Thaler K, Bouskill K, Gartlehner G, Mendis S. Socioeconomic inequalities in non-communicable diseases and their risk factors: An overview of systematic reviews. *BioMedCentral Public Health*. 2015; 15:914- 925.
16. Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) 1997. *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press.
17. Upadhyay Chakrapani 2005. *Reproductive Health and Culture in Tribal India*. Himanshu Publication
18. World Health Organization. 2010. Global status report on non-communicable diseases. Geneva: World Health Organization.

Paper – ATS-507 B

Advanced Anthropological Theories

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)
Credit = 5

Course Objectives

The present paper aims to

CO-1: percolate knowledge to student about the contemporary anthropological theories.

CO-2: train student to critically understand the society around us.

CO-3: expose student about the science of interpretation of the society.

Unit I: Beyond Structuralism

Understanding Modernity and post-modernism in anthropology;

Post-structuralism and Postmodernism: M. Foucault, J. Derrida, Jean Baudrillard; Roland Barthes; Construction of Self; Epistemological Questions: Ethnographic encounters; Reflexive anthropology of P. Bourdieu

Unit II: Constructionism

Symbolic and Cognitive Anthropology– Victor Turner, Schneider and Mary Douglas.

Cognitive Anthropology – Roy D'Andrade, Stephen Tylor,

Orientalism: Edward Said

Interpretive Anthropology – Clifford Geertz

Unit III: Power

Class analysis (Marxist Anthropology); Structural Marxism in anthropology; commodity fetishism; Politics of Representation: Identity and Citizenship; Theories of Ethnicity; Anthropology of State; Hegemony; Political Ecology; Social Darwinism;

Unit IV: Gender

Anthropology and Gender: Renato Rosaldo, Sherry Ortner; Marilyn Strathern, Leela Dube, Body politics;

Course Learning Outcomes

After completion of the course, student will able to

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- CLO-1: Analyze the changing circumstances of the society.
 CLO-2: Critically understand the functioning of the society.
 CLO-3: CLO-4: Develop an insight into critical approach to understand the society.
 CLO-5: Develop skill to build theory about the surrounding.

Suggested Readings

1. Applebaum H.A. 1987. Perspectives in Cultural Anthropology. Albany: State University of New York.
2. Barnard A. 2000. History and Theory in Anthropology. Cambridge: Cambridge University.
3. Barrett, S., Stokholm, S., & Burke, J. 2001. The Idea of power and the power of ideas: a review essay. *American Anthropologist*, 103(2), 468-480.
4. Brown, Richard H. (1995). Postmodern representations. Chicago: University of Illinois Press.
5. Clifford, James and George E. Marcus (eds) .1986. Writing culture: the poetics and politics of ethnography. Berkeley: University of California Press.
6. Cooke, Bill. 2006. "Postmodernism." In *Encyclopedia of Anthropology*, Vol. 4, edited by H. James Birx, 1912-1915. Thousand Oaks: SAGE.
7. Des Chene, Mary. 1996. Symbolic Anthropology. In David Levinson and Melvin Ember (eds.) *Encyclopedia of Cultural Anthropology* (pp. 1274-1278). New York: Henry Holt.
8. Douglas, Mary. 1966. Purity and danger: an analysis of the concepts of pollution and taboo. New York: Routledge.
9. Douglas, Mary. 1970. Natural symbols: explorations in cosmology. New York: Pantheon.
10. Douglas, Mary. 1992. Risk and blame: essays in cultural theory. New York: Routledge.
11. Dreyfus, Hubert and Paul Rabinow. 1983. Michel Foucault, beyond structuralism and hermeneutics. 2nd. ed Chicago: University of Chicago Press.
12. Dube, Leela. 2001. Anthropological exploration in gender: intersecting field. New Delhi: Sage publication.
13. Freud, Sigmund. 1905. Three Essays on the Theory of Sexuality. Translated by James Strachey. New York: Basic Books, 1975.
14. Geertz, Clifford. 1973. The Interpretation of Cultures. New York: Basic Books, Inc.
15. Geertz, Clifford. 1973. Thick description: toward an interpretive theory of culture. In *The Interpretation of Cultures* (pp. 3-30). New York: Basic Books, Inc.
16. Johnson, Michelle C. 2013. Symbolic and interpretive anthropology. In R. Jon McGee and Richard L. Warms (eds.) *Theory in Social and Cultural Anthropology: An Encyclopedia* (pp. 841-846). Thousand Oaks, CA: SAGE.
17. MacCormack, Carol P., and Marilyn Strathern, eds. 1980. Nature, culture, and gender. Cambridge and New York: Cambridge University Press.
18. Malinowski, Bronislaw. 1927. Sex and repression in savage society. London: International Library of Psychology, Philosophy, and Scientific Method.
19. McGee R.J. and Warms R.L. 1996. Anthropological theories: an introductory history. Oxford: Rawman& Littlefield publishing inc.
20. Moore M. and Sanders T. 2006. Anthropology in theory: issues in epistemology. Malden, MA: Blackwell Publishing.
21. Ortner, Sherry B. 1984. Theory in anthropology since the Sixties. *Comparative Studies in Society and History*. 26:126-166.
22. Ortner, Sherry B. 1974. Is female to male as nature is to culture? In Rosaldo, Michelle Zimbalist, and Louise Lamphere, (eds.) *Woman, Culture, and Society* (pp. 68.87). California: Stanford University Press.
23. Ortner, Sherry B. 1996. Making gender: the politics and erotics of culture. Boston: Beacon.
24. Ortner, Sherry B., and Harriet Whitehead, eds. 1981. Sexual meanings: the cultural construction of gender and sexuality. Cambridge and New York: Cambridge University Press.

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25. Reiter, Rayna R., ed. 1975. Toward an Anthropology of Women. New York: Monthly Review Press.
26. Rosaldo, Michelle Zimbalist, and Louise Lamphere, eds. 1974. Woman, Culture, and Society. Stanford, Calif.: Stanford University Press.
27. Sahlins, Marshall D. 1976. Culture and practical reason. Chicago: University of Chicago Press.
28. Said, Edward (1978) Orientalism. New York: Routledge.
29. Spiro, Melford E. 1996. Postmodernist anthropology, subjectivity, and science. a modernist critique. Comparative Studies in Society and History. 38(1), 759-780.
30. Strathern, Marilym. 1987. Dealing with inequality: analyzing gender relations in Melanesia and beyond. Cambridge: Cambridge University Press.
31. Strathern, Marilym. 2020. Relations: an anthropological account. Duke: Duke University Press.
32. Turner, Bryan S. 1990. Theories of modernity and postmodernity. London: SAGE Publications.
33. Upadhyaya, VS and Gaya, Pandey. 1993. History of anthropological thought. New Delhi: Concept publishing company.
34. Wallace, Anthony. 1970. Culture and personality. New York: Random House.

Paper ATS- 507 C

PRINCIPLES AND METHODS IN PREHISTORIC ARCHAEOLOGY

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit 5

Course Objectives

The present paper aims to

CO-1: percolate knowledge to student about the principles of archaeology.

CO-2: train student to critically understand the methods in archaeological anthropology.

CO-3: expose student about the science of interpretation of archaeological site formation.

Unit-I: Introduction

Meaning and perspectives: Definition, scope and assumptions of Archaeology, History and development of Archaeology, Kinds of Archaeology. Prehistoric Archaeology: Meaning, concepts and scope of prehistoric Archaeology, Chronological division of Cenozoic Era and events of the Pleistocene.

Unit-II: Environmental Archaeology

Environmental Archaeology: Main factors of the human environment; Studying the Landscape: Glaciated landscapes; Varves, Rivers, Cave Sites, Sediments and Soils. Reconstruction of palaeo-environment of plant (Micro botanical and Macro botanical remains), animal (Micro fauna and Macro fauna) and human (Human modification of the living area, human exploitation of wider environment and human impact on island environment).

Unit-III: Geo-archaeology

Geo-archaeology: Basic principles and study components in geo-archaeology; analytical procedures in geo-archaeology; Understanding Soil and Sediments: Physical features, Chemical

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features, Physical weathering, and types of sediments; Chemical weathering and formation of main types of soil.

Unit-IV: Formation Processes and Ethnoarchaeology

Formation processes in Archaeology and Ethno-Archaeology: Archaeological sites and its formation: Basic categories of Archaeological evidences; Types of sites and their contexts; Cultural formation processes and Natural / environmental formation processes in Archaeology. Ethno-archaeology: Meaning, scope and approaches of ethno-archaeology; Ethnoarchaeology in India with special reference to Orissa.

Course Learning Outcomes

After completion of the course, student will able to

CLO-1: Analyze the changing circumstances of the culture during prehistoric past

CLO-2: Critically understand the role and function of environment in human cultural evolution

CLO-3: Develop an insight into critical approach to understand site formation process.

CLO-4: Understand principles and methods in archaeological anthropology

Suggested Readings:

1. Aitken, M.J. 1974, Physics and Archaeology. Oxford: Clarendon Press, London.
2. Binford, S.R. and L.R. Binford. 1968, New Perspectives in Archaeology. Chicago: Aldine.
3. Burkitt, M.C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
4. Butzer, Karl, W 1971, Environment and Archaeology, An Ecological Approach to Prehistory. Chicago: Aldine.
5. Butzer, Karl, W. 1987. Archaeology as Human Ecology: Methods and theory for a contextual approach. Cambridge: Cambridge University Press.
6. Childe, V. G Piecing Together the Past
7. Clark, J. G.D. Archaeology and Society
8. Clarke, D. L. 1968 Analytical Archaeology. Methuen: London.
9. Coles, J. M. and E.S. Higgs 1969, The Archaeology of Early Man. London
10. Daniel, Glynn, E. 1967 The Origin and Growth of Archaeology. Pelican: Harmondsworth.
11. Daniel, Glynn, E. 1975. 150 Years of Archaeology. Duckworth: London.
12. Daniel, Glynn, E. 1980. A Short History of Archaeology. Thames and Hudson Ltd. London & New York.
13. Daniel, Glynn, E. and Renfrew, A.C. 1988. The Ideas of Prehistory. (Rev. Ed.) Edinburgh Univ. Press; Columbia Univ. Press: New York.
14. Dancey, William, S. 1985. Archaeological Field Methods: An Introduction. Delhi: Surjeet Publications.
15. Davidson, D.A. and M.L. Shackley (Eds) 1975, Geo-archaeology: Earth science and the past. London: Duckworth.
16. Evans, John, G. 1981. An Introduction to Environmental Archaeology. London: Paul Elek-Granada Publishing.
17. Ghilardi, M. and Desruelles, S. 2008. Geoarchaeology: where human, social and earth sciences meet with technology. S.A.P.I.E.N.S. 1 (2)
18. Gould, R.A. (Ed.). 1978. Explorations in Ethno-archaeology. Albuquerque: University of New Mexico Press.
19. Hardesty, D.L. 1977. Ecological Anthropology. New York: John Wiley & Sons.
20. Hole, F. and Robert F. Heizer, 1973. An Introduction to Prehistoric Archaeology. New York: Holt, Rinehart and Winston.

21. Hodder, Ian 1982. The Present Past: An Introduction to Anthropology for Archaeologists. London: Bastford.
22. Joukowsky, Martha 1986. A Complete Manual of Field Archaeology: Tool and Techniques of Field Work for Archaeologists. New York: Prentice Hall Press.
23. Limberly, S. 1975. Soil science and Archaeology. London: Academic Press.
24. Longacre, W.A. 1970. Archaeology as Anthropology: A Case study. Tucson: University of Arizona Press.
25. Renfrew, C. and P. Bahn 1996 Archaeology: Theories, Methods and Practice. Thames and Hudson Ltd. London & New York.
26. Rajan, K. 2002. Archaeology: Principles and methods. Tanjavur, Tamilnadu: ManooPathippakam.
27. Schiffer, M.B. 1983-84 Advances in Archaeological Method and Theory (Vol. 1 to 9). Academic Press: New York and London.
28. Schiffer, M. B. 1987, Formation Processes of Archaeological Record. Albuquerque: University of New Mexico Press.
29. Shackley, Myra L. 1981. Environmental Archaeology. London: George Allen & Unwin.
30. Shackley, Myra L. 1975. Archaeological sediments: a survey of analytical methods. London: Butterworths.
31. Yelen, John E. 1980. Archaeological Approaches to the Present. New York: Academic Press.
32. West, R. G. 1977. Pleistocene Geology and Biology. London and New York; Longman

PAPER 509 A

Biological Anthropology: Human Genetics

**Full Marks: 100 (End Sem: 40 + Internal: 20+ Assignment: 10 + Quiz: 10 + Practical: 20)
(Credit :5)**

Course Objectives

- CO-1: The goal of the course is to teach human genetics and its scope and development.
CO-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: Concept of Human Genetics

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, sex influenced and sex-limited genes; modifying genes; suppressor genes, multiple allelic inheritance, Twin Genetics.

Unit-II: Population Genetics

Pedigree Method and Sib Pair Method; Linkage and Crossing over; Polygenic Inheritance in Man. Population Genetic: Hardy-Weinberg Law and its application, Natural Selection, Genetic Distance, Genetic Drift. Consanguinity and Inbreeding Genetic Polymorphism: Balance and Transient.

Unit-III: Human Cytogenetics and Molecular Genetics

Human Cytogenetics: Cell cycle, Chromosomal Karyotypes, Banding Techniques, Chromosome Mapping, Sex-determination. Chromosomal aberration: Numerical and Structural.

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Human Molecular Genetics: Structure and function of DNA, RNA, Satellite DNA, Replication of DNA, Genetic Code, Protein Synthesis, Mutation damage, DNA repair Mechanism. Recombinant DNA Technology; Concepts of PCR, RFLPs, VNTRs, STRs.

Unit-IV: Application of Human Genetics

Application areas of Human genetics: Pre-natal diagnosis and genetics counselling; DNA fingerprinting; meaning and application and paternity determination, DNA Sequencing.

Course Learning Outcomes

CLO-1: The students will learn the principles of human genetics.

CLO-2: They will understand the inheritance pattern, population genetics and also human molecular genetics.

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

Suggested Readings

1. Benjamin A. Pierce. 2003. Genetics: A Conceptual Approach. W. H. Freeman and Company.
2. Cavalli, S. Ferza and Bodmer. 1976. The Genetics of Human Population, W.H. Freeman: San Francisco.
3. Daniel Hart. 1999. A Primer of Population Genetics and Genomics, Sinauer Associates, Inc.
4. Daniel, Hartl and A. G. Clark. 1997. Principles of Population Genetics. Sinauer Associates, Inc.
5. Peter Snustad and M. J. Simmons. 2006, Principles of Genetics. John Wiley and Sons, Hoboken, NJ
6. Cummings, M. R. 2009. Human Genetics. Cengage Learning. USA
7. Crawford, M. (Ed). 2006 Anthropological Genetics. Cambridge University Press
8. Stern, C. 1960. Principles of Human Genetics. W.H. Freeman and Co., San Francisco and London

ATS 509 A

Human Genetics (Practical)

Practical Marks: 20

- i) ABO & Rh Blood Group Typing
- ii) Colourblindness Test.
- iii) Identification of Human Chromosome Karyotyping – Details of Metaphase arrest, Staining/Photographic Analysis
- iv) Extraction of DNA: Methodology

Suggested Readings

1. Agrawal, S. 2004. *Molecular Techniques and Bioinformatics Tools*. DBT Sponsored National Workshop on Molecular Techniques in Transplant Biology (Sept.15th-Oct.5th.). Sanjaya Gandhi Postgraduate Institute of Medical Sciences. Lucknow, UP, India.
2. Mukherji, D., D. Mukherjee and P. Bharti. 2009. Laboratory Manual for Biological Anthropology. Asian Books Pvt. Ltd., New Delhi.
3. Weiner J.S. and J.A. Louri. 1981. Practical Human Biology. Academic Press, New York.

Paper: ATS 509 B

Visual Anthropology

Full Marks: 100 (End Sem: 40 + Internal: 20+ Assignment: 10 + Quiz: 10 + Practical: 20)
Credit 5

Course Objectives

CO-1: To aware student about the interpretation of visual materials

CO-2: To make use of student visual materials in anthropology

Unit-1: Background

Introduction to Visual Anthropology. Visual Culture. Photographic and Digital Media: Still, Interactive and Moving. Theory and Representation. Anthropology and Images: Ethnophotography and ethnographic films and mass media.

Unit-2: Exhibited 'Others'

Early Ethnographic Photography: Contexts and Trends. Anthropology of Art and Aesthetics; Ethnographic Photography: Conventions and Methodologies; Photography in Ethnography: Paradigms and Debates

Unit-3: Visuality

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

(Students are required to analyse photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politic)

Unit-4: Cinema Studies

Documentary and ethnographic films; Case studies: God Must Be Crazy; The Hunter; Kung San: Traditional Life (Students are required to watch a documentary film and write a report on it)

Course Learning Outcomes

Upon completion of the course, students will be able to:

- CLO 1: Gain insight into the subfield of "visual anthropology" and recognize the relation between the subfield and the use of visual material in anthropology.
- CLO 2: Demonstrate advance theoretical knowledge and methodology in visual anthropology.
- CLO 3: Improve their research skill by learning to use visual methods in social science.
- CLO 4: Identify appropriate visual methods and theories in visual project.
- CLO 5: Develop critical thinking through visual materials.
- CLO 6: interpret the visual materials, photographs in connection with society and culture we live in.

Suggested Readings

1. Banks M. and Ruby J. 2011. Made do Be Seen: Perspectives on the History of Visual Anthropology. University of Chicago Press [Practical].
2. Banks, M. 1992. Which films are ethnographic films? In PI Crawford and D. Torton (Eds). Film as ethnography (pp. 116-129). Manchester: Manchester University press.
3. Banks, Marcus. 2001 "Reading Pictures. In Marcus Banks (ed) *Visual Methods in Social Research* (pp. 1-12). London: Sage.
4. Ember C.R. et al. 2011. Anthropology. New Delhi: Dorling Kinderslay. [Unit II, III, IV (Page: 282-321, 430-438, 464, 469-471)].

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5. Griffiths, A. 1996. Knowledge and visuality in turn of the century anthropology: the early ethnographic cinema of Alfred Cort Haddon and Walter Baldwin Spencer. *Visual anthropology review* 12 (2): 18-43.
6. Grimshaw A. and Ravetz A. 2009. *Observational Cinema. Anthropology, Film, and the Exploration of Social Life*. Indiana University Press [Practical]
7. Grimshaw, A. 2001. The innocent eyes: Flaherty, Malinowski and the romantic quests. In *The ethnographer's eye: way of seeing in anthropology* (pp.44-56). Cambridge: Cambridge university press.
8. Henley P. 2010. *The Adventure of the Real. Jean Rouch and the Craft of ethnographic Cinema*. Chicago University Press [Practical].
9. Mead, M. 1993. Visual anthropology in a discipline of world. In P. Hockings *Principle of visual anthropology* (pp. 3-12). Berlin: Mouton de Gruyter.
10. Mitchel, WJT. 1994. The photography essays: four case studies. In *Picture theories: essay on verbal and visual representations* (pp.282-328). Chicago: university of Chicago press.
11. Nichols, B. 1991. The fact of realism and the fiction of objectivity: In *Representing reality: issues and concept in documentary* (pp. 165-199). Bloomington: Indiana university.
12. Pink S. 2010. *Doing Sensory Ethnography*. Sage Publications [Practical].
13. Ruby, Jay. 1996. "Visual Anthropology." In *Encyclopaedia of Cultural Anthropology*, David Levinson and Melvin Ember, editors. New York: Henry Holt and Company, vol. 4: 1345-1351.
14. Schneider A. and Wright C. 2010. *Between Art and Anthropology: Contemporary Ethnographic Practice*. Berg Publishers [Practical].

Paper: ATS 509 B
Visual Anthropology
Full Marks: (Practical: 20)
Credit 5

Students are required to analyse photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politic.

Suggested Readings

1. Jacknis, I. 1988. Margaret Mead and Gregory Bateson in Bali: their use of photography and film. *Current anthropology*, 3(2): 160-177.
2. Marcus Banks and Howard Morphy, 1998, *Rethinking Visual Anthropology*. New Heaven, London: Yale University Press.

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Paper ATS- 509 C
WORLD PREHISTORY (AFRICA AND EUROPE)

Full Marks: 100

(End Sem: 40 + Internal: 20+ Assignment: 10 + Quiz: 10 + Practical: 20)

Credit 5

Course Objectives

- CO-1: To give an idea about prehistoric culture of the World with special focus to Europe and Africa
- CO-2: To make use of student about the major prehistoric cultural and technological development in Europe and Africa
- CO-3: To make familiar about the major prehistoric sites of Europe and Africa and their characteristic features

Unit-I: Palaeoenvironment of African and Europe

Pleistocene events and Early Human: Pleistocene events in the Glaciated area, Periglacial area and Pluviated area. Land and Records of Early Human in Africa and Europe.

Unit-II: Prehistory of Africa

Palaeolithic Cultures: Lower Palaeolithic Pebble Tools Culture – evidences from Hadar, Laetoli, Olduvai Gorge, KoobiForra; Acheulian Culture in Africa – Evidences from Olduvai Gorge, Isimila, Kalambo Falls, Olorgesailie; Middle and Late Palaeolithic culture of North Africa. Rock Art, Out of Africa-Human Migration

Unit-III: Palaeolithic Cultures of Europe

Palaeolithic Period-Lower Palaeolithic Cultures (Handaxe tradition, Acheulian tradition, Clactonian Tradition, Levalloisian tradition, Tayacian tradition); middle palaeolithic Cultures (Mousterian); Upper Palaeolithic Cultures (Aurignacian tradition, Solutrean tradition, Magdalenian Tradition), Palaeolithic Art and Motives (Engraving, Drawing and painting),

Unit-IV: Mesolithic Cultures of Europe

Mesolithic Cultural traditions of Western Europe (Azilian, Tardenoisian, Asturian, Larnian), Mesolithic Cultural traditions of Northern Europe (Maglemosian, Kitchen-Midden), People, Subsistence and Settlements.

Course Learning Outcomes

Upon completion of the course, students will be able to:

- CLO 1: know the palaeoenvironment of Europe and Africa
- CLO 2: Able to identify the difference between different prehistoric cultural periods of Europe and Africa
- CLO 3: Improve their research skill by learning to use prehistoric artifacts.
- CLO 4: Develop critical thinking about the evolution of past culture.

Suggested Readings:

1. Barry, Cunliffe (Ed.) 1987. *Prehistoric Europe: An Illustrated History*. New York: Oxford University Press

2. Bhattacharya, D.K.1978. *The Emergence of Culture in Europe*. Delhi: B.R. Publishing Corporation
3. Bonsall, C. (Ed.), 1989.*The Mesolithic Europe*. Edinburgh
4. Champion, T., Clive Gamble, Stephen Shennan, Alsadair Whittle 1989. *Prehistoric Europe*. New York: Academic Press, Harcourt Brace Jovanovich, Publishers.
5. Clark, Grahame, *World Prehistory: A New Outline*: Cambridge, England: The University Press.
6. Clark, J.D. 1956. *Prehistory of Southern Africa*. New York.
7. Clark, J.G.D, 1936. *Mesolithic Settlement in Northern Europe*. London: Cambridge
8. Cole, J. M. and E.S. Higgs. 1969. *The Archaeology of Early Man*. London.
9. Cole, S.1963, *Prehistory of East Africa*. Pelican Books.
10. Fagan, Brian M.1977, *People of the Earth: An Introduction to World Prehistory*. Boston, Toronto: Little Brown and Company.
11. Grahame Clark 1977. *World Prehistory: In New Perspective*. Cambridge University Press
12. Lewis, B., R. Jurmain, L. Kilgore, 2007. *Understanding Physical Anthropology and Archaeology*. United States of America: Thomson Wordsworth.
13. Phillipson, David. W. 1990. *African Archaeology*. Cambridge: Cambridge University Press.
14. Potts, Richard 1988. *Early Hominid Activities at Olduvai*. New York: Aldine.
15. Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
16. Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
17. Wenke, Robert J.1990. *Patterns in Prehistory: Humankind's First three Million Years*. (3rd Ed.). New York: Oxford University Press.
18. West, R. G.1977.*Pleistocene Geology and Biology*. London and New York; Longman.
19. Wolpoff, Milford H. 1999. *Palaeoanthropology*. (2nd Ed.). New York: McGraw-Hill.

Paper ATS- 509 C
WORLD PREHISTORY (AFRICA AND EUROPE)
Full Marks (Practical: 20)

The students are to be taught knapping techniques in prehistory and will learn how to make different types prehistoric artifacts.

Suggested reading

Akhilesh, Kumar and Shanti Pappu. 2022. Let's Knap: Experience in Teaching Lithic Studies in South Asia. **Lithic Technology**. Routledge: Taylor & Francis Group.

Andrefsky, William., Jr. 2005. **Lithic: Macroscopic Approaches to Analysis**. Cambridge University Press.

Inizan, M.L. and M. Reduron-Ballinger, h. Roche and J. Tixier. 1999. **Technology and Terminology of Knapped Stone**. CREP: Nanterre.

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SEMESTER IV
PAPER: ATS-502
Tribal Demography, Health and Nutrition
Full Marks: 100 (End Sem: 60 + Internal: 20 + Assignment: 10 + Quiz: 10)
Credit-5

Course Objectives

- CO-1: The goal of the course is to teach demographic anthropology.
CO-2: The student will also learn about the different dimensions of health and nutritional anthropology with special reference to tribe.

Unit-I: Concept of Demography

Demography: Definition, Basic Concepts and Importance. Demography Vrs Anthropological demography. Demography and its relationship with other social science disciplines. Sources of demographic data (Census, Survey, NSSO, NFHS). Population Growth Theory: Pre-Malthusian Theory- John Grant, Malthus Theory, Theory of Optimum Population, Theory of Demographic Transition.

Unit-II: Population Studies

Distribution of tribal population in India and Odisha. Measures of population composition, Population distribution and Population growth, Measures of Fertility, Mortality, Morbidity, Migration.

Unit-III: Tribal Health and Health Policies

Tribal perception of illness, diagnosis of diseases, genetic and specific diseases in tribal society. Health care Policies in India: National Health Policy, National Nutrition Policy, National rural health mission and other tribal health policies in India. Government intervention on tribal health.

Unit-IV: Nutritional Anthropology

Nutritional assessment; Nutritional stress: undernutrition, and malnutrition. Nutritional adaptation in man. Nutritional Requirement in Man: Carbohydrate, Protein, Fat, Minerals and Vitamins.

Course Learning Outcomes

- CLO-1: The students will learn about the scope and relevance of demographic anthropology and its relationship with other social sciences.
CLO-2: They will learn different measures of population composition.
CLO-3: Students will learn about various tribal health policies in India.
CLO-4: They will also learn about assessment of Nutritional Status and RDA or nutritional requirement in man.

Suggested Readings

1. Anthropological Survey of India.1998. Anthropology of Small Populations, AnSI, Gupta Press, Calcutta.
2. Basu, Alaka Malwade and Peter Aaby, eds. 1998. The Methods and Uses of Anthropological Demography. Oxford: Clarendon Press.
3. Bhende, Asha A. and Tara Kanitkar 2019. Principles of population Studies. Bombay: Himalaya Pub. House.

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4. Howell N. 1986. Demographic Anthropology. Ann. Rev. Anthropol. 15: 219-246. Journal: Demography India
5. Kertzer, David I. and Tom Fricke, eds. 1997. Anthropological Demography: Toward a New Synthesis. Chicago: University of Chicago Press.
6. Pathak KB and F. Ram 2016. Techniques of Demographic Analysis. Bombay: Himalaya Pub. House.
7. Wells H. Nutritional Biochemistry. 2019. Oxford Book Company.
8. David I. Kertzer, Thomas Earl Fricke 1997. Anthropological Demography: Toward a New Synthesis. University of Chicago Press.
9. Gopalan C, Ramasastri BV, Balasubramanian SC. 1999. Nutritive values of Indian foods. Revises and updated by Rao et al. National Institute of Nutrition, Indian Council of Medical Research, New Delhi.
10. Quandt SA. 1987. Methods for Determining Dietary Intake. In Nutritional Anthropology. FE Johnston, ed. Pp. 67-84. Liss. NY.
11. Rozin P. 1987. Psychobiological Perspectives on Food Preferences. In Food and Evolution: Toward a Theory of Food Habits. M. Harris and EB Ross (eds.). Temple University Press. Philadelphia, pp. 181-205.
12. Stinson S. 1992. Nutritional Adaptation. Annual Review of Anthropology 21:143- 170.
13. Ulijasck SJ and Strickland SS. 1993. Introduction. In Nutritional Anthropology: Prospects and Perspectives. Pp. 1-5. Smith Gordon. London.

Paper Code: ATS 504

Anthropology of Sports and Games

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit-5

Course Objectives

Students can able to

- CO-1: Demonstrate knowledge about concepts, substance and structure associated with sport and physical activity and game and culture
- CO-2: Understand the socio-cultural dimensions of the games
- CO-3: Develop critical thinking and identify the ways in which sport is a site for analysis of larger social issues such as, power, gender, race, ethnicity/nationality, and class.
- CO-4: Critically examine how game form an identity.

Unit I: Anthropology of game and sports

Play, games and sport: concepts and relevance; Origins of sport and games in primitive and ancient societies; Kinanthrometry; Body Composition and its role in sports selection. Factors influencing body composition. Various body composition method to estimate human body composition. Determination of body composition (Muscle mass, bone mass, fat mass, percentage of body fat, segmental fat and body age).

Unit II: Sports anthropometry

Concept of physique and somatotype: Definition and role of physique in sports. Somatotype: Concept, development and application; Heath carter method of somatotyping. Different components, importance and scope in sports.

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Unit III: Games/Sports as cultural category

Concept and History of Games in Human society; Theories of Games: Clifford Geertz's Symbolic Interpretative (Cock Fighting)

Traditional games of the world; indigenous games; Cross-cultural and comparative sport; Game and Rituals; Game as a social phenomenon: game as recreation; game as socialisation; Social class and sport; sports and gender; Race and ethnicity in game and sports; Sports and Globalisation of culture.

Unit: IV: Sports/Game Ethnographies

Cock Fighting (Clifford Geertz); Pueblo Baseball; Cock fighting in Northern Odisha; Football culture in North Odisha; Youth sports development and policy in India and Odisha.

(Students are required to collect ethnography of traditional games played in their locality and submit a working paper of about 10 pages)

Course Learning Outcomes

CLO-1: Acquire knowledge about the history and meaning of sport and game from biological and socio-cultural perspective.

CLO-2: Develop critical thinking and identify the ways in which sport is a site for analysis of larger social issues such as race, ethnicity power, gender and class.

CO-3: Use qualitative anthropological methods of ethnographic to critically analyze various dimensions associated with sports and games.

CLO-4: Integrate culturally diverse sources of information about sport and apply this knowledge to solving problems in the sport context and unwrap employment opportunities.

Suggested Readings

1. And, Metin. 1979. "Some Notes on Aspects and Function of Folk Games." Journal of American Folklore, 92.363: 44-64.
2. Andrew, W. M. J., Jr., 1977. "Some Function of Ayamara Games and Play", In Studies in the Anthropology of Play: Papers in Memory of B. Allan Tindal, ed. Phillips Stevens, Jr., New York: Leisure Press.
3. Avedon, Elliott M. 1971. "The Structural Elements of Games." The Study of Games. eds. Eliot M. Avedon, and Brian Sutton-Smith. New York: John Wiley, 419- 26.
4. Barooah, P. P., 1998. Traditional Indian Games. New Delhi: Golgotia Publishing Company.
5. Brughart R. (1990). The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies. GA Harrison and JC Waterlow, eds. P. 307-325. Cambridge University Press. Cambridge.
6. Edwards, Carolyn P. 2005. "Children's Play in Cross-Cultural Perspective: A New Look at the Six Cultures Study." Faculty Publications, Department of Child, Youth, and Family Studies. Paper 1. 1-23.
7. Georges, Robert A. 1972. "Recreation and Games." Folklore and Folklife: An Introduction. ed. Richard M. Dorson. Chicago: University of Chicago Press. 173-189.
8. J.E.L. Carter & Heath, B.H. 1990. Somatotyping - Developments and Applications. Cambridge University Press, Cambridge.
9. Kevin Norton and Tim Olds Anthropometrica - A Textbook of Body measurement for Sports and Health Courses. UNSW Press, Australia.
10. Miracle, Andrew W. 1977. "Some Functions of Ayamara Games and Play." 1974. Studies in the Anthropology of Play: Papers in Memory of B. Allan Tindal. ed. Phillips Stevens, Jr., New York: Leisure Press, 98-104.
11. Opie, Iona Archibald, and Peter Opie. 1969. Children's Games in the Street and Playground. New York: Oxford University Press.

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12. Patria A.Hume, Deborah A.Kerr, Timothy R, Ackland, 2018. Best practice protocol of physique assessment in sports.
13. Quandt SA. (1987). Methods for Determining Dietary Intake. In Nutritional Anthropology. FE Johnston, ed. Pp. 67-84. Liss. NY.
14. Redl, Fritz, Poul V. Gump, and Brian Sutton-Smith. 1979. "The Dimensions of Game." In The Study of Games: A Source Book. eds. Brian Sutton-Smith, and Elliott M. Avedon. New York: Robert E. Krieger Publishing Company,. 408-418.
15. Roberts, John M., Malcolm J. Arth, Robert R. Bush. 1959. "Games in Culture" American Anthropologist 61(4): 597-605.
16. Roger Eston and Thomas Reilly, 2019. Kinanthropometry and Exercise Physiology (4th Edition).
17. Rozin P. (1987). Psychobiological Perspectives on Food Preferences. In Food and Evolution: Toward a Theory of Food Habits. M. Harris and EB Ross (eds.). Temple University Press. Philadelphia, pp. 181-205.
18. Stinson S. (1992). Nutritional Adaptation. Annual Review of Anthropology, 21:143- 170.

PAPER: ATS-506 A

Forensic Anthropology

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit- 5

Course Objectives

CO-1: In this paper students will learn the use and application of forensic anthropology.

CO-2: The goal of the course is to teach different tools of forensic anthropology i.e. study of skeletal remains, Dermatoglyphics, odontology, personal identification through body fluid.

Unit I: Concept and Development of Forensic Anthropology

Definition and scope of forensic anthropology. History and development of forensic anthropology Forensic anthropology and its role as a sub discipline within Anthropology. Relationship with Physical Anthropology.

Unit II: Study of Skeletal Material and Human Dentition

Study of skeleton materials: Determination of sex; estimation of age and reconstruction of stature from the bones and their medico-legal implication.

Human Dentition: tooth structure and growth. Determination of age, sex in young and adult individual. Importance of odontology in Forensic Anthropology.

Unit III: Dermatoglyphics in Forensic Anthropology

Dermatoglyphics in forensic anthropology, finger printing, classifications of finger printing, palm prints, detail of ridge, TFRC, AFRC, Palmer Formula and Main Line Index, Pattern Intensity Index, Dankmeijer's Index, Furuhashi's Index, atd angle and flexion creases. Various methods of latent print development.

Unit IV: Application of Forensic Anthropology

Personal identification of human hair. Body fluids in personal identification: blood, semen, saliva. Role of anthropology in solving dispute parentage.

Course Learning Outcomes

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- CLO-1: The students will learn about the scope and relevance of forensic anthropology and its relationship with other disciplines.
- CLO-2: They will understand the importance of studying skeletal remains in anthropology.
- CLO-3: Students achieve knowledge about various method of finger print, palm print and sole print and its classification and importance.
- CLO-4: They will know about the forensic odontology and also personal identification.

Suggested Readings

1. Bask R. Fundamentals of Forensic Medicine and Toxicology (2nd Edition) Books and Allied Pvt. Ltd. Kolkata.2009.
2. Boyd CC, Boyd DC. Forensic Anthropology: Theoretical Framework and Scientific Basis. 2018. Wiley-Blackwell.
3. Buikstra E. J and D. J. Ubelaker. 1994. STANDARDS: For Data Collection From.
4. Chatterjee S.K. *Finger, Palm and Sole Print*. Calcutta,17. Lake Avenue.1967.
5. Christensen AM, Passalacqua NV, Barterlink EJ. Forensic Anthropology: Current Methods and Practice. 2014. Academic Press.
6. Fineschi V. Forensic Autopsy: A Handbook and Atlas. 2010. CRC Press.
7. Klaes AR. Sex Estimation of the Human Skeleton: History, Methods, and Emerging Techniques. 2020. Academic Press Inc.
8. Klepinger L. L. *Fundamentals in Forensic Anthropology*. Wiley –Liss. 2006.
9. Sharma B.R. *Forensic Science in Criminal Investigation & Trials* (4th Edition) universal Law publishing Co. Pvt. Ltd 2003.
10. Weiner J.S. and J.A. Louri. 1981. Practical Human Biology. Academic Press, New York.

ATS 506 B

Anthropology of Food

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Credit 5

Course Objectives:

- CO 1: Students will learn about anthropological perspective of food and food eating culture.
- CO 2: To train students to explore the cultural variability of food production and consumption.
- CO 3: Demonstrate the acquisition of effective skills for the ethnographic study of foodways.
- CO 4: Explain how communities use food and foodways to construct, perform, maintain or change identity
- CO 5: Identify some of the physical and environmental factors that shape or undermine traditional foodways
- CO 6: To examine the food variability in relation to gender, kinship, politics, economics and religion.
- CO 7: To make student to critically think about how food mediate our relationships with non-human beings and surroundings.
- CO 8: To make students to explore the transregional and transnational movements of foods and culinary practices at natural and regional level.

Unit I: Introduction- anthropology of food culture

Foundation of food and culture; Food production and consumption through history; Food production: gathering, hunting, farming, contemporary consumer society; Food and the family – intra-familial food allocation, sharing and exchange of food; Food and religion – how food

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connects to rituals and symbols, food as taboos; Food and caste relations (commensality, dietary restrictions, hierarchy in food eating/sharing)

Unit II: Theoretical Background:

Audrey Richards (functionalism), Levi-Strauss and Mary Douglas (structuralism), Goody, Mennell, Mintz (The developmental/historical approach); Politics of food (Lien & Nerlich, Nestle, Watson & Caldwell); Contemporary Food Consumption; The Culinary Triangle

Unit III: Food and Identity

Tribal Food System; Gender and Food taboo; Food, Ritual and Symbol; Spiritual Food; Outing for food; Food and Globalization; Transforming the Food System; food and tourism; Slow food and fast food

(Students are required to write a working paper on food culture of tribals residing Mayurbhanj district)

Unit IV: Rethinking Food Culture

Food security: Concept and Causes of food insecurity; Alternative Food: Defilement and Reminders: Symbolism and Ritual Inversion; Food panics (mad cow disease, bird flu, dangerous/unhealthy foods); Impact of political, economic, and legislative systems on food culture and practice; Organic food; Millet Mission

Course Learning Outcomes

After completion of the course, students will be able to

CLO 1: Development ideas about the different food culture and foodways.

CLO 2: Explore the biological and cultural aspects of food and culture.

CLO 3: Decipher and deconstruct a meal/cuisine nutritionally and culturally.

CLO 4: Explain the biocultural perspective of foods.

Suggested readings:

1. Appadurai, Arjun 1988. 'How to make a national cuisine: cookbooks in contemporary India', *Comparative Studies in Society and History*, 30 (1): 3-24.
2. Caldwell, Melissa. 2018. Hacking the food system: Re-making technologies of food and justice. In Uliaszek (eds.). *Digital Food Activism*, Tanja Schneider, Karin Eli, Catherine Dolan, Stanley. London: Taylor and Francis.
3. Colson, Elizabeth. 1979. In Good Years and Bad: Food Strategies in Self-Reliant Societies. *Journal of Anthropological Research* 35:18-29.
4. Darna Dufour. 2012. Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition. Alan Goodman and Gretchen Pelt. New York: Oxford University Press.
5. Fukutomi, Satomi. 2014. 'Bottom-up food: making ramen a gourmet food in Tokyo', *Food & Foodways*, 22 (1-2): 65-89.
6. Jack Goody. 1982. The high and the low: culinary culture in Asia and Europe, In *Cooking, Cuisine, and Class. A Study in Comparative Sociology*, pp. 97-153.
7. Jonathan Parry. 1985. Death and digestion: the symbolism of food and eating in North Indian mortuary rites, *Man, New Series*, Vol. 20, No. 4, pp. 612-629.
8. Leo Coleman Food: Ethnographic Encounters. New York: Berg.
9. Leong-Salobir, Cecilia, Krishnendu Ray and Jaclyn Rohel (eds). 2016. 'Rescuing Taste from the Nation', *Special Issue of Gastronomica: The Journal of Critical Food Studies* 16 (1).
10. Paul M. Toomey. 1992. Mountain of food, mountain of love: ritual inversion in the Annakuta feast at Mount Govardhan. In R.S. Khare (ed.) *The Eternal Food. Gastronomic Ideas and Experiences of Hindus and Buddhists*, (pp. 117-38).

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11. Ray, Krishnendu. 2016. *The Ethnic Restaurateur*. London: Bloomsbury.
12. Ray, Krishnendu. 2020. 'Rethinking food vending' (SOAS Food Studies Centre Distinguished Lecture), *Gastronomica* 20 (1): 1-15.
13. Sobal, Jeffrey. 2005. Men, meat and marriage: models of masculinity. *Food and Foodways*, 13(1/2):1-26.
14. Sutton, David E. 2014. *Secrets from the Greek Kitchen: Cooking, Skill, and Everyday Life on an Aegean Island*. Berkeley: University of California Press.

Paper Code- 506 -C
REGIONAL PREHISTORY

Full Marks: 100 (End Sem: 60 + Internal: 20+ Assignment: 10 + Quiz: 10)

Course Objectives

Students can able to

CO-1: Understand the regional prehistory of India

CO-2: Develop critical thinking and identify the prehistoric cultural evolution in India in general and Odisha in particular

CO-3: Critically examine how the local environment played important role in regional prehistory.

CO-4: To understand the difference between various phases of prehistoric cultural evolution in the region

Unit-I: Palaeolithic and Mesolithic Cultures of India

Classification, Nomenclature; Palaeolithic Culture (Lower Palaeolithic Middle Palaeolithic Upper Palaeolithic), Spread and Distribution, Settlement and Subsistence; Mesolithic Culture (Features, Distribution, tool typology and technology, Rock Art,

Unit-II: Neolithic and Post-Neolithic Cultures of India

Neolithic Culture: Features, Distribution pattern, Indus Civilization: Development of metal technology, art and writing. Megaliths (Types, Distribution, chronology,) Ethnoarchaeology

Unit-III: Prehistory and Protohistory of Eastern India

Ecological background, Palaeolithic culture, Mesolithic culture, Neolithic Culture, Chalcolithic culture, Rock Art, Megalithic and Iron Use Tradition,

Unit-IV: Prehistory and Protohistory of Odisha

Ecological background, Palaeolithic culture, Mesolithic culture, Neolithic Culture, Metal Age Culture, Rock Art, Living Megalithic tradition, Distribution of Prehistoric Sites, Prehistory of Mayurbhanj and Keonjhar Districts

Course Learning Outcomes

After completion of the course, students will be able to

CLO 1: development ideas about the different prehistoric cultures of India and Odisha.

CLO 2: explain the cultural evolution in Odisha and its comparison to other sites of India.

CLO 3: understand the ecological background of Odishan prehistory and rock art heritage.

CLO 4: explain the megalithic and iron age tradition in the region

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Suggested Readings

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. Allchin, Briget and Raymond Allchin. 1982. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
4. Ambuj, Maitri Janani. 2016. *Stone Age Cultures of Odisha: A Case Study of Stone Age Sites in Mayurbhanj District*. Unpublished PhD thesis submitted to Utkal University.
5. Ball, V. 1876. On Stone Implements found in the Tributary States of Orissa. *Proceedings of the Asiatic Society of Bengal*. Pp.120-121.
6. Banerjee, N. R. 1965. *The Iron Age in India*. Delhi.
7. Banerjee, R.D. 1930. *History of Orissa*, Vol.-1. Calcutta; Probasi Ppress.
8. Basa, K.K. & P. Mohanty (Eds) 2000. *Archaeology of Orissa*. New Delhi: Pratibha Prakashan.
9. Basa, Kishor K. 1984. *Prehistory of Mayurbhanj: A Review*. Unpublished M.A. Dissertation, Utkal University, Bhubaneswar.
10. Basa, Kishor K. 1994. *Problems and Perspectives in Archaeology of Orissa, India*. Occasional Paper in Anthropology. Utkal University, Bhubaneswar.
11. Basa, Kishor K. 1997. Archaeological Heritage. In Mishra, P.K. and J.K. Samal edited *Comprehensive History and Culture of Orissa*, Vol. 1 (Part-1). New Delhi; Kaveri Books, pp. 18-45.
12. 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.
13. Bellwood, P.S. 2007. *Prehistory of Indo-Malaysian Archipelago*. Australian National University Press.
14. Bhattacharya, D. K. 2001. *An Outline of Indian Prehistory*. Delhi: PalakaPrakashan.
15. Bhattacharya, M. 1999. *Prehistory of West Bengal*. Calcutta: Action Research Institute.
16. Bose, N. K. & D. Sen, 1948. *Excavations in Mayurbhanj*: Calcutta University.
17. Bose, N.K. and D. Sen. 1948. *Excavation in Mayurbhanj*. Calcutta; Calcutta University.
18. Bose, N.K., D. Sen and G.S. Ray. 1958. Geological and Cultural Evidences of the Stone Age in Mayurbhanj. *Man in India*. 38 (1):44-55.
19. Bose, P.N. 1904. Notes on the Geology and Mineral Resources of Mayurbhanj. *Records of Geological Survey of India*, Vol. 31, pp.168-170.
20. Chakrabarti D.K. 1992. *The Early Use of Iron in India*. Delhi: Oxford University Press.
21. Chakrabarti D.K. 1993. *Archaeology of Eastern India: Chhotanagpur Plateau and West Bengal*. Delhi: Munshiram Manoharlal Publishers Private Limited.
22. Chakrabarti D.K. 1999. *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press.
23. Chakrabarti, D.K. and R.K. Chattopadhyay 1988 A Note on the Lithic Industries of Mayurbhanj and Keonjhar, Orissa. *Man and Environment* 12:203-8.
24. Chakrabarti, S. 1990 New Perspectives on Palaeolithic Archaeology of Kuliana, Northern Orissa, Eastern India. In *Proceeding of the XX Conference of ISPQS*, held at Dharwad, Karnataka University, pp. 1-3.
25. Chakrabarti, S. 1990. The Stone Age Prehistory of Khiching, Orissa. *Man and Environment* 15:13-21.
26. 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.
27. 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.
28. Chakraborti, Subrata 2000 Recent Advances in Prehistory of Mayurbhanj. In Basa, K.K. and P.

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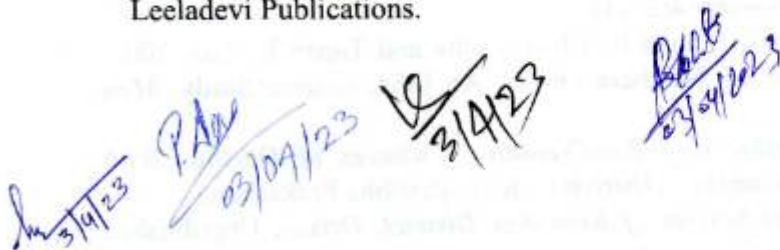
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29. Clark, Grahame. 1969. *World Prehistory: A New Outline*. Cambridge University Press.
 30. Das Gupta, S. 2000. Prehistoric Context of Mayurbhanj District of Orissa (India). *Anthropos* 95:485-500.
 31. Dash, R. N. 1985. Ancient Potteries of Orissa- A Study. *Orissa Historical Research Journal*, Vol. XXXI (2, 3 & 4):103-104.
 32. 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.
 33. Datta, A. 2000. The Context and Definition of Upper Palaeolithic industries in Panchpir, Orissa, India. *Proceedings of the Prehistoric Society* 66:47-59.
 34. Dehuri, Rajendra. 2013. *Archaeology of Kakharua Valley, North Central Orissa*. Ph.D. thesis submitted to Utkal University, Bhubaneswar.
 35. 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.
 36. Ghosh, A. K. 1970. An Analysis of Mayurbhanj Palaeolithic Industry. *Journal of the Indian Anthropological Society*, Vol. 5 (1 & 2):243-253.
 37. Ghosh, A. K. and A. N. Basu. 1969. An Appraisal on the Palaeolithic Industries of Mayurbhanj in the Light of Recent Discovery. *Science and Culture* 35 (9):476-479.
 38. Ghosh, R. and Gaudamsankar Ray 1964 A Technological Study of the Cleavers of Mayurbhanj. *Man in India* 44(I):50-74.
 39. Harvey, E. L., D. Q. Fuller, R. Mohanty and Basanta Kumar Mohanta. 2006. Early Agriculture in Orissa: Some Archaeobotanical Results and Field Observations on the Neolithic. *Man and Environment*, XXXI (2): 21-32.
 40. Higham, C.1991. *Archaeology of Mainland South East Asia: From 10,000 BC to the Fall of Angkor*. Cambridge: Cambridge University Press.
 41. *IAR*, 1992-93. Exploration at Kuliana, District Mayurbhanj, pp. 81-82.
 42. Jain, V. K. 2009. *Prehistory and Protohistory of Indian*. New Delhi: D.K. Printworld (P) Ltd.
 43. Kar, Sushanta Kumar. 2008. *Archaeology of the Singida Valley Central Orissa, India*. Ph.D. thesis submitted to Utkal University, Bhubaneswar.
 44. Mishra, P.K. 1998. *Archaeology of Mayurbhanj*. New Delhi; D.K. Printworld (P.) Ltd.
 45. Mishra, S.K. 1987-88. Stone Age Antiquities of Jashipur, Orissa- A Survey. *Man in Society* 1 (3):81-88.
 46. Mishra, S.K. 1990 Stone Age Remains and Palaeo-human Activities in the Burhabalaga and Chipat River Valleys of Orissa. *Man in Society* 4:21-33.
 47. Mishra, S.K. 1990. Stone Age Remains and Palaeo-human Activities in the Burhabalanga and Chipat River Valleys of Orissa. *Man in Society* 4:21-33.
 48. Mohanta, Basanta Kumar, Kishor K. Basa, Pranab K. Chattopadhy and Tapan K. Das. 2003. Pre-Industrial Iron Smelting in Mayurbhanj, Northern Orissa: An Ethnohistoric Study. *Man and Environment* XXVIII (2):81-90.
 49. Mohanta, Basanta Kumar. 2013. *Neolithic and Post-Neolithic Cultures of Odisha (With Special Reference to Mayurbhanj and Keonjhar Districts)*. Delhi: Pratibha Prakashan.
 50. Mohanty, P. 1989 *Mesolithic Settlement System of Keonjhar District, Orissa*. Unpublished Ph.D. Thesis submitted to the University of Poona, Pune.
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 53. 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.

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55. Nautiyal, K. P. 1989. *Protohistoric India*. Delhi: Agam Kala Prakashan.
56. Padhan, Tosabanta. 2013. *Prehistoric Archaeology of the Jonk River in Odisha and Chhattisgarh*, Unpublished Ph.D. Dissertation, Pune: Deccan College, Post Graduate & Research Institute.
57. Peregrine, Peter Neal and Melvin Ember. 2001. *Encyclopedia of Prehistory: East Asia and Oceania*, Volume 3. USA: Human Relations Area Files. Inc.
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61. Ray, Ranjana 1993 Discovery of a Chalcolithic site near the source of River Baitarani, Orissa *Journal of the Indian Anthropological Society* 28:97-101.
62. Sankalia, H.D. 1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
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64. Senapati, N. and N.K. Sahu. 1967. *Orissa District Gazetteers, Mayurbhanj*. Cuttack; Orissa Govt. Press.
65. 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.
66. 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.
67. Thapar, B. K., 1985, *Recent Archaeological Discoveries in India*, Paris. 28. Varma, A.K. 1988. *Neolithic Culture of eastern India*. Delhi.
68. Thaper, B.K. 1961-62. Excavation at Kuchai, District Mayurbhanj. *IAR* 1961-62, pp. 35-363.
69. Tripathy, Balaram 2001 *Archaeology of Boudh District, Orissa: With Special Reference to the Early Historic Settlement Pattern*. Unpublished Ph.D. thesis submitted to Deccan College Post Graduate and Research Institute (Deemed to be an University), Pune.
70. Tripathy, K.C. 1967. Typo-Technology of Mayurbhanj Neoliths, Orissa. *Prakruti* 4:1-10.
71. Tripathy, K.C. 1980 *Lithic Industries in India: A Study of South Western Orissa*. Delhi; Leeladevi Publications.


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Paper Code- ATS- 508 A
Biological Anthropology Practical
Marks -100 (Practical 50 + Dissertation 50)

Biological Anthropology Practical

Total Marks - 50

Forensic Anthropology

- Determination of age and sex from skull and mandible.
- Hair studies (histomorphological and quantitative)
- Dermatoglyphics: qualitative and quantitative analysis.

(Finger print: Identification of pattern types, calculation of PII, Furuhashi's Index, Dankmeijer's index, Palm print: Main line formula and Main line index, ULC, RLC, TFRC, AFRC, ab ridge count, t-d ridge count, Maximal atd angle (both hand of 5 individuals or 5 families)

Nutritional Anthropology

Determination of nutritional status:

- a. Nutritional Anthropometry (for assessment of grades of Malnutrition)
(i) Wt for age (ii) Ht for age (iii) Wt/Ht (iv) Mid Upper Arm Circumference
- b. Assessment of Nutritional Status: Fat Patterning, Calculation of Body Mass Index, Waist Hip Ratio, Waist Height Ratio, Conicity Index
- c. Measurement of sub-cutaneous fat: Tricep. Bicep. Sub-scapular, Supra-iliac, Medial calf, Abdominal Skinfold Thickness.
- d. Somatotyping: Heath Carter Method
- f. Body Composition: BMI, Percentage Body Fat (PBF), Segmental Body Fat, Body Age, Bone Mass

Instrumentation and Laboratory Visit

Students are to visit laboratories of National Institutes and learn functioning of Gel Electrophoresis and PCR.

Distribution of Marks

Forensic Anthropology: 10 Marks

Nutritional Anthropology: 15 Marks

Instrumentation and Laboratory Visit: 05 Marks

Practical Record: 10 Marks

Viva-Voce : 10 Marks

Course Learning Outcomes

- CLO 1: The application of forensic anthropology will enhance employment opportunities in different government and non-government sectors.
- CLO 2: The students will develop skill in the assessment of Nutritional Status and RDA or nutritional requirement in man.
- CLO 3: They will enhance their skills in different laboratory techniques of molecular anthropology.

Suggested Readings

1. Carter, J.E. L. and Heath, B.H.: Somatotyping: Development and Applications. Cambridge University Press, Cambridge (1990).

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- Cummins, H and C. Middel. 1943. Finger Prints, Palms and Soles: An Introduction to Dermatoglyphics. Blackistone Co., Philadelphia, USA.
- Ghoshmaulik, S. K. and B. Rath. 2000. Techniques in Forensic and Physical Anthropology. Mayur Publications, Bhubaneswar.
- Gopalan C, Ramasastri BV, Balasubramanian SC. 1999. Nutritive values of Indian foods. Revises and updated by Rao et al. National Institute of Nutrition, Indian Council of Medical Research, New Delhi.
- Lohman, T. G.; A. F. Roche and R. Martorell. 1988. Anthropometric Standardization Reference Manual. Human Kinetics Books, Champaign, IL
- Mukherji, D., D. Mukherjee and P. Bharti. 2009. Laboratory Manual for Biological Anthropology. Asian Books Pvt. Ltd., New Delhi.
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- Ulijaszek, S. J. and C. G. N. Mascie-Taylor (Ed.). 1994. Anthropometry: the Individual and Population. Cambridge University Press, Cambridge.
- Weiner J.S. and J.A. Louri. 1981. Practical Human Biology. Academic Press, New York.

Dissertation

Marks - 50

Objective

The students will learn about fieldwork traditions in Anthropology.

Empirical study of one of the tribes/castes of North Odisha is to be conducted for a minimum period of three weeks duration in 4th semester. Teacher should guide the students from their area of specialization.

Distribution of marks

Field work Report & Seminar presentation

Dissertation : 40 Marks

Viva Voce : 10 Marks

Total	50Marks
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Outcome

CLO-1: The students will learn about the collection of empirical data in natural settings.

CLO-2: They will learn about how to develop skill for generating primary data by using anthropological tools and techniques in a field setting on a specific research question.

CLO-3: They will also learn about various methods of classification, analysis and interpretation of qualitative and quantitative data.

CLO-4: They will acquire the skill on scientific paper presentation, preparation of report and dissertation writings.

Suggested Readings

- Barnard, H. R. 2006. Research Methods in Anthropology. Qualitative and Quantative Approaches. Rowman Altamira Press.
- Bernard, ft. 2011. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press.

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4. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
5. Madriga L. 2012. Statistics for Anthropology. Cambridge, Cambridge University Press

Paper Code- ATS- 508 B
Fieldwork and Dissertation
Total Marks: 100
Duration of Examination: 6 hours

Course Objectives

- CO-1: The students will learn about fieldwork traditions in Anthropology.
- CO-2: Empirical study among the scheduled tribes/castes/any other community of North Odisha is to be conducted for a minimum period of 30 days in semester IV. Two copies of dissertation are to be submitted for examination after the 30 days field work.

Distribution of Marks

Field Work	:	40 Marks
Seminar Presentation	:	10 Marks
Dissertation	:	30 Marks
Viva Voce	:	20 Marks
Total	:	100 Marks

Outcome

1. The students will learn about the collection of empirical data in natural settings.
2. They will learn about how to develop skill for generating primary data by using anthropological tools and techniques in a field setting on a specific research question.
3. They will also learn about various methods of classification, analysis and interpretation of qualitative and quantitative data.
4. They will acquire the skill on scientific paper presentation, preparation of report and dissertation writings.

Suggested Readings

1. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
2. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012.
3. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
4. Michael A. The Professional Stranger. Emerald Publishing. 1996.
5. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Field Notes. Chicago, University of Chicago Press. 1995.
6. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
7. O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
8. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.

Paper Code- ATS- 508 C
Fieldwork, Methods and Dissertation in Archaeological Anthropology
Total Marks: 100

Course Objective

- CO-1: To learn the fieldwork methods and techniques in Archaeological Anthropology.
CO-2: Conduct Exploration, Section Cleaning, Excavation, Analysis of Collected Artifacts
CO-3: Study the Settlement Pattern, Subsistence system, Art and Craft, Material culture and mortuary practices of the tribal / ethnic groups / communities to reconstruct the past culture.

Distribution of Marks

Field Work	:	40 Marks
Seminar Presentation	:	10 Marks
Dissertation	:	30 Marks
Viva Voce	:	20 Marks
Total	:	100 Marks

Course Learning Outcome

At the end of this course student will able to

- CLO-1: know the methods of archaeological exploration and excavation related methods, techniques, analysis of findings and report writing
CLO-2: understand the settlement pattern, material culture, mortuary practices and their relation to the past culture
CLO-3: The writing of dissertation in archaeological anthropology

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