

**GOVERNMENT COLLEGE (AUTONOMOUS),  
BHAWANIPATNA**

**(College with potential for excellence)**



**COURSES OF STUDIES**

**FOR THREE YEAR DEGREE COURSE  
IN  
ARTS  
(UNDER CBCS)**

**SUB: ANTHROPOLOGY**

<b>Semester-I</b>	<b>2017</b>	<b>Semester-II</b>	<b>2018</b>
<b>Semester-III</b>	<b>2018</b>	<b>Semester-IV</b>	<b>2019</b>
<b>Semester-V</b>	<b>2019</b>	<b>Semester-VI</b>	<b>2020</b>

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## COURSE STRUCTURE

		Paper Code	Credit Points
<b>Semester-I</b>	1	AECC-1	02
	2	GE-1	06
	3	CORE-1	06
	4	CORE-2	06
		<b>TOTAL</b>	<b>20</b>
<b>Semester-II</b>	1	AECC-2	02
	2	GE-2	06
	3	CORE-3	06
	4	CORE-4	06
		<b>TOTAL</b>	<b>20</b>
<b>Semester-III</b>	1	SEC-1	02
	2	GE-3	06
	3	CORE-5	06
	4	CORE-6	06
	4	CORE-7	06
		<b>TOTAL</b>	<b>26</b>
<b>Semester-IV</b>	1	SEC-2	02
	2	GE-4	06
	3	CORE-8	06
	4	CORE-9	06
	4	CORE-10	06
		<b>TOTAL</b>	<b>26</b>
<b>Semester-V</b>	1	CORE-11	06
	2	CORE-12	06
	3	DSE-1	06
	4	DSE-2	06
		<b>TOTAL</b>	<b>24</b>
<b>Semester-VI</b>	1	CORE-13	06
	2	CORE-14	06
	3	DSE-3	06
	4	DSE-4	06
		<b>TOTAL</b>	<b>24</b>
		<b>GRAND TOTAL</b>	<b>140</b>

## C O N T E N T

	Paper Code	Page No.
1	AECC	03
2	SEC	07
3	GE	09
4	CORE	21
5	DSE	32

# ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

## SEMESTER-I

### AECC-1: ENGLISH COMMUNICATION

CREDITS: 2, (Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

This course aims at enhancing the English language proficiency of undergraduate students in humanity, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

#### MODULE-1: Reading Comprehension [15]

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read "between the lines" to understand underlying meanings
- Connect information to what they already know

#### MODULE-2: Writing [15]

Expanding an Idea	Writing a Memo	Report Writing
Creative Writing	News Story	Setting in Creative Writing
Writing a Business Letter	Letters to the Editor	Précis Writing
CV & Resume Writing	Dialog writing	Covering Letter
Writing Formal Email	Elements of Story Writing	Note Making
Information Transfer	Interviewing for news papers	

#### MODULE-3: Language functions in listening and conversation [06]

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually

(Practice to be given using speaking activities from the prescribed textbooks)

#### Grammar and Usage [14]

Simple and Compound Sentences; Complex Sentences; Noun Clause; Adjective Clause; Adverb Clause; The Conditionals in English; The Second Conditional; The Third Conditional; Words and their features; Phrasal Verbs; Collocation; Using Modals; Use of Passives; Use of Prepositions; Subject-verb Agreement; Sentence as a system; Common Errors in English Usage

#### Examination pattern

Each reading and writing question will invite a 200 word response.

Language function questions set in context will carry 01 mark per response. There will be 15 bit questions.

<b>Midterm test:</b>	Writing : 1 question	04 x 01qn = 04 marks	
	Speaking: 2 questions	03x02 qns = 06 marks	
	Total	10 marks	
<b>Term End :</b>	MODULE-1	Reading: 05 questions	03x 05 qns= 15 marks
		(3 prose and two poetry questions)	
	MODULE-2	Writing: 03 questions	05 x 03 qns= 15 marks
	MODULE-3	Grammar & usage: 10 qns	01x 10 qns = 10 marks
	Total		40 marks

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

#### Book Prescribed

*Vistas and Visions: An Anthology of Prose and Poetry.* (Ed.)Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty, OBS

**Texts to be studied :** Prose (Decoding Newspapers, The Gold Frame, Of Truth, Lifestyle English)

**Poetry** (Lines Composed a few miles above Tintern Abbey; Sonnet 46 (Shakespeare); Pigeons)

All grammar and writing activities in the textbook



**AECC-1: ODIA**

**SEMESTER-I**

ଆସ୍ଥାମ୍ୟୁଜିକ-୨, ମୋଟ୍‌ଗ୍ରେଣୀପାଠଦାନ-୨୦ ଘଣ୍ଟା, ଛୁଟିଂଖ୍ୟା-୫୦, ପରୀକ୍ଷା ସମୟ-୨ ଘଣ୍ଟା  
ପାଠ୍ୟରୁକୌଣସି ଗୋଟିଏ ପାଠ୍ୟକୁ ବାଛିବାକୁ ହେବ ।

**ପାଠ୍ୟ-୧**

ଉପାଂଶ-୧: (ଗଳ୍ପବିଭାଗ) ଗଳ୍ପ ତରଂଗ-ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ  
ଭଗବାନ ମଲାପରେ-ମହାପାତ୍ର ନୀଳମଣି ସାହୁ  
ବିଷକନ୍ୟାରକାହାଣୀ-ମନୋଜ ଦାସ  
ଦ୍ୱିତୀକ୍ଷଣାନ-ରାମଚନ୍ଦ୍ର ବେହେରା  
ଛୁଟି ପ୍ରଶ୍ନୋତ୍ତରାଦି ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଶତକରେ ଲେଖିବାକୁ ହେବ । (୧୦)

ଉପାଂଶ-୨: (କବିତାଗ୍ର) ଅଦ୍ଭୁତବୀର-ଛନ୍ଦ୍ରସାଦ ମହାନ୍ତି  
ଲକ୍ଷ୍ମୀନ-ରମାକାନ୍ତ ରଥ  
କୁଞ୍ଜବିହାରୀ-ପ୍ରତିଭା ଶତପଥୀ  
ଛୁଟି ପ୍ରଶ୍ନୋତ୍ତରାଦି ପ୍ରଶ୍ନର ଉତ୍ତର ପାଞ୍ଚଶତ ଶବ୍ଦଲେଖିବାକୁ ହେବ । (୧୦)

ଉପାଂଶ-୩: (ଅବବୋଧ) ଧକଶତପଚାଶ ଶବ୍ଦର ଧକ ଅନୁଚ୍ଛଦ ପ୍ରଦାନ କରାଯିବ ।  
୫ଟି ପ୍ରଶ୍ନ ପଢିବ ଧର୍ମ ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନର ୨ | (୫X୨=୧୦)

ଉପାଂଶ-୪: (ଭାବ ସଂପ୍ରସାରଣ) କୌଣସି ଧକକୁ ଛାଡ଼ିବାବେଳେ ପ୍ରଦାନ କରାଯିବ । (୧୦)

ଉପାଂଶ-୫: (ବିଭକ୍ତି ବ୍ୟାକରଣ)  
ଆଠଟି ପାଞ୍ଚଶତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନର ୨ ନମ୍ବର । (୫X୨=୧୦)

**ପାଠ୍ୟ-୨ / Course-୨ : ସଂପର୍କ ଅନୁକ୍ରମ**

- ଉପାଂଶ-୧: ସଂପର୍କର ଉତ୍ତରଭାଷା ଅନୁକ୍ରମ ଓ ପରିସର
- ଉପାଂଶ-୨: ସଂପର୍କର ପ୍ରକାରଭେଦ କଥିତ-ଲିଖିତ ବ୍ୟକ୍ତିଗତ-ସାମାଜିକ-ସାଂସ୍କୃତିକ-ବ୍ୟାବସାୟିକ-ସାହିତ୍ୟିକ
- ଉପାଂଶ-୩: ସଂପର୍କର ବାଧକ ଓ ସଫଳସାଧନର ଦିଗ
- ଉପାଂଶ-୪: ସଂପର୍କରେ ସାହିତ୍ୟର ଭୂମିକା
- ଉପାଂଶ-୫: ସଫଳ ସଂପର୍କର ଭାଷା

**ପାଠ୍ୟ-୩ / Course-୩ : ସଂପର୍କର ରାତି ଭଙ୍ଗ ଓ ମାଧ୍ୟମ**

- ଉପାଂଶ-୧: ସ୍ୱଗତକଥନ ଓ ସାମାଜିକ ଭଙ୍ଗ/ ସାହିତ୍ୟ-ମାଧ୍ୟମ ଓ ଯୋଗାଯୋଗ
- ଉପାଂଶ-୨: ଦଳଗତ ଆଲୋଚନା ଓ ବିତର୍କ
- ଉପାଂଶ-୩: ସାକ୍ଷାତ୍‌କାର
- ଉପାଂଶ-୪: ପତ୍ରଲିଖନ ପଦ୍ଧତି/ ବିବରଣୀ ଲିଖନ
- ଉପାଂଶ-୫: ବୈଷ୍ଟିକପଦ୍ଧତି ଓ ସଂପର୍କର ଭାଷା(ଭୂଭାଷ, ସଂସ୍କୃତକୁଳା ପ୍ରେରଣ, ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ସଂଚାର ବିଧାନ ଡ୍ରେସିଂହାଉଟ୍, ଆନୁଜାତିକ ପଦ୍ଧତି ଇଣ୍ଟରନେଟ୍)

**ଗ୍ରନ୍ଥ ତାଲିକା**

- ୧- ଗଳ୍ପତରଂଗ- ପ୍ରକାଶକ ସମ୍ବଲପୁର ସାହିତ୍ୟ ସଂସଦ ।
- ୨- ସଂଯୋଗ ଅନୁକ୍ରମବ୍ୟାବହାରିକ ଓଡ଼ିଆ ଭାଷା ଓ ପ୍ରୟୋଗାତ୍ମକ ବ୍ୟାକରଣସମ୍ବୋଧି ତ୍ରିପାଠୀ, ନୀଳଦା, କଟକ ।
- ୩- ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟକ୍ରମ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୪- ସମ୍ବନ୍ଧ ଓ ସାମ୍ବାଦିକଚାରଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟକ୍ରମ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ।
- ୫- କବିତାଗ୍ରୀ ।
- ୬- ଆଧୁନିକଓଡ଼ିଆ ବ୍ୟାକରଣ- ଧନେଶ୍ୱର ମହାପାତ୍ର ।



**MODULE-1: कविता**

- (i) कबीर - साखी : १ से १०
- (ii) तुलसी - विनयपत्रिका - पद १ और २
- (iii) प्रसाद - मधुमय देश
- (iv) निराला - भिक्षुक
- (v) अज्ञेय - हिरोशिमा

**MODULE-2: गद्य**

- (i) रामचन्द्र शुक्ल - उत्साह
- (ii) हजारी प्रसाद द्विवेदी - कुटज
- (iii) हरिशंकर परसाई - सदाचार का तावीज

**MODULE-3: शब्द ज्ञान**

- (i) शब्द सुद्धि
- (ii) बाक्य सुद्धि
- (iii) पययिवाची शब्द
- (iv) विलोम शब्द

**MODULE-4: सामान्य ज्ञान**

- (i) निबंध लेखन

**अंक विभाजन:**

विभाग - (क)	अपर्युक्त इकाइयों I, II और IV से 03 प्रश्न पूछे जाएँगे। उनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 700- 1000 शब्दों के बिच)	10X2=20
विभाग - (ख)	अपर्युक्त इकाइयों I और II से 04 पद्यांश / गद्यांश पूछे जाएँगे। जिनमें से 02 के उत्तर लिखने होंगे। (प्रत्येक उत्तर 400-500 शब्दों के बिच)	05X2=10
विभाग - (ग)	युनिट III से अति संक्षीप्त प्रश्न पूछे जाएँगे।	02X5=10
	End Semester	40
	Internal	10
	Total	50

**पाठ्य पुस्तक:**

हिन्दी प्रसून - सं डॉ अंजुमन आरा, प्लानेट भी, कटक

## SEMESTER-II

### ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

#### AECC-II: ENVIRONMENT STUDIES (ENVS)

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

#### MODULE-1: Introduction to environmental studies and Ecosystem [BOTANY Dept]

Multidisciplinary nature of environmental studies;

Scope and importance; Concept of sustainability and sustainable development.

#### Ecosystems : [ZOOLOGY Dept]

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession. Case studies of the aquatic ecosystems (ponds) (8 lectures)

#### MODULE-2:

##### Natural Resources: Renewable and Non-renewable Resources [ZOOLOGY Dept]

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, Biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts Over water (international & inter-state).
- Energy resources : Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. (8 lectures)

#### MODULE-3: Biodiversity and Conservation [BOTANY Dept]

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones Of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega---biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man---wildlife conflicts, biological invasions;
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. (8 lectures) [BOTANY Dept]

#### MODULE-4: Environmental Pollution [CHEMISTRY Dept]

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- global warming, ozone layer depletion. (8 lectures)

#### References:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S.Chand Publishing, New Delhi.
2. Das and Mishra . Man and Environment.
3. S. Swain. Environmental Studies.
4. M C Dash. Fundamental of Ecology.
5. Shukla and Chandel. A Text Book of Plant Ecology.

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**SKILL ENHANCEMENT COURSE (SEC)**

**SEMESTER-III**

**SEC-1: COMMUNICATIVE ENGLISH AND WRITING SKILL**

**(CREDITS: 2, Theory=2)**

**(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)**

**MODULE-1: Communication Process: 10 Marks (1 long question / 2 short questions)**

- Process of Communication, Characteristics of Business Communication, Inter-personal, Intra-personal and Group communication
- Definition, Objectives, Process, Channels and importance of Communication
- Principles of effective communication and Barriers to effective Communication.
- Types of Communication – Written, Verbal, Non-verbal, informal and Formal and Grape-vine
- Written Communication – Writing letters for inquiries, orders, complaints and claims, Condolence, Complement letters.

**MODULE-2: Analytical Grammar: 10 Marks (1 x 10 = 10)**

- **Vocabulary** : Phrasal Verbs, Synonyms, Antonyms, Idioms, Commercial Terms, Countable and uncountable Nouns, Tense Patterns, Modal Verbs, Prepositions and Phrasal Verbs, The Imperatives, Interrogative, The Passive, Direct and Reported Speech.

**MODULE-3: WRITING SKILL: 10 Marks (1 long question/ 2 short questions)**

- Writing paragraph, developing ideas into paragraphs, writing personal letters and notes, writing applications, official letters and business letters, writing curriculum vitae/resume, writing e-mails, sms, advertisement and short notes.

**MODULE-4: Creative Skills 10 Marks (1 long question)**

- Reporting (on issues, events and business matters), Note making and summarising, Description of objects/events/process, Writing and designing pamphlet/brochure, Writing Review/ comment.

**Recommended reading:**

1. Fluency in English – Part I & II, Oxford University Press.
2. A. J. Thomson & A. V. Martinet, Practice English Grammar.
3. L. Gartside (ELBS) Modern Business Letters.
4. Business English, Pearson, 2008
5. Pradhan, Bhende and Thakur – Business Communication, Himalaya Publishing House.
6. U. S. Rai & M. S. Rai, Business Communication, Himalaya Publishing House, Bombay.
7. Language, Literature and Creativity, Orient Blackswan 2013

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## SEMESTER-IV

### SEC-2: BASIC COMPUTER APPLICATION

(CREDITS: 2, Theory=2)

(Total Marks: 50, Mid Sem=10, Term End=40, Duration: 2 hrs)

Total Classes: 30 (Thirty)

#### MODULE-1: 4 classes

**Introduction: Introduction to computer system:** Computer, Hardware , Software, Types of software, Types of Computer, uses of computer.

#### MODULE-2: 6 Classes

**Human Computer Interface:** Operating system as user interface, utility programs, Input and output devices: Keyboard, Mouse, Joystick, Scanner (OCR, OBR, OMR, MICR), Digital Camera, Touch Screen. Monitor, Printer, Plotter,

**Windows-**Introduction, functions, properties and different versions, working with Start Menu, Control Panel, Explorer, Desktop and Icons, My computer, Recycle bin, My Document, Good practices to make the windows run efficiently.

#### MODULE-3: 6 classes

**Memory:** Primary, secondary, auxiliary memory, RAM, ROM, cache memory, hard disks, optical disks, USB storage, Memory Card, C.P.U., registers,ALU, Control Unit, system bus, processors(only basic idea about function and type).

#### MODULE-4: 5 classes

**VIRUS** –Meaning, function, characteristics and types, Uses of Firewall and Antivirus.

**Electronic mail and its features-** inbox, composing mails, sending mail, thrash, spam folder in email.

#### MODULE-5: 9 classes

Introduction to Ms.Office:

**Ms.Word:** Creating a file, Page formatting, editing, printing, saving a file, bullet and numbering, spell check, indenting, paragraph formatting, find and replace.

**Ms. Excel:** Spread sheet and its uses, Setting column and row, Inserting formula and uses of various functions(AND, IF, NOT, OR, SUM, MAX, COUNT, COUNTA, COUNTIF, AVERAGE), use of Auto sum, Formatting cell, printing, copying and saving.

**Ms.Power Point:** Features, Uses, Menus, Tool bar, template and wizard, creating animation and effects, saving, deleting and opening a presentations. characteristics of a good presentation.

#### Reference Book:

1. Computer Fundamental by PK Sinha – BPB publication.
2. Ms.Office 2007 by Rutkoshy, Seguin – BPB publication.
3. Goel, Computer Fundamentals, Pearson Education, 2010.

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## GENERIC ELECTIVE (GE)

### EDUCATION

#### SEMESTER-I

#### GE-1: VISION OF EDUCATION IN INDIA :ISSUES AND CONCERNS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

#### MODULE-1: Normative vision of Indian Education

Normative orientation of Indian Education: A historical enquiry.

Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice

India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system .

Aims and purposes of education drawn from the normative vision.

#### MODULE-2: Vision of Indian Education : Four Indian thinkers

An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.

Rabindranath Tagore : Liberationist pedagogy

M.K. Gandhi : Basic Education

Jiddu Krishnamurty : Education for Individual and social Transformation

Sir Aurobindo : integral Education

#### MODULE-3: Concern for Equality in Education: Concerns and Issues

Universalisation of school education

(i) Issues of (a) Universal enrollment , (b) Universal Retention, (c) Universal success

(ii) Issues of quality and equity

#### MODULE-4: Concern for Equality in Education

Equality of Educational opportunity

Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.

Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to disparity.

Idea of common school system

#### MODULE-5: Education and Development – an interface

Education for National Development : Education Commission (1964-66)

Emerging trends in the interface between:

Political process and education

Political process and education

Economic Development and Education

Social cultural – changes in Education

#### REFERENCES

1. Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.
2. Anand, C.L et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
3. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
4. Govt. of India (1992). Programme of Action (NPE). Min of HRD,
5. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
6. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
7. Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
8. Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
9. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
10. Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.

#### PRACTICAL: Mark 25 / Credit- 2

Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.

Distribution of Marks : Record=20 marks; Viva voce=05 marks

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**EDUCATION**  
**SEMESTER-II**

**GE-2: ASSESSMENT AND EVALUATION TECHNIQUES**

**(CREDITS: 6, Theory=4 + Practical=2)**

**(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)**

**MODULE-1: The Measurement, Evaluation and Assessment Process**

Educational Testing and Assessment : Context, Issues and Trends.

The Role of Measurement, Evaluation and Assessment in Teaching.

Instructional Goals and objectives : Foundation for Assessment.

Types of Assessment: Placement, Formative, Diagnostic and Summative.

**MODULE-2: Classroom tests and Assessment**

Planning classroom tests and assessment

Constructing objective test items: simple forms and multiple choice forms.

Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

**MODULE-3 Alternative Techniques of Assessment**

Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists

Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.

Peer – appraisal: “Guess who” technique, sociometric technique.

**MODULE-4 Processing and Reporting in Assessment**

Processing qualitative evaluation data: Content Analysis

Considerations for reporting the performance

Scheme of reporting: criterion – reformed and non reformed interpretation.

Combining mark or grades over different subjects and reporting results of assessment to different users.

**MODULE-5 Contemporary Trends in Assessment**

Marks vs Grading system

Credit system

Concept of Continuous and Comprehensive Evaluation (CCE)

Computers in student evaluation

**REFERENCES**

1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Green and Company
4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
5. Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
6. Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching London: Merrill Prentice Hall.

**PRACTICAL: Mark 25 / Credit- 2**

**Achievement Test Construction**

Each student is required to construct 50 objective based objective type test items along with a blue print.

**Distribution of Marks** : Record=20 marks; Viva voce=05 marks

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**ENGLISH**  
**SEMESTER-I**

**GE-1: ACADEMIC WRITING AND COMPOSITION**

**(CREDITS: 6, Theory=6)**

**(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)**

**MODULE-1: Instruments of writing I**

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

**MODULE-2: Instruments of writing II**

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

**MODULE-3: Academic writing I**

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

**MODULE-4: Academic writing II**

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

**MODULE-5: Research writing: writing research papers and projects**

- Mechanics of research writing; principles of citation; summarizing and paraphrasing
- Identifying a potential research topic; preparing a synopsis; literature review; data collection and analysis; deriving conclusions from analysis

**Texts prescribed**

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

**Pattern of examination: End Semester examination [80 marks]**

Using texts (600 -700 words), students will be tested for

- Use of vocabulary in context **05 bits X 02 marks= 10marks**
- Use of grammar in context **05 bits X 02 marks= 10 marks**
- Use of cohesive and transitional devices in one paragraph **10 bits X 02 marks=20 marks**
- Writing two paragraphs (expository/ descriptive/ narrative/argumentative) using topic sentences **2qns x 10 marks= 20marks**
- Correcting in-text citation from given input **5bits x 02 marks=10marks**
- Preparing a correct version of Works Cited page from given input **05bits x 02 marks= 10marks**

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## ENGLISH

### SEMESTER-II

#### GE-2 : MODERN INDIAN LITERATURE

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

The paper aims at introducing students to the richness and diversity of modern Indian literature written in many languages and translated into English.

#### MODULE-1: Historical Overview

Background, definition of the subject and historical perspectives will be covered.

#### MODULE-2: The Modern Indian Novel

Fakir Mohan Senapati: *Six Acres and a Third* Or U. R. Ananthamurthy: *Sanskara*

#### MODULE-3: The Modern Indian Short Story

Selected stories by Fakir Mohan Senapati: "Rebati", Rabindra Nath Tagore: "Post Master"  
Premchand: "The Shroud", Ishmat Chughtai: "Lihaaf"

#### MODULE-4: Modern Indian Life Writing

Excerpts from M.K. Gandhi's *Story of My Experiments with Truth* (First two chapters), Amrita Pritam's *The Revenue Stamp* (first two chapters), *Autobiography* by Rajendra Prasad (chapter six & seven)

#### MODULE-5: The Modern Indian Essay

A. K. Ramanujan "Is there an Indian Way of Thinking? An Informal Essay" *Collected Essays*, OUP, 2013

"Decolonising the Indian Mind" by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156

G. N. Devy's introduction to *After Amnesia*, pp. 1-5, *The G. N. Devy Reader*, Orient BlackSwan, 2009.

#### Suggested Readings:

1. Sisir Kumar Das, *History of Indian Literature 1910-1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004

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## HISTORY

### SEMESTER-I

#### GE-1 : MAKING OF CONTEMPORARY INDIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

**MODULE-1:** Towards Independence and Emergence of the New State Government of India Act 1935, Negotiations for Independence and Popular Movements

Partition: Riots and Rehabilitation.

#### MODULE-2: Making of the Republic The Constituent Assembly

Drafting of the Constitution

**MODULE-3:** Integration of Princely States

**MODULE-4:** Non Aligned Movement

**MODULE-5:** Economy Society and Culture c 1950-1970s; The Land Question, Planned Economy, Industry.

#### ESSENTIAL READINGS

1. Granville Austin, *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011\_Francine Frankel, *India's Political Economy*,
2. 1947-2004, New Delhi: Oxford University Press, 2006.
3. Paul Brass, *The Politics of India Since Independence*, Cambridge:
4. Cambridge University Press, 1994. Ram Chandra Guha, *India after*
5. Gandhi: *The History of the World's Largest Democracy*, New Delhi:
6. Picador, 2007

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## HISTORY

### SEMESTER-II

#### GE-2: HISTORY OF INDIA (C. 1857 - 1950)

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

#### MODULE-1: Cultures changes and Social and Religious Reform Movements:

The advent of printing and its implications

Reform and Revival: Brahma Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Caste: sanskritisation and Westernization trends

#### MODULE-2: Nationalism: Trends up to 1919:

Formation of INC, Moderates and extremists trends in INC.; Swedish movement Revolutionaries

#### MODULE-3: Gandhian nationalism after 1919: Ideas and Movements:

Mahatma Gandhi: his Perspectives and Methods

Rowlett Act, Jallianwala Bagh Massacre, Non- Cooperation, Civil Disobedience, Quit India Formation and Role of INA

States people movements and Integration of princely states

#### MODULE-4: Communalism:

Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

#### MODULE-5: Independence and Partition

Negotiations for independence; Indian Independence Act 1947; Partition

#### ESSENTIAL READINGS

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.

Ranjit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., India's Partition, Oxford in India Readings.

John R. McLane, Indian Nationalism and the Early Congress.

Jawaharlal Nehru, An Autobiography.

Gyanendra Pandey, The Construction of Communalism in colonial north India.

Sumit Sarkar, Modern India, 1885-1947.

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## SANSKRIT

### SEMESTER-I

#### GE-1: MORAL TEACHINGS AND BASICS OF SANSKRIT

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

('a' karanta, 'i' karanta, 'ī'karanta, 'u'karanta, 'ū' karanta, 'in' bhaganta, Mātr, Piṭṛ, Asmad, Yusmad, Tad(sabdarupas).Lat, Lan, Vidhilin, Lrt, Lot and Litlakaras of Path, Ni, Kr, Sev, Han, Pā, Dā, Śru, Śī and Kriṇ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

**MODULE-1 & 2: Hitopodeśa** (From Kathamukha to Gṛdhravidalakatha) 30 Marks

Long Question-1 15 Marks

Short Questions-3 5×3= 15 Marks

**MODULE-3 & 4: Yaksaprasna of Mahabharata** 30 Marks

Long Question-1 15 Marks

Explanation - 1 8 Marks

Textual Translation of a Verse 7 Marks

**MODULE-5: Śabdarupa & Dhaturupa** 20 Marks

Śabdarupa -5 2×5= 10 Marks

Dhaturupa -5 2×5= 10 Marks

### **Books for Reference:**

1. *Hitopadesah(Mitralabhab)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Hitopadesah (Mitralabhab)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013
4. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune *Mahabharata*, Gitapress, Gorakhpur

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## **SANSKRIT**

### **SEMESTER-II**

#### **GE-2: POETRY & HISTORY OF SANSKRIT LITERATURE (SANSGE-2)**

**(CREDITS: 6, Theory=6)**

**(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)**

<b>1. Meghadutam- (Purvamegha)</b>	<b>50 Marks</b>
<b>MODULE-1:</b> Long Question-1	15 Marks
<b>MODULE-2:</b> Short Questions-2	15 Marks (7 ½ X 2)
<b>MODULE-3:</b> i) Explanation of One Verse ii) Translation of One Verse	12 Marks 08 Marks
<b>2. History of Sanskrit Literature-II</b>	<b>30 Marks</b>
<b>MODULE-4:</b> ( <i>Gitikavyas&amp;Khandakavyas</i> ) Long Question-1 Short Question-1	10 Marks 05 Marks
<b>MODULE-5:</b> ( <i>Gadyakavyas, Kathasahitya</i> ) Long Question-1 Short Question-1	10 Marks 05 Marks

### **Books for Reference:**

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
4. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Samskrta Sahitya ka Itihasa*, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. *Samskrta Sahitya ka Ruparekha*, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.
7. *Samskrta Sahitya Itihasa*, H.K. Satapathy, Kitab Mahal, Cuttack

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## **SOCIOLOGY**

### **SEMESTER-I**

#### **GE-1: INTRODUCTION TO SOCIOLOGY**

**(CREDITS: 6, Theory=6)**

**(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)**

**MODULE-1: Sociology:** Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

**MODULE-2: Basic Concepts:** Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores

**MODULE-3: Individual and Society :** Individual and society, Socialization, Stages and agencies of Socialization, The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

**MODULE-4: Social Stratification:** Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

**MODULE-5: Social Control:** Meaning and types, Formal and Informal social control, Agencies of Social control

**Social Processes:** Associative and Dissociative processes – Cooperation, Assimilation, accommodation, Competition, and conflict

## SOCIOLOGY

### SEMESTER-II

#### GE-2: INDIAN SOCIETY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

**MODULE-1 : Composition of Indian Society** : Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Castesim, Linguism and Regionalism.

**MODULE-2: Historical moorings** and bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

**MODULE -3 : Marriage and Family in India.** Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Hindu Marriage Act of 1955. Changes in Marriage and Family.

**MODULE-4 : The Caste system in India:** Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India. Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

**MODULE-5: Social Change in Modern India:** Sanskritization, Westernization, Secularization, and Modernization.

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## ECONOMICS

### SEMESTER-III

#### GE-3: FUNDAMENTALS OF ECONOMICS

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

**MODULE-1:** Meaning of demand, law of demand, determinants of market demand, elasticity of demand, degrees and elasticity of demand, determinants of elasticity of demand, Indifference curve: meaning, properties.

**MODULE-2:** Meaning of costs, types, short run cost curves, Revenues, types of revenue in different market structure.

**MODULE-3:** Meaning of market, types of market, equilibrium price determination in perfect competition market, monopoly market, monopolistic competition market.

**MODULE-4:** Meaning of national income, concepts of national income / identities, measurement of national income by income, product and expenditure methods, difficulties of measurement of national income.

**MODULE-5:** Meaning of inflation, types, causes and effects of inflation, meaning of deflation, types, causes and effects of deflation, methods of controlling inflation and deflation (monetary measures and fiscal measures)

#### Basic Readings:

1. Introductory Economics: by Siddique & Siddique, Laxmi Publication, New Delhi.
2. Principles of Micro Economics: by H.L.Ahuja, S.Chand Publication.
3. Macro Economic Analysis: by R.D. Gupta.
4. Monetary Economics: By R.R.Paul.

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## ECONOMICS

### SEMESTER-IV

#### GE-4: INDIAN ECONOMY

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

**MODULE-1: Current challenges:** Features of Indian economy,  
**Population Explosion:** causes and effects.

**Poverty:** Definition and estimate, poverty line, poverty alleviation programmes.

**Inequality:** Income and Regional inequality, causes and corrective measures.

**Unemployment:** Concepts, Measurement, Types, Causes and Remedies.

#### **MODULE-2: Agricultural development in India**

Indian Agriculture: nature, importance, trends in agricultural production and productivity, factors determining production, land reforms, new agricultural strategies, and green revolution, rural credit, agricultural marketing and warehousing.

#### **MODULE-3: Industrial development in India**

Trends in industrial output and productivities, Industrial Policies of 1948, 1956, 1977 and 1991. Industrial licensing policies-MRTP Act, FERA and FEMA, Growth and Problems of SSIs, Industrial Sickness, Industrial Finance, Industrial Labour.

#### **MODULE-4: External Sector**

**Foreign trade:** role, composition and direction of India's foreign trade, trends of export and import in India, export promotion versus import substitution, balance of payment of India, India's trade policies, **Foreign capital** : FDI, AID and MNCs.

#### **MODULE-5: Indian monetary and credit system**

Role of credit, sources of credit, role of RBI, Indian stock exchange: its role, importance and functions.

#### **Basic Readings:**

1. Indian Economy: by S.K.Mishra and V.K.Puri, Himalaya Publishing House, Mumbai.
2. Indian Economy Since Independence: by U.Kapila.
3. Indian Economy: by R.Dutt and K.P.M. Sundharam.
4. Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai
5. Agarawala, A. N. Indian Economy, New Age Publications, New Delhi
6. Acharya, S. and Mohan, R. (Eds.) (2010): India's Economy: Performance and Challenges, Oxford University Press, New Delhi.
7. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi

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## **GEOGRAPHY**

### **SEMESTER-III**

#### **GE-3: DISASTER MANAGEMENT**

**(CREDITS: 6, Theory=4 + Practical=2)**

**(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)**

**MODULE-1:** Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification

**MODULE-2:** Disasters in India:

Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping

**MODULE-3:** Disasters in India:

Earthquake and Tsunami: Causes, Impact, Distribution; Mapping; Cyclone: Causes, Impact, Distribution and Mapping.

**MODULE-4:** Manmade disasters: Causes, Impact, Distribution and Mapping

**MODULE-5:** Response and Mitigation to Disasters:

Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

**PRACTICAL: Mark 25 / Credit- 2**

The Project Report based on any two fields based case studies among following disasters and one disaster preparedness plan of respective locality:

Flood; Drought; Cyclone and Hailstorms; Earthquake; Landslides; Human Induced Disasters: Fire Hazards, Chemical, Industrial accidents

#### **Reading List**

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.



3. Modh, S. (2010) *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*, Macmillan, Delhi.
4. Singh, R.B. (2005) *Risk Assessment and Vulnerability Analysis*, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) *Natural Hazards and Disaster Management: Vulnerability and Mitigation*, Rawat Publications, New Delhi.
6. Sinha, A. (2001). *Disaster Management: Lessons Drawn and Strategies for Future*, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) *International Perspectives on Natural Disasters*, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher-
9. I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

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## GEOGRAPHY

### SEMESTER-IV

#### GE-4: CLIMATE CHANGE: VULNERABILITY AND ADAPTATION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC

**MODULE-2:** Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability

**MODULE-3:** Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health

**MODULE-4:** Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.

**MODULE-5:** National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)

**PRACTICAL: Mark 25 / Credit- 2**

*The Project Report based on any two fields based case studies among following of respective locality*

Climate Risk and Vulnerability Assessments

Identification of vulnerability situation

Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health

Adaption and Mitigation measure: Agriculture and Water; Flora and Fauna; Human Health

**Reading List**

1. IPCC. (2007) *Climate Change 2007: Impacts, Adaptation and Vulnerability*. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.
2. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
3. IPCC (2014) *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
4. *Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
5. Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.
6. OECD. (2008) *Climate Change Mitigation: What Do we Do? Organisation and Economic Cooperation and Development*.
7. UNEP. (2007) *Global Environment Outlook: GEO4: Environment for Development*, United Nations Environment Programme.
8. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies*, Springer
9. Sen Roy, S. and Singh, R.B. (2002) *Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions*, Oxford & IBH Pub., New Delhi.

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## POLITICAL SCIENCE

### SEMESTER-III

#### GE-3: NATIONALISM IN INDIA

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

**MODULE-1:** Nationalism; Approaches to the study of Nationalism in India.; Nationalist and Imperialist Interpretations.; Marxist and subaltern Interpretations

**MODULE-2:** Major Social and Religious movements in 19<sup>th</sup> century; Raja Rammohan Roy and Dayananda Saraswati; Jyotiba Phule and Iswar Chandra Bidyasagar.

**MODULE-3:** Nationalist Politics and Expansion of its Social Base; Phases of Nationalist Movement: Liberal Constitutionalists (Moderates), Swadeshi (Extremists) and the Radicals. Gandhi and Mass Mobilisation, Congress socialists, Communists.

**MODULE-4:** Social Movements; The Women's Question: Participation in the National Movements, Its Impact (Role of Women in Indian Nationalism).

Anti Brahmanical movements, peasant and tribal.

**MODULE-5:** Partition and Independence; Communalism in Indian Politics: Causes and Impact.

The Two-Nation Theory and Partition: Iqbal Sayeed Ahmed Khan, Jinnah and The Mountbatten Plan.

#### **Reading List**

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan,

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its*

*Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp.18.)

#### **Additional Readings:**

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaavaad aur Dharm*, New Delhi: Vani Prakashan.



## POLITICAL SCIENCE

### SEMESTER-IV

#### GE-4: GANDHI AND CONTEMPORARY WORLD

(CREDITS: 6, Theory=6)

(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)

**MODULE-1:** Gandhi and Legacy

Gandhi and Anti-racism, Gandhi in South Africa, Gandhi and Martin Luther

Gandhi and Freedom struggle: Concept of swaraj, Non-cooperation Movement, Civil Disobedience Movement, Quit India Movement

**MODULE-2:** Gandhi and Techniques:

Non-Violence, Swadeshi, Concept of Satyagraha, Fasting and Picketing  
Communal harmony, Women Emancipation and Critique Caste.

**MODULE-3:** Gandhi and Mass Mobilisation

Peasant mobilization: Champaran and Kheda.

Gandhi and Democracy.

**MODULE-4:** Gandhi and Communitarian values

Role of state & participatory democracy, Panchayati Raj system.

Modernization: Ahmedabad Mill strike, concept of Trusteeship and Narmada Bachao Andolan.

**MODULE-5:** Relevance of Gandhi

Jayaprakash Narayan: Total Revolution.

Vinoba Bhave: Bhoodan Movement.

**READING LIST**

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344



**ODIA**

**SEMESTER-III**

**GE-3: ODIA**

**(CREDITS: 6, Theory=6)**

**(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)**

**GE-3 : ସାହିତ୍ୟ ଅଧ୍ୟୟନ**

ଏମ ଉପାଂଶ : ପ୍ରବନ୍ଧ ଚୟନ (ଏଠାରେ ଉକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ

ପାଠ୍ୟ : ଅନନ୍ତ ପ୍ରେମ - ବିଶ୍ୱନାଥ କରାଧାରକା ସାହିତ୍ୟ- ବଂଶାଧର ମହାନ୍ତି ସ୍ତୁତିରାଧାରା କବି- ଶ୍ରୀ- ଚନ୍ଦ୍ରଶେଖର ରଥ

୨ୟ ଉପାଂଶ : କବିତା ଚୟନ (ଏଠାରେ ଉକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ

ପାଠ୍ୟ : କଞ୍ଚୁକର ଭବନୀ ରାଧାନାଥ ରାୟ; ତିନୋଟି ସନେଟ ମାୟାଧର ମାନସିଂହ ସମ୍ପ୍ରଦାୟ ଓ ମୁଁ ଯୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର

୩ୟ ଉପାଂଶ : ଅବବୋଧ ପରୀକ୍ଷଣ - (ଗୋଟିଏଥର ପଦ୍ୟ ପରିଚ୍ଛେଦ ୦୦ ଶବ୍ଦ ମଧ୍ୟରେ ଅଥବା ଛାତ୍ର କବିତାଟିଏ ପଢ଼ିବ ।

ତତ୍ପରେ ପ୍ରଶ୍ନ ଅବବୋଧପରୀକ୍ଷଣମୂଳକ ଉତ୍ତର ପାଇଁ ଆଗତ ହେବ ।

୪ର୍ଥ ଉପାଂଶ: ପ୍ରବଚନ/ଛାନ୍ଦ ଆଶ୍ରିତ ସର୍ଜନାତ୍ମକ ଲିଖନଗୋଟିଏଥର ପ୍ରବଚନ/ କବିତା / ଛାନ୍ଦ ଆଗତ କରାଯିବ । ଓଡ଼ିଆ ଭାବାର୍ଥକୁ

୨୦୦ଟି ଶବ୍ଦ ମଧ୍ୟରେ ସଂପ୍ରସାରଣ କରି ଲେଖିବାକୁ ଶିକ୍ଷା ଦିଆଯିବ

୫ମ ଉପାଂଶ : ଶବ୍ଦ ଅର୍ଥ ଓ ତାହାର ଉଚ୍ଚାରଣ ଲିଖନ (ସର୍ଜନାତ୍ମକ ଅର୍ଥ ପ୍ରତ୍ୟୟମୂଳକ ଅର୍ଥ ବଚନଗତ ଅର୍ଥ ସମାପ-

ଲିଖନ-ବନାଗତ ଅର୍ଥ ଓ ଏହାର ନିରୂପଣ)



**ODIA**

**SEMESTER-IV**

**(CREDITS: 6, Theory=6)**

**(Total Marks: 100, Mid Sem=15, Tutorial=05, Term End=80: Duration: 3 hrs.)**

**GE-4: ଗାମ୍ୟ କୈତ୍ରିକ ପଦ୍ୟ ଓ ଗଦ୍ୟ**

ଏମ ଉପାଂଶ : ପଲ୍ଲୀ କୈତ୍ରିକ କବିତା

ଗ୍ରାମ ଖଳା - ନବକିଶୋର ବଳ ଛୋଟ ମୋର ଗାଁଟି- ସଜ୍ଜିତାନନ୍ଦ ରାଉତରାୟ ଗ୍ରାମପଥ - ବିନୋଦ ନାୟକ

୨ୟ ଉପାଂଶ : କୃଷି ଓ ଗ୍ରାମ୍ୟକୈତ୍ରିକ ଉପନ୍ୟାସ

ମାଟିର ମଣିଷ କାଳିନ୍ଦୀ ଚରଣ ଅଥବା-ପଠି ଗୋଟେ ଗାଁ ଥିଲୁ ରଶ୍ମୀ ରା

୩ୟ ଉପାଂଶ : ଗାମ୍ୟକୈତ୍ରିକ ଗଦ୍ୟ

ଗାଁ ମଞ୍ଜିସି ଦୁରେକୃଷ୍ଣ ମହତାବ୍ଦ ଏମ ଭାଗ, ଗାଁ ପ୍ରବନ୍ଧ ଅଥବା-ଗାଁର ତାଳ- ଭୁବନେଶ୍ୱର ବେହେରା ପ୍ରଥମ ତିନୋଟି ପ୍ରବନ୍ଧ

୪ର୍ଥ ଉପାଂଶ: ଓଡ଼ିଆ ଜଗତମାଳି

୫ମ ଉପାଂଶ : ଓଡ଼ିଆ ପର୍ବପର୍ବାଣି ଆଖାଇ, ରଜ ପର୍ବ

**ସହାୟକ ଗ୍ରନ୍ଥମାଳା :**

୧- ପ୍ରାୟୋଗିକ ଭାଷା ବିଜ୍ଞାନର ବିଶ୍ୱବିଦ୍ୟାଳୟର କେ. ବି. ଓଡ଼ିଆ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୨- ସଂଯୋଗ ଅନୁଷ୍ଠାନ: ତ୍ରିପାଠୀ ସମ୍ବୋଧନ ନାଲନ୍ଦା, କଟକ

୩- କବିତାର ମାନବିକ ମହାନ୍ତି ଜାନକୀ ବଲ୍ଲଭ ପ୍ରେସ୍ ସପ୍ଲାଇ ଓ ପବ୍ଲିଶିଂ

୪- ଓଡ଼ିଆ ଭାଷା ବିଭାଗ: ମହାପାତ୍ର ବିଜୟ ପ୍ରସାଦ ବିଦ୍ୟାଳୟ, କଟକ

୫- ବୃତ୍ତି ଓ ମୋ ପୋଷାକ ମହାନ୍ତି ପଞ୍ଚାନନ ଭୁବନେଶ୍ୱର

୬- ପ୍ରାଚୀନ ପୋଥି ଓ ସଂପାଦନା ପଦ୍ଧତି ଓ ଅନୁବାଦ କୌଶଳ - ପଟ୍ଟନାୟକ, ଅକ୍ଷୟ, ଭୁବନେଶ୍ୱର

୭- ମଞ୍ଚ ଓ ନାଟକର କଳାକୌଶଳ - ସାଧୁ ନାରାୟଣ, ଓଡ଼ିଶା ସାହିତ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା

୮- ଶବ୍ଦର ଆକାଶ ପୃଷ୍ଠାର ଦିଗ୍ଗମ୍ୟ - ଶତପଥୀ ରବି କଟକ



## ANTHROPOLOGY

### SEMESTER-I

#### CORE-1: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** History and development of understanding human variation and evolutionary thought; Theories of evolution; Human variation and evolution in ancient times pre-19th and post-19th Century; Theories of evolution. Lamarckism, Neo Lamarckism, Darwinism, Synthetic theory, Mutation and Neo-Mutation theory.

**MODULE-2:** History of Physical Anthropology and development of Modern Biological anthropology, aim, scope and its relationship with allied disciplines; Difference in the approaches of modern and traditional Biological Anthropology, with emphasis on human evolution.

**MODULE-3:** Nonhuman primates in relation to human evolution Classification and characteristics of living primates; Comparative anatomy and behaviour of human and non-human primates; Significance of nonhuman primate study in Biological Anthropology.

**MODULE-4:** Structure and function of an animal cell; cell theory and cell division. Essentials of Genetics;

**MODULE-5:** Landmarks in the history of genetics, principles in human genetics Mendel's Laws of inheritance and its application to man; Concept of race & UNESCO Statement on Race; A comparative account of various races of the world.

**PRACTICAL: Mark 25 / Credit-2**

#### Somatometry

1. Maximum head length 9. Physiognomic facial height
2. Maximum head breadth 10. Morphological facial height
3. Minimum frontal breadth 11. Physiognomic upper facial height
4. Maximum bizygomatic breadth 12. Morphological upper facial height
5. Bigonial breadth 13. Head circumference
6. Nasal height 14. Stature
7. Nasal length 15. Sitting height
8. Nasal breadth 16. Body weight

#### Somatoscapy

1. Head form 2. Hair form 3. Facial form 4. Eye form
5. Nose form 6. Hair colour 7. Eye colour 8. Skin colour

#### **Suggested Readings**

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology Wadsworth Publ., USA
2. Kroeber A. L. (1948). Anthropology. Oxford & IBH Publishing Co., New Delhi.
3. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.
4. Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press.

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#### CORE-2: INTRODUCTION TO SOCIO-CULTURAL ANTHROPOLOGY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Anthropological perspective and orientation; Scope and relevance of Social Anthropology; Relationship of Social Anthropology with other disciplines.

**MODULE-2:** Concepts of society and culture; status and role; groups and institution, social stratification, and civil society.

**MODULE-3:** Social organization; Family (Definition, types and Function), Marriage (Definition, types and Function)

**MODULE-4:** Kinship, Lineage, Clan, Descent, social system.

**MODULE-5:** Theory and practice of ethnographic fieldwork; survey method; comparative and historical Methods.

**PRACTICAL: Mark 25 / Credit- 2**

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

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

**Suggested Readings**

1. Beattie J. (1964). *Other Cultures*. London: Cohen & West Limited.
2. Bernard H.R. (1940). *Research Methods in Cultural Anthropology*. Newbury Park: Sage Publications.
3. Davis K. (1981). *Human Society*. New Delhi: Surjeet Publications.
4. Delaney C. (2004). 'Orientation and disorientation' In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
5. Ember C. R. et al. (2011). *Anthropology*. New Delhi: Dorling Kindersley.
6. Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
7. Haviland, Prins, Walrath, McBride (2007). *Introduction to Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi
8. Haviland, Prins, Walrath, McBride (2008). *Cultural Anthropology*. Cengage Learning India Pvt. Ltd., New Delhi
9. Karen O'reilly. (2012). '*Practical Issues in Interviewing*' *Ethnographic Methods*. Abingdon: Routledge
10. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review*.17(3): 206-218
11. O'reilly K. (2012). *Ethnographic Methods*. Abingdon: Routledge.
12. Parsons T. (1968). *The Structure of Social Action*. New York: Free Press
13. Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
13. Royal Anthropological Institute of Great Britain and Ireland (1971). '*Methods*' In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

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**SEMESTER-II**

**CORE-3: ARCHAEOLOGICAL ANTHROPOLOGY**

**(CREDITS: 6, Theory=4 + Practical=2)**

**(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)**

**MODULE-1:** Introduction, Definition and scope of archaeological anthropology; Relation with other disciplines; Methods of studying archaeological anthropology.

**MODULE-2:** Methods of Estimation of Time and Reconstruction of the Past; Absolute dating methods: Radiocarbon<sup>14</sup> dating (C<sup>14</sup>), Potassium-Argon, Fission Track Dating; Relative dating methods: Stratigraphy, Palaeontology, Palynology.

**MODULE-3:** Geochronology of Pleistocene Epoch; Glacial and Interglacial; Pluviation and Inter Pluviation; Different types of geoclimatic events.

**MODULE-4:** Understanding Culture; Technique of tool manufacture and estimation of their relative efficiency; Classification of tools: primary and combination fabrication techniques;

**MODULE-5:** Earliest evidence of culture in the world: Konso, Olorgesaille, Olduvai Gorge Pirro Nord, Damanisi, Attirampakkam, Isampur, Kuliana.

**PRACTICAL: Mark 25 / Credit- 2**

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types 1. Core Tool Types, 2. Flake Tool Types, 3. Blade Tool Types, 4. Microlithic Tool Type, 5. Neolithic Tool Type

**Suggested Readings**

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

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## CORE-4: FUNDAMENTALS OF HUMAN ORIGIN & EVOLUTION

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Primate origins and radiation with special reference to Miocene hominoids: Ramapithecus, distribution, features and their phylogenetic relationships.

**MODULE-2:** Australopithecines: distribution, features and their phylogenetic relationships. Appearance of genus Homo (*Homo habilis*) and related finds.

**MODULE-3:** *Homo erectus* from Asia, Europe and Africa: Distribution, features and their phylogenetic status.

**MODULE-4:** The origin of *Homo sapiens*: Fossil evidences of Neanderthals and Archaic *Homo sapiens sapiens*.

**MODULE-5:** Origin of modern humans (*Homo sapiens sapiens*): Distribution and features; Multiregional and Out of Africa theory; Hominisation process.

### PRACTICAL: Mark 25 / Credit- 2

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

### Suggested Readings

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

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## SEMESTER-III

### CORE-5: TRIBES AND PEASANTS IN INDIA

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Definition and Concept of Tribe; Problems of nomenclature, distribution and classification; Features of tribes in India.

**MODULE-2:** Tribes in India. The history of tribal administration; Constitutional safeguards; Draft National Tribal Policy, Issues of acculturation assimilation and integration; Impact of development schemes and programme on tribal life.

**MODULE-3:** Concept of Indian Village; The concept of peasantry; Approaches to the study of peasants – economic, political and cultural. Characteristics of Indian village: social organization; economy and changes.

**MODULE-4:** Caste system and its changes in the Indian society.

**MODULE-5:** Ethnicity Issues: Tribal and peasant, movements; Identity issues.

### PRACTICAL: Mark 25 / Credit- 2

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

1. Research questions/objectives of the study and their relevance.
2. Theoretical schema.

3. Methods and techniques used in the study.
4. Key findings and their significance in the context of the objectives of the study.
5. Critical analysis of the finding on the basis of contemporary available resources.

**List of Ethnographies:**

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

**Suggested Readings**

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



**CORE-6: HUMAN ECOLOGY**

**(CREDITS: 6, Theory=4 + Practical=2)**

**(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)**

**MODULE-1:** Concepts in Ecology: Definition, ecosensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.

**MODULE-2:** Methods of studying human ecology. Adaptation to various ecological stresses: heat, cold and high altitude; Ecological rules and their applicability to human populations.

**MODULE-3:** Culture as a tool of adaptation; Various modes of human adaptation in pre-state societies; Hunting and food gathering (ii) Pastoralism and (iii) Shifting cultivation and Agriculture and peasantry.

**MODULE-4:** Ecological themes of state formation: I. Neolithic revolution, ii. Hydraulic Civilization,

**MODULE-5:** Impact of urbanization and industrialization on Man.

**PRACTICAL: Mark 25 / Credit- 2**

**Biological Dimensions : Size and Shape**

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

**Size and Shape Indices (Any two)**

1. Body Mass Index 4. Relative Upper Extremity Length
2. Ponderal Index 5. Relative Total Lower Extremity Length
3. Relative Sitting Height 6. Nasal Index

**Cultural Dimensions:** Make a research design pertaining to any environmental problem and do a project based on it.

**Suggested Reading**

1. Human ecology: biocultural adaptation in human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress.W.H. Freeman & Company, San Francisco.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasant society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.



8. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. Man the hunter. Chicago:Aldine Pub. Co.
9. Dave Deeksha & S.S. Katewa (2012). Text Book of Environmental Studies. Cengage Learning India Pvt. Ltd., Delhi
10. Eugene P. Odum and Gary W. Barrett (2004). Fundamentals of Ecology. Cengage Learning; 5 edition.  
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## CORE-7: BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Concept of Biological Variability; Race, Hardy-Weinberg Law; Multiple Allele, Types of multiple allele, Examples in Humans, Genetic Polymorphism (Serological, Biochemical and DNA Markers).

**MODULE-2:** Role of Bio-cultural Factors: Human Adaptability Cultural Biology; Bio-cultural factors influencing the diseases and nutritional status.

**MODULE-3:** Evolution of Human diet, biological perspectives of ageing process among different populations.

**MODULE-4:** Demographic Perspective Demographic Anthropology; Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations and its growth structure; Inbreeding and Consanguinity – Biological consequences of inbreeding, frequency of inbreeding in world populations; Methods of counselling.

**MODULE-5:** Genetic diversity among Indian Population: A critical appraisal of contribution of Risley, Guha, Rickstett and Sarkar, towards understanding ethnic elements in the Indian populations.

### **PRACTICAL: Mark 25 / Credit- 2**

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

### **Suggested readings:**

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

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## SEMESTER-IV

### CORE-8: THEORIES OF CULTURE AND SOCIETY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Emergence of Anthropology: Interface with evolutionary theory and colonialism.

**MODULE-2:** Changing perspectives on Evolutionism, Diffusionism and Culture area theories.

**MODULE-3:** Emergence of Fieldwork tradition; Historical Particularism, American Cultural Tradition.

**MODULE-4:** Durkheim and Social integration; Functionalism and Structural-functionalism and British Social Anthropology.

**MODULE-5:** Structuralism: Claude Levi-Strauss and Edmund Leach; Symbolism and Interpretative approach.

#### **PRACTICAL: Mark 25 / Credit- 2**

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

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

#### **Suggested Readings**

1. Applebaum H.A. (1987) *Perspectives in Cultural Anthropology*. Albany: State University of New York.
2. Barnard A. (2000). *History and Theory in Anthropology*. Cambridge: Cambridge University.
3. McGee R.J. and Warms R.L. (1996) *Anthropological Theories: An Introductory History*.
4. Moore M. and Sanders T. (2006). *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.

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### CORE-9: HUMAN GROWTH AND DEVELOPMENT

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Concept of human growth, development, differentiation and maturation; Evolutionary perspective on human growth (including living primates and fossil human ancestors).

**MODULE-2:** Prenatal (conception till birth) and postnatal (birth till senescence) period of growth, pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), ethnic and gender differences in growth curves, secular trend.

**MODULE-3:** Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and variation, methods and techniques to study growth, significance/ applicability of growth studies Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Assessment of nutritional status.

**MODULE-4:** Human physique and body composition – models and techniques; gender and ethnic differences.

**MODULE-5:** Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods.

#### **PRACTICAL: Mark 25 / Credit- 2**

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR, WHtR)

3. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance
4. Nutritional assessment through dietary pattern and anthropometric indices

### Suggested Readings

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

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## CORE-10 : RESEARCH METHODS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Field work tradition in Anthropology; Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment identification of representative categories of informants, maintenance of field diary and logbook.

**MODULE-2:** Research Design; Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling, tools and techniques of data collection: Survey method, Observation, Questionnaire, Schedule, Interview, Case study, Life history and Genealogy; data analysis and report writing-Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography(annotated) and references cited, review and index.

**MODULE-3:** Ethics and Politics of Research Identify, define, and analyze ethical issues in the context of human subject research; Ethical importance of consent, privacy and confidentiality in research; Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication.

**MODULE-4:** Bio-Statistics; Guiding ideals and critical evaluation of major approaches in research methods, basic tenets of qualitative research and its relationship with quantitative research; Types of variables, presentation and summarization of data (tabulation and illustration).

**MODULE-5:** Descriptive statistics- Measurers of Central Tendency, Measure of Variation, Skewness and Kurtosis, Variance and standard deviation, Normal and binomial distribution; Tests of Inference- Variance ratio test, Student's 't' tests, Chi-square test.

### PRACTICAL: Mark 25 / Credit- 2

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

### Suggested Readings

1. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.

2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012.
4. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
5. Michael A. The Professional Stranger. Emerald Publishing. 1996.
6. Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
7. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
8. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
9. O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
10. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
11. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.
12. Sarantakos S. Social Research. London: Macmillan Press. 1998.

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## SEMESTER-V

### CORE-11 : . PREHISTORIC ARCHAEOLOGY OF INDIA

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

#### MODULE-1: Pleistocene chronology of India; Palaeolithic cultures in India.

Palaeolithic cultures in India: Lower Palaeolithic cultures – evidences from Kashmir Valley and Peninsular India), Middle Palaeolithic culture in India,

**MODULE-2:** Upper Palaeolithic culture in India (characteristic features, major type tools, important sites, chronology with stratigraphic evidences). Some important sites of Odisha may be discussed on above cultural periods.

#### MODULE-3: Mesolithic cultures in India.

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

#### MODULE-4: Neolithic cultures in India.

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

#### MODULE-5: Rock art of India.

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

#### PRACTICAL: Mark 25 / Credit- 2

1. Identification of tools:
  - (a) Hand axe varieties, chopper/chopping tools
  - (b) Cleaver varieties
  - (c) Side scraper varieties
  - (d) Knives e) Burins(f) End scrapers(g) Borer(h) Microlithic tools
  - (i) Bone tools
2. Identification of lithic technology.

#### Suggested Reading:

1. Agarwal, D. P.1984, *Archaeology of India*. New Delhi: Select Book Services Syndicate.
2. Allchin, Briget. and Raymond Allchin,1982. *The Rise of Civilization in India and Pakistan*.Cambridge: Cambridge University Press.
3. Allchin, B. and R. Allchin, 1997. *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi. Viking by Penguin Books India (P) Ltd.
4. Bhattacharya, D. K.1990, *An Introduction to Prehistoric Archaeology*. Delhi; Hindustan Publishing Corporation
5. Bhattacharya, D. K.2001. *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan.
6. Chakrabarti, D.K. 2001. *India: An Archaeological History: Palaeolithic Beginning to Early Historic Foundation*. New Delhi: Oxford University press.
7. Jain, V.K.2009, *Prehistory and Protohistory of India*. New Delhi: D.K. Printworld (P) Ltd.

8. Paddayya, K. (Ed.), 2002, *Recent Studies in Indian Archaeology*. New Delhi.
9. Pappu R. S.2001, *Aheulian Culture in Peninsular India-- An Ecological Perspective*, New Delhi: D.K.Printworld (P) Ltd.
10. Rammi Reddy, V.1987, *Elements of Prehistory*. New Delhi: Mittal Publications.
11. Rammi Reddy, V.1989, *Palaeolithic and Mesolithic Cultures*. New Delhi: Mittal Publications.
12. Rammi Reddy, V.1991, *Neolithic and Post-Neolithic Cultures*. New Delhi: Mittal Publications.
13. Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
14. Sankalia (1982) *Stone Tool Type and Technology*. Delhi, B.R.Publication.
15. Settar, S. and R. Korisetar (Ed), 2001, *Indian Archaeology in Retrospect*, Vol.1: PREHISTORY Archaeology of South Asia. New Delhi: Manohar in association with Indian Council of Historical Research.



## CORE-12 : . ANTHROPOLOGY IN PRACTICE

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Academic Anthropology; Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues: Applied Anthropology, Action Anthropology and Development Anthropology.

**MODULE-2:** Role of Anthropology in Development; Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO's, Business Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management.

**MODULE-3:** Future Dynamics in Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology In Census; Designing And Fashion, Visual Anthropology.

**MODULE-4:** Biosocial anthropology in practice; Bio-social elements of human development at national and international level, application of conceptual framework of Forensic Anthropology in judicial settings both criminal and civil.

**MODULE-5:** Population Dynamics and relationship between population growth and various aspects of culture such as means of subsistence, kinship, social complexity, social stratification and political organization, Bio-social counselling of an individual or population.

### **PRACTICAL: Mark 25 / Credit- 2**

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

### **Suggested Readings**

1. Arya A and Kapoor AK. (2012). *Gender and Health Management in Afro-Indians*. Global Vision Publishing House, New Delhi.
2. Kertzner DI and Fricke T. (1997). *Anthropological Demography*. University of Chicago Press.
3. Basu, A. and P. Aaby (1998). *The Methods and the Uses of Anthropological Demography*. 329 pp. Oxford, Clarendon Press
4. Carter A. (1998). *Cultural Models and Demographic Behavior*. In *The Methods and the Uses of Anthropological Demography* edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
5. *Census of India (2001, 2011) and National Family Health Survey (2006,2010)*.
6. Ervic, Alexander M., (2000). *Applied Anthropology: Tools and Perspectives for Contemporary Practise*, Boston, MA: Allyn and Bacon.
7. Erwin A. (2004). *Applied Anthropology Tools and Practice*, Allyn and Bacon.
8. Gupta S and Kapoor AK. (2009). *Human Rights among Indian Populations: Knowledge, Awareness and Practice*. Gyan Publishing House, New Delhi.
9. Willen SS. (2012). *Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations*. *Journal of Human Rights*. 11:150–159.
10. Goodale M. (2009). *Human Rights: An Anthropological Reader*. Wiley Blackwell.

11. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Perspectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
12. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
13. Halbar BG and Khan CGH. (1991). Relevance of Anthropology – The Indian Scenario. Rawat Publications, Jaipur.
14. Kapoor AK (1998). Role of NGO's in Human Development : A Domain of Anthropology. J Ind Anthropol Soc; 33:283-300.
15. Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
16. Klepinger LL (2006). Fundamentals of Forensic Anthropology. Wiley-Liss Publications
17. Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.
18. Mehrotra N and Patnaik SM. (2008). Culture versus Coercion: The Other Side of Nirmal Gram Yojna, Economic and Political weekly. pp 25-27.
19. Mishra RC (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
20. Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner.
21. Patnaik SM (1996). Displacement, Rehabilitation & Social Change. Inter India Publications, New Delhi.
22. Patnaik SM (2007). Anthropology of Tourism: Insights from Nagaland. The Eastern Anthropologist. 60(3&4):455-470
23. Srivastav OS (1996). Demographic and Population Studies. Vikas Publishing House, India
24. Vidyarthi LP and BN Sahay (2001). Applied Anthropology and Development in India, National Publishing House, New Delhi.
25. Vidyarthi L.P. (1990). Applied Anthropology in India – Principles, Problems and Case Studies. Kitab Mahal, U.P.
26. Vidyarthi V (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.

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## SEMESTER-VI

### CORE-13 : . FORENSIC ANTHROPOLOGY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications and Integration of Forensic Anthropology.

**MODULE-2:** Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains, Ancestry, age, sex and stature estimation from bones, Discovery and Techniques for recovering skeletonized Human Remains.

**MODULE-3:** Personal Identification, Complete and Partial Identification, Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

**MODULE-4:** Serology: Identification and Individualization of bloodstain, urine, semen and saliva. Patterns of Bloodstains.

**MODULE-5:** Individualization: Forensic Odontology-Tooth Structure and Growth, Bite Marks, Facial Reconstruction, DNA Profiling.

**PRACTICAL: Mark 25 / Credit- 2**

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

**Suggested Readings:**

1. Bass W.M. (1971). Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
2. Black S. and Ferguson E. (2011). *Forensic Anthropology 2000 to 2010*. CRC Press, London.
3. Byers, S. N. (2008). Forensic Anthropology. Boston: Pearson Education LTD.
4. Gunn A. (2009) *Essential Forensic Biology* (2nd ed), Chichester: Wiley-Blackwell
5. Modi, R. B. J. P. (2013). *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.

6. Reddy V. R. (1985). Dental Anthropology, Inter-India Publication, New Delhi.
7. Spencer, C. (2004). Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
8. Vats Y., Dhali J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. *J. Forensic Odontology*, 4: 11-15.
9. Wilkinson, C. (2004). *Forensic facial reconstruction*. Cambridge University Press.

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## CORE-14 : ANTHROPOLOGY OF INDIA

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Origin, history and development of Anthropology in India, approaches to study Indian society and culture- traditional and contemporary Racial and linguistic elements in Indian population. Understanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, gender hierarchies - their economic and cultural impact, origin and evolution of social structures and their underlying philosophies; Contribution of contemporary biological, social and archaeological anthropologists in India.

**MODULE-2:** Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages; Tribal situation in India- biogenetic variability, linguistic and socio-economic characteristics; Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shiftingcultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity.

**MODULE-3:** Developmental projects- tribal displacements and rehabilitation problem; Impact of culturecontact, urbanization and industrialization on tribal and rural Population.

**MODULE-4:** Basic concepts -Great tradition and little tradition, sacred complex, Universalization and parochialization, Sanskritization andWesternization, Dominant caste, Tribe-caste; continuum, Nature-Man-Spirit complex, pseudotribalism.

**MODULE-5:** Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes. Constitutional Provisions for the Scheduled caste and scheduled tribes, Evaluation and Development of Indian Population; Human Rights, Protection and enforcement of human rights, Human rights of special category and marginal groups, Emerging trends of human rights with respect to terrorism, globalization and environment.

**PRACTICAL: Mark 25 / Credit- 2**

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

### **Suggested Reading**

1. Nicholas D. (2001). *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
2. Bernard CS. (2000). *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). *People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups*. Kamla Raj Enterprises, Delhi
4. Lopez DS. (1995). *Religions of India in Practice*. Princeton University Press
5. Gupta D. *Social Stratification*. Delhi: Oxford University Press.
6. Karve I. (1961). *Hindu Society: An Interpretation*. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: *Census of India, 1931, vol I, Part III (BPO, Simla)*
8. Trautmann TR (2011). *India: Brief history of Civilization*. Oxford University Press : Delhi
9. Vidyarthi LP and Rai BK. (1976). *The tribal culture of India*. Concept Publishing Co,Delhi.
10. Haddon AC. (1929). *Races of man*. Cambridge University, London.
11. Kapoor A.K. (1992). *Genetic Diversity among Himalayan Human Populations*. M/S Vinod Publishers, Jammu
12. Majumdar DN. (1901). *Races and Culture of India*. Asia Publishing House, Bombay
13. Dube SC. (1992). *Indian Society*. National Book Trust, India : New Delhi.
14. Dumont L. (1980). *Homo Hierachicus*. University of Chicagon Press.
15. Malhotra K.C. (1978). *Morphological Composition of people of India*. *J. Human Evolution*

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## DISCIPLINE SPECIFIC ELECTIVE (DSE)

### ANTHROPOLOGY

#### SEMESTER-V

#### DSE-1: ANTHROPOLOGY OF RELIGION, POLITICS AND ECONOMY

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Anthropological approaches to understand religion- magic, animism, animatism, totemism, naturalism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics.

**MODULE-2:** Overview of Anthropological Theories of Religion; Religion as the sacrality of ecological adaptation and socialness.

**MODULE-3:** Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neoclassical, substantivist, and neo-Marxist approaches, various forms of exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

**MODULE-4:** Political institutions: concepts of power and authority; types of authority; state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilizations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its institutions, and cultures, both Western and non-Western.

**MODULE-5:** Interrelationship between religion, politics and economy; religious conversion and movements, emergence of new religious sects in the global order.

#### **PRACTICAL: Mark 25 / Credit- 2**

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

#### **Suggested Readings:**

1. Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York: Macmillan.
2. Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso
3. Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London: Pluto Press.
4. Ellis F. (2000). A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing Countries. Oxford: Oxford University Press.
5. Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
6. Henrich J. (2002). Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), Theory in Economic Anthropology (pp. 251-295). Walnut Creek, CA: Altamira Press.
7. Lambek. M. (2008) A Reader in the Anthropology of Religion.
8. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge.
9. Glazier SD. (1997). Anthropology of Religion: A Handbook. Westport, CT: Greenwood Press.
10. Frick GD and Langer R. (2010). Transfer and Spaces. Harrassowitz (Germany).
11. Evans-Pritchard EE. (1937). Witchcraft, Oracles and Magic among the Azande, Oxford: Clarendon Press.
12. Frazer JG. (1978). The Illustrated Golden Bough, London: Macmillan.
13. Barbara M. (2011). Cultural Anthropology. New Jersey: Pearson Education.
14. Ember CR. (2011). Anthropology. New Delhi: Dorling Kindersley.
15. Haskovits MJ. (1952). Economic Anthropology: A Study in Comparative Economics. New York: Alfred A Knopf Inc.
16. Malinowski B. (1922) Argonauts of the Western Pacific. London: Routledge.
17. Polanyi K. et al (1957), Trade and Market in the Early Empires. Chicago: Henry Regnery Company.
18. Balandier G. (1972). Political Anthropology. Middlesex: Penguin.

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## DSE-2: HUMAN POPULATION GENETICS

(CREDITS: 6, Theory=4 + Practical=2)

(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)

**MODULE-1:** Hardy-Weinberg principle; Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, its applications and exceptions. Mechanism for dynamics in Gene Frequency mutation, selection (pattern and mechanism), Genetic drift (bottle neck and founder effect), Gene flow/migration, inbreeding (inbreeding co-efficient and its genetic consequences).

**MODULE-2:** Ecological Genetics and Polymorphism; phenotypic & genotypic polymorphisms, transient polymorphism, balanced polymorphisms, models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism, selection due to infectious diseases and its association with blood groups and other).

**MODULE-3:** Population structure and admixture in human populations random & non-random mating (positive and negative assortative mating), heritability, linkage disequilibrium.

**MODULE-4:** Genetic markers utility of genetic markers in forensic, population and disease association studies.

**MODULE-5:** Human evolutionary genetics From Mendel to molecules: A brief history of evolutionary genetics, Epistasis and the conversion of genetic variances, Human-Ape comparisons.

### **PRACTICAL: Mark 25 / Credit- 2**

1. Blood group typing-A1, A2, B, O, MN and Rh (D) blood groups
2. Color Blindness
3. Glucose-6-phosphate dehydrogenase deficiency (G6PD)
4. PTC tasting ability
5. Biochemical markers-DNA isolation and polymerase chain reaction (PCR)

### **Suggested Readings**

1. Brooker R.J. (2012). Genetics: analysis & principles. The McGraw-Hill Companies, Inc 4th ed.
2. Cavalli-Sforza, L.L. and Bodmer, W.F (1971). The Genetics of Human Population. San Francisco: Freeman
3. Cooper DN and Kehrler-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.
4. Crawford MH (2007). Anthropological Genetics Theory, Methods and Applications. CambridgeUniversity Press
5. Cummings M.R. (2011). Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning
6. Jobling, M.A. Hurls M. and Tyler-Smith C. (2004). Human Evolutionary Genetics: Origins, Peoples & Disease. GS. NY
7. Lewis R. (2009). Human Genetics: Concepts and Applications 9th Edition. The McGraw-Hill Companies, Inc.
8. Patch C. (2005). Applied Genetics in Healthcare. Taylor & Francis Group
9. Relethford J.H. (2012). Human Population Genetics. Wiley-Blackwell, USA
10. Snustad .D.P. and Simmons M.J. (2006). Principles of Genetics, Fourth Edition, John Wiley & Sons USA, HobokenNJ
11. Strachan T, Read A.P. (2004). Human Molecular Genetics. Garland Science/Taylor & Francis Group.
12. Vogel F. and Motulsky A.G. (1996). *Human Genetics*. Springer, 3rd revised edition.

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**SEMESTER-VI**  
**ANTHROPOLOGY**

**DSE-3: DEMOGRAPHIC ANTHROPOLOGY**

**(CREDITS: 6, Theory=4 + Practical=2)**

**(Total Marks: 100, Mid Sem=15, Practical=25, Term End=60: Duration: 3 hrs.)**

**MODULE-1:** Demographic Anthropology; Introduction, definition and basic concepts, Relationship of demography with population studies and anthropology.

**MODULE-2:** Population Theories: John Graunt, Thomas R.Malthus; Biological theory of population; Theory of demographic transition.

**MODULE-3:** Tools of Demographic Data; Measures of population composition, distribution and growth; Measures of fertility; Measures of mortality; Measures of migration.

**MODULE-4:** Population of India; Sources of demographic data in India; Growth of Indian population; Demography of Indian tribal and non-tribal groups; Anthropological determinants of population growth; Impact of urbanization on the migration of tribal groups.

**MODULE-5:** National policies; National Population Policy; National Health Policy; National Policy on Reproductive Health Care.

**PRACTICAL: Mark 25 / Credit- 2**

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

**Suggested Readings**

1. Bhende A. and Kaniikar, T. (2010) *Principles of Population Studies*. Himalaya Publishing House. Mumbai (All Units, It covers most topics)
2. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
3. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006 ), CRS, NSSO ( Can be seen from browsing net)
4. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) *Population Ecology and Family Planning*. Serials publications. New Delhi.
5. Howell N. (1986) Demographic Anthropology. *Ann. Rev. Anthropol.* 15: 219-246
6. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
7. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology. VDMVerlag Dr. Muller Gmbh and Co., Germany.
8. Misra BD (1982). *An introduction to the study of population*. South Asia publ. ltd. New Delhi.
9. National Population Policy <http://populationcommission.nic.in/npp.htm>
10. Park K. (2000) *Text book of Preventive and Social Medicine*. BanarsidasBhanot, Jabalpur.
11. Patra P.K. and Kapoor, A.K. (2009) *Demography And Development Dynamics in a Primitive Tribe of Himalayas*. International Book Distributors, Dehradun
12. Riley N.E. and McCarthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University press. UK. Pages 1-13 and 32-98
13. Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. *Social Change* 9: 13-17.
14. Srivastava O.S. (1996) *Demographic and Population Studies*. Vikas Publishing House, India
15. Zubrow E.B.W. (1976) *Demographic anthropology. Quantitative approaches*. University of New Mexico Press, Albuquerque.
16. <http://human-nature.com/dm/chap3.html>
17. <http://biography.yourdictionary.com/john-graunt>
18. <http://www.marathon.uwc.edu/geography/demotrans/demtran.htm>

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**DSE-4: PROJECT (CREDIT=6 / MARKS=100) (End Semester Evaluation)**

**Note: Student will write dissertation on the basis of 20 days Field Work in the nearby locality on any branch of Anthropology in 6th Semester. She/ He will be supervised by one Teacher/ teachers.**

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