



**DEPARTMENT OF ANTHROPOLOGY
SCHOOL OF HUMAN AND ENVIRONMENTAL SCIENCES
DHANAMANJURI UNIVERSITY, IMPHAL**

**SYLLABUS FOR
POST GRADUATE PROGRAMME IN ANTHROPOLOGY BASED ON
NEP 2020, GOVERNMENT OF INDIA**

2026

INTRODUCTION

Department of Anthropology, Dhanamanjuri University, Imphal, Manipur offers Post Graduate (PG) programme in Science (M.Sc.) under the School of Human and Environmental Sciences. The syllabus of this PG programme in science-2026 is based on progressive version of National Education Policy (NEP) 2020, Government of India. Anthropology, as a discipline adopts the holistic approach to bridge the biological, cultural, and socio-economic dimensions of human life, offering unique insights into human diversity, social structures, cultural practices, and adaptive strategies. In today's interconnected world, where climate change, public health crises, cultural identities, and technological advancements are interlinked, anthropology serves as a critical tool for understanding and addressing these global challenges.

The revised syllabus for the Postgraduate Programme (M.Sc.) in Anthropology, Dhanamanjuri University provides an advanced, holistic, and integrated study of humankind across space and time. Grounded in the foundational spirit of the National Education Policy (NEP) 2020, Government of India, this curriculum shifts away from siloed learning; rather, it moves toward a flexible, learner-centric, and outcome-based pedagogical matrix. The primary goal is to train postgraduates to analyse complex human phenomena through the anthropological lens. This ranges from molecular genetic variations and prehistoric material evolutions to contemporary social structural shifts and digital ethnographies. In other word, the programme learning outcome encourages the students not only to understand the comprehensive knowledge of the discipline but also to think beyond the classroom and reach out the people with the capability to design and execute scientific or humanistic projects to solve real-world problems.

CURRICULUM AND CREDIT FRAMEWORK FOR POST GRADUATE PROGRAMME

SL. No.	Programme	Eligibility	NHEQF Level	Credits
1.	1-year PG programme (2-semester) (Syllabus same as the 2nd year of 2-Year PG programme)	4-year UG	6.5	42
2.	PG Diploma (exit after 1 st year of 2year PG)	3-year UG	6.0	42
3.	2-year PG programme (4-semester PG)	3-year UG	6.5	82

M.SC ANTHROPOLOGY 1 YEAR PROGRAMME**PROGRAMME/COURSE STRUCTURE**

Total Marks: 1050; Total Credits: 42

SEMESTER I**Marks 500/20 Credits**

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-611	DSC/ Theory	Indian Anthropology	20	80	100	4	23-25
ANT-612	Lab based on ANT-611	Practical on Indian Anthropology.	-	100	100	4	25
ANT-621	DSE/ Theory	Biological Anthropology	20	80	100	4	25-27
ANT-622	DSE/ Theory	Molecular Anthropology	20	80	100	4	27-29
ANT-623	Lab based on ANT-621 & ANT-622	Practical on Biological Anthropology and Molecular Anthropology	-	100	100	4	29-30
ANT-631	DSE/ Theory	Theories in Social-Cultural Anthropology	20	80	100	4	30-32
ANT-632	DSE/ Theory	Cultural Ecology	20	80	100	4	32-34
ANT-633	Lab based on ANT- 631 & ANT- 632	Practical on Theories in Social- Cultural Anthropology and Cultural Ecology	-	100	100	4	34
ANT-641	DSE/ Theory	Methods in Archaeological Anthropology					34-36
ANT-642	DSE/ Theory	Stone and Metal age of India	20	80	100	4	36-38
ANT-643	Lab based on ANT- 641 & ANT-642	Practical on Lithic Technology and Prehistory Ceramic	-	100	100	4	38-40
TOTAL			500			20	

SEMESTER II

Marks 550/22 Credits

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-613	DSC/Theory	Museum and Cultural Resource Management	20	80	100	4	40-42
ANT-614	Lab based on ANT-613	Practical on Museum and cultural Resource Management	-	100	100	4	4-43
ANT-624	DSE/Theory	Sports and Forensic Dimension in Anthropology	20	80	100	4	43-45
ANT-625	Research Methodology /Theory	Research Methods in Physical Anthropology	10	40	50	2	45-47
ANT-634	DSE/Theory	Anthropology in Development and contemporary global trend	20	80	100	4	47-49
ANT-635	Research Methodology /Theory	Research Methods in Social and Cultural Anthropology	10	40	50	2	49-50
ANT-644	DSE/Theory	Ethnoarchaeology	20	80	100	4	51-52
ANT-645	DSE/Theory	Research Methods in Prehistoric Archaeology	10	40	50	2	53-54
ANT-615	Research (Field Work)	Field Based Dissertation	-	150	150	6	43
XXX-000	VAC/VEC (Only for PG 1year programme after 4-year UG)	Environment and Climate Change/Disaster Management/ Foreign Language	-	50	50	2	-
TOTAL			550			22	

***Abbreviations:** ANT: Anthropology; DSC: Discipline Specific Core; DSE: Discipline Specific Elective; VAC; Value Added Course; AEC: Ability enhancement Course

COURSE STRUCTURE OF POST GRADUATE 2 YEAR PROGRAMME IN ANTHROPOLOGY

Total Marks: 2050; Total Credits: 82

SEMESTER I (Marks 600/24 Credits)

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-501	DSC/Theory	Human Origin and Evolution	20	80	100	4	8
ANT-502	DSC/Theory	Fundamentals of Archaeological Anthropology	20	80	100	4	9
ANT-503	Lab based on ANT-501 & ANT-502	Practical on Human Origin and Evolution and Archaeological Anthropology		100	100	4	12
ANT-504	DSC/Theory	Social and Cultural Anthropology	20	80	100	4	13-15
ANT-505	DSC/Theory	Applied Anthropology	20	80	100	4	15-17
ANT-506	Lab based on ANT-504 & ANT-505	Practical on Social & Cultural Anthropology & Applied and Action Anthropology		100	100	4	17
TOTAL				600		24	

SEMESTER II (Marks 450/18 Credits)

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-507	DSC/Theory	Anthropology of North East India	20	80	100	4	18-19
ANT-508	Lab based on ANT-507	Practical on Anthropology of North East India	-	100	100	4	20
ANT-509	DSC/Theory	Ethnographic methods in Anthropology	20	80	100	4	20-22
ANT-510	Lab based on ANT-509	Practical on Ethnographic Methods in Anthropology	-	100	100	4	22
XXX-000	VAC/AEC	Environment and Climate Change/Disaster Management/ Foreign Language	-	50	50	2	-
TOTAL					450	18	

SEMESTER III (Marks 500/20 Credits)**Discipline Specific Elective: A) Physical Anthropology Specialization**

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-611	DSC/Theory	Indian Anthropology	20	80	100	4	23-25
ANT-612	Lab based on ANT-611	Practical on Indian Anthropology.	-	100	100	4	25
ANT-621	DSE/Theory	Biological Anthropology	20	80	100	4	25-27
ANT-622	DSE/Theory	Molecular Anthropology	20	80	100	4	27-29
ANT-623	Lab based on ANT-621 & ANT-622	Practical on Biological Anthropology and Molecular Anthropology	-	100	100	4	29-30
TOTAL					500	20	

Discipline Specific Elective: B) Social and Cultural Anthropology Specialization

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-611	DSC/Theory	Indian Anthropology	20	80	100	4	23-25
ANT-612	Lab based on ANT-611	Practical on Indian Anthropology.	-	100	100	4	25
ANT-631	DSE/Theory	Theories in Social-Cultural Anthropology	20	80	100	4	30-32
ANT-632	DSE/Theory	Cultural Ecology	20	80	100	4	32-34
ANT-633	Lab based on ANT-631 ANT-632	Practical on Theories in Social-Cultural Anthropology and Cultural Ecology	-	100	100	4	34
TOTAL					500	20	

Discipline Specific Elective: C) Prehistoric Archaeology Specialization

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-611	DSE/Theory	Indian Anthropology	20	80	100	4	23-25
ANT-612	Lab based on ANT-611	Practical on Indian Anthropology	-	100	100	4	25
ANT-641	DSE/Theory	Theory and Methods in Archaeological Anthropology	20	80	100	4	34-36
ANT-642	DSE/Theory	Stone and Metal age of India	20	80	100	4	36-38
ANT-643	Lab based on ANT-641 & ANT-642	Practical on Lithic Technology and Prehistory Ceramic	-	100	100	4	38-40
TOTAL					500	20	

SEMESTER IV (Marks 500/20 Credits)

Discipline Specific Elective: A) Physical Anthropology Specialization

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-613	DSC/Theory	Museum and Cultural Resource Management	20	80	100	4	40-42
ANT-614	Lab based on ANT-613	Practical on Museum and cultural Resource Management	-	100	100	4	42-43
ANT-624	DSE/Theory	Sports and Forensic Dimension in Anthropology	20	80	100	4	43-45
ANT-625	Research Methodology/Theory	Research Methods in Physical Anthropology	10	40	50	2	45-47
ANT-615	Research (Field Work)	Field Based Dissertation	-	150	150	6	43
TOTAL					500	20	

Discipline Specific Elective: B) Social and Cultural Anthropology Specialization

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-613	DSC/Theory	Museum and Cultural Resource Management	20	80	100	4	40-42
ANT-614	Lab based on ANT-613	Practical on Museum and cultural Resource Management	-	100	100	4	42-3
ANT-634	DSE/Theory	Anthropology in Development and contemporary global trend	20	80	100	4	47-49
ANT-635	Research Methodology/Theory	Research Methods in Social and Cultural Anthropology	10	40	50	2	49-50
ANT-615	Research (Field Work)	Field Based Dissertation	-	150	150	6	43
TOTAL					500	20	

Discipline Specific Elective: C) Prehistoric Archaeology Specialization

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End Semester Marks	Total Marks	Credits	Page No.
ANT-613	DSC/Theory	Museum and Cultural Resource Management	20	80	100	4	40-42
ANT-614	Lab based on ANT-613	Practical on Museum and Cultural Resource Management	-	100	100	4	42-3
ANT-644	DSE/Theory	Ethnoarchaeology	20	80	100	4	51-52
ANT-645	DSE/Theory	Research Methods in Prehistoric Archaeology	10	40	50	2	53-54
ANT-615	Research (Field Work)	Field Based Dissertation	-	150	150	6	43
TOTAL				500		20	

**Abbreviations: ANT: Anthropology; DSC: Discipline Specific Core;*

DSE: Discipline Specific Elective; VAC; Value Added Course; AEC: Ability enhancement Course;

**Students who exit at the end of 1st year in a 2year PG programme shall be awarded a PG Diploma*

DETAILS OF PG SYLLABUS (ANTHROPOLOGY)

SEMESTER I

ANT-501: HUMAN ORIGIN AND EVOLUTION

Theory

Credit 4/100 marks

Course Learning Outcomes (CLOs):

CLO1: Explain human evolution theories and analyze the evolutionary position and adaptations of primates.

CLO2: Describe key fossil evidence and trace the evolutionary sequence from early primates to modern humans.

CLO3: Explain the anatomical changes associated with bipedal evolution and analyze how skeletal modifications contributed to upright posture and locomotion in humans.

CLO4: Understand human variation and the biological concept of race, and analyze the genetic and evolutionary factors influencing the origin, classification, and formation of human populations.

PLO-CLO mapping matrix for ANT-501

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓	✓	✓	✓
PLO 3: Communication Skills				
PLO 4: Learning and Adaptability	✓	✓	✓	✓
PLO 5: Global and Local Engagement		✓		
PLO 6: Humanistic, Constitutional, and Environmental Values				✓
PLO 7: Research Proficiency and Application				✓
PLO 8: Interdisciplinary Integration			✓	
PLO 9: Ethical and Responsible Research Practices			✓	✓
PLO 10: Employability and Professional Skills			✓	

Unit I:

25 Marks

Theories of evolution: Gradualism and Punctuated equilibrium, Lamarckism, NeoLamarckism, Darwinism, Neo-Darwinism, Synthetic theory, neutral theory of molecular evolution, concept of cladogenesis and anagenesis, punctuated equilibrium, selection.

Unit II.**25 Marks**

Fossils of extinct Primates Oligocene-Miocene fossils—Aegyptopithecus, Dryopithecus, Ramapithecus and Sivapithecus. Distribution, Characteristic and phylogenetic positions of Australopithecines family; Homo habilis, Homo erectus with Special reference to the fossil evidences discovered from Africa (Turkana boy), Asia (Java man and Peking man) and Europe (Dmanisi).

Unit III:**25 Marks**

Archaic sapiens with special reference to Europe (Homo heidelbergensis), Africa (Rhodesian Man), Asia (India, Narmada Man). Neandertal man: Distribution, salient features and phylogenetic position. Characteristics of anatomically Modern Homo sapiens with special reference to Africa (Omo), Europe (Cro-magnon, Chancelade, Grimaldi), Asia (Jinniushan) and Australia (Lake Mungo). Dispersal of modern humans: Out of Africa hypothesis, Multiregional hypothesis, Partial Replacement hypothesis.

Unit IV:**25 Marks**

Modern Human Variation: Mendelian population and race formation. Typological Model, Populational Model and Clinal Model; overview of Classification proposed by Blumenbach, Deniker, Hooton, Coon, Garn and Birdsell.

Suggested Readings:

1. John, H. Relethford. Mc Graw-Hill., 1996. *Fundamentals of Biological Anthropology*.
2. Ember and Peregrine, 2003. *Anthropology*, Prentice Hall, Inc.
3. Hooton, A.E., 1965. *Up from the Ape*, Macmillan, Delhi.
4. Le Gross Clark, W.E., 1978. *Fossils Evidence of Human Evolution*, Univ. Press, Chicago
5. Le Gross Clark, W.E., 1949. *History of Primates*, Natural History of Museum, London
6. Montagu, M.F.A., 1961. *An Introduction to physical anthropology*, Charles C. Thomas, Illinois.
7. Comas, Juan, 1960. *Manual of Physical Anthropology*, Charles C. Thomas Illinois.
8. Buttner-Janusch, J., 1969. *Origin of Man*. Wiley Eastern Pvt. Ltd., New Delhi.
9. Brace, C.L., 1967. *The Stages of Human Evolution*, Prentice Hall, Inc.
10. Boyd, W.C. 1950. *Genetics and Races of Man*, Little Brown & Co, Boston.

ANT-502: FUNDAMENTALS OF ARCHAEOLOGICAL ANTHROPOLOGY**Theory****Credit 4/100 marks****Course Learning Outcomes (CLOs):**

CLO1: The students will learn about basic concepts and framework of prehistoric archaeology, by taking into consideration of some important developmental areas.

CLO2: They will learn about the geological basis of prehistoric archaeology,

CLO3: The students will learn about the basic concept chronology and various dating methods in archaeology,

CLO4: They will also understand the important methods of artefact analysis in terms of - and functional perspectives.

PLO-CLO mapping matrix for ANT-502

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓	✓	
PLO 3: Communication Skills		✓	✓	✓
PLO 4: Learning and Adaptability	✓	✓		
PLO 5: Global and Local Engagement	✓	✓	✓	
PLO 6: Humanistic, Constitutional, and Environmental Values		✓		✓
PLO 7: Research Proficiency and Application			✓	✓
PLO 8: Interdisciplinary Integration	✓	✓	✓	✓
PLO 9: Ethical and Responsible Research Practices			✓	
PLO 10: Employability and Professional Skills	✓	✓		✓

Unit-I Introduction to Archaeological Anthropology

25 Marks

Historical and Technical developments of Archaeological Anthropology; Basic concepts: Artifacts, Assemblages, Attributes, Traditions, Industries, Phases, Culture, and Civilization; Interpretation of archaeological materials: Environmental archaeology, Ethno-archaeology, Experimental archaeology, Forensic archaeology, Geoarchaeology, Marine archaeology, and Salvage archaeology.

Unit-II Geological Framework

25 Marks

Geological time scale, and Cenozoic Era (its different periods and epochs); Plio-Pleistocene boundary, Pleistocene environment: Glacial, Periglacial, Fluvial, Pluvial, and Lacustrine; Pleistocene Stratigraphy, Chronology, and Correlation.

Unit-III Archaeological Methods and Dating techniques

25 Marks

Archaeological site, archaeological record, exploration, excavation, data analyses, and interpretations; Dating methods: Absolute - Carbon14, Dendrochronology, Potassium Argon, and TL techniques; and Relative - Fluorine test, Seriation, stratigraphy, dating by association.

Unit-IV Tool typology and technology

25 Marks

Artifact typology: Identification and function of stone tools; and Stone Age industries. Classification of tool types: type fossil, morphological type, functional type, temporal type, and cognitive type. Raw materials: Basic minerals and rock types used by prehistoric man; Stone tool making techniques.

Readings:

1. Bahn, P.G. 1999. *Cambridge Illustrated History of Archaeology*. Cambridge: University Press.
2. Bass, Georgr F. 1966. *Archaeology Under Water*. London: Thames and Hudson.
3. Butzer, K. W. 1964. *Environment and Archaeology*. London: Methun & Co.
4. Clarke, David L. 1968. *Analytical Archaeology*. Garden City: The Natural History Press
5. Coles, John Morton. 1979. *Experimental Archaeology*, London: Academic Press.
6. Daniel, G. 1981. *A Short History of Archaeology*. London: Thames and Hudson Ltd.
7. David, N. and C. Kramer. 2001. *Ethnoarchaeology in Action*. Cambridge: University Press.
8. Fagan, B.M. 1988. *In the Beginning*. Illinois: Scott Foresman & Co.
9. Hodder, Ian and S. Hutson. 2003. *Reading the Past*. Cambridge: University Press.
10. Hodder, I. 1992. *Theory and Practice in Archaeology*. London: Routledge.
11. Hodges, H. 1971. *Artefacts: An Introduction to Early Materials and Technology*. London: John Baker.
12. Hole, F. and R. F. Heizer. 1973. *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston.
13. Hranicky, W. J. 2006. *Experimental Archaeology: A Science for Studying Native American Prehistoric Technology*.
14. Michel, J. W. 1973. *Dating methods in Archaeology*. New York: Seminar Press.
15. Orme, B. 1981. *Anthropology for Archaeologists: An Introduction*. London: Duckworth
16. Oakley, K.P. 1975. *Man the Toolmaker (Sixth Edition)*. London: Trustees of the British Museum (Natural History).
17. Reddy, V. Rami 1987. *Elements of Prehistory*. Mittal Publications, New Delhi.
18. Renfrew, C. and E. Zubrow. 1994. *The Ancient Mind: Elements of Cognitive Archaeology*. Cambridge: University Press.
19. Renfrew, C. and P. Bahn 2000, *Archaeology: Theories, Methods and Practice (Third Edition)*, London: Thames and Hudson.
20. Roskam, Steve. 2001. *Excavation*. Cambridge: University Press.
21. Sankalia, H.D. 1964. *Stone Age Tools: Their Techniques, Names, Probable Functions*. Pune: DCPRI.
22. Semenov, S.A. 1976. *Prehistoric Technology*. Wiltshire: Moonraker Press.
23. Skibo, J. M., M. W. Graves and M. T. Stark. 2007. *Archaeological Anthropology: Perspectives on Method and Theory*. Arizona: University of Arizona Press.
24. Sanford, R.M and T. W. Neumann. 2001. *Cultural Resources Archaeology: An Introduction*. London: Rowman and Littlefield Pub. Inc.
25. Sankalia, H.D. 1964. *Stone Age Tools: Their Techniques, Names, Probable Functions*. Pune: DCPRI.
26. Semenov, S.A. 1976. *Prehistoric Technology*. Wiltshire: Moonraker Press.
27. Skibo, J. M., M. W. Graves and M. T. Stark. 2007. *Archaeological Anthropology: Perspectives on Method and Theory*. Arizona: University of Arizona Press.
28. Trigger, B. G. 1990. *A History of Archaeological Thought*. Cambridge: University Press.

29. Yellen, J. E. 1977. *Archaeological Approaches to the Present: Models for Reconstructing the Past*. New York: Academic Press.

ANT-503: PRACTICAL ON HUMAN ORIGIN AND EVOLUTION AND ARCHAEOLOGICAL ANTHROPOLOGY

Practical

Credit 4/100 marks

Part A: Practical Human Origin and Evolution

Marks: 50 /2 Credits

I: Craniometry

20 Marks

a. Direct measurements (5 cranium)

Maximum Cranial Length, Maximum Cranial Breadth, Basion Bregma Height, Upper Facial Height, Bizygomatic Breadth, Palatal Length, Palatal Breadth, Palatal Depth, Length of Lower Jaw, Bicondylar breadth, Breadth of Ascending Ramus, Height of Ascending Ramus, Mandibular Angle.

Indices—Length Height Index, Superior Facial Index, Mandibular Index, Ramus Index.

b. Indirect measurement (5 Craniograms).

Lambda Opisthion Angle, Calvarial Base Angle, Inclination Angle of Foramen Magnum, Bregma angle of Schwalbe.

II: Laboratory Methods in Human Biological Variation

15Marks

Identification of ABO & Rh Types by Cell Suspension Method, PTC sensitivity test (Serial Dilution Method); Sick cell test; Estimation of blood Glucose, Haemoglobin estimation.

Laboratory Note book

5 Marks

Viva voce

10 Marks

Part B- Practical on Archaeological Anthropology

Credit 2/50 marks

1. Accurate drawing, identification and Systematic description of artifacts from given below:

35marks

i. Palaeolithic:

a) Lower Palaeolithic (Chopper, Chopping tool, Handaxes, Cleavers)

b) Middle Palaeolithic (Scrapers, Points, Borer and Burin)

c) Upper Palaeolithic (Blade types, Bone tools including a set of six harpoons) ii. Mesolithic: (Microliths)

iii. Neolithic- (Axe, Adze, shouldered celts, Ringstone and Chisel)

2. Laboratory Note book

5 Marks

3. Viva voce

10 Marks

Suggested Readings:

1. Das, B.M. and Ranjan, Deka, 1996 *Physical Anthropology Practical*, Kitab Mahal, Allahabad.

2. Nath, S., 2005 *Anthropometry, The Measurement of Body Size, Shape and Form*. Friends Publication, New Delhi.
3. Sen, Tulika, 1994 *Guide to Anthropometry*, The World press, Kolkotta
4. Singh. I.P. and Bhasin, M.K., 1989. *Anthropometry*. Kamla-Raj Enterprises, Delhi.6
5. Singh. I.P. and Bhasin, M.K., 2004. *A Manual of Biological Anthropology*. Kamla-Raj Enterprises, Delhi.6,
6. Weiner, J.S. & Laurie, J.A., 1969 *Practical Human Biology*. Blackwell Scientific Publications, Oxford.
7. Allchin, B., & Allchin, R. (1982). *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
8. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
9. Burkitt, M. C. (1963). *The Old Stone Age: A Study of Palaeolithic Times*. London: Cambridge University Press.
10. Bordes, F. (1968). *The Old Stone Age*. London: Weidenfeld & Nicolson.
11. Sharma, G. R. (1980). *History to Prehistory: Archaeology of the Ganga Valley*. Delhi: Concept Publishing.
12. Paddayya, K. (2014). *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical*. Pune: Deccan College.
13. Bhattacharya, D. K. (1996). *An Outline of Indian Prehistory*. New Delhi: Palaka Prakashan.

ANT-504: SOCIAL AND CULTURAL ANTHROPOLOGY

Theory

Credit 4/100 marks

Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

CLO 1: Define core anthropological concepts including society, culture, social groups, and social change.

CLO 2: Analyze the dynamics of cultural transformation, transmission, and adaptation processes across diverse human societies.

CLO 3: Evaluate patterns of social change and the historical impact of industrialization, colonialism, and globalization on non-European and post-industrial societies.

CLO 4: Apply the theoretical perspectives and methodological approaches of major subfields of anthropology to real-world social phenomena.

PLO-CLO mapping matrix: ANT-504

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓		✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓		✓
PLO 3: Communication Skills		✓		
PLO 4: Learning and Adaptability	✓		✓	✓

PLO 5: Global and Local Engagement	✓		✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values		✓		

PLO 7: Research Proficiency and Application	✓		✓	✓
PLO 8: Interdisciplinary Integration		✓		✓
PLO 9: Ethical and Responsible Research Practices				✓
PLO 10: Employability and Professional Skills	✓		✓	

Unit I: Society

25 Marks

Concept, definition and characteristics of society; Status and role; groups, association, institution, community and organization; Ranking, hierarchy and stratification.

Unit II: Culture

25Marks

Concept, Definition, Nature and Characteristics of Culture; Culture Change: Innovation, Diffusion, Acculturation, Assimilation, Integration, contra-acculturation and Cultural Adaptation; Enculturation and Socialization, Transculturation; Culture Shock, Culture Conflict, Cultural relativism, Cultural Pluralism and World-View.

Unit III: Social change

25 Marks

Concept of social change, Pattern of change – cyclical, one directional, combined; industrialization – impact on non-European societies; emergence of post-industrial societies; colonialism, post-colonialism, and neo-colonialism.

Unit IV: Major Areas of Interest

25 Marks

Ethnography, Ethnology, Folklore, Economic Anthropology, Political Anthropology, Psychological Anthropology, Linguistic Anthropology, Medical Anthropology, Urban Anthropology, Visual Anthropology.

Suggested Readings:

1. Bernard, H. R. (2011). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (5th ed.). Lanham: AltaMira Press.
2. Bottomore, T. B. (2010). *Sociology: A Guide to Problems and Literature*. London: Routledge.
3. Davis, K. (1949). *Human Society*. New York: Macmillan.
4. Ember, C. R., Ember, M., & Peregrine, P. N. (2019). *Anthropology* (15th ed.). New Jersey: Pearson. (Comprehensive overview of Subfields).
5. Eriksen, T. H. (2015). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (4th ed.). London: Pluto Press.
6. Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Cambridge: Polity Press.
7. Herskovits, M. J. (1955). *Cultural Anthropology*. New York: Alfred A. Knopf.
8. Ingold, T. (Ed.). (1996). *Companion Encyclopedia of Anthropology: Humanity, Culture and Social Life*. London: Routledge.

9. Kroeber, A. L., & Kluckhohn, C. (1952). *Culture: A Critical Review of Concepts and Definitions*. Cambridge: Harvard University Press.
10. Lewellen, T. C. (2003). *Political Anthropology: An Introduction* (3rd ed.). Westport: Praeger.
11. Linton, R. (1936). *The Study of Man: An Introduction*. New York: Appleton-CenturyCrofts.
12. MacIver, R. M., & Page, C. H. (1949). *Society: An Introductory Analysis*. New York: Rinehart & Co.
13. Moore, W. E. (1974). *Social Change* (2nd ed.). New Jersey: Prentice-Hall.
14. Sorokin, P. A. (1941). *Social and Cultural Dynamics*. New York: American Book Company.
15. Tumin, M. M. (1985). *Social Stratification: The Forms and Functions of Inequality*. New Jersey: Prentice-Hall.
16. Tylor, E. B. (1871). *Primitive Culture*. London: John Murray.
17. Wallerstein, I. (2004). *World-Systems Analysis: An Introduction*. Durham: Duke University Press.
18. Wilk, R. R., & Cliggett, L. (2007). *Economies and Cultures: Foundations of Economic Anthropology* (2nd ed.). Boulder: Westview Press.

ANT-505: APPLIED AND ACTION ANTHROPOLOGY

Theory

Credit 4/100 marks Course

Learning Outcomes (CLOs)

At the end of the course, students will be able to:

CLO 1: Explain the foundational histories of applied, action, and development anthropology while critically evaluating classical development theories from modernization to Neo-Marxian paradigms.

CLO 2: Analyze the field application of anthropology across health systems, nutritional frameworks, gender disparities, NGO operations, and literacy initiatives within global sustainable development goals.

CLO 3: Evaluate tribal development models, constitutional protections, forest legislations, and local governance policies shaping livelihood security and social justice for indigenous communities in India.

CLO 4: Apply action anthropology strategies, participatory research methodologies, and contemporary ethnographic tools to resolve socio-economic challenges in corporate, urban, digital, disaster-hit, and tourist environments.

CLO-PLO mapping matrix for ANT-505

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓		✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓		✓
PLO 3: Communication Skills		✓		
PLO 4: Learning and Adaptability	✓		✓	✓
PLO 5: Global and Local Engagement	✓		✓	✓

PLO 6: Humanistic, Constitutional, and Environmental Values		✓		
PLO 7: Research Proficiency and Application	✓		✓	✓
PLO 8: Interdisciplinary Integration		✓		✓
PLO 9: Ethical and Responsible Research Practices				✓
PLO 10: Employability and Professional Skills	✓		✓	

Theory

Credit 4/100 marks

Unit I: Applied, Action and Development Anthropology

25 Marks

Meaning, scope and history of Applied, Action and Development Anthropology; Theories of Development: Modernization theory, Structuralism, Dependency theory, World systems theory and Neo-Marxian theory.

Unit II: Applied Anthropology in Health, Education and Development

25 Marks

Medical Anthropology and Public Health, Anthropology of Nutrition and Food Security, Indigenous Health Practices and Ethnomedicine, Reproductive Health and Community Health Programmes, Anthropology of Education and Literacy Programmes, Rural Development and Community Development Programmes, Role of NGOs and International Organizations in Development, Gender and Development, Sustainable Development and Human Development Indicators

Unit III: Tribal Development, Governance and Social Change

25 Marks

Tribal Development Policies and Programmes in India, Constitutional Safeguards for Scheduled Tribes, Panchayati Raj and Local Self-Governance, Displacement, Rehabilitation and Resettlement, Forest Rights and Environmental Issues, Social Change, Modernization and Globalization, Indigenous Knowledge Systems and Cultural Preservation, Tribal Economy and Livelihood Issues, Applied Anthropology in Conflict Resolution and Social Justice

Unit IV: Action Anthropology and Contemporary Applications

25 Marks

Community Participation and Empowerment, Participatory Action Research (PAR), Anthropology in Disaster Management and Climate Change, Urban Problems and Urban Anthropology, Applied Anthropology in Industry and Organizations, Anthropology in Tourism and Heritage Management, Digital Anthropology and Media Studies, Anthropology and Human Rights.

Suggested Readings:

1. Brown, P. J., & Closser, S. (Eds.). (2016). *Understanding and Applying Medical Anthropology* (3rd ed.). New York: Routledge.
2. Chambers, R. (2008). *Revolutions in Development Inquiry*. London: Earthscan.
3. Chaudhuri, B. (Ed.). (1992). *Tribal Development in India: Problems and Prospects*. New Delhi: Inter-India Publications.

4. Elwin, V. (1960). *A Philosophy for NEFA*. Shillong: North-East Frontier Agency.
5. Foster, G. M., & Anderson, B. G. (1978). *Medical Anthropology*. New York: John Wiley & Sons.
6. Frank, A. G. (1967). *Capitalism and Underdevelopment in Latin America*. New York: Monthly Review Press.
7. Gardner, K., & Lewis, D. (2015). *Anthropology and Development: Challenges for the Twenty-First Century*. London: Pluto Press.
8. Green, E. C. (1998). *Public Health Anthropology: A Practical Guide*. London: Routledge.
9. Guha, R. (2006). *Savaging the Civilized: Verrier Elwin, His Tribals, and India*. Chicago: University of Chicago Press.
10. Mair, L. (1984). *Anthropology and Development*. London: Macmillan.
11. Oliver-Smith, A., & Hoffman, S. M. (Eds.). (1999). *The Angry Earth: Disaster in Anthropological Perspective*. New York: Routledge.
12. Rostow, W. W. (1960). *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press.
13. Sen, A. (1999). *Development as Freedom*. New York: Alfred A. Knopf.
14. Sharma, B. D. (2001). *Tribal Development: The Concept and the Reality*. New Delhi: Research India Publications.
15. Tax, S. (1975). *Action Anthropology*. *Current Anthropology*, 16(4), 514–517.
16. van Willigen, J. (2002). *Applied Anthropology: An Introduction* (3rd ed.). Westport: Bergin & Garvey.
17. Vidyarthi, L. P., & Rai, B. K. (1985). *The Tribal Culture of India*. New Delhi: Concept Publishing Company.
18. Wallerstein, I. (2004). *World-Systems Analysis: An Introduction*. Durham: Duke University Press.

ANT-506: PRACTICAL ON SOCIAL & CULTURAL ANTHROPOLOGY & APPLIED AND ACTION ANTHROPOLOGY

Practical

Credit 4/100 marks

A. Practical on Social & Cultural Anthropology

Credit 2/ 50 marks

1. Students shall identify and draw traditional tools and artifacts, Textile and weaving traditions, Indigenous household items, Objects of ornamentation and body decoration
40 marks
2. Viva voce
10 marks

B. Practical on Applied and Action Anthropology

Credit 2/ 50 marks

1. The students will visit an NGO, or corporate office, or census office in the state capital and its adjoining areas and write observations on the same.
40 marks
2. Viva voce
10 marks

END OF I SEMSTER

SEMESTER II

ANT- 507: ANTHROPOLOGY OF NORTH EAST INDIA

Theory

Credit 4/100 marks

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- **CLO 1:** Trace the historical evolution of social anthropology in Northeast India by critically analyzing colonial administrative ethnographies alongside contemporary post-colonial research paradigms.
- **CLO 2:** Analyze traditional social organizations, kinship networks, youth dormitories, and customary legal institutions regulating gender relations and conflict resolution among local tribal groups.
- **CLO 3:** Evaluate indigenous ecological knowledge, material culture practices, and agrarian systems while assessing the transformative impacts of Christianity and Vaishnavism through regional case studies.
- **CLO 4:** Examine modern geopolitical challenges including borderland migration, ethnic identity movements, globalization trends, and developmental policies impacting the sociocultural fabric of Northeast India.

PLO-CLO mapping matrix for ANT- 507

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓		✓
PLO 3: Communication Skills		✓		
PLO 4: Learning and Adaptability	✓		✓	✓
PLO 5: Global and Local Engagement	✓		✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values		✓		
PLO 7: Research Proficiency and Application	✓		✓	✓
PLO 8: Interdisciplinary Integration		✓		✓
PLO 9: Ethical and Responsible Research Practices				✓
PLO 10: Employability and Professional Skills	✓		✓	

Unit I: Anthropology in North East India

25 marks

Origin and growth of anthropology in Northeast India; Colonial and post-colonial ethnographies, contemporary anthropological research in Northeast India.

Unit II: Social Organization and Institutions:

25 marks

Family, marriage, and kinship systems, Clan and lineage organization, Youth dormitory institutions, Traditional political systems and chieftainship, Customary laws and conflict resolution, Gender relations in tribal societies.

Unit III: Economy, Religion, and Material Culture:

25 marks

Shifting cultivation (Jhum) and agrarian systems, Forest dependence and traditional ecological knowledge, Handicrafts, weaving, and indigenous technologies, Indigenous belief systems and ritual practices, Christianity and religious transformation, Festivals, music, dance, and oral traditions. Case studies of Apatani agriculture, Bamboo culture of Mizoram, Vaishnavism among Meiteis

Unit IV: Contemporary Issues and Development:

25 marks

Ethnicity and identity movements, Insurgency and political conflicts, Migration and borderland issues, Tribal development programmes, Education, health, and urbanization, Globalization and cultural change, Indigenous rights and environmental concerns, Anthropology of borders in Northeast India.

Suggested Readings:

1. Bareh, H. M. (2001). *Encyclopaedia of North-East India*. New Delhi: Mittal Publications.
2. Bose, N. K. (1971). *Tribal Life in India*. New Delhi: National Book Trust.
3. Das, N. K. (1989). *Ethnic Identity, Ethnicity and Social Stratification in North East India*. New Delhi: Inter-India Publications.
4. Elwin, V. (1959). *A Philosophy for NEFA*. Shillong: North-East Frontier Agency.
5. Fürer-Haimendorf, C. von. (1939). *The Naked Nagas*. London: Methuen & Co.
6. Fürer-Haimendorf, C. von. (1962). *The Apa Tanis and their Neighbours: A Primitive Civilization of the Eastern Himalayas*. London: Routledge & Kegan Paul.
7. Hodson, T. C. (1908). *The Meithei*. London: David Nutt.
8. Horam, M. (1975). *Naga Polity*. New Delhi: B.R. Publishing Corporation. (For Chieftainship and Customary Laws).
9. Hutton, J. H. (1921). *The Angami Nagas*. London: Macmillan and Co. (For Lineage and Youth Dormitories).
10. Karlsson, B. G. (2011). *Unruly Hills: A Political Ecology of India's Northeast*. New York: Berghahn Books.
11. McDuaic-Ra, D. (2012). *Northeast Migrants in Delhi: Race, Refuge and Retail*. Amsterdam: Amsterdam University Press.
12. Mills, J. P. (1926). *The Ao Nagas*. London: Macmillan and Co.
13. Pachau, L., & van Schendel, W. (2015). *The Camera as Witness: A Social History of Mizoram, Northeast India*. New Delhi: Oxford University Press.
14. Subba, T. B., & Ghosh, G. C. (Eds.). (2003). *The Anthropology of North-East India*. New Delhi: Orient Longman.

ANT-508: PRACTICAL ON ANTHROPOLOGY OF NORTH EAST INDIA

Practical

Credit4/100marks

Practical on Anthropology of Northeast India

1. Students shall prepare ethnographic profiles of selected tribes of North East India covering: Habitat, Economy, Social organization, Religion, Material culture, and Contemporary changes **40 marks**
2. Students shall draw map showing tribal distribution of Northeast India based on cultural traits. **40 marks**
3. **Viva voce** **20marks**

ANT-509: ETHNOGRAPHIC METHODS IN ANTHROPOLOGY

Theory

Credit4/100marks

Course Learning Outcomes (CLOs)

Upon successful completion of this qualitative research methods course, students will be able to:

CLO 1: Explain the foundational concepts, historical development, and scope of ethnography through emic/etic perspectives and applying cultural relativism to contemporary anthropological fieldwork.

CLO 2: Formulate a qualitative research design, incorporating rigorous site selection, nonprobability sampling methods, rapport-building strategies, and structured research proposals.

CLO 3: Deploy diverse ethnographic data collection techniques, including participant observation, key informant interviews, genealogical mapping, and digital/virtual fieldwork instruments.

CLO 4: Execute thematic coding, narrative analysis, and "thick description" to transform raw qualitative field data into formal academic research reports.

PLO-CLO mapping matrix for ANT-509

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	
PLO 2: Critical Thinking and Problem-Solving		✓		✓
PLO 3: Communication Skills			✓	
PLO 4: Learning and Adaptability				✓
PLO 5: Global and Local Engagement	✓	✓		✓
PLO 6: Humanistic, Constitutional, and Environmental Values	✓	✓		
PLO 7: Research Proficiency and Application		✓	✓	
PLO 8: Interdisciplinary Integration			✓	✓

PLO 9: Ethical and Responsible Research Practices	✓			
PLO 10: Employability and Professional Skills	✓			✓

Unit I: Introduction to Ethnography and Anthropological Fieldwork **25 marks**

Meaning, nature, and scope of ethnography, Ethnography as a qualitative research method, Historical development of ethnographic research. Emic and etic perspectives, Cultural relativism and ethnocentrism, Ethnography in contemporary anthropology.

Unit II: Research Design and Preparation for Fieldwork Topics **25 marks**

Selection of research problem, Formulation of research questions and objectives, Literature review and conceptual framework, Research design in qualitative anthropology, Sampling methods in ethnography, Site selection and entry into the field, Rapport establishment, Pilot study, Preparation of research tools, Research proposal writing

Unit III: Techniques of Ethnographic Data Collection **25 marks**

Participant observation, non-participant observation, Structured and unstructured interviews, Key informant interviews, Focus Group Discussion (FGD), Focus Group Interview (FGI), Case study method, Life history method, Genealogical method, Household survey in ethnography, Mapping and social mapping, Audio-visual documentation, Digital and virtual ethnography,

Unit IV: Analysis, Interpretation, and Ethnographic Writing **25 marks**

Organization and classification of field data, Coding and thematic analysis, Narrative analysis, Interpretation of qualitative data, writing ethnographic description, thick description, writing research reports and dissertations, Citation and referencing styles, Preparation of ethnographic monograph.

Suggested Readings:

1. Agar, M. H. (1996). *The Professional Stranger: An Informal Introduction to Ethnography* (2nd ed.). San Diego: Academic Press.
2. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA.
3. Bernard, H. R. (2011). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (5th ed.). Lanham: AltaMira Press.
4. Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
5. Crane, J. G., & Angrosino, M. V. (1992). *Field Projects in Anthropology: A Student Handbook* (3rd ed.). Prospect Heights: Waveland Press.
6. Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks: SAGE Publications.
7. Fetterman, D. M. (2019). *Ethnography: Step-by-Step* (4th ed.). Thousand Oaks: SAGE Publications.
8. Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.

9. Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in Practice* (4th ed.). London: Routledge.
10. Malinowski, B. (1922). *Argonauts of the Western Pacific*. London: George Routledge & Sons.
11. Marshall, C., & Rossman, G. B. (2016). *Designing Qualitative Research* (6th ed.). Thousand Oaks: SAGE Publications.
12. Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks: SAGE Publications.
13. Pink, S. (2020). *Doing Visual Ethnography* (4th ed.). London: SAGE Publications.
14. Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., & Tacchi, J. (2016). *Digital Ethnography: Principles and Practice*. London: SAGE Publications.
15. Robson, C., & McCartan, K. (2016). *Real World Research* (4th ed.). Chichester: John Wiley & Sons.
16. Saldaña, J. (2021). *The Coding Manual for Qualitative Researchers* (4th ed.). London: SAGE Publications.
17. Schutt, R. K. (2018). *Investigating the Social World: The Process and Practice of Research* (9th ed.). Thousand Oaks: SAGE Publications.
18. Spradley, J. P. (2016). *Participant Observation*. Long Grove: Waveland Press.
19. Spradley, J. P. (2016). *The Ethnographic Interview*. Long Grove: Waveland Press.
20. Yin, R. K. (2016). *Qualitative Research from Start to Finish* (2nd ed.). New York: Guilford Press.

ANT-510: PRACTICAL ON ETHNOGRAPHIC METHODS IN ANTHROPOLOGY

Practical

Credit4/100 marks

1. Students are required to conduct a short-term ethnographic field study in any community outside the district/city of the host institution. The field report/dissertation should be submitted to the department under the supervision of a teacher-in-charge.

80 marks

2. **Viva voce**

20 marks

END OF II SEMESTER

SEMESTER III

DISCIPLINE SPECIFIC CORE

ANT- 611: INDIAN ANTHROPOLOGY

Theory

Credit4/100marks

Course Learning Outcomes (CLOs)

Upon successful completion of this course on Indian society and social structures, students will be able to:

CLO 1: Analyze the constitutional, demographic, and socioeconomic classifications of Scheduled Tribes, Scheduled Castes, and Other Backward Classes (OBCs) while evaluating welfare paradigms and protective reservation policies.

CLO 2: Evaluate the structural dynamics, operational features, and socio-political evolution of the Indian caste system and village structures, and rural-urban continuums.

CLO 3 (Unit III): Synthesize core analytical concepts of Indian civilization—such as the Great/Little traditions, Sacred Complex, Nature-Man-Spirit Complex, and Tribe-Caste Continuum—to map macro-anthropological approaches to Indian social structure.

CLO 4 (Unit IV): Critique historical and modern vectors of social transformation in India, including Sanskritization, Westernization, Secularization, Modernization, and the systemic challenges underlying economic development.

PLO-CLO mapping matrix for ANT- 611

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓		✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓		✓
PLO 3: Communication Skills		✓		
PLO 4: Learning and Adaptability	✓		✓	✓
PLO 5: Global and Local Engagement	✓		✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values		✓		
PLO 7: Research Proficiency and Application	✓		✓	✓
PLO 8: Interdisciplinary Integration		✓		✓
PLO 9: Ethical and Responsible Research Practices				✓
PLO 10: Employability and Professional Skills	✓		✓	

Unit-I: Scheduled Tribes and Scheduled Castes in India**25 marks**

Definition and Characteristics of a Tribe; Classification: Racial, linguistics and economy; Geographical Distribution; Growth of Indian Anthropology; Tribal Problems and welfare. Scheduled Caste in India: Their Strength and Degradation, Crimes against Scheduled Caste; Ameliorative and welfare Programmes, Development Strategy. Reservation Policy for ST and SC, Other Backward Castes in Indian and their status

Unit-II: Rural and Urban life in India**25 marks**

Characteristics of village community; Relevance of village studies, structure of village community, Structural and Cultural concept of caste; caste system: characteristics; Theories of origin of caste; caste mobility: Changing structure of caste and its future; Functions of caste; Merits and Demerits of caste system. Caste and politics; Jajamani System; Distinction between Rural and Urban community

Unit-III: Indian Tradition and Social Structure**25 marks**

Great tradition and little tradition; Universalization and Parochialization; Sacred complex; Nature-man-spirit-complex; Tribe-caste continuum; Dominant caste Social Structure of Indian Society: Approaches to the Study of Indian Society and Civilization

Unit-IV: Processes of Social Change in India**25 marks**

The Concept of social change; Approaches to the study of social change in India; Sanskritization; Westernization; Industrialization; Secularization and Modernization; Social Change and Economic Development; Problems of Economic Development.

Suggested Readings:

1. Bose, N. K. (1971). *Tribal Life in India*. New Delhi: National Book Trust.
2. Cohn, B. S. (1987). *An Anthropologist among the Historians and Other Essays*. New Delhi: Oxford University Press.
3. Desai, A. R. (1978). *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
4. Dube, S. C. (1955). *Indian Village*. London: Routledge & Kegan Paul.
5. Ghurye, G. S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.
6. Ghurye, G. S. (1969). *Caste and Race in India* (5th ed.). Bombay: Popular Prakashan.
7. Hasnain, N. (2019). *Tribal India*. New Delhi: Palaka Prakashan.
8. Marriot, M. (Ed.). (1955). *Village India: Studies in the Little Community*. Chicago: University of Chicago Press.
9. Redfield, R. (1956). *Peasant Society and Culture: An Anthropological Approach to Civilization*. Chicago: University of Chicago Press.
10. Shah, G. (Ed.). (2001). *Dalit Identity and Politics*. New Delhi: Sage Publications.
11. Sharma, B. D. (2001). *Tribal Development: The Concept and the Reality*. New Delhi: Research India Publications.
12. Singer, M. (1972). *When a Great Tradition Modernizes: An Anthropological Approach to Indian Civilization*. New York: Praeger Publishers.
13. Singh, Y. (1973). *Modernization of Indian Tradition: A Systemic Study of Social Change*. Delhi: Thomson Press.

14. Sinha, S. (1965). *Tribe-Caste and Tribe-Peasant Continua in Central India*. Man in India, 45(1), 57-83.
15. Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Bombay: Asia Publishing House.
16. Srinivas, M. N. (1966). *Social Change in Modern India*. Berkeley: University of California Press.
17. Srinivas, M. N. (1987). *The Dominant Caste and Other Essays*. New Delhi: Oxford University Press.
18. Srinivas, M. N. (Ed.). (1960). *India's Villages*. Bombay: Asia Publishing House.
19. Vidyarthi, L. P. (1961). *The Sacred Complex in Hindu Gaya*. Bombay: Asia Publishing House.
20. Vidyarthi, L. P., & Rai, B. K. (1985). *The Tribal Culture of India*. New Delhi: Concept Publishing Company.

ANT-612: PRACTICAL ON INDIAN ANTHROPOLOGY.

Practical

Credit 4/100marks

1. Students are required to:- **40 marks**
 - i. Prepare map showing geographical distribution of tribes and scheduled castes in India.
 - ii. Prepare a report on festivals of any Indian tribe/caste based on secondary source,
2. Students have to review two books by Indian anthropologists and have to be submitted to the concerned teacher for evaluation. **40 marks**
3. **Viva voce** **20 marks**

DISCIPLINE SPECIFIC ELECTIVE: PHYSICAL ANTHROPOLOGY

ANT-621: BIOLOGICAL ANTHROPOLOGY

Theory

Credit 4/100marks

Course Learning Outcomes:

- CLO1:** Explain the aims, scope, historical development, and applications of biological anthropology.
- CLO2:** Describe human growth, its stages, and methods for studying growth and development.
- CLO3:** Analyze growth patterns, secular trends, factors affecting growth, and the biology of ageing.
- CLO4:** Apply concepts of nutritional anthropology to assess dietary patterns, malnutrition, and nutritional disorders.

PLO-CLO mapping matrix for ANT-

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓			
PLO 3: Communication Skills			✓	
PLO 4: Learning and Adaptability	✓			
PLO 5: Global and Local Engagement		✓		
PLO 6: Humanistic, Constitutional, and Environmental Values			✓	
PLO 7: Research Proficiency and Application				✓
PLO 8: Interdisciplinary Integration			✓	
PLO 9: Ethical and Responsible Research Practices			✓	
PLO 10: Employability and Professional Skills			✓	

Unit I: Human Growth, Development and Maturation

25 marks

Concepts of human growth, development, and maturation. Principles of growth and development. Prenatal and postnatal growth of body parts and physiological variables. Growth curves: Distance, Velocity, Acceleration. Catch-up and catch-down growth. Aging and senescence, Genetic and environmental factors affecting growth. Secular trends in growth. Longitudinal, Cross-sectional, Mixed Longitudinal.

Unit II: Somatotyping

25 marks

Somatotyping: concept, historical development and classification systems of Kretschmer, Sheldon, Parnell and Heath-Carter. Applications of somatotyping in health, sports, growth studies and biological anthropology.

Unit III: Nutrition, Health and Nutritional Anthropology

25 marks

Core Concepts: Nutrition, health, and nutritional status, Determinants: biological, socio-economic, cultural, environmental. Assessment and Indicators: Basic indicators of nutritional status. Malnutrition: Undernutrition, Overnutrition, Protein-energy malnutrition, Micronutrient deficiencies, Double burden of malnutrition in India.

Unit IV: Community Nutrition and Cultural Practices.

25 marks

Community nutrition: concept and significance, Food habits, beliefs, taboos, cultural practices. Public Health & Interventions: Role of Biological Anthropology in nutrition and health, Major programmes: ICDS, PM POSHAN (Mid-Day Meal), POSHAN Abhiyaan, PDS

Suggested Readings:

1. Bogin, B. (1999): *Patterns of Human Growth*. Cambridge University Press, Cambridge.

2. Cameron, N. (2002): *Human Growth and Development*. Academic Press, New York.
3. Falkner, F., J.M.: (1986) *Human Growth – A Comprehensive Treatise*. Plenum Tanner Press, New York
4. Harrison, G.A., J.M. Tanner, D.R. Pilbeam, (1990): *Human Biology: An Introduction to human evolution, variation, growth and adaptability* P.T. Baker Oxford University Press.
5. Heath B.H., J.E.L. Carter (1990),): *Somatotyping – Development and Applications* Cambridge University Press, Cambridge.
6. Kaul, S., I. Nyamongo (1990): *Ecology, Growth and Nutritional Status*. Ashish Publishing House, New Delhi.
7. Sinclair, D. (1989): *Human Growth after Birth*. Oxford University Press, New York.
8. Tanner, J.M. (1989): *Foetus into Man – Physical Growth from Conception to Maturity*. Harvard University Press, Cambridge.
9. Timras, (1972): *Development, Physiology, and ageing Application areas of Anthropology*.
10. Weiner, J.M. Tanner, *Evolution, Variation, Growth and Ecology*. N.A. Barnicot (1988) Oxford University Press, London.
11. Weiss, M.L., A.E. (1978): *Human Biology and Behaviour – An Anthropological Mann Perspective* Little Brown and Company, Boston.

ANT-622: MOLECULAR ANTHROPOLOGY

Theory

Credit 4/100marks

Course Learning Outcomes (CLOs)

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

- CLO 1: Explain concepts and principles of molecular anthropology.
 CLO 2: Interpret genetic variation and evolutionary relationships among human populations.
 CLO 3: Analyze molecular data used in studies of human origins and migrations.
 CLO 4: Understand applications of genomics in health, disease, and anthropological research.
 CLO 5: Evaluate ethical issues related to human genetic studies.

PLO-CLO mapping matrix

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓			
PLO 3: Communication Skills			✓	
PLO 4: Learning and Adaptability	✓			
PLO 5: Global and Local Engagement		✓		
PLO 6: Humanistic, Constitutional, and Environmental Values			✓	

PLO 7: Research Proficiency and Application				✓
PLO 8: Interdisciplinary Integration			✓	
PLO 9: Ethical and Responsible Research Practices			✓	
PLO 10: Employability and Professional Skills			✓	

Unit I: Foundations of Molecular Anthropology

25 marks

Scope, meaning, and development of Molecular Anthropology; DNA, RNA, genes, chromosomes, genome and proteome; Molecular evolution: concepts and theories; Genetic markers in anthropological research; Mutation, recombination, gene flow, genetic drift and natural selection; Molecular clock hypothesis and evolutionary rates.

Unit II: Human Origins and Molecular Evolution

25 marks

Molecular evidence for human evolution; Mitochondrial DNA and the Mitochondrial Eve hypothesis; Y-chromosome markers and paternal lineages; Haplogroups and phylogenetic trees; Models of modern human origins; Molecular perspectives on the peopling of India and world populations.

Unit III: Population Genomics and Human Diversity

25 marks

Human genetic diversity and population structure; Molecular markers: RFLP, VNTR, STR, SNP and Indels; Population genetics and molecular anthropology; Genetic distance and phylogenetic analysis; Admixture, migration and demographic history; Human adaptation and signatures of natural selection.

Unit IV: Ancient DNA, Anthropological Genomics and Bioethics

25 marks

Introduction to Ancient DNA (aDNA); Sources, extraction and preservation of ancient DNA; Archaeogenetics and reconstruction of population history; Ancient DNA studies in human evolution; Human Genome Project and Anthropological Genomics; Genome-Wide Association Studies (GWAS); Ethical, legal and social issues in genetic research; Indigenous populations, genetic databases and informed consent.

Suggested Readings:

1. Brown, T. A. (2021). *Genomes 5*. Garland Science.
2. Cavalli-Sforza, L. L., Menozzi, P., & Piazza, A. (1994). *The History and Geography of Human Genes*. Princeton University Press.
3. Crawford, M. H. (2007). *Anthropological Genetics: Theory, Methods and Applications*. Cambridge University Press.
4. Griffiths, A. J. F., Wessler, S. R., Carroll, S. B., & Doebley, J. (2020). *Introduction to Genetic Analysis* (12th ed.). W. H. Freeman.
5. Hartl, D. L., & Clark, A. G. (2023). *Principles of Population Genetics* (5th ed.). Oxford University Press.
6. Jobling, M. A., Hollox, E., Hurles, M., Kivisild, T., & Tyler-Smith, C. (2024). *Human Evolutionary Genetics* (3rd ed.). Garland Science.
7. Matisoo-Smith, E., & Horsburgh, K. A. (2012). *DNA for Archaeologists*. Left Coast Press.

8. Nielsen, R., & Slatkin, M. (2013). *An Introduction to Population Genetics: Theory and Applications*. Sinauer Associates.
9. Pääbo, S. (2014). *Neanderthal Man: In Search of Lost Genomes*. Basic Books.
10. Pierce, B. A. (2023). *Genetics: A Conceptual Approach* (8th ed.). Macmillan Learning.
11. Reich, D. (2018). *Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past*. Oxford University Press.
12. Relethford, J. H. (2012). *Human Population Genetics*. Wiley-Blackwell.
13. Stoneking, M. (Ed.). (2016). *An Introduction to Molecular Anthropology*. WileyBlackwell.

ANT-623: PRACTICAL ON BIOLOGICAL ANTHROPOLOGY AND MOLECULAR ANTHROPOLOGY

Practical

Credit 4/100 marks

Part A: Practical on Biological Anthropology

50 marks

I. Somatometry:

a. Somatometric measurements:

13 marks

Height Vertex, Body Weight, Sitting Height Vertex, Bizygomatic Breadth, Morphological Facial Length, Breadth of Leg, Leg length, Length of Thigh, Bigonial Breadth, breadth of Hand, Length of hand, Arm span, Head Circumference, Chest Circumference, Hip Circumference, Mid Upper Arm Circumference, Calf Circumference.

Indices: Morphological Upper Facial Index, Jugo Mandibular Index, Hand Index, Relative Span Index, Weight for Age, Height for Age, Weight for Height.

b. Skin fold Measurements and Body composition Analysis

12 marks

Biceps, Triceps, Sub-Scapular, Supra-iliac, Supra-spinal, Abdominal, Calf, Thigh Skin folds. Lean body Mass (Lewis et al., 1975); Body Density (Siri 1956), Total Body Water (Mellitus and Cheek, 1970), Body Fat Percent (Slaughter-Lohman, 1981-88; Durin-Womersley, 1974; Jackson-Pollock, 1978).

II: Human Physiology:

10 marks

Blood Pressure, Resting Pulse Rate, Physical Efficiency Test (Harvard Step Test), Grip Strength, Respiratory observation: FVC, FEV and MBC

Practical Notebook:

5 marks

Viva-voce:

10 marks

Part B: Practical on Molecular Anthropology

Credit 2/50 marks

I: Laboratory Techniques in Molecular Anthropology

15 marks

1. Laboratory safety and good molecular laboratory practices.
2. Common equipment / Instruments for Molecular Anthropology.
3. Preparation of buffers, reagents, and solutions used in molecular studies.
4. Collection, preservation, and storage of samples.

II: DNA Extraction and Amplification and genotyping

20 marks

1. Isolation and extraction of genomic DNA from blood samples.
2. Assessment of DNA quality and quantity.
3. Principles and operation of Polymerase Chain Reaction (PCR).
4. Genotyping methods and interpretation of electrophoretic profiles.

Practical Notebook:

5 marks

Viva-voce:

10marks

Suggested Readings:

1. Brown, T. A. (2017). *Gene Cloning and DNA Analysis: An Introduction* (7th ed.). Wiley-Blackwell, Oxford.
2. Butler, J. M. (2012). *Advanced Topics in Forensic DNA Typing: Methodology*. Academic Press, San Diego.
3. Current Protocols in Molecular Biology. Wiley, Hoboken, NJ.
4. Department of Biotechnology (DBT), Government of India. *Manuals and Guidelines for Molecular Biology Laboratory Techniques*. New Delhi.
5. Green, M. R., & Sambrook, J. (2019). *Molecular Cloning: A Laboratory Manual* (4th ed.). Cold Spring Harbor Laboratory Press, New York.
6. Griffiths, A. J. F., Wessler, S. R., Carroll, S. B., & Doebley, J. (2020). *Introduction to Genetic Analysis* (12th ed.). W. H. Freeman and Company, New York.
7. Jobling, M. A., Hollox, E., Hurles, M., Kivisild, T., & Tyler-Smith, C. (2024). *Human Evolutionary Genetics* (3rd ed.). Garland Science, New York.
8. Miller, S. A., Dykes, D. D., & Polesky, H. F. (1988). *A Simple Salting Out Procedure for Extracting DNA from Human Nucleated Cells*. *Nucleic Acids Research*, 16(3), 1215.
9. Primrose, S. B., & Twyman, R. M. (2014). *Principles of Gene Manipulation and Genomics* (8th ed.). Wiley-Blackwell, Oxford.
10. Sambrook, J., & Russell, D. W. (2001). *Molecular Cloning: A Laboratory Manual* (3rd ed.). Cold Spring Harbor Laboratory Press, New York.

DISCIPLINE SPECIFIC ELECTIVE: SOCIAL AND CULTURAL ANTHROPOLOGY

ANT-631: THEORIES IN SOCIAL-CULTURAL ANTHROPOLOGY

Theory

Credit4/100marks

Course Learning Outcomes (CLOs)

- Upon successful completion of these theoretical foundations course, students will be able to:
- CLO 1:** Critique classical anthropological thoughts—including British and American schools of evolutionism, diffusionism, and historical particularism—while contrasting them with modern neo-evolutionary and Marxist approaches.
- CLO 2:** Analyze structural-functionalist and structuralism traditions by evaluating how social institutions, kinship rules, and cognitive patterns maintain social cohesion and systemic stability.
- CLO 3:** Evaluate psychological, symbolic, and cognitive paradigms to understand how culture shapes individual personality, linguistic categories, ritual symbolism, and shared worldviews.
- CLO 4:** Deconstruct power structures, textuality, and gender hierarchies using contemporary postmodernist critique, post-structuralism, and feminist theory in anthropology.

PLO-CLO mapping matrix for ANT-014(b)

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	
PLO 2: Critical Thinking and Problem-Solving	✓	✓	✓	✓
PLO 3: Communication Skills			✓	
PLO 4: Learning and Adaptability		✓		✓
PLO 5: Global and Local Engagement	✓			✓
PLO 6: Humanistic, Constitutional, and Environmental Values				✓
PLO 7: Research Proficiency and Application	✓	✓		
PLO 8: Interdisciplinary Integration			✓	✓
PLO 9: Ethical and Responsible Research Practices				✓
PLO 10: Employability and Professional Skills	✓			✓

Unit I: Classical Theories

25 marks

Evolutionism - Tylor, Frazer, Morgan, Spencer. Diffusionism- British School, German Austrian School and American School. Historical particularism – Boas, Neo-evolutionism- Childe, Steward and White, Marxist approach

Unit II: Structuralism and Functionalism

25 marks

Emile Durkheim; Malinowski, Radcliffe-Brown, Firth, Nadel, Levi-Strauss.

Unit III: Psychological and symbolic anthropology

25 marks

Mead, Benedict, Whiting, Kardiner and Cora Du-Bois. Cognitive Systems - Goodenough, Whitehouse. Symbolism - Turner, Douglas, Clifford Geertz.

Unit IV: Postmodern and Feminist Anthropology

25 marks

Jean Baudrillard, Michel Foucault, Jean Francois Lyotard, Jacques Derrida, Eleanor Leacock, Sherry Ortner, Ann Stoler

Suggested Readings:

1. Benedict, R. (1934). *Patterns of Culture*. Boston: Houghton Mifflin.
2. Boas, F. (1940). *Race, Language and Culture*. New York: Macmillan.
3. Childe, V. G. (1951). *Social Evolution*. London: Watts.
4. Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
5. Durkheim, E. (1912). *The Elementary Forms of the Religious Life*. London: George Allen & Unwin.
6. Foucault, M. (1972). *The Archaeology of Knowledge*. New York: Pantheon Books.
7. Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.
8. Goodenough, W. H. (1956). *Componential Analysis and the Study of Meaning*. *Language*, 32(1), 195–216.
9. Harris, M. (2001). *The Rise of Anthropological Theory: A History of Theories of Culture*. Walnut Creek: Alta Mira Press.

10. Levi-Strauss, C. (1963). *Structural Anthropology*. New York: Basic Books.
11. Malinowski, B. (1944). *A Scientific Theory of Culture and Other Essays*. Chapel Hill: University of North Carolina Press.
12. Mead, M. (1928). *Coming of Age in Samoa*. New York: William Morrow & Co.
13. Moore, H. L. (1988). *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.
14. Nadel, S. F. (1957). *The Theory of Social Structure*. London: Cohen & West.
15. Radcliffe-Brown, A. R. (1952). *Structure and Function in Primitive Society*. London: Cohen & West.
16. Steward, J. H. (1955). *Theory of Culture Change: The Methodology of Multilinear Evolution*. Urbana: University of Illinois Press.
17. Stoler, A. L. (2002). *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press.
18. Turner, V. (1967). *The Forest of Symbols: Aspects of Ndembu Ritual*. Ithaca: Cornell University Press.
19. Tylor, E. B. (1871). *Primitive Culture*. London: John Murray.

ANT-632: CULTURAL ECOLOGY

Theory

Credit 4/100 marks

Course Learning Outcomes (CLOs)

Upon successful completion of this cultural ecology course, students will be able to: **CLO 1:** Explain foundational concepts in cultural ecology, contrasting environmental determinism with environmental possibilism to map out ecological studies in anthropology.

CLO 2: Analyze human ecosystems, ethno-ecology paradigms, population dynamics, and ecological niches across a variety of diverse environmental zones.

CLO 3: Evaluate classical theoretical approaches to human-environment relationships through the foundational contributions of Clark Wissler, Julian Steward, Daryll Forde, and Fredrik Barth.

CLO 4: Synthesize patterns of ecological adaptation and imbalance, examining how indigenous resource management systems respond to resource degradation, climate pressures, and environmental change.

CLO-PLO mapping matrix for ANT-632

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	
PLO 2: Critical Thinking and Problem-Solving		✓		✓
PLO 3: Communication Skills				✓
PLO 4: Learning and Adaptability		✓		✓
PLO 5: Global and Local Engagement		✓		✓
PLO 6: Humanistic, Constitutional, and Environmental Values	✓			✓
PLO 7: Research Proficiency and Application		✓	✓	
PLO 8: Interdisciplinary Integration	✓	✓		✓

PLO 9: Ethical and Responsible Research Practices				✓
PLO 10: Employability and Professional Skills			✓	✓

Unit I: Background of Cultural Ecology

25 marks

Definition of cultural ecology, environment, determinism and possibilities. Aims and scope of Cultural Ecology.

Unit II: Fundamental concepts and their application in cultural ecology.

25 marks

Eco system, ethno-ecology, population ecology, human ecological niche. Variety of human eco system.

Unit III: Approaches of cultural ecology

25 marks

Contribution of Wissler, Steward, Forde, Barth, Roy Rappaport, Marvin Harris

Unit IV: Ecology and Society

25 marks

Food resources, nutrition. Indigenous ways of conserving and maintaining natural resources. Ecological Adaptation and Change, deforestation and ecological imbalance.

Suggested Readings:

1. Berkes, F. (2018). *Sacred Ecology* (4th ed.). New York: Routledge.
2. Bodley, J. H. (2012). *Anthropology and Global Counter-Trends: Sustainability and a Culture of Consumption*. Lanham: Alta Mira Press.
3. Forde, C. D. (1934). *Habitat, Economy and Society: A Geographical Introduction to Ethnology*. London: Methuen & Co.
4. Gadgil, M., & Guha, R. (1993). *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
5. Hardesty, D. L. (1977). *Ecological Anthropology*. New York: John Wiley & Sons.
6. Harris, M. (1985). *Good to Eat: Riddles of Food and Culture*. New York: Simon and Schuster.
7. Klee, G. A. (Ed.). (1980). *World Systems of Traditional Resource Management*. New York: John Wiley & Sons.
8. McMichael, A. J. (2001). *Human Frontiers, Environments and Disease: Past Patterns, Uncertain Futures*. Cambridge: Cambridge University Press.
9. Milton, K. (1996). *Environmentalism and Anthropology: Exploring the Role of Anthropology in Environmental Discourse*. London: Routledge.
10. Moran, E. F. (2007). *Human Adaptability: An Introduction to Ecological Anthropology* (3rd ed.). Boulder: Westview Press.
11. Moran, E. F. (2010). *Environmental Social Science: Human-Environment Interactions and Sustainability*. Malden: Wiley-Blackwell.
12. Nazarea, V. D. (Ed.). (1999). *Ethnoecology: Situated Knowledge/Located Lives*. Tucson: University of Arizona Press.
13. Netting, R. M. (1986). *Cultural Ecology* (2nd ed.). Long Grove: Waveland Press.
14. Odum, E. P. (1971). *Fundamentals of Ecology* (3rd ed.). Philadelphia: W.B. Saunders Co.
15. Rappaport, R. A. (1968). *Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People*. New Haven: Yale University Press.

16. Steward, J. H. (1955). *Theory of Culture Change: The Methodology of Multilinear Evolution*. Urbana: University of Illinois Press.
17. Wissler, C. (1926). *The Relation of Nature to Man in Aboriginal America*. New York: Oxford University Press.

ANT-633: PRACTICAL ON THEORIES IN SOCIAL-CULTURAL ANTHROPOLOGY AND CULTURAL ECOLOGY

Practical

Credit4/100marks

A. Practical on Theories in Social-Cultural Anthropology

50 marks

1. The practical will include continuous assessment for hands-on practice in observation on a certain topic, preparation of interview guide, making suggested interview questions on topics given from time to time, activity of preparing life history from selected key informant, etc.

40 marks

2. Viva voce

10 marks

B. Practical on Cultural Ecology

50 marks

1. Students are required to:-

40 marks

- i. Prepare livelihood charts of selected households.
- ii. Conduct food habit and nutritional surveys.
- iii. Prepare thematic maps and ecological charts.
- iv. Create photo documentation of environmental practices.

II. Viva voce

10 marks

DISCIPLINE SPECIFIC ELECTIVE: PREHISTORIC ARCHAEOLOGY

ANT-641: THEORY AND METHODS IN ARCHAEOLOGICAL ANTHROPOLOGY

Practical

Credit4/100marks

Course Learning Outcomes (CLOs)

CLO1: The students will have a background knowledge on thoughts and theories in archaeology, and students will also learn about the contemporary development in archaeological theories and thoughts,

CLO2: They will have basic knowledge about the importance of field exploration in prehistoric archaeological fieldwork and will also learn about the steps to be taken before starting archaeological fieldwork, and also about major methods and techniques of archaeological excavation, and presentation of data as essential component of excavation. CLO3: The students will learn the importance of formation processes and issues with reconstructing environment of archaeological sites.

CLO4: The students will have the basic concept about the issues in explaining the past prehistoric society and how such reconstruction could be made.

PLO-CLO mapping matrix for ANT- 641

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓	✓	✓

PLO 3: Communication Skills				
PLO 4: Learning and Adaptability		✓	✓	✓
PLO 5: Global and Local Engagement	✓	✓		
PLO 6: Humanistic, Constitutional, and Environmental Values		✓	✓	
PLO 7: Research Proficiency and Application		✓	✓	✓
PLO 8: Interdisciplinary Integration		✓	✓	✓
PLO 9: Ethical and Responsible Research Practices		✓		✓
PLO 10: Employability and Professional Skills	✓	✓		✓

Unit-I Growth and Development of Archaeological Thoughts and Theories 25 marks

Growth and Historical perspectives: Cultural History, Processual Archaeology, Post Processual Archaeology, Neo-Darwinian Archaeology, Developments of Embodied Archaeology, Contextual Archaeology, and Marxist Archaeology.

Unit-II- Archaeological Research Methods and Field Techniques 25 marks

Development of Archaeological, Research methods, Research designs, sampling strategies; Models, and Paradigms. Scope and limitation of Exploration and Excavation; Site Exploration - surface exploration, exploration kits, scientific aids, and recording; and Excavation - test pit/ trial trench, vertical and horizontal excavations, materials, methods and techniques of excavation, planning, scientific aids and record keeping.

Unit-III- Interpretation of Culture in Archaeological Anthropology 25 marks

Archaeological cultures, cultural systems, Archaeological Sites: Feature, type and contexts, formation process concept (natural formation process concept and cultural formation process concept)- Actualistic studies, taphonomy; discard pattern, Faunal turbarion and Floralturbation.

Unit-IV- Social and Gender Archaeology 25 marks

Prehistoric Society/Social Archaeology – Bases of reconstruction (economic, social, intellectual and spiritual life), Avenues of Discovery, Survival of the Evidences, Archaeology of the individual and identity. An overview on Archaeological approach to gender, Androcentrism, Sex and gender in prehistoric past.

Suggested Reading:

1. Bradley, R. 2002. *The past in Prehistoric Societies*. London: Routledge.
2. Binford L. R. and S. R. Binford. 1968. *New Perspectives in Archaeology*, Chicago.
3. Clark, J.G.D. 1961. *Archaeology and Society: Reconstructing the prehistoric past*. New York: Barnes & Noble.
4. Clarke, David L. 1968. *Analytical Archaeology*. London: Methuen & Co.
5. Clarke, David L. 1972. *Models in Archaeology*. London: Methuen & Co.
6. Dark, K.T. 1995. *Theoretical Archaeology*. London: Duckworth.
7. Das, S.R. *Stone Tools- History and Origins*. Calcutta: Pilgrim Publishers.

8. Fagan, Brain M. 1962. *In the Beginning: An Introduction to Archaeology*. Routledge: London
9. Hodder, I. 1992. *Theory and Practice in Archaeology*, Routledge: London:
10. Hodder, I. and S. Hutson (Eds). 2003. *Reading the Past: Current Approaches to Interpretation in Archaeology* (6th Edition). Cambridge: Cambridge University Press.
11. Gero, Joan and Margaret Conkey 1991. (Eds.) *Engendering Archaeology: Women and Prehistory*. Oxford: Blackwell
12. Hill, James N. and Joel Gunn (Eds.) *The Individual in Prehistory*. New York: Academic Press.
13. McGuire, R. 1992. *A Marxist Archaeology*. San Diego, CA: Academic Press.
14. Nelson, S.M. 2006. (Eds.) *Handbook of Gender in Archaeology*. Walnut Creek, CA: AltaMira.
15. Preucel, R.W.1991(ed). *Processual and Post-Processual Archaeologies: Multiple Ways of Knowing the Past*. Centre for Archaeological Investigations, SIU Occasional Paper No.10.
16. Renfrew, C. and P. Bahn.2000. *Archaeology: Theories methods and Practice* (third edition). London: Thames and Hudson.
17. Schiffer Michael B. 1978. *Advances in Archaeological Method and Theory*. Academic Press, USA.
18. Srivastava, K.M. 2003. *New Era of Indian Archaeology*. Cosmo Publications, New Delhi.

ANT-642: STONE AND METAL AGE OF INDIA

Theory

Credit4/100marks

Course Learning Outcomes (CLOs)

CLO1: The students will acquire basic concepts and frameworks for classifying prehistoric cultures in India, and will learn about the cultural developments during the Pleistocene period.

CLO2: The students will understand the socio-economic and technological transformations associated with Mesolithic cultures in India, including responses to post-Pleistocene environmental changes.

CLO3: The students will learn about the emergence of food production, its economic and social consequences, and the formation of early village societies during the Neolithic period in India.

CLO4: The students will gain insights into the rise of complex societies during the Chalcolithic and Iron Age periods in India, including urbanization, ceramic traditions, and megalithic practices.

PLO-CLO mapping matrix for ANT-642

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving		✓	✓	✓

PLO 3: Communication Skills		✓		
PLO 4: Learning and Adaptability		✓	✓	✓
PLO 5: Global and Local Engagement		✓	✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values		✓	✓	✓
PLO 7: Research Proficiency and Application	✓	✓	✓	✓
PLO 8: Interdisciplinary Integration		✓	✓	✓
PLO 9: Ethical and Responsible Research Practices		✓		✓
PLO 10: Employability and Professional Skills		✓	✓	✓

Unit-I Palaeolithic Culture of India

25 marks

Lower Palaeolithic Culture: Soanian, Madrasian, Attirampakam, Didwana, Hunsgi, Krishna Valley, Khangkhui Cave. Middle Palaeolithic Culture: Bhimbetka, Chirki, Nevasa and Narmada valley, Songbu Cave. Upper Palaeolithic Culture: Renigunta, Billa Surgam, Patne, Bhimbetka, Son and Belan Valleys, and Gunjan valley, Misimagre.

Unit-II- Mesolithic Cultures of India

25 marks

Mesolithic Economy and Society. Post Pleistocene Environmental Changes. Development in Microlithic technology. Mesolithic Sites in India: Bagor, Tilwara, Langhnaj, Adamgarh, Chopanimando, Bhimbetka, Sarai Nahar Rai, Teri sites, and Birbhanpur, Selbalgiri, Singimari.

Unit-III-Neolithic Cultures of India

25 marks

Economic and Social consequences of food production; settlement, population growth, Craft specialisations; Social formation. Neolithic sites in India: Burzahom, Gufkral, Prakash, Maski, Brahmagiri, Sanganakallu, Tekkalakota, Piklihal, Nagarjunakonda, DaojaliHading, Kuchai, Sarutaru, Parsi Parlo, Napachik, Nongpok Keithelmanbi.

Unit-IV- Chalcolithic Cultures of India

25 marks

Pre-Harappan, Mature Harappan, General features, Geographical extent of Harappan civilization. The sites include: Amri, Kot Diji, Kalibangan, Mohenjodaro, Harappa, Lothal, Dholavira and Rakhigarhi. Theories of decline. Ceramic traditions and their characters: Black and Red Ware, OCP, Painted Grey Ware, N. B. P. Ware. Concept of megalithism in India. Structural and functional types of megaliths in India.

Suggested Readings:

1. Agarwal, D.P. 1984. *The Archaeology of India*. Selectbook service syndicate: New Delhi.
2. Basa, K.K., Mohanty, R.K. & Ota, S.B. 2015. *Megalithic Traditions in India (Archaeology and Ethnography)*, Volume 1&2. Aryan Books International: New Delhi.
3. Bhattacharya, D.K. 1991. *An Outline of Indian Prehistory*, Palaka Prakashan: Delhi.
4. Chakravarty, K.K and Bednarik, R.G.1997. *Indian Rock Art and Its Global Context*. Narendra Prakash Jain: New Delhi.

5. Dani, A.H. 1981. *Prehistory and Protohistory of Eastern India*. FirmaKlm Private Ltd: Calcutta.
6. Deo, S.G, Baptista, A. & Joglekar, J. 2017. Rethinking the Past (A Tribute to Professor V.N.Misra), *ISPQS Monograph No. 7. Indian Society for Prehistoric and Quaternary Studies: Pune*.
7. Devi, P.B. 2011. *The Megalithic Culture of Manipur*. Agam Kala Prakashan: Delhi.
8. Dikshit, K.N.&Kumar,A. 2014 *The Megalithic Culture of South India*. The Indian Archaeology Society: New Delhi.
9. Jai, L.H. 2012. *Megalithic Monuments in Asia*. Sharada Publishing House: Delhi.
10. Joshi, R.V. 1978. *Stone Age Culture of Central India (Report on the Excavations of Rock-shelters at Adamgarh, Madhya Pradesh)*. Deccan College Post-Graduate and Research Institute: Poona.
11. Jain, K.C.1979. *Prehistory and Protohistory of India*. Agam Kala Prakashan: New Delhi.
12. Lal, B.B. 1998. *India 1947-1997 (New Light of the Indus Civilization)*, Aryan Books International: New Delhi.
13. Malsawmliana.2017. *Megalithic Culture of Mizoram*. Research India Press: New Delhi.
14. Misra, V.N. and Mate, M.S. 1964. *Indian Prehistory*. Deccan College Building Centenary and Silver Jubilee Series No.32: Pune.
15. Narasimhaiah, B. 1980. *Neolithic and Megalithic Cultures in Tamil Nadu*. Sundeep Prakashan: Delhi.
16. Sankalia, H.D.1974. *Prehistory and Protohistory of India and Pakistan*. Deccan College Post Graduate and Research Institute: Poona.
17. Sharma, A.K.2000. *Early Man in Jammu Kashmir and Ladakh*. Agam Kala Prakashan: Delhi.
18. Shukla, K.S.&Wahal, L.M. 2011 *Copper Hoard Culture of the Ganga Valley Panchala Region*. B.R. Publishing Corporation: Delhi.
19. Rao, K.P. 1988. *Deccan Megalithics*. Sundeep Prakashan: Delhi.
20. Reddy, V. Rami.1989. *Palaeolithic and Mesolithic Cultures*. Mittal Publications: New Delhi.
21. Sali, S.A. 1990. *Stone Age India*. Shankar Publishers: Aurangabad.
22. Zeuner, F.E. 1951. *Prehistory in India*. Deccan College Hand book series: 1: Poona.

ANT-643: PRACTICAL ON LITHIC TECHNOLOGY AND PREHISTORY CERAMIC
Practical **Credit4/100mar**

Course Learning Outcomes (CLOs)

- CLO1:** The students will learn about how to draw a stone tool systematically,
- CLO2:** From the practical component they will learn about the basic knowledge related with the characters of flake scars and tool making techniques,
- CLO3:** They will learn about how lithic artefacts are to be described and identified typologically
- CLO4:** The students will learn about basic importance of pottery in archaeology, by taking account their characters,
- CLO5:** The students will also learn about how to draw full pot and sherd systematically, and at the same time how to describe them by taking into account different characters.

PLO-CLO mapping matrix for ANT-643

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓	✓	✓	✓
PLO 3: Communication Skills		✓		
PLO 4: Learning and Adaptability		✓	✓	✓
PLO 5: Global and Local Engagement	✓	✓	✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values			✓	✓
PLO 7: Research Proficiency and Application	✓	✓	✓	✓
PLO 8: Interdisciplinary Integration	✓	✓	✓	✓
PLO 9: Ethical and Responsible Research Practices			✓	✓
PLO 10: Employability and Professional Skills		✓	✓	✓

1. Prehistoric Stone tools and Ceramic

40 marks

1. Accurate drawing and Systematic description of artifacts from given below and Categorical identification (raw material, state of preservation, and typo-technological), and interpretations (cultural, geo-chronological and functional) of the tools:

- i. **Palaeolithic**- a. Lower Palaeolithic - Chopper (1 no.), Chopping tool (1 no.), Handaxes (4 no.), Cleavers (2 no.).
- b) Middle Palaeolithic - Scrapers (3 no.), Points (1 no.), Borer (1 no.) and Burin (1 no.).
- c) Upper Palaeolithic - Blade types (2 no.), Bone tools (3 no.) including a set of six harpoons)
- ii. **Mesolithic**- Microliths - (6 no.).
- iii. **Neolithic**- Axe, Adze, shouldered celts, Ringstone and Chisel (6 no.).

2. Study of Prehistoric Ceramics

40 marks

- a. Study of pottery making technology – Ceramic as a source of Archaeological Information, genesis and physical properties; ceramic type, developmental trend in typo-technology, Category–hand building and wheel made, resources, technological trend, surface treatment, decoration, vessel form and function.
- b. Systematic drawing of representative pottery categories (potsherd and full-pot): handmade and wheel-made of the Neolithic and Chalcolithic Cultural periods.
- c. Categorical identification (resources and typo-technological) and interpretations (cultural and functional).

3. Laboratory Note Book

10 marks

4. Viva Voce

10 marks

Suggested Readings:

1. Adams, W., and E. Adams. 1991. *Archaeological typology and practical reality: A dialectical approach to artifact classification and sorting*. Cambridge: CUP.
2. Amick, D. S., and R. P. Mauldin, eds. 1989. *Experiments in lithic technology*. British Archaeological Reports International Series 528. Oxford: Archaeopress.
3. Andrefsky, W.Jr.2001(ed). *Lithic Debitage: Context, form, and meaning*. Salt Lake City: University of Utah Press.
4. Andrefsky, W.Jr.1998. *Lithic: A microscopic approach*. Cambridge: Cambridge University Press.
5. Chazan, M. 1997. Redefining Levallois. *Journal of Human Evolution* 33:719–735.
6. Coles, J.M. 1973. *Archaeology by Experiment*. London: Hutchinson.
7. Coles, J.M. 1979. *Experimental Archaeology*. London: Academic Press.
8. Crabtree, D. E., and B. R. Butler. 1964. Notes on experiments on flint knapping. 1. Heat treatment of silica materials. *Tebiwa*7:1–6.
9. Oakley, K. P. 1961. *Man the tool-maker*. London: Trustees of the British Museum.
10. Inizan M.L.; H. Roche & Tixier 1992. (Eds.) *Technology of Knapped stone*. Nice: CREP Editions.

END OF III SEMESTER

SEMESTER IV

DISCIPLINE SPECIFIC CORE

ANT-613: MUSEUM AND CULTURAL RESOURCE MANAGEMENT

Theory

Credit4/100marks

Course Learning Outcomes (CLOs)

Upon successful completion of this museology course, students will be able to:

CLO 1: Analyze the historical evolution, institutional classifications, and socio-cultural roles of museums in India while explaining the foundational relationship between anthropology and museum.

CLO 2: Execute standard museology procedures, including diverse object acquisition methods, systematic archive documentation, and the design of permanent, temporary, or travelling exhibitions.

CLO 3: Implement advanced preventive conservation strategies, security protocols, storage logistics, and environmental controls necessary to preserve organic and inorganic cultural heritage assets.

CLO 4: Design community engagement frameworks, public relations campaigns, and educational outreach materials that optimize heritage tourism and museum accessibility.

PLO-CLO mapping matrix for ANT-613

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓		
PLO 2: Critical Thinking and Problem-Solving		✓	✓	
PLO 3: Communication Skills		✓		✓
PLO 4: Learning and Adaptability			✓	✓
PLO 5: Global and Local Engagement	✓			✓
PLO 6: Humanistic, Constitutional, and Environmental Values	✓		✓	
PLO 7: Research Proficiency and Application		✓	✓	
PLO 8: Interdisciplinary Integration	✓		✓	
PLO 9: Ethical and Responsible Research Practices		✓	✓	
PLO 10: Employability and Professional Skills		✓	✓	✓

Unit I: History and Development:

25 Marks

Definitions and objectives, history of museums in India, relationship between anthropology and museum. Classification of Museums in India--National Museum, State Museum, university Museum, Specialized Museums in India; Museum as Social institution.

Unit II: Museum collection, documentation and display:

25 Marks

Collection: purchase, gift, fieldwork, treasure trove, bequest, exchange, loan; documentation: need, methods of documentation; display: permanent exhibition, temporary exhibition, travelling exhibition.

Unit III: Museum storage, security and marketing:

25 Marks

Museum Storage: Location of the storage, Storage Furniture, Lighting and Ventilation in Storage, Methods of Storage, Visual Storage. Security Risks of Museum Objects, Preventive Measures. Conservation of Cultural Resources in Museum: Causes of Decay and Deterioration, Care and Handling, Cleaning and Repairing, Packing and Shifting of Museum Objects; Preservation of Organic and Inorganic Objects in Museums. marketing and developing new audience.

Unit-IV: Tourism and Education in Museum:

25 Marks

Tourism and Museums, Museum Education, Museum Exhibition, Museum Publication, Museum Publicity and public Relations, Museum Library.

Suggested Readings:

1. Agrawal, O. P. (1984). *Conservation of Manuscripts and Paintings of South-East Asia*. London: Butterworths.
2. Agrawal, O. P. (1993). *Preservation of Art Objects and Library Materials*. New Delhi: National Book Trust.
3. Agrawal, O. P. (2006). *Essentials of Conservation and Museology*. New Delhi: Sandeep Prakashan.
4. Ambrose, T., & Paine, C. (2012). *Museum Basics* (3rd ed.). London: Routledge.
5. Burcaw, G. E. (1997). *Introduction to Museum Work* (3rd ed.). Lanham: Alta Mira Press.
6. Corsane, G. (Ed.). (2005). *Heritage, Museums and Galleries: An Introductory Reader*. London: Routledge.
7. Dean, D. (1994). *Museum Exhibition: Theory and Practice*. London: Routledge.
8. Dwivedi, V. P., & Pant, G. N. (Eds.). (1980). *Museums and Museology: New Horizons*. New Delhi: Agam Kala Prakashan.
9. Edson, G., & Dean, D. (1994). *The Handbook for Museums*. London: Routledge.
10. Hooper-Greenhill, E. (2007). *Museums and Education: Purpose, Pedagogy, Performance*. London: Routledge.
11. Lord, B., & Lord, G. D. (Eds.). (2001). *The Manual of Museum Exhibitions*. Walnut Creek: Alta Mira Press.
12. Markham, S. F., & Hargreaves, H. (1936). *The Museums of India*. London: Museums Association.
13. Nigam, M. L. (1985). *Fundamentals of Museology*. Hyderabad: Deva Publications.
14. Plenderleith, H. J., & Werner, A. E. A. (1971). *The Conservation of Antiquities and Works of Art: Treatment, Repair, and Restoration* (2nd ed.). London: Oxford University Press.
15. Runyard, S., & Yarrow, Y. (1999). *Marketing and Public Relations Handbook for Museums, Galleries and Heritage Attractions*. London: HMSO.
16. Stolow, N. (1987). *Conservation and Exhibitions: Packing, Transport, Storage, and Environmental Considerations*. London: Butterworths.
17. Timothy, D. J., & Boyd, S. W. (2003). *Heritage Tourism*. Harlow: Prentice Hall.

ANT-614: PRACTICAL ON MUSEUM AND CULTURAL RESOURCE MANAGEMENT

Practical

Credit4/100marks

2.Students are required to

- i. Submit a note book after collecting five cultural items from surrounding communities with description on methods of conservation of the above items **40 marks**
- ii. Submit a report based on a visit to a museum **40 marks**
- iii. Viva voce **20 marks**

ANT-615: FIELD DISSERTATION

Research (Field Work)

Credit 6/150marks

At the end of the course, the students are expected to understand about

- i. The process of data collection in anthropological research; ii. organization and analysis of data;
- iii. Compilation of final report;
- iv. Presentation of the final report in the form of PPT

Students are required to undergo an empirical Fieldwork from 10 to 15 days as the Core Paper in Practical on the topics chosen by them from time to time to suit the area of their specialization and they have to submit two copies of the outcome dissertation. It should be certified by the supervisor concerned authenticating the work to be the original study. The dissertation should be submitted to the Head of Department before the commencement of End Semester Examination.

- | | |
|------------------------------|----------|
| 1. Report: | 80 marks |
| 2. Power point presentation: | 30 marks |
| 3. Viva voce: | 40 marks |

DISCIPLINE SPECIFIC ELECTIVE: PHYSICAL ANTHROPOLOGY

ANT-624: SPORTS AND FORENSIC DIMENSION IN ANTHROPOLOGY

Theory

Credit 4/100marks

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO 1: Explain the foundational concepts, branches, and historical evolution of kinanthropology and its structural relationships with physical education, sports science, and biomechanics.

CLO 2: Evaluate body composition, somatotyping methods, and event-specific physical profiles to optimize sports performance, health status, and athletic talent identification.

CLO 3: Analyze human skeletal remains, bone fragments, and taphonomic modifications to estimate the time, biological profile, and definitive cause of death in forensic contexts. CLO 4:

Apply forensic identification techniques using fingerprints, serological markers, occupational deformities, handwriting analysis, and biological fluid stains.

CLO-PLO mapping matrix for ANT-624

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	

PLO 2: Critical Thinking and Problem-Solving		✓	✓	✓
PLO 3: Communication Skills				✓
PLO 4: Learning and Adaptability	✓	✓		
PLO 5: Global and Local Engagement			✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values		✓	✓	
PLO 7: Research Proficiency and Application		✓	✓	✓
PLO 8: Interdisciplinary Integration	✓	✓		✓
PLO 9: Ethical and Responsible Research Practices			✓	✓
PLO 10: Employability and Professional Skills		✓		✓

Unit I: Introduction to Kinanthropology:

25 marks

Meaning, definition, scope and importance of Kinanthropology; Historical development of Kinanthropology; Branches of Kinanthropology; Relationship with: Physical Education, Sports Science, Anthropology, Exercise Physiology and Biomechanics.

Unit II: Body composition and Sports Application:

25 marks

Body composition, Somatotype, Anthropometric profile of elite sportsmen and sportswomen; Obesity and undernutrition in athletes; Talent identification; Physique and sports performance; Event-specific body types.

Unit III: Introduction:

25 marks

Definition and Scope of Forensic Anthropology; Study of Skeletal Material, Human and Animal Remains, Study of Burned Bones and Long; Fragments; Judgment of Time and Cause of Death.

Unit IV: Personal Identification and Forensic Haemogenesis:

25 marks

Identification through Fingerprints, Serological Traits, Occupational Marks, Scars and Deformities, detection of narcotics, handwriting and mannerism; Identification of Blood Stains, seminal stain, urine and saliva.

Suggested Readings:

1. Black, S., & Ferguson, E. (2011). *Forensic anthropology 2000 to 2010*. CRC Press.
2. Byers, S. N. (2008). *Forensic anthropology*. Pearson Education.
3. Byers, S. N. (2016). *Forensic anthropology laboratory manual* (4th ed.). T&F India.
4. Carter, J. E. L., & Heath, B. H. (1990). *Somatotyping: Development and applications*. Cambridge University Press.
5. Carter, J. E. L., & Heath, B. H. (1990). *Somatotyping: Development and Applications*. Cambridge University Press.
6. Elsevier. Reddy, V. R. (1985). *Dental anthropology*. Inter-India Publications.

7. Eston, R., & Reilly, T. (Eds.). (2018). *Kinanthropometry and exercise physiology laboratory manual: Tests, procedures and data* (4th ed.). Routledge.
8. Eston, R., & Reilly, T. (Eds.). (2018). *Kinanthropometry and Exercise Physiology* (4th ed.). Routledge.
9. Gunn, A. (2009). *Essential forensic biology* (2nd ed.). Wiley-Blackwell.
10. Jackson, A. R. W., & Jackson, J. M. (2011). *Forensic science* (3rd ed.). Pearson.
11. Jha & Jha: *Anthropology Part II* (In Hindi & English)
12. Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2021). *Physiology of sport and exercise* (7th ed.). Human Kinetics.
13. Klepinger, L. L. (2006). *Fundamentals of forensic anthropology*. Wiley-Liss
14. Knudson, D. (2021). *Fundamentals of biomechanics* (3rd ed.). Springer.
15. Langley, N. R. (2017). *Forensic anthropology: A comprehensive introduction* (2nd ed.).
16. Lohman, T. G., Roche, A. F., & Martorell, R. (1988). *Anthropometric standardization reference manual*. Human Kinetics.
17. Maud, P. J., & Foster, C. (Eds.). (2006). *Physiological assessment of human fitness* (2nd ed.). Human Kinetics.
18. McArdle, W. D., Katch, F. I., & Katch, V. L. (2019). *Exercise physiology: Nutrition, energy, and human performance* (9th ed.). Wolters Kluwer.
19. McGinnis, P. M. (2020). *Biomechanics of sport and exercise* (4th ed.). Human Kinetics.
20. Nath, S. (1995). *An introduction to forensic anthropology*. Gyan Publishing House.
21. Norton, K., & Eston, R. (2019). *Kinanthropometry and Exercise Physiology*. Routledge.
22. Norton, K., & Olds, T. (Eds.). (1996). *Anthropometrica: A textbook of body measurement for sports and health courses*. UNSW Press.
23. Saferstein, R. (2010). *Forensic science: An introduction*. Prentice Hall
24. Sidhu, L. S., et al. *Sports sciences: Health, fitness and performance*. IASSPE Publications.
25. Sidhu, L. S., et al. *Trends in sports sciences*. IASSPE Publications.
26. Singh, S. P., & Malhotra, P. (1989). *Kinanthropometry*. Lunar Publications, Patiala.
27. Singh, S. P., & Mehta, P. (2009). *Human Body Measurements: concepts and application*. PHI
28. Sodhi, H. S. (1991). *Sports anthropometry: A kinanthropometric approach*. Anova Publications, Mohali.
29. Sodhi, H. S., & Sidhu, L. S. (1984). *Physique and selection of sportsmen: A kinanthropometric study*. Punjab Publishing House, Patiala.
30. Stewart, A., Marfell-Jones, M., Olds, T., & de Ridder, H. (2011). *International standards for anthropometric assessment*. International Society for the Advancement of Kinanthropometry (ISAK).
31. Wilkinson, C. (2004). *Forensic facial reconstruction*. Cambridge University Press.

ANT- 625: RESEARCH METHODOLOGY IN PHYSICAL ANTHROPOLOGY

Theory

Credits 2/50 marks

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Identify field problems and construct testable hypotheses using appropriate research frameworks.

CLO2: Select field samples using correct probability and non-probability sampling techniques and use of standard methods for collecting data.

CLO3: Classify variables and format tabulated datasets for analysis in SPSS and Excel software to calculate Odds Ratios and construct multivariate linear or logistic regression models.

PLO-CLO mapping matrix for ANT-625

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓	✓	✓
PLO 3: Communication Skills		✓	
PLO 4: Learning and Adaptability	✓	✓	✓
PLO 5: Global and Local Engagement	✓	✓	
PLO 6: Humanistic, Constitutional, and Environmental Values		✓	
PLO 7: Research Proficiency and Application	✓	✓	✓
PLO 8: Interdisciplinary Integration	✓		✓
PLO 9: Ethical and Responsible Research Practices	✓		
PLO 10: Employability and Professional Skills		✓	✓

Unit I: Research Design and Methodology

25 marks

Identifying research problems in natural and community settings. Research and Research Design, Research Methodology (Hypothesis formulation, construction of questionnaires and schedules, case-control study, SES scales (Rural and Urban population); Sampling techniques: Probability and Non-probability; Ethical considerations in anthropological research (consent, community engagement).

Unit II: Analysis of data and Statistical tools in research:

25 marks

Basic data classification (Qualitative vs. Quantitative, Continuous vs. Discrete variables data) and tabulation (Frequency tables, cross-tabulation datasets); Normal distribution; Preparing datasets for statistical software (SPSS, Excel). Parametric vs. non-parametric approaches in anthropological research; Measures of dispersion; t-test, chi-square, correlation, Odds Ratio (OR), Multivariate regression models (linear, logistic).

Suggested Reading:

1. Creswell, John W., & Creswell, J. David. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Edition. Thousand Oaks, CA: SAGE Publications, 2018.
2. Field, Andy. *Discovering Statistics Using SPSS*. 5th Edition. London: SAGE Publications, 2018.
3. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Mathematical Statistics*. 11th Edition. New Delhi: Sultan Chand & Sons, 2014.

4. Kothari, C.R., & Garg, Gaurav. *Research Methodology: Methods and Techniques*. 4th Edition. New Delhi: New Age International Publishers, 2019.
5. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th Edition. London: SAGE Publications, 2019.
6. Mangal, S.K. *Research Methodology in Behavioural Sciences*. New Delhi: PHI Learning Pvt. Ltd., 2013.
7. Singh, A.K. *Tests, Measurements and Research in Behavioural Sciences*. Revised Edition. Patna: Bharati Bhawan Publishers, 2016.

DISCIPLINE SPECIFIC ELECTIVE: SOCIAL AND CULTURAL ANTHROPOLOGY

ANT-634: ANTHROPOLOGY IN DEVELOPMENT AND CONTEMPORARY GLOBAL TREND

Theory

Credit 4/100 marks

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO 1: Critique the theoretical paradigms of development anthropology while analyzing the operational roles of applied anthropologists in policy planning, displacement, and rehabilitation strategies.

CLO 2: Evaluate the socio-cultural impacts of globalization, digital transitions, transnational migration, and identity politics on gender dynamics and indigenous knowledge systems.

CLO 3: Analyze the structural and cultural dimensions of urban growth, poverty, housing inequalities, and institutional disparities in developing economies.

CLO 4: Synthesize global environmental trends, demographic transitions, and biodiversity loss by contrasting ecological optimist and pessimist models using anthropological assessments.

PLO-CLO mapping matrix for ANT-634

Program Learning Outcomes (PLOs)	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓		
PLO 2: Critical Thinking and Problem-Solving	✓		✓	✓
PLO 3: Communication Skills			✓	
PLO 4: Learning and Adaptability		✓		✓
PLO 5: Global and Local Engagement		✓	✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values	✓			✓
PLO 7: Research Proficiency and Application	✓		✓	
PLO 8: Interdisciplinary Integration		✓		✓
PLO 9: Ethical and Responsible Research Practices	✓			✓
PLO 10: Employability and Professional Skills	✓	✓	✓	

Unit I: Development and Anthropology

25 marks

Concept of development; Role of Applied Anthropologists (ivory tower view, schizoid view, advocacy view; representative/ facilitator/ informant/ analyst/ mediator role); Development anthropology: A New Name, A New Approach; Role of Anthropologists in Development Planning and Policy, Development-Induced Displacement and Rehabilitation

Unit II: Globalization and Contemporary Social Transformations

25 marks

Concept and Dimensions of Globalization, Liberalization, Privatization, and Global Economy, Media, Technology, and Digital Anthropology, Migration, Diaspora, and Transnational Communities, Urbanization and Changing Rural Societies, Identity Politics, Ethnicity, and Nationalism in a Global Context; Indigenous Knowledge Systems and Sustainable Resource Management, Gender and Development.

Unit III: Anthropology and Urban Problems

25 marks

Urban growth in developing countries; urban bias world development; problem of city – decentralization, relocation of manufacturers, financial problems, government; poverty explanation -structural and cultural; concomitants of poverty - health care, housing, education, justice; urban character of present revolutions

Unit IV: Anthropology and Contemporary Global Issues

25 marks

Environmental Trend: Mechanical Agriculture and Pollution, Air Pollution, Population trend, Demographic Transition Theory, Technological change, Energy Consumption Pattern, Loss of Biodiversity; The Pessimists and Optimists views along with Anthropological Assessment.

Suggested readings:

1. Appadurai, A. (1996). *Modernity At Large: Cultural Dimensions of Globalization*. University of Minnesota Press.
2. Bodley, J. H. (2014). *Anthropology and Global Issues: Culture, Power, and Survival* (6th ed.). Rowman & Littlefield.
3. Boserup, E. (1970). *Woman's Role in Economic Development*. George Allen & Unwin.
4. Castells, M. (2010). *The Power of Identity* (2nd ed.). Wiley-Blackwell.
5. Chambers, E. (1985). *Applied Anthropology: A Practical Guide*. Prentice-Hall.
6. Cochrane, G. (1971). *Development Anthropology*. New York: Oxford University Press.
7. Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
8. Ginsburg, F. D., Abu-Lughod, L., & Larkin, B. (Eds.). (2002). *Media Worlds: Anthropology on New Terrain*. University of California Press.
9. Glick Schiller, N., Basch, L., & Blanc-Szanton, C. (1992). *Towards a Transnational Perspective on Migration*. New York Academy of Sciences.
10. Harvey, D. (2012). *Rebel Cities: From the Right to the City to the Urban Revolution*. Verso Books.
11. Lewis, O. (1966). *The Culture of Poverty*. *Scientific American*, 215(4), 19-25.
12. Lipton, M. (1977). *Why Poor People Stay Poor: Urban Bias in World Development*. Harvard University Press.

13. Mathur, H. M. (Ed.). (2006). *Managing Resettlement in India: Approaches, Issues, Experiences*. Oxford University Press.
14. Miller, D., & Horst, H. A. (Eds.). (2012). *Digital Anthropology*. Berg Publishers.
15. Mishra, R.C. (2006). *Urban Anthropology in India: Issues and Approaches*. Concept Publishing
16. Nolan, R. W. (2002). *Development Anthropology: Encounters in the Real World*. Westview Press.
17. Stiglitz, J. E. (2002). *Globalization and Its Discontents*. W. W. Norton & Company.
18. Vidyarthi, L.P., & Rai, B.K. (1977). *The Tribal Culture of India*. Concept Publishing.

ANT-635: RESEARCH METHODS IN SOCIAL AND CULTURAL ANTHROPOLOGY

Theory

Credit4/100marks

Course Learning Outcomes (CLOs)

Upon successful completion of this research methodology course, students will be able to:

CLO 1: Explain the philosophical foundations, epistemological frameworks, and diverse scientific research designs in social-cultural anthropology, including phenomenological, ethnomethodological, and feminist approaches.

CLO 2: Deploy qualitative textual methods and quantitative statistical operations alongside software tools to analyze, code, interpret, and represent empirical social data.

CLO-PLO mapping matrix for ANT-635

Program Learning Outcomes (PLOs)	CLO 1	CLO 2
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	
PLO 2: Critical Thinking and Problem-Solving	✓	✓
PLO 3: Communication Skills		✓
PLO 4: Learning and Adaptability		✓
PLO 5: Global and Local Engagement		✓
PLO 6: Humanistic, Constitutional, and Environmental Values	✓	
PLO 7: Research Proficiency and Application	✓	✓
PLO 8: Interdisciplinary Integration	✓	✓
PLO 9: Ethical and Responsible Research Practices	✓	✓
PLO 10: Employability and Professional Skills		✓

Unit I: Scientific Method in Social and Cultural Anthropology, **25 marks**
Meaning and concept of Scientific Research, Method and Methodology, Epistemology;
Types of Research: Exploratory, Descriptive, Comparative, Historical, Applied and Action
Research, Phenomology, Ethnomethodology, and Feminist research

Unit II: Qualitative and Quantitative Approaches

25 marks

Qualitative Research: Narrative Method, Oral History, Discourse Analysis, Content Analysis.
 Quantitative Research: Scaling and Measurement (Likert Scale, Sociometry, Ranking Techniques); Coding Classification, and Tabulation of Data; Correlation; Regression, Use of Software: SPSS, NVivo; Interpretation and Representation of Data

Suggested readings:

1. Bazeley, P., & Jackson, K. (2019). *Qualitative Data Analysis with NVivo* (3rd ed.). SAGE Publications.
2. Bernard, H. R. (2017). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (6th ed.). Rowman & Littlefield.
3. DeVellis, R. F., & Thorpe, C. T. (2021). *Scale Development: Theory and Applications* (5th ed.). SAGE Publications.
4. Fairclough, N. (2013). *Critical Discourse Analysis: The Critical Study of Language* (2nd ed.). Routledge.
5. Fetterman, D. M. (2019). *Ethnography: Step-by-Step* (4th ed.). SAGE Publications.
6. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
7. Garfinkel, H. (1967). *Studies in Ethnomethodology*. Prentice-Hall.
8. Geertz, C. (1973). *The Interpretation of Cultures*. Basic Books.
9. Goodenough, W. H. (1970). *Description and Comparison in Cultural Anthropology*. Cambridge University Press.
10. Harding, S. (1987). *Feminism and Methodology: Social Science Issues*. Indiana University Press.
11. Jackson, M. (1996). *Things as They Are: New Directions in Phenomenological Anthropology*. Indiana University Press.
12. Krippendorff, K. (2018). *Content Analysis: An Introduction to Its Methodology* (4th ed.). SAGE Publications.
13. Lett, J. (1987). *The Human Enterprise: A Critical Introduction to Anthropological Theory*. Westview Press.
14. Moreno, J. L. (1953). *Who Shall Survive? Foundations of Sociometry, Group Psychotherapy and Sociodrama*. Beacon House.
15. Pelto, P. J. (2016). *Applied Ethnography: Guidelines for Field Research*. Routledge.
16. Quantitative Research (Scaling, Coding, Statistics, and Software)
17. Riessman, C. K. (2008). *Narrative Methods for the Human Sciences*. SAGE Publications.
18. Van Maanen, J. (2011). *Tales of the Field: On Writing Ethnography* (2nd ed.). University of Chicago Press.
19. Vansina, J. (1985). *Oral Tradition as History*. University of Wisconsin Press.
20. Yow, V. R. (2014). *Recording Oral History: A Guide for the Humanities and Social Sciences* (3rd ed.). Rowman & Littlefield.

DISCIPLINE SPECIFIC ELECTIVE: PREHISTORIC ARCHAEOLOGY

ANT-644: ETHNOARCHAEOLOGY

Theory

Credit 4/100 marks

Course Learning Outcomes:

CLO1: Students will understand the basic and theorizing of ethnoarchaeology, its nature, origin, history and limits.

CLO2: They will learn the ethnoarchaeological methods, tools, challenges and ethics.

CLO3: They will learn about the case studies on ethnoarchaeology emphasizing on methods, data analysis and interpretation.

CLO4: They will learn the basic of archaeology & public, CRM and their nature, ethics and value.

PLO-CLO matrix for ANT-644

PLO	CLO1	CLO2	CLO3	CLO4
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓	✓	✓	
PLO 3: Communication Skills		✓	✓	✓
PLO 4: Learning and Adaptability	✓	✓	✓	✓
PLO 5: Global and Local Engagement	✓	✓	✓	✓
PLO 6: Humanistic, Constitutional, and Environmental Values		✓	✓	✓
PLO 7: Research Proficiency and Application	✓	✓	✓	✓
PLO 8: Interdisciplinary Integration	✓	✓	✓	✓
PLO 9: Ethical and Responsible Research Practices		✓	✓	✓
PLO 10: Employability and Professional Skills		✓	✓	✓

Unit-I Fundamentals in Ethnoarchaeology

25 marks

Ethnoarchaeology: its nature, origin and developmental history, Theorizing ethnoarchaeology and analogy. Site structure and activities. Current Debates - Critiquing Ethnoarchaeology.

Unit-II Ethnoarchaeological Approaches

25 marks

Ethnoarchaeological Field Approaches: Problems, Strategies and goal; Research Tools; Chain of operations. S-A processes, Ethnographic Analogy; Challenges and fieldwork ethics

Unit-III Case studies on Ethnoarchaeology

25 marks

Detailed studies of any two case studies from the given ethnic groups: Nukak (Colombian Amazon, Africa) Ngatatjara aborigines (Western Australia), Musahars, Kols, and Mallahs (South Central Ganga Valley, India), Hopi Indians (Arizona), Galos (Arunachal Pradesh), Awatimarka (An Andean Community, South America), and Kalinga (Luzon, Philippines).

Unit-IV Archaeology and Public- Management & Conservation

25 marks

Archaeology and Public: nature, ethics and value of Archaeological Record.; Philosophy and History of CRM, Archaeological Stewardship and rise of CRM; Tangible and intangible cultural resources; Heritage management and Traditional custodianship; Preservation and protection and Management Acts - The Athens Charter 1931, The Venice Charter, 1964, the Burra Charter 1979, Charter for the Protection and Management of the Archaeological Heritage, 1990

Suggested Readings:

1. Asari, S. 2005. Ethnoarchaeology of Prehistoric Settlement Pattern of South-Central Ganga Valley: *ISPQS Monograph Series No.4*. Indian Society for Prehistoric and Quaternary Studies: Pune.
2. Binford, L.R. *Nunamiut ethnoarchaeology*. New York: Academic Press. 1978.
3. Binford, S.R. and L.R. (Ed.) *New perspectives in Archaeology*. Chicago: Aldine Publ. Co. 1968.
4. Binford, S.R. *Constructing Frames of Reference*. University of California Press, Berkeley. 2001
5. Carol Kramer. *Pottery in Rajasthan: Ethnoarchaeology in two Indian cities*. Smithsonian and London: Smithsonian Institution Press. 1997.
6. David, N. & C. Cramer, *Ethnoarchaeology in Action*. Cambridge University Press, Cambridge. 2001
7. Gifford, Diane P. Ethnoarchaeological observations of natural processes affecting cultural materials. *Explorations in Ethnoarchaeology*, pp. 77-101, Richard A. Gould (ed.). U.S.A.: School of American Research. 1978
8. Gould, Richard A. (ed.) *Explorations in Ethnoarchaeology*, U.S.A.: School of American Research. 1978.
9. Gustavo G. Politis. *Nukak: Ethnoarchaeology of an Amazonian People*. California: Walnut Creek, C.A. 2007.
10. Jameson, John H., Jr. (Ed.) *Presenting Archaeology to the Public: Digging for Truths*. Walnut Creek, CA: AltaMira Press. 1997.
11. Kramer, Carol (ed.) *Ethnoarchaeology: Implications of Ethnography for Archaeology*, New York: Columbia University Press. 1979.
12. Kuznar, L.A. *Awatimarka: the ethnoarchaeology of an Andean herding community*. Fort Worth, TX: Harcourt Brace College Publishers. 1995.
13. Longacre, W.A. and J.M. Skibo (Eds.) *Kalinga Ethnoarchaeology: Expanding archaeological method and theory*. Washington, DC: Smithsonian Institution Press.
14. Marciniak, A., and N. Yalman, (eds.) *Contesting Ethnoarchaeologies: Traditions, Theories, Prospects*. New York: Springer. 2013.
15. Stark, M. T. Pottery economics: a Kalinga ethnoarchaeological study. Ph.D Thesis, University of Arizona.

ANT-645: RESEARCH METHODS IN ARCHAEOLOGICAL ANTHROPOLOGY

Theory

Credit 2/50 marks

Course Learning Outcomes (CLOs)

CLO1: Develop a critical understanding of archaeological research design, site investigation, sampling strategies, documentation procedures, and scientific methods employed in the recovery, analysis, and interpretation of archaeological data.

CLO2: Apply ethnoarchaeological and experimental research methods to investigate material culture, spatial organization, technological practices, and human behavior, and design independent archaeological research projects integrating archaeological and ethnographic evidence.

PLO-CLO mapping matrix for ANT-645

Program Learning Outcomes (PLOs)	CLO 1	CLO 2
PLO 1: Enhanced Disciplinary knowledge and understanding	✓	✓
PLO 2: Critical Thinking and Problem-Solving	✓	✓
PLO 3: Communication Skills		✓
PLO 4: Learning and Adaptability	✓	✓
PLO 5: Global and Local Engagement		✓
PLO 6: Humanistic, Constitutional, and Environmental Values	✓	
PLO 7: Research Proficiency and Application	✓	✓
PLO 8: Interdisciplinary Integration	✓	✓
PLO 9: Ethical and Responsible Research Practices	✓	✓
PLO 10: Employability and Professional Skills	✓	✓

Unit-I Foundations of Archaeological Research, Archaeological Record, and Data

Recovery

25 marks

Foundations of Archaeological Research: Research design and sources of archaeological data; Archaeological Record: Context, association, and provenience; Material Culture and Human Behaviour: production, distribution and consumption systems, Architecture and settlement patterns; Components of the Archaeological Record: Artifacts, Eco facts, Features, Socio-facts and Ideo-facts. Sieving and flotation methods.

Unit-II Sampling Techniques, and Advanced Ethnoarchaeology Research Methods

25 marks

Sampling strategies: Survey Sampling Techniques: Quadrat Sampling, Grid Sampling; Sampling Techniques in Excavation: Test Pit Sampling, Test Trench Sampling; Sampling for Ethnoarchaeological Research: Spatial Sampling. Household archaeology and activity-area studies, Subsistence practices and food processing, Use-wear and discard behavior, Documentation of traditional technologies and craft production; Advanced Approaches in Archaeological Research: Experimental archaeology, Conservation and storage of excavated materials.

Suggested reading:

1. Amick, D. S., and R. P. Mauldin, eds. 1989. *Experiments in lithic technology*. British Archaeological Reports International Series 528. Oxford: Archaeopress.
2. Asari, S. 2005. Ethnoarchaeology of Prehistoric Settlement Pattern of South-Central Ganga Valley: *ISPQS Monograph Series No.4*. Indian Society for Prehistoric and Quaternary Studies: Pune.
3. Binford, L.R. *Nunamiut ethnoarchaeology*. New York: Academic Press. 1978.
4. Binford, S.R. and L.R. (Ed.) *New perspectives in Archaeology*. Chicago: Aldine Publ. Co. 1968.
5. Binford, S.R. *Constructing Frames of Reference*. University of California Press, Berkeley. 2001
6. Carol Kramer. *Pottery in Rajasthan: Ethnoarchaeology in two Indian cities*. Smithsonian and London: Smithsonian Institution Press. 1997.
7. Coles, John Morton. 1979. *Experimental Archaeology*. London: Academic Press. David, N. & C. Cramer, *Ethnoarchaeology in Action*. Cambridge University Press, Cambridge. 2001
8. Gifford, Diane P. Ethnoarchaeological observations of natural processes affecting cultural materials. *Explorations in Ethnoarchaeology*, pp. 77-101, Richard A. Gould (ed.). U.S.A.: School of American Research. 1978
9. Gould, Richard A. (ed.) *Explorations in Ethnoarchaeology*, U.S.A.: School of American Research. 1978.
10. Hodder, I. 1992. *Theory and Practice in Archaeology*. London: Routledge.
11. Hranicky, W. J. 2006. *Experimental Archaeology: A Science for Studying Native American Prehistoric Technology*.
12. Lucas, Gavin. 2001. *Critical Approaches to Field Work: Contemporary and Historical Archaeological Practice*. London: Routledge.
13. Schiffer Michael B. 1978. *Advances in Archaeological Method and Theory*. Academic Press, USA.
14. Shott, M. J. 2003. *Chained operative and reduction sequence*. *Lithic Technology* 28:95–105.
15. Yellen, J. E. 1977. *Archaeological Approaches to the Present: Models for Reconstructing the Past*. New York: Academic Press.

END OF IV SEMESTER
