

Syllabus



Department of Anthropology and Tribal Development

School of Studies of Life Sciences

**Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)
(A Central University)**

**B.A./B.Sc. Four Years Degree Honours Program
(Under NEP 2020)**

27th January, 2025

Course Structure

Semester- I

CATEGORY	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	ANUAMJT1	Introduction to Socio-cultural Anthropology		3		30	70	100	3
Minor	ANUAMNT01	Introduction to Biological Anthropology		3		30	70	100	3
MDC/ID	MDCANT01	Basics of Socio-Cultural Anthropology		2		30	70	100	2
AEC		Hindi		2		30	70	100	2
SEC	SECAANT01	Indian Society, Culture and Development		2		30	70	100	2
VAC-4	VACAANT04	Tourism Anthropology		2		30	70	100	2
TOTAL				14		180	420	600	14
Practicals									
Major	ANUAMJL1	Introduction to Socio-Cultural Anthropology (Practical)	-	-	1	30	70	100	1
Minor	ANUAMNL01	Biological Anthropology (Practical)	-	-	1	30	70	100	1
TOTAL			-	-	2	90	210	300	2
GRAND TOTAL			-	14	2	270	630	900	14+2=16

Total Credits: 16

Total Contact Hours: 18

Total Marks: 800

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted

Semester- II

S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	ANUBMJT2	Introduction to Archaeological Anthropology		3		30	70	100	3
VOC-2	VOCBANT02	Tribal Society, Ecology and Development		1		30	70	100	1
MDC/Inter-disciplinary	MDCBANT02	Applications of Anthropology in Society (Multidisciplinary)		3		30	70	100	3
AEC		English communication		2		30	70	100	2
SEC	SECBANT02	Basics of Statistical Package Social Sciences		2		30	70	100	2
VAC-4	VACBANT04	Tourism anthropology		2		30	70	100	2
TOTAL				13		150	350	500	13
Practicals									
Major	ANUBMJL2	Introduction to Archaeological Anthropology (Practical)			1	30	70	100	1
VOC-2	VOCBANL02	Tribal Society, Ecology and Development (Practical)			3	30	70	100	3
TOTAL					4	90	210	300	4
GRAND TOTAL				13	5	240	560	800	13+4= 17

Total Credits: 17

Total Contact Hours: 21

Total Marks: 800

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.

Semester- III

S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	ANUCMJT3	Indian Prehistory		3		30	70	100	3
Major	ANUCMJT4	Research Methodology		3		30	70	100	3
VOC-3	VOCCANT03	Medical Anthropology		1		30	70	100	1
MDC/Inter-Disciplinary	MDCCANT03	Biological Diversity in Human Populations		2		30	70	100	2
AEC		Hindi		2		30	70	100	2
SEC	SECCANT02	Museum Anthropology		2		30	70	100	2
VAC-2	VACCANT02	Study of Human Skeletons		2		30	70	100	2
TOTAL				15		210	490	700	15
Practical									
Major	ANUCMJL1	Indian Prehistory (Practical)			1	30	70	100	1
Major	ANUCMJL4	Research Methodology (Practical)			1	30	70	100	1
VOC-3	VOCCANL03	Medical Anthropology (Practical)			3	30	70	100	3
TOTAL				15	5	90	210	300	5
GRAND TOTAL				15	5	240	560	900	15+5=20

Total Credits: 20

Total Contact Hours: 25

Total Marks: 900

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.

Semester- IV

S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	ANUDMJT5	Theories of Culture and Society		3		30	70	100	3
Major	ANUDMJT6	Prehistory of Europe		3		30	70	100	3
Major	ANUDMJT7	Human Evolution		3		30	70	100	3
VOC-4	VOCANT04	Evaluation of Nutrition and Growth		1		30	70	100	1
AEC		English-Soft Skill		2		30	70	100	2
TOTAL				12		150	350	500	12
Practical									
Major	ANUDMJL5	Practical on Theories of Culture and Society			1	30	70	100	1
Major	ANUDMJL6	Practical on Prehistory of Europe			1	30	70	100	1
Major	ANUDMJL7	Practical on Human Evolution			1	30	70	100	1
VOC4	VOC DANL04	Practical on Evaluation of Nutrition and Growth			3	30	70	100	3
TOTAL					6	120	280	400	6
GRAND TOTAL				12	6	270	630	900	12+6=18

Total Credits: 18

Total Contact Hours: 24

Total Marks: 900

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted

Anthropology and Tribal Development

Programme Outcomes: Graduates will be able to:

PO 1: The students will have a fundamental and systematic or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects;

PO 2: The students will have knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public services;

PO 3: A skilful group of students with different specialisations of Anthropology and emerging developments in the field of Anthropology will be available in the market.

PO 4: Students will demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with human society.

PO 5: All the stakeholders including the students will recognise the importance of qualitative as well as quantitative data and approaches/methods in comprehending the human society.

PO 6: Students will plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and report accurately the findings of the experiment/field investigations while relating to the conclusions/findings to relevant theories of Anthropology.

PO 7: The students will demonstrate relevant generic skills and global competencies such as:

PO 8: Students will possess problem solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may cross discipline-area boundaries;

PO 9: Students will be competent enough in investigating skills, related to Anthropology-related issues and problems;

PO 10: Students will be equipped with communication skills involving the ability to listen carefully, to read text and research papers analytically and to present complex information in a concise manner to different groups/audiences;

PO 11: Analytical skills of the students will be increased and ability to construct logical arguments using correct technical language related to Anthropology;

PO 12: Personal skills ability of the students will be increased to work both independently and in a group.

Programme Specific Outcomes:

The students will demonstrate professional behavior such as:

P.S.O.1. Being objective, unbiased and truthful in all aspects of work and avoiding unethical behavior such as fabricating, falsifying or misrepresenting data or to committing plagiarism;

P.S.O.2. Demonstrate varying types of ethnographic data are collected, analyzed, synthesized and interpreted to achieve the goals.

P.S.O.4. Communicate anthropological knowledge effectively through written, oral and data collection and presentation, varying formats for diverse audiences.

P.S.O.5. Will appreciate the intellectual, environmental and sustainability issues; and

P.S.O.6. Students will apply research skills- Field-work, Ethnography, comparative methods of Data collection, data analysis and interpretation.

1st Semester

B.A./B.Sc. Ist Semester
ANUAMJT1: Introduction to Social - Cultural Anthropology
(Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUAMJT1	3	1	-	4 hours	30	70	100	3

Course Objectives:

- C.O.-1. To provide brief concept, meaning and definitions of Social anthropology
- C.O-2. To provide scope of Social anthropology
- C.O-3. To introduce briefly the concept of social institution like family, kinship and marriage.
- C.O-4. To enhance the basic knowledge of the students on the functioning of political institutions.
- C.O-5. To appraise students on the functioning of various social and economic organizations in the society.

Syllabus Contents

- Unit I:** Social and Cultural Anthropology: Meaning, Scope and development of social and cultural anthropology; Relationship with other social sciences.
- Unit II:** Basic Concepts in Cultural Anthropology: Concept of culture, characteristics of culture; Attributes of culture: culture trait, culture complex, cultural area;
- Unit III:** Basic Concepts in Social Anthropology: Social structure and social organization; Culture and Civilization.
- Unit IV:** Social Institutions: Family – Definition, characteristics, typology, functions, changes in the concept; Marriage – Definition, typology of marriage, ways of acquiring mates, bride price and dowry; Kinship: definition; Types of kinship terms: classificatory and descriptive, Kinship Behaviour – Joking and avoidance relationship.
- Unit V:** Economic Organization: Concept and scope, characteristics of primitive and peasant economy; Religion, Magic and Science: Concept and meaning of primitive religion: Animism & Animatism, Manaism, Magic – Types, Sorcery, Witchcraft, Shamanism, Taboo; Political Organization: Types – Band, tribe, chiefdom, state.

Suggested Readings

1. Davis, Kingsley. (1949). Human Society. New York: Macmillan Co.
2. Metcalf, Peter. (2005). Anthropology: the Basics. Abingdon [England]: Routledge.
3. Barnard, Alan. (2000). History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press.
4. Nadel, S. F. (1951). The Foundations of Social Anthropology. Glencoe, III: Free Press.
5. Harris, C. C. 1990. Kinship Concepts in Social Thought. Minneapolis: University of Minnesota Press.
6. Levi-Strauss, Claude. 1969. The elementary structures of kinship. Boston: Beacon Press.
7. Goody, Jack, and Meyer Fortes. 1973. The Character of kinship. Cambridge [Eng.]: University Press.
8. Trautmann, Thomas R. 1981. Dravidian Kinship. Cambridge studies in social anthropology. Cambridge: Cambridge University Press.
9. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African systems of kinship and marriage. London: Published for the International African Institute by the Oxford University Press.
10. Farber, Bernard. 1966. Kinship and family organization. New York: Wiley.
11. Barnes, J. A. 1971. Three styles in the study of kinship. Berkeley: University of California Press.
12. Karve, Irawati. 1968. Kinship organization in India. London: Asia Publication House.

Course Outcome

- P.O- 1.** Students have the knowledge on the basics of social anthropology.
- P.O.2.** Students have the knowledge on the basics of Cultural anthropology.
- P.O.3.** Students understood the basics of Indian social institutions and their functioning.

P.O.4. They have the understanding of the functioning of various social institutions in the society.

P.O.5. The students have a clear understanding on economic and political institutions of the society.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. Ist Semester

ANUAMJL1: Introduction to Socio-Cultural Anthropology (Major-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUAMJL1	-	-	2	4 hours	30	70	100	2

Course Objectives

- C.O-1. To provide conceptual understanding of methods of socio-cultural anthropology.
- C.O.2. To enhance the practical knowledge on the techniques used in anthropology.
- C.O.3. To clarify students on various tools and techniques of field work methods in anthropology.
- C.O.4. Students are appraised on various qualitative methods, tools and techniques used in social anthropology.
- C.O.5. The students will be taught the preparation of various study tools.

Syllabus

Unit-1. Introduction to the Anthropology Methods: Why anthropology is important for social research

Unit-2. Techniques and methods in collection of data in Social Anthropology

Unit-3. Development and application of Observation and Interview

Unit-4. Development and application of Questionnaire and Schedule

Unit-5. Development and application of Case study & Life history

Suggested Readings:

1. Bernard H.R. (1940). Research Methods in Cultural Anthropology. Newbury Park: Sage Publications.
2. Karen O'Reilly. (2012). 'Practical Issues in Interviewing', Ethnographic Methods. Abingdon: Routledge.
3. Goode and Hatt (1952). Methods in Social Research, Mac-Graw Hill
3. O'reilly K. (2012). Ethnographic Methods. Abingdon: Routledge.
4. Royal Anthropological Institute of Great Britain and Ireland (1971). Methods in Notes and Queries on Anthropology. London: Routledge & Kegan Paul Ltd.

Course Outcome:

- P.O.1. Students are comfortable to use their knowledge of various tools and techniques of field work method.
- P.O.2. Students know the importance of anthropological methods in research
- P.O.3. Students gained the basics of the practical knowledge to formulate the qualitative study tools.
- P.O.4. The students have the knowledge of applying the observation and interview techniques.
- P.O.5. The under graduate students gained the basics of the practical knowledge to formulate the quantitative study tools.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. Ist Semester

ANUAMNT01: Introduction to Biological Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUAMNT01	3	1	-	4 hours	30	70	100	2

Course Objectives:

CO-1. To introduce the students to the basic concept, meaning, scope and major divisions of Biological Anthropology.

CO-2. To explain how human being acts as the central figure of Anthropology .

CO-3. This paper is also intended to acquaint the students with some of the significant issues like evolution of man and evidences of evolution.

CO-4. To provide the basic concept of human genetics, human growth and human variation.

CO-5. To represent the differences between man and other animals and to justify the systematic position of man in animal kingdom.

Syllabus Contents:

- Unit I:** Meaning and scope of anthropology, branches of anthropology; History and subject matter of physical/biological Anthropology; Relationship of physical/biological anthropology with other disciplines: medical and health sciences, life sciences, earth sciences, and environmental sciences.
- Unit II:** Fundamentals of physical/biological anthropology: a. Human Evolution; b. Human Variations c. Human Genetics; d. Human Growth and Development
- Unit III:** Theories of organic evolution (Lamarckian, Darwinian, and Synthetic).
- Unit IV:** Position of man in animal kingdom: living primates, distribution, characteristics, phylogeny, classification; comparative anatomy of man and apes; Primate Behaviour.
- Unit V:** Concept of race, genetic basis of race, UNESCO Statement on Race; ethnic group, racial classification of human populations (H.H Risley and B.S Guha's classification)

Suggested Readings:

1. Craig Stanford, John S. Allen and Susan C. Anton (2008) Biological Anthropology (2nd Edition).
2. John Buettner-Janusch (1969) Origins of Man. Wiley Eastern Pvt Ltd
3. E. L. Simon (1972) Primate Evolution: An Introduction to Man's Place in Nature. New York, MacMillan.
4. Craig Stanford, John S. Allen and Susan C. Anton (2009) Exploring Biological Anthropology: The Essentials, Prentice Hall.
5. Michael Park (2007) Biological Anthropology: An Introductory. Reader, McGraw Hill.
- 7 P. K. Seth & S Seth (1986) Perspectives in Primate Biology. New Delhi, Today & Tomorrow Printers.
8. John G. Fleagle (1999) Primate Adaptation and Evolution. Elsevier.
- 9 E.A. Hooton (1947) Up from the Ape. New York, MacMillan.
- 10 M. F. Ashley Montague (1977) *UNESCO Statement on Race*. New York, Academic Press.
11. G.A.Harrison et al. (1988) Human Biology. Oxford, Oxford University Press.

Course Outcomes:

P.O-1. The students have a clear knowledge about the subject matter of Biological Anthropology

P.O-2. They find out the relationship of biological anthropology with other disciplines.

P.O-3. They have an understanding of biology, genetics, and fossil evidence to examine the process of human biological and cultural evolution over time.

P.O-4. Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom.

P.O-5. Students understand about the historical and contemporary issues such as race.

Course Outcomes and their Mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. Ist Semester

ANUAMNL01: Introduction to Biological Anthropology (Minor-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUAMNL01	-	-	2	4 hours	30	70	100	2

Course Objectives:

CO-1. To provide the knowledge on head measurements such as Maximum head length, Maximum head breadth, Head circumference, Minimum frontal breadth, Maximum bizygomatic breadth

CO-2. To study about the measurements related to face.

CO-3. To provide knowledge on some nasal as well as linear measurements.

CO-4. This paper is also intended to acquaint the students with some of the somatoscopic variations observed in head, hair and face.

CO-5. To make the students familiar with the variations in terms of nose, eye and skin and understand its importance in the course of evolution.

Syllabus:

Somatometry-

Unit-I: Maximum head length, Maximum head breadth, Head circumference, Minimum frontal breadth, Maximum bizygomatic breadth

Unit-II: Physiognomic facial height, Morphological facial height, Physiognomic upper facial height, Morphological upper facial height, Bigonial breadth

Unit-III: Nasal height, Nasal length, Nasal breadth, Stature, Sitting height, Body weight

Somatoscopy-

Unit-IV: Head form, Hair form, Facial form, Hair colour

Unit-V: Nose form, Eye colour, Eye form, Skin colour

Suggested Readings:

1. I. P. Singh & M. K. Bhasin. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. D. Mukherjee, D. Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. B.M. Das & R. Deka. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
4. S.J. Ulijaszek and C.G.N. Mascie-Taylor. Anthropometry: the individual and the population.
5. B. M. Das. Outlines of Physical Anthropology. New Delhi.
6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

Course Outcomes:

PO-1. Students understand how somatometric measurements related to head in studying evolutionary changes in modern humans.

PO-2. The students have the knowledge about the importance of facial measurements in the course of

evolution & human variation.

PO-3. The students have the knowledge on various nasal as well as linear measurements.

PO-4. The students are able to identify the variations observed in terms of head, hair and face in human beings.

PO-5. The students are able to differentiate the human populations in respect of nose, eye and skin colour.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester
MDCANT01: Basics of Socio-Cultural Anthropology (MDC/Inter-Disciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
MDCANT01	3	1	-	4 hours	30	70	100	2

Course Objectives

C.O.1. To provide basic concept of socio-cultural anthropology and explain the scope and different branches of social anthropology.

C.O.2. To provide knowledge about the social institutions such as marriage, family, and economic system in social evolution.

C.O.3. To provide knowledge about the social institutions like caste system and varna system in India.

C.O.4. To enhance the knowledge about theories of society and culture such as evolutionism and diffusionism.

C.O.5. To enhance the knowledge about theories of society and culture such as functionalism and structural-functionalism.

Syllabus:

Unit-I: Basic concepts: Scope, Development of Socio-Cultural Anthropology, Branches of Social Anthropology, Relationship with other Social Sciences.

Unit-II: Social Institutions- Family, Marriage, Economic system, caste system, Varna system

Unit-III: Theories of society and culture; Evolutionism and Diffusionism

Unit-IV: Theory of Functionalism.

Unit-V: Theory of Structural-Functionalism

Suggested Readings

1. Davis, Kingsley.(1949). Human Society. New York: Macmillan Co.
2. Metcalf, Peter. (2005). Anthropology: the Basics. Abingdon [England]: Routledge.
3. Barnard, Alan. (2000). History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press.
4. Nadel, S. F. (1951). The Foundations of Social Anthropology. Glencoe, III: Free Press.
5. Harris, C. C. 1990. Kinship Concepts in Social Thought. Minneapolis: University of Minnesota Press.
6. Levi-Strauss, Claude. 1969. The elementary structures of kinship. Boston: Beacon Press.
7. Goody, Jack, and Meyer Fortes. 1973. The Character of kinship. Cambridge [Eng.]: University Press.
8. Trautmann, Thomas R. 1981. Dravidian Kinship. Cambridge studies in social anthropology. Cambridge: Cambridge University Press.
9. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African systems of kinship and marriage. London: Published for the International African Institute by the Oxford University Press.
10. Farber, Bernard. 1966. Kinship and family organization. New York: Wiley.
11. Barnes, J. A. 1971. Three styles in the study of kinship. Berkeley: University of California Press.
12. Karve, Irawati. 1968. Kinship organization in India. London: Asia Publication House

Course Outcome:

C.O.1. The students have the basic concept of socio-cultural anthropology and explain the scope and different branches of social anthropology.

C.O.2. The students are acquainted with the social institutions such as marriage, family, and economic system in social evolution.

C.O.3. They have the knowledge about the social institutions like caste system and varna system in India.

C.O.4. They have the knowledge about theories of society and culture such as evolutionism and diffusions.

C.O.5. They have enhanced knowledge about theories of society and culture such as functionalism and structural-functionalism.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. Ist Semester
SECAANT01: Indian Society, Culture and Development (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
SECAANT01	3	1	-	4 hours	30	70	100	3

Course Objectives:

- C.O.1. To provide briefly the basic concept of Indian Culture.
- C.O.2. To briefly introduce the concept of human settlements in India.
- C.O.3. Provide basic knowledge about various social institutions and practices in India.
- C.O.4. To enhance the basic knowledge on the concept of Hinduism and Hindu Religious Systems.
- C.O.5. Appraise the students on the British impact on Indian Culture, Polity and Economy

Syllabus:

- Unit-I** Salient features of Indian Culture, Meaning and process of culture; Sources of Indian Culture- Archaeology, Literature, Foreign accounts.
- Unit-II** Early Human Settlements in India – pre and proto historic cultures, Indus Civilization-Origin, extent, date and art, architecture, religion, society, economy.
- Unit-III** Vedic Culture- Veda and Vedangas. Political institutions, Social and economic conditions, religious practices & ideas.
- Unit-IV** Evolution of Pauranic Hinduism and Hindu Religious Systems- Vaishnavism, Saivism, Shaktism Buddhism and Jainism etc.
- Unit-V** British impact on Indian Culture, Polity and Economy, Freedom Struggle and emergence of Modern Indian state, Modern Indian languages, literature, art and architecture, performing arts.

Suggested Readings:

1. Sri Aurobindo: Foundation of Indian Culture
2. Dr. Radhakrishnan : Indian Culture
3. K.A.Nilakantha Sastri: A History of Ancient India.Part-I
4. K.A.Nilakantha Sastri & G.Srinivasacharya :Advanced History of India.
5. A.L.Basham : Cultural History of India
6. Romita Thaper : Ancient Indian Social History:Some Interpretation.
7. Ramasankara Tripathy: History of Ancient India.
8. R.C. Majumdar: Ancient India.
9. Yogendra singh:Cultural change in India.
10. Marshal J Mohenjodaro and the Indus Civilization
11. L.P. Vidyarthi: Conflict, Tension and Cultural Trend In India
12. J.B.Carman and F.A.Marglin: Purity and Auspiciousness in Indian Society

Course Outcome:

- P.O.1. Students understand the Indian culture from Indian perspective.
- C.O.2. Students knowledge on various settlement patterns Indian society is visible.
- C.O.3. Students have the ideas about various social institutions and practices in India.
- C.O.4. Students understand the concept of Hinduism and Hindu Religious Systems.
- C.O.5. Students understand British impact on Indian Culture, Polity and Economy from Indian perspective.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. Ist Semester

VACAANT04: Tourism Anthropology (Value Added Course –VAC-4)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VACAANT04	3	1	-	4 hours	30	70	100	3

Course Objectives:

- C.O.1. To provide knowledge briefly on the basic concept of Anthropology of Tourism .
C.O.2. Students will be taught on the purposes of tourism and tourism regulations of India.
C.O.3. Students will be taught about the Tourism Services and Operation and their importance in tourism prospects.
C.O.4. Students will be provided knowledge on various Tourism Policies and their implications on tourism development,
C.O.5. To appraise the students on the prospects of tourism and challenges in Chhattisgarh.

Syllabus Contents:

- Unit I:** Meaning, concept and Types of Tourism.
Unit II: Purpose of Tourism, Modern Tourism, Tourism Regulations.
Unit III: Tourism Services and Operation: Transport, Accommodation, and Tourist Marketing, Promotional Events,
Unit IV: Tourism Policy and development, Eco-Tourism, Globalisation and Modernisation of Tourism.
Unit V: Tourism in Chhattisgarh,: Eco-Tourism, Religious Tourism, Challenges and Prospects, of Tourism in Chhattisgarh.

Suggested Readings:

1. Crick, M. 1995. The Anthropologists as Tourists: An Identity in question, Sage Publication, London.
2. Chambers,E. 2000. Native Tours: The Anthropology of Travel and Tourism, Prospect Height: Waveland.
3. Nash,D. 1996. Anthropology of Tourism, New York, Pentagon. Chambers

Course outcome:

- P.O.1. Students have an idea about the concept and meaning of tourism. .
P.O.2. They understand the purposes of tourism and tourism regulations of India.
P.O.3. Students have the understanding of the Tourism Services and their Operation.
P.O.4. Students are acquainted with various Tourism Policy and development,
P.O.5. They have the understanding of the prospects of tourism and challenges in Chhattisgarh.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

2nd Semester

B.A./B.Sc. IInd Semester
ANUBMJT2: Introduction to Archaeological Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUBMJT2	3	1	-	4 hours	30	70	100	4

Course Objectives:

C.O.1. To provide the basic conceptual understanding, meaning and definition of the archaeological anthropology.

C.O.2. To provide a basic knowledge about relative dating methods in archaeology.

C.O.3. To transfer basic knowledge about the Geological Time Scale adopted in Pre-Historic archaeology.

C.O.4. To teach on various technique of tool manufacturing methods and Tools typology.

C.O.5. To provide knowledge on evidence of Prehistoric Culture Character, distribution and interpretation of habitat and economy of the prehistoric men.

Syllabus:

Unit I: Introduction

- Definition and scope of archaeological anthropology.
- Relationship with other disciplines.
- Methods of studying archaeological anthropology

Unit II: Methods of Estimation of Time and Reconstruction of the Past

- Absolute dating methods (c¹⁴)
- Relative dating methods (Stratigraphy)

Unit III: Geochronology of Pleistocene Epoch

- Detailed Structure of Geological Time Scale
- Glacial and Interglacial periods
- Pluviation and Inter Pluviation periods

Unit IV: Understanding Culture

- Technique of tool manufacture
- Classification of lithic tools and typology

Unit V: General Framework of Palaeolithic Culture:

Highlighting the Character, distribution and interpretation of habitat and economy of:

- i Lower palaeolithic;
- ii Middle palaeolithic;
- iii Upper palaeolithic;
- iv Mesolithic culture;
- v. Neolithic culture

Suggested Readings

1. Allchin and Allchin (1993). The Rise of Civilization of India and Pakistan. Cambridge University Press
2. Bhattacharya D.K. (1978). Emergence of Culture in Europe, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). Old Stone Age Tools and Techniques. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). Palaeolithic Europe. Netherlands, Humanities Press.
5. Champion et al. (1984). Prehistoric Europe. New York, Academic Press.
6. Fagan B.M. (1983). People of Earth: An Introduction. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). African Archaeology. Cambridge, Cambridge University Press.
8. Sankalia H.D. (1964). Stone Age Tools. Poona Deccan College
9. K.P. Oakley; 1965: Man the tool-maker, Trustees of the British Museum (Natural History), London.

Course outcome:

- C.O.1. The students have the basic understanding of archaeological anthropology and will also make aware about the academic prospective of this subject.
- C.O.2. The students have the knowledge of the present and past culture of human being and about the civilization.
- C.O.3. The students understand the Geological Time Scale to define pre-historic archeology about human evolution.
- C.O.4. The students have the knowledge on various techniques of tool making and tool typology.
- C.O.5. The students have the knowledge on the evidence of Prehistoric Culture Character, distribution and interpretation of habitat and economy of the prehistoric men.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester

ANUBMJL2: Introduction to Archaeological Anthropology (Major-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUBMJL2	-	-	2	4 hours	30	70	100	4

Course Objectives:

- C.O.1. To provide the basic knowledge of practical in archaeology as a sub discipline of anthropology.
- C.O.2. To enhance and spread the knowledge on the skill of making of various tools and typology.
- C.O.3. To strengthen the knowledge of various tool applications in relation to the changing ecology.
- C.O.4. To provide fundamental knowledge of various tool types such as core, flake and blade tools.
- C.O.5. To make students aware of the culture in different geological eras.

Syllabus :

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types of:

Unit-1. Palaeolithic Culture (Lower, Middle and Upper)

Unit-2 Core Tool Type of Lower Palaeolithic

Unit-3. Flake Tool Type of Lower Palaeolithic

Unit-4. Bone Tools of Lower Palaeolithic

Unit-5. Mesolithic Culture and Neolithic Culture

Suggested Readings:

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

Course Outcome:

- C.O.1. The students are appraised of general conceptual understanding of archaeology understood of various tools and techniques of tool manufacturing.
- C.O.2. The students are enabled to identify the different types of tools.
- C.O.3. The students are acquainted with various techniques of tool manufacturing and practical knowledge to draw different tools.
- C.O.4. The students have the knowledge of various tool applications in relation to the changing ecology.
- C.O.5. The students have the understanding of various culture of of different geological time periods.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. II Semester

VOCBANT02-Tribal Society, Ecology and Development (Vocational Course)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCBANT02	1	-	-	01 hours	30	70	100	01

Course Objectives:

The primary objective of the course is to provide students with the necessary knowledge and analytical skills to assess the economic implications on the environment critically and to investigate sustainable remedies.

C.O.1. To transfer knowledge to the students on the principles of ecology, theories of economics.

C.O.2. To appraise the students on various natural resources available and used for livelihood by the tribal people.

C.O.3. The students will be informed about the ecological systems, ecological functions, biodiversity, the economic significance of biodiversity in tribal region.

C.O.4. The students will be informed about the uneven development, forced migration, and environmental challenges.

C.O.5. To provide students with the necessary knowledge and analytical skills to assess the economic implications on the environment critically and to investigate sustainable remedies.

Syllabus Contents

Unit I: Tribal society: Concept of Tribe, tribal ecology and eco-system.

Unit II: Ecological Transition: Hunter Gatherers, Nomads and Shifting Cultivators, Plane land agriculture, industrialization and market economy

Unit III: Theory of Economics: Overview of the Theory of economics, sustainability and Indian Knowledge System.

Unit IV: Economics of Natural Resources: Impact, causes, and consequences of resource degradation, Distress migration and its relationship to environmental factors, Environment Law and EIA.

Unit V: Ecological Movements in India: Causes and Consequences; Role of biodiversity in supporting economic systems. Biodiversity Act 2002. Tribal practices for biodiversity conservation.

Suggested Readings:

1. Applebaum H.A. (1987) Perspectives in Cultural Anthropology. Albany: State University of New York.
2. Barnard A. (2000). History and Theory in Anthropology. Cambridge: Cambridge University.
3. McGee R.J. and Warms R.L. (1996) Anthropological Theories: An Introductory History.
4. Moore M. and Sanders T. (2006). Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing.
5. Ranga Ranjan Das (2020): Society Culture and Heritage North eastern Perspective by Heritage Foundation.
6. Manuel C. Molles Jr.: Ecology: Concepts and Applications
7. Mark Maslin: Climate Change: A Very Short Introduction.
8. Shivendu K. Srivastava and Divya Sharma: Biodiversity Law and Governance: Insights from India
9. <https://www.nlnagpur.ac.in/PDF/2022/MNLU%20Nagpur%20CLR%20Vol%205%20No>

Course Outcomes:

C.O.1. The students will have an understanding of the fundamental principles of ecology and its application to environmental management.

C.O.2. The students will have an understanding on Indian Knowledge System.

C.O.3. Understand the importance of biodiversity and its role in the economy, application to environmental management.

C.O.4. Able to explore the consequences of imbalance development and distress migration.

C.O.5. students are able to analyze the economics of natural resources and their sustainable management.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. II Semester

VOCBANL02-Tribal Society, Ecology and Development (Vocational Course) Practical

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCBANL02	3	-	-	06 hours	30	70	100	01

Course Objectives:

The primary objective of the course is to provide students with practical knowledge and analytical skills to assess the economic implications on the environment critically and to investigate sustainable remedies in tribal society.

C.O.1. To gain practical knowledge by the students on the principles of ecology and relationships with the tribal societies.

C.O.2. To understand various natural resources available and use for livelihood by the people.

C.O.3. To teach students how to identify the economic significance of biodiversity in tribal region.

C.O.4. To train the students on various methodologies used to document various problems of uneven development, forced migration and environmental challenges.

C.O.5. To appraise students with the necessary knowledge and analytical skills to assess the economic implications on the environment critically and to investigate sustainable remedies.

Syllabus Contents:

Unit I: To identify and use various criteria's to distinguish among the tribal economies like Hunter Gatherers, Nomads and Shifting Cultivators, Plane land agriculture.

Unit II: To prepare study Tools to study tribal ecology and eco-system in various tribal economies.

Unit III: To make a basic review of a research paper on tribal economies

Unit IV: To identify and prepare a brief report on the consequences of migration, natural resources depletion and environmental effects on tribal economy.

Unit V: To identify various areas of intervention by using Indian Knowledge System in agriculture and health and disease treatment.

Suggested Readings:

1. Applebaum H.A. (1987) Perspectives in Cultural Anthropology. Albany: State University of New York.
2. Barnard A. (2000). History and Theory in Anthropology. Cambridge: Cambridge University.
3. McGee R.J. and Warms R.L. (1996) Anthropological Theories: An Introductory History.
4. Moore M. and Sanders T. (2006). Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing.
5. Ranga Ranjan Das (2020): Society Culture and Heritage North-Eastern Perspective by Heritage Foundation.
6. Manuel C. Molles Jr.: Ecology: Concepts and Applications
7. Mark Maslin: Climate Change: A Very Short Introduction.
8. Shivendu K. Srivastava and Divya Sharma: Biodiversity Law and Governance: Insights from India
9. <https://www.nlnagpur.ac.in/PDF/2022/MNLU%20Nagpur%20CLR%20Vol%205%20No%202.pdf>

Course Outcomes:

C.O.1. The students will be able to develop various criteria and will have the knowledge to distinguish different economies in human evolution.

C.O.2. The students will have the skill of preparing study tools for use in the field.

C.O.3. The students will know how to make review of the research papers relating to document the effects of development on tribal society.

C.O.4. The students will be able to document various problems of uneven development, forced migration, and environmental challenges faced by the tribal societies.

C.O.5. The students will be able to identify and make use of Indian Knowledge System in agriculture, health and disease treatment.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester
MDCBANT02: Applications of Anthropology in Society (MDC/Inter-Disciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
MDCBANT02	3	1	-	4 hours	30	70	100	3

Course Objectives

CO-1: To provide the basic knowledge of applied biological anthropology and explain the scope and various applications of Biological Anthropology

CO-2: To provide the knowledge on the application of human genetics in medico-legal cases and also about the genetic counselling, genetic screening and genetic engineering.

CO-3: To teach the students about the applied aspects of Socio-cultural Anthropology.

CO-4: To enhance the knowledge of the students on the applications of anthropology in the field of industry, education and public health.

CO-5: To appraise the students on human genomics & its applications, applications of Anthropological theory and methodology in the field of Tribal Development, National Health Programme

Syllabus Contents:

Unit-1: Meaning and Scope of Applied Biological Anthropology, Anthropology of Sports, Nutritional Anthropology, Designing of Defence Equipments.

Unit-2: Application of Human Genetics: Medico-legal cases, Eugenics, Genetic Screening, Genetic Counselling, Genetic Engineering

Unit-3: Meaning and scope of Applied Social Anthropology, Applied & Action Anthropology

Unit-4: Applied Anthropology in industry, Applied Anthropology in Education, Applied Anthropology in Public Health

Unit-5: Human Genomics & its applications, Applications of Anthropological theory and methodology in the field of Tribal Development, National Health Programme

Recommended Readings:

1. Kroeber. Anthropology Today
2. Curt Stern, 1968. Principles of Human Genetics, Eurasia Publishing House (Pvt. Ltd. Ram nagar, New Delhi-1)
3. Steine. Biosocial genetics
4. Karp. E. Genetic Engineering
5. Bodmer & Cavalli Sforza. Genetics of Human Populations
6. Strachan, T. and Read, A. P. 1999. Human Molecular Genetics. BIOS Scientific Publishers Ltd. Oxford, 1574 8732, STT, H, 84237
7. Baeker, P. T. and Weiner (Eds.). The Biology of Human Adaptability
8. Brock and Mayo, The Biochemical Genetics of Man
9. Craig, Human Development
10. Burdette, W. J. Methodology in Human Genetics
11. Emery, A. E. H. Elements of Medical Genetics
12. Eveleth, P. B. and Tanner, J. M. Worldwide Variation in Human Growth.
13. Forbes, G. B., Human Body Composition
14. Sodhi, H. S., Sports Anthropology
15. Willigt, J. V. Applied Anthropology: An Introduction
16. Crow, J. F. & Kimura, M. An Introduction to Population Genetic Theory.
17. Stem, C. Principal of Human Genetics
18. Winchester, A. M. Human Genetics
19. Giblette, E. R. Genetic Markers in Human Blood
20. Nadel, S. F. (1951). The Foundations of Social Anthropology, Glencoe, III: Free Press
21. Barnard, Alan. (2000). History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press

Programme Outcomes

PO-1: The students have basic knowledge of applied biological anthropology and the scope and various applications of Biological Anthropology.

CO-2: The students gain knowledge on the application of human genetics in medico-legal cases and also about the genetic counselling, genetic screening and genetic engineering.

CO-3: The students have the knowledge on applied aspects of Socio-cultural Anthropology.

CO-4: The students internalise the knowledge on the applications of anthropology in the field of industry, education and public health.

CO-5: The students have the knowledge on the human genomics & its applications in development in the society.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester
-----: English (AEC) COMMON COURSE

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATT2/ ASUATT2	3	1	-	4 hours	30	70	100	4

B.A./B.Sc. IInd Semester

SECBANT02: Basics of Statistical Package for Social Science (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
SECBANT02	3	1	-	4 hours	30	70	100	2

Course Objective

1. To develop basic concept and methods of SPSS.
2. To study statistical methods.
3. To develop the concept of data and variables
4. To help students to understand measures of central tendency and dispersion.
5. To know about various data representation methods

Syllabus Content

UNIT1: Introduction to SPSS, functions, data and types

UNIT 2: Defining variables and entering data using the built-in Data Editor

UNIT3:Input and data cleaning, importing data from excel.

UNIT4: Measures of Central tendency and Measures of dispersion

UNIT5: Frequency distribution graphs & charts. Statistical tests-Chi-square,

T-test,- One-way ANOVA

Text/References Books:

1. Gaur AS, Gaur SS. Statistical Methods for Practice and Research. A guide to data analyzing using SPSS. SAGE Response, New Delhi, India, 2009.
2. B.L.Agarwal.BasicStatistics.NewAgeInternationalPublishers.FourthEdition, 2006.
3. Sunder Rao, P.S.S. et al. An introduction to Biostatistics & Research Method. New

Course Outcome:

Students will try to learn:

1. This course provides information to methods and techniques of data collection.
2. Student can understand types of variables and their interpretation.
3. Students will be able to apply various tools for different data.

Course Outcomes and their mapping with Programme Outcomes:

C O	PO												PSO		
	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1
CO 1	3	2	2	1	1							3	3	3	3
CO 2	3	2	3	2	1							3	3	3	3
CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

Weightage: 1-Sightly;2-Moderately;3-Strongly

B.A./B.Sc. IInd Semester
VACBANT04: Tourism Anthropology (VAC-4)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VACBANT04	2	2	-	4 hours	30	70	100	2

Course Objectives:

- C.O.1. To provide knowledge briefly on the basic concept of Anthropology of Tourism.
C.O.2. Students will be taught on the purposes of tourism and tourism regulations of India.
C.O.3. Students will be taught about the Tourism Services and Operation and their importance in tourism prospects.
C.O.4. Students will be provided knowledge on various Tourism Policies and their implications on tourism development,
C.O.5. To appraise the students on the prospects of tourism and challenges in Chhattisgarh.

Syllabus Contents:

- Unit I:** Meaning, concept and Types of Tourism.
Unit II: Purpose of Tourism, Modern Tourism, Tourism Regulations.
Unit III: Tourism Services and Operation: Transport, Accommodation, and Tourist Marketing, Promotional Events,
Unit IV: Tourism Policy and development, Eco-Tourism, Globalisation and Modernisation of Tourism.
Unit V: Tourism in Chhattisgarh,: Eco-Tourism, Religious Tourism, Challenges and Prospects, of Tourism in Chhattisgarh.

Suggested Readings:

- Crick, M. 1995. The Anthropologists as Tourists: An Identity in question, Sage Publication, London.
Chambers,E. 2000. Native Tours: The Anthropology of Travel and Tourism, Prospect Height: Waveland.
Nash,D. 1996. Anthropology of Tourism, New York, Pentagon. Chambers

Course outcome:

- P.O.1. Students have an idea about the concept and meaning of tourism. .
P.O.2. They understand the purposes of tourism and tourism regulations of India.
P.O.3. Students have the understanding of the Tourism Services and their Operation.
P.O.4. Students are acquainted with various Tourism Policy and development,
P.O.5. They have the understanding of the prospects of tourism and challenges in Chhattisgarh.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

3rd Semester

B.A./B.Sc. IIInd Semester
ANUCMJT3: Indian Prehistory (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJT3	3	1	-	4 hours	30	70	100	3

Course Objectives:

C.O.1. To provide the basic conceptual understanding, meaning and definition of the basics of Indian prehistory.

C.O.2. To provide a basic knowledge about culture of lower, middle, and upper periods, particularly emphasized to India.

C.O.3. To provide a basic knowledge about culture of Mesolithic period periods, with special reference to India.

C.O.4. To transfer knowledge about culture of Neolithic Period in India.

C.O.5. To teach the students on the Prehistoric Cave Art from India.

Syllabus Contents

UNIT I: Lower Palaeolithic period in India Acheulian culture: Madrasian (Kortalayar Valley), Attirmpakkam, Didwana, Belan Valley, Bhimbetka, Chirki-Nevasa, Hunsgi, Krishna Valley. Importance of Hathnora, Narmada valley.

Middle Palaeolithic period in India: Belan valley, Bhimbetka, Nevasa, Narmada valley.

UNIT II: Upper Palaeolithic period in India: Renigunta, Billa Surgam, Patne, Bhimbetka, Son and Belan Valleys, Visadi, Pushkar, Gunjan Valley.

UNIT III: Mesolithic period in India: Mesolithic economy and society. Post Pleistocene environmental changes. Development in microlithic technology, composite tools and bows and arrows. Sites include Bagor, Tilwara, Langhnaj, Adamgarh, Bagor, Chopani Mando, Bhimbetka, Sarai Nahar Rai, Birbhanpur.

UNIT IV: Neolithic Period in India: Economic and social consequences of food production. Settlements, population growth, craft specializations, class formation and political institutions. Sites like Burzahom, Gufkral, Ahar, Gilund, Nagada, Kayatha, Navdatoli, Eran, Nevasa, Chandoli, Daimabad, Inamgaon, Prakash, Maski, Brahmagiri, Sangankallu, Tekkalkota, Piklihal, Nagarjunakonda, Daojali Hading, Kuchai, Sarutadu.

UNIT V: Prehistoric Cave art from India: Bhimbetka, Adamgarh

Suggested Readings

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge

University Press

2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College
9. K.P. Oakley; 1965: *Man the tool-maker*, Trustees of the British Museum (Natural History), London.

Course Outcome

C.O.1. The students have the basic understanding of Indian prehistoric cultures and will also make aware about the academic prospective of this subject.

C.O.2. The students boost their knowledge of the past culture of human being and about the civilization.

C.O.3. The students have a basic knowledge about culture of Mesolithic period periods, with special reference to India.

C.O.4. The students have the knowledge about culture of Neolithic Period in India.

C.O.5. The students have a clear understanding on the Prehistoric Cave Art from India.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS O1	PS O2	PSO 3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IIInd Semester

ANUCMJL1: Indian Prehistory (Major- Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJL1	-	-	2	4 hours	30	70	100	1

Course Objectives:

- C.O.1. To provide the basic knowledge of practical in archaeology and its relevance to the students.
- C.O.2. To provide the students to enhance and spread the knowledge of various tools and typology.
- C.O.3. To strengthen the knowledge of various tool manufacturing methods and different techniques related to it.
- C.O.4. To provide fundamental knowledge of various tool types such as core, flake and blade tools.
- C.O.5. To teach on the cave Art resources in India,

Syllabus:

Unit-1. Introduction of Indian Pre-historic archaeology and its relevance.

Unit-II. Typo-technological Analysis of Prehistoric Tools/art: Identification, Interpretation and Drawings of the tool/Art Types

Unit-III, Mesolithic tool types

Unit. IV. Neolithic Tool Type

Unit.V. Prehistoric Cave Art

Suggested Readings

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

Course Outcomes:

- C.O.1. The students are acquainted with general conceptual understanding of archaeology.
- C.O.2. The students understood of various tools and techniques of tool manufacturing.
- C.O.3. The students are enabled to identify different types of tools.
- C.O.4. The students are well versed with various techniques of tool manufacturing and will also make practice to draw different tools.
- C.O.5. The students understood the importance of tool making, its techniques and application.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IIIrd Semester

ANUCMJT4: Research Methodology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJT4	3	1	-	4hours	30	70	100	3

Course Objectives:

- C.O.1. The main objective of this course is to introduce the students on the basic concepts in research methodology in Social science.
- C.O.2. The students will be taught on various issues in selecting a problem.
- C.O.3. The students are taught on various the techniques and tools to be employed in completing are search project.
- C.O.4. This will also enable the students to prepare report writing and framing Research proposals.

Syllabus:

Unit I: Fieldwork tradition in Anthropology

Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook

Unit II: Research Design

Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling, tools and techniques of data collection, data analysis and reporting, guiding ideals and critical evaluation of major approaches in research methods, basic tenets of qualitative research and its relationship with quantitative research

Unit III: Tools and techniques of data collection Concept of survey, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, validation and internal consistency of questionnaire Observation- Direct, Indirect, Participant, Non-participant, Controlled

Interview - Structured and unstructured, Focused Group Discussion, key informant interview Case Study and life history; Genealogy-Technique and application.

Unit IV: Data analysis: Qualitative and quantitative, Data Processing; Use of statistics in analysis.

Unit V: Report writing. Chaptalization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index. Similarities and differences between qualitative and quantitative data analysis;

Suggested readings:

1. Alan Bryman (2018): Social Research Methods, London: OUP

2. BA Prasad Sharma and P. Satyanarayan. Ed. (1983): Research Methods in Social Sciences, New Delhi: Sterling
3. Bridget Somek and Cathy Lewin (2005): Research Methods in the Social Sciences, New Delhi: Sage
4. B.N Ghosh (1984): Scientific Method and Social Research, New Delhi: Sterling.
5. C.R Kothari (2004): Research Methodology: Methods and Techniques. New Delhi: New Age International.
6. David Mc Naab (2010): Research Methods for political Science, New York: Routledge
7. Gary Kingetal (1994): Designing Social Inquiry; Scientific Interference in Social Research, Princeton: Princeton University Press.
8. John W Cresswell & J David Cresswell (2017): Research Design, New Delhi: Sage.
9. Jayson D. Mycoff (2019): Working with Political Science Research Mehods, London: Sage
10. Roger Pierce (2008): Research methods In Politics: A Practical Guide, New Delhi: Sage
11. SP Gupta (2012): Statistical Methods, New Delhi: Sultan Chand & Sons
12. William J.Goode and Paul K. Hatt (1952): Methods in Social Research, New York: Mc Graw-Hill Book Co.

Course Outcomes:

C.O.1. Students who complete this course are able to understand and comprehend the basics in research methodology and applying the min research/project work.

C.O.2. This course helped them to select an appropriate search design by the students.

C.O.3. The students are able to take up and implement a research project/ study.

C.O.4. The course enabled them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

C.O.5.The Students develop skills in qualitative and quantitative data analysis and presentation.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IIIrd Semester

ANUCMJL4: Research Methodology (Major-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJL4	1	-	1	2hours	30	70	100	1

Course Objectives:

C.O.1. To introduce the students about the course and the basic concepts in research methodology in Social science.

C.O.2. This course addresses the students on various issues in selecting a research problem.

C.O.3. The student are taught various techniques and tools to be employed in completing a research project.

C.O.4. The students will be taught on various methods of data analysis.

C.O.5. This will also enable the students to prepare report writing and framing Research proposals.

Syllabus

Unit-1. Construction of Genealogy and its use in social research.

Unit-2. Developing guidelines for undertaking Observation: Direct, Indirect, Participant, Non-participant, Controlled

Unit-3. Preparing Questionnaire and Schedule, Interview-guidelines: Unstructured, Structured, Key informant interview, Focused Group Discussion, Case study and life history

Unit-4. Preparation of research problem, study design, data collection techniques, analysis

Unit-5. Project report writing- Structure, design, layouts, references/ Bibliography.

Suggested Reading

1. Garrard E and Dawson A. What is the role of research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005;31:419-23.
2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
4. Michael A. The Professional Stranger. Emerald Publishing. 1996.
5. Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Alta Mira Press. 2011.
6. Emerson RM, Fretz R I and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.

7. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
8. O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
9. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
10. Pelto PJ and Pelto GH. Anthropological Research, the Structure of Inquiry. Cambridge: Cambridge University Press. 1978.
11. Sarantakos S. Social Research. London: Macmillan Press. 1998.

Course Outcomes:

C.O.1. Students who complete this course have understanding and comprehend the basics in research methodology and applying the min research/ project work.

C.O.2. This course helps students to select an appropriate research design.

C.O.3. With the help of this course, students are able to take up and implement a research project/ study.

C.O.4. The course enables students to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

C.O.5. The students develop skills in qualitative and quantitative data analysis and presentation.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage:1-Sightly;2-Moderately;3-Strongly

B.A./B.Sc. III Semester

VOCATIONAL COURSE

VOCCANT03- Medical Anthropology (Theory)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCCANT03	1	-	-	01 hour	30	70	100	01

Course Objectives:

CO-1: To examine bio-cultural and cultural approaches to health and disease.

CO-2: To study the various medical systems prevailing in India

CO-3: To help the students to understand the concept of epidemiology of various communicable and non-communicable diseases

CO-4: To study the health care delivery system in India, National Health Policy and NRHM

CO-5: To inform the students about the occupational disorders and also the effect of social inequalities & health.

Syllabus Contents

Unit-1: Meaning and scope of Medical Anthropology, Concept of Health and Illness, Critical medical Anthropology

Unit-2: Medical Systems in India, Ethnomedicine

Unit-3: Basic Principles of Epidemiology, Epidemiology of Communicable and non-communicable diseases.

Unit-4: Health care delivery system in India, National Health Policy, NRHM

Unit-5: Occupational Health & Anthropology, Social Inequalities & Health

Suggested Readings:

1. Culture, Health and Illness by C. Helman. Butterworth Heinman. 2003.
2. Medical Anthropology by G.M. Foster and BG Anderson. McMillan, 1976.
3. Medical Anthropology in ecological perspective. Me Elroy and PK Townsend. Westview Press. 2003.
4. Adaptation in Cultural Evolution: An approach to Medical Anthropology. A. Alland. Columbia University Press. 1970.
5. Culture, Disease and Healing: studies in Medical Anthropology. D. Landy. Mcmillan University Press. 1976.

6. Handbook of Medical Anthropology. S. Morsy. Greenwood Press. 1996.
7. Understanding and Applying Medical Anthropology. PJ Brown, RJ Barrett, MB Padilla. Mayfield Publishing Company. 1998.
8. Culture-bound Syndrome. RC Simons and CC Hughes. Kluwer. 1985.
9. Shamans, Mystics and Doctors. S. Kakar. Oxford University Press. 1982.
10. Tribal Health and Medicines. AK Kalla and PC Joshi. Concept Publishing Company. 2003.
11. Studies in Medical Anthropology. PC Joshi and A. Mahajan. Reliance Publishers. 1991.

Programme Outcomes:

At the completion of this course, Students will be able to

PO-1: Explain anthropological approaches to understanding patterns of health and disease around the globe.

PO-2: Compare differences in explanations, experiences, and treatments of disease in different cultures

PO-3: Understand the basic principles of epidemiology of various communicable and non-communicable diseases.

PO-4: Learn about the variations in health care delivery system in India and also various health programmes.

PO-5: Evaluate the impact of occupation and social inequalities on Health.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

VOCATIONAL COURSE

VOCCANL03- Medical Anthropology (Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCCANL03	-	-	3	06 hours	30	70	100	03

Course Objectives:

CO-1: To teach the students about the research methods and techniques employed in Medical Anthropology.

CO-2: To know about the traditional healing system in India and Indigenous Knowledge of medicine as well.

CO-3: To study the issues and trends of major communicable and non-communicable diseases in nation.

CO-4: To list out the symptoms, prevention and treatment of various major diseases.

CO-5: To prepare a project report on any issue of Medical Anthropology by using secondary sources.

Syllabus Contents

Unit-1: Research Methods & Techniques in Medical Anthropology: Ethnography, Qualitative Methods, Life History, Bio-Medical Approach, Critical Medical Anthropology

Unit-2: Traditional Healing System in Indigenous communities of India, Indigenous Knowledge of medicine

Unit-3: Mapping of Major Diseases in India: Issues and Trends

Unit-4: Listing of the symptoms, Prevention & Treatment of all the major diseases in India

Unit-5: Project report on any relevant issue in Medical Anthropology by the collection of secondary data using a multisource approach like books, newspapers, media etc.

Suggested Readings:

1. Culture, Health and Illness by C. Helman. Butterworth Heinman. 2003.
2. Medical Anthropology by G.M. Foster and BG Anderson. McMillan, 1976.
3. Medical Anthropology in ecological perspective. Me Elroy and PK Townsend. Westview Press. 2003.
4. Adaptation in Cultural Evolution: An approach to Medical Anthropology. A. Alland. Columbia University Press. 1970.
5. Culture, Disease and Healing: studies in Medical Anthropology. D. Landy. Mcmillan University Press. 1976.
6. Handbook of Medical Anthropology. S. Morsy. Greenwood Press. 1996.
7. Understanding and Applying Medical Anthropology. PJ Brown, RJ Barrett, MB Padilla. Mayfield Publishing Company. 1998.

8. Culture-bound Syndrome. RC Simons and CC Hughes. Kluwer. 1985.
9. Shamans, Mystics and Doctors. S. Kakar. Oxford University Press. 1982.
10. Tribal Health and Medicines. AK Kalla and PC Joshi. Concept Publishing Company. 2003.
11. Studies in Medical Anthropology. PC Joshi and A. Mahajan. Reliance Publishers. 1991.

Programme Outcomes:

At the completion of this course, Students will be able to

PO-1: Know the methods of data collection to understand the pattern of health and disease in various cultures.

PO-2: Explain the indigenous knowledge of medicine in various communities of India.

PO-3: Understand the mapping of various communicable and non-communicable diseases in India.

PO-4: Learn about the symptoms, causes, treatment and prevention of diseases.

PO-5: Gain insights into the relevant issues of Medical Anthropology using a multisource approach.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. III Semester

MDCCANT03: Biological Diversity in Human Populations (Interdisciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
MDCCANT03	3	1	-	4 hours	30	70	100	2

Course Objectives

CO-1. The course is intended to understand the fundamental concept of Biological variability, Race, Hardy-Weinberg Law; sources of genetic variation; structuring genetic variation; interpretation of human variation, genetic polymorphism & human adaptability in different geographical settings.

CO-2. To understanding the ethnic elements in the Indian populations.

CO-3. To study the role of Bio-cultural factors influencing the diseases and nutritional status.

CO-4. To learn the sources of demographic data, demographic profile of Indian populations and its growth structure.

CO-5. To study the biological consequences of inbreeding, frequency of inbreeding in world populations & methods of counselling.

Syllabus Contents

Unit I: Concept of Biological Variability; Sources of Genetic Variation; Structuring Genetic Variation; Interpretation of Human Variation, Genetic Polymorphism; Human Adaptability –Adaptive Mechanisms determining the types of adaptation.

Unit II: A critical appraisal of contribution of Risley, Guha and Sarkar towards understanding ethnic elements in the Indian populations.

Unit III: Role of Bio-cultural Factors Cultural Biology; Bio-cultural factors influencing the diseases and nutritional status.

Unit V: Perspective of Demographic Anthropology; Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations and its growth structure; Inbreeding and Consanguinity – Biological consequences of inbreeding, frequency of inbreeding in world populations

Unit V: Genetic diversity among Indian Population.

Suggested readings:

1. Baker P.T. and J.S. Weiner (ed.) (1996) *The Biology of Human Adaptability*. Oxford & New York, Oxford University Press.
2. Bhende A. and T. Kantikar (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai

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

Course Outcomes

PO-1. The student will have the fundamental understanding of Biological variability, race & sources of genetic variability.

PO-2. Understand ethic elements in India & genetic diversity among the Indian population.

PO-3. Understand the biological consequences of inbreeding & methods of counselling.

PO-4. The students will be able to understand the role of Bio-cultural factors influencing the diseases and nutritional status.

PO-5. This paper will provide knowledge about the genetic diversity among Indian Population.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. III Semester

HIUCAET1: Hindi (AEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	3	1	-	4 hours	30	70	100	2

B.A./B.Sc. III Semester

SECCANT02- Museum Anthropology (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
SECCANT02	3	1	-	4 hours	30	70	100	2

Course Objectives

- C.O.1. To provide the basic knowledge about the anthropological concept of Museum.
- C.O.2. To teach various general principles of documentation and preservation of artifacts in a museum.
- C.O.3. To provide the knowledge on various facets of museum management.
- C.O.4. To provide the basic knowledge on the application of computer knowledge in museum management.
- C.O.5. To teach students on museum education and research.

Syllabus Contents

Unit I: Definition and scope of Museum/Museum Movement in India, Function of Museum, an Museum anthropology.

Unit II: General principle of documentation and preservation: Exhibition of equipments, design, interpretation, methods and techniques of preservation of specimens.

Unit III: Museum Management and Administration: Administration framework, budget, Work plan and museum marketing.

Unit IV: Museum Education: Educational responsibility of the museum for children, adult, and other categories.

Unit V: Computer application in Museum: Use of computer in museum design, use of softwares, websites, multi-media etc.

Suggested Reading:

1. Ghosh, D.P. Studies in Museum.
2. Basu, J.N. Indian Museum and Movement.
3. Bhatnagar, T.K. Museum, Museology, and New Museums.
4. Biswas, T.K. Biswas. Museum and Adult Education.
5. Bedkar, V.H. New Museology for India.
6. Nigam, M.L. Organisation of Museum.
7. Nigam, M.L. Fundamentals of Museology.

Course outcome

- P.O.1. The students will learn about history of museums in India and the relationships between museums and anthropology.
- P.O.2. The students will learn about the museum collections, documentation and display.
- P.O.3. The students will learn about the security, storage and research related to museum artifacts.
- P.O.4. The students will learn the use of computer in museum management.

P.O.5. Students will understand the educational and research values of the museum.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. III Semester

VACCANT02: Study of Human Skeleton and Bones (VAC 2)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VACCANT02	3	1	-	4 hours	30	70	100	2

Course Objective

1. To develop basic concept of osteology.
2. To study about the skeleton and bones.
3. To study the different types of bones in human skeleton
4. To help students to understand the sexual dimorphism in human skeleton.
5. To know about various data analysis methods in osteology

Syllabus Content

UNIT 1: Introduction to human skeleton: Types of bones

UNIT 2: The axial skeleton, including the skull, hyoid, auditory ossicles, ribs, and vertebrae

UNIT 3: The appendicular skeleton, including the pectoral and pelvic girdles,

UNIT 4: The functions of the skeletal system, such as support, protection, movement,

UNIT 5: Determination of age and sex with the skeletal bone

Text/ References Books:

1. Indera P. Singh and M.K. Bhasin: (1989) Anthropometry. Delhi, Kamla Raj Enterprises
2. M.K. Bhasin and S.M.S. Chahal: Manual of Human Blood Analysis (1996), Delhi, Kamla Raj Enterprises
3. Judith Hall, Judith Allanson, Karen Gripp, and Anne Slavotinek (2006) Handbook of Physical Measurements (Oxford Handbook) Oxford University Press, USA; 2 edition
4. Stanley J. Ulijaszek and C. G. Nicholas Mascie-Taylor (2005) Anthropometry: The Individual and the Population (Cambridge Studies in Biological and Evolutionary Anthropology) Cambridge University Press

Course Outcome:

1. Students will demonstrate the ability to analyse and evaluate the key components of the human skeletal system and its relevance to anthropological research.

2. Students will be able to effectively locate, evaluate, and use information related to the human skeleton and its applications in the field of anthropology.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

4th Semester

B.A./B.Sc. IV Semester

ANUDMJT5: Theories of Culture and Society (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJT5	3	1	-	4 hours	30	70	100	3

Course Objectives

- C.O.1. To teach the students scientific and humanistic perspective in social anthropology.
- C.O.2. To inform the students various theoretical approaches to study the evolution and spread of culture.
- C.O.3. To appraise the students on different views of social thinkers as well as to study the society.
- C.O.4. To transfer knowledge on the relation of culture and personality and how culture plays important role in personality formation.
- C.O.5. To teach the students on the recent trends in anthropological theories.

Syllabus Contents

Unit I: Evolutionism and Diffusionism, Historical Particularism, Neo- evolutionism, Emergence of fieldwork tradition.

Unit II: Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology: Radcliff Brown and Malinowski

Unit III: Recent trends in Anthropological Theories: Symbolic Approach, Interpretative Approach

Unit IV: Patterns of Culture

Unit V: The theory of Culture & Personality

Suggested readings:

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

Course Outcomes:

- C.O.1. The students will have a clear understanding of the scientific and humanistic perspective in Anthropology.
- C.O.2. The students will have Knowledge on various theoretical approaches to study society and culture.
- C.O.3. The students will have the understanding of the philosophies of various thinkers in anthropology.
- C.O.4. The students will know the pattern of culture and how they influence the society.
- C.O.5. The students will know the formation of personality and how culture influences it.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

ANUDMJL5: Theories of Culture and Society (Major- Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJL5	-	-	2	4 hours	30	70	100	2

Course Objectives

- C.O.1. To teach how to develop research questions, and hypothesis in a social research from scientific and humanistic perspective in social anthropology.
- C.O.2. To inform the students the methods of preparing the variables in a social research.
- C.O.3. To transfer knowledge on the skill of formulation of hypothesis and method of hypothesis testing.
- C.O.4. To appraise the students on various techniques of identification of study universe and unit of study.
- C.O.5. To teach the students on various research techniques, and methods employed in social research.

Syllabus Contents

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

Unit.1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.

Unit.2. Identification of variables in a social research. Take two research area and identify the variables.

Unit.3. Various types of hypotheses, Hypothesis Formulation techniques, use of variables in hypothesis. Choice of appropriate research technique and method in the context of theoretical framework.

Unit.4. Use of Ethno-Methodology, Qualitative data types and qualitative data analysis.

Unit.5. Research Universe identification processes: Basis of selection, justifications for selection.

Suggested readings:

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

Course Outcomes

- C.O.1. The students will have a clear understanding of the scientific and humanistic perspective in Anthropology.
- C.O.2. The students will have knowledge on various methodological approaches to study society and culture.
- C.O.3. They will know the techniques of developing variables and using variables in social research.
- C.O.4. They will know the skill of preparing the hypothesis.
- C.O.5. The students will be appraised of various ethno-methodologies for use in qualitative research.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

ANUDMJT6: Prehistory of Europe (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJT6	3	1	-	4 hours	30	70	100	4

Course Objectives

- CO-1. To provide complete knowledge of chronology and terminology of European prehistory.
- CO-2. This subject will deal with absolute and relative dating methods of artifacts.
- CO-3. To acquaint the students about the palaeolithic cultures of Europe
- CO-4. To provide knowledge about Mesolithic as well as Neolithic cultures of Europe.
- CO-5. To understand the European prehistory in 21st Century with special reference to some important European sites.

Syllabus Contents

Unit-I - Introduction to Prehistory of Europe: Chronology and Terminology, Dating of Artifacts: Absolutes and Relatives.

Unit-II - Lower Palaeolithic Culture of Europe, Middle Palaeolithic Culture of Europe,

Unit-III- Upper Palaeolithic Culture of Europe, Palaeolithic Art of Europe

Unit-IV- Mesolithic Culture of Europe, Neolithic Culture of Europe

Unit-V- European Prehistory in 21st Century: With Special Reference to Dmanisi of Georgia, Isernia la Pineta, Monte Poggiolo, Pirro Nord of Italy and Atapuerca of Spain.

Suggested Readings

1. Palaeolithic Europe. Netherland: Humanities press. Bhattacharya, D.K. (1977)
2. The Archaeology of Early Man. London: Faber and Faber. Coles, J.M. and E.S. Higgs. (1969).
3. The Old Stone Age: A study of Palaeolithic Times. London: Bowes and Bowes. Burkitt, M. (1963).
4. Archaeology: Theories methods and Practices, London: Thames and Hudson. Renfrew, C. and P. Bahn. (2001).
5. People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education. Fagan B. M. (2004).
6. Frameworks for dating Fossil man. London: Weidenfeld and Nicolson. Oakley, K.P. (1966).
7. The Explanation of culture change: Models in prehistory. London. Duckworth. Renfrew, C. (ed.). (1973).
8. Man the Hunter. Chicago: Aldine Publishing Company. Lee, R.B and I. Devore (Eds.). (1977).
9. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC. Hole, H. and R.F. Heizer. (1969).
10. Mesolithic Europe. Cambridge-. Cambridge University Press. Bailey, G. and P. Spikins (eds.). (2008).

Course Outcomes

After studying this paper, the students will learn about the :

- PO-1. Basic introduction and terminology of Prehistoric archaeology of Europe.
- PO-2. Absolute and Relative Dating methods of artefacts
- PO-3. Different Palaeolithic Cultures of Europe.
- PO-4. Mesolithic Culture of Europe
- PO-5. Prehistory of Europe in 21st century

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

- Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

ANUDMJL6: Prehistory of Europe (Major- Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJL6	-	-	2	4 hours	30	70	100	2

Couse Objectives:

CO-1. To provide practical knowledge about the Lower Palaeolithic Culture of Europe

CO-2. To provide understanding of various tool types and technology of Middle Palaeolithic Culture of Europe

CO-3. To provide understanding of various tool types and technology of Upper Palaeolithic Culture of Europe

CO-4. To provide practical knowledge of various tool types and technology of Mesolithic Culture of Europe

CO-5. To make students understand about the Neolithic Culture of Europe

Syllabus Contents

Detailed Study Drawing and Description of tool types and technology:

Unit-1. Lower Palaeolithic Culture of Europe

Unit-2. Middle Palaeolithic Culture of Europe

Unit-3. Upper Palaeolithic Culture of Europe

Unit-4. Mesolithic Culture of Europe

Unit-5. Neolithic Culture of Europe

Practical Record

Viva Voce

Suggested Readings

1. Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company. Bhattacharya, D.K. (1979).
2. Technology and terminology of Knapped Stone. Nanterre: CREP. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. (1999).
3. Man the Tool Maker. London. Trustees of the British Museum Natural History. Oakley, K.P. (1972).
4. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College. Sankalia, H.D. (1982).

Course Outcomes

PO-1. The students will learn about the tool types and technology of Lower Palaeolithic Culture of Europe

PO-2. This paper will provide knowledge about the Middle Palaeolithic Culture of Europe

PO-3. From this paper, the students will learn about the tool types and technology of Upper Palaeolithic Culture of Europe

PO-4. This paper will enhance the knowledge of Mesolithic Culture of Europe

PO-5. The students will get the complete knowledge on Neolithic Culture of Europe

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Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
CO 1	3	2	2	1	1							3	3	3	3
CO 2	3	2	3	2	1							3	3	3	3
CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

ANUDMJT7: Human Evolution (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJT7	3	-	-	4 hours	30	70	100	3

Course Objectives:

C.O.1. To obtain a core knowledge base in human evolution including a mastery of theoretical and empirical approaches in evolutionary biology, biological anthropology, paleontology, functional morphology, comparative primate behavioral ecology, population genetics, and modern human variation and adaptation.

C.O.2. To demonstrate understanding of ecological and evolutionary processes including the role of genetic variation, heredity, and natural selection as well as the implications these processes have for the origins and evolution of modern humans and their biology.

C.O.3. To understand and apply the scientific method and develop critical thinking skills from an evolutionary framework along with the ability to apply knowledge to new information and data, as well as the capacity to effectively communicate the principles of evolution and its application to human biology.

C.O.4. The students are taught on Hominid Evolution: Characteristics and distribution.

C.O.5. The students are taught on Neanderthal man: Distribution, salient features and phylogenetic position.

Syllabus Contents

Unit I: Lamarckism, Neo-Lamarckism, Darwinism, Neo-Darwinism, Synthetic theory,

Unit II: Extinct Primates: Distribution, characteristics and classification. Prosimii (Tarsiioidea, Lorisioidea, Lemuroidea), Anthropeoidea (Ceboidea, Cercopithecoidea, Hominoidea). Morphological and anatomical characteristics of Human, Chimpanzee, Gorilla, Orangutan and Gibbon

Unit III: Fossils of extinct Primates: Oligocene- Miocene fossils– Parapithecus; Gigantopithecus, Aegyptopithecus, Dryopithecus, Ramapithecus and Sivapithecus.

Early Hominids: Australopithecus afarensis, Australopithecus ramidus, Australopithecus africanus, Australopithecus (Paranthropus) boisei, Australopithecus (Paranthropus) robustus, Australopithecus bahrelghazali. Early Transitional Human: Homohabilis.

Unit IV: Hominid Evolution: Characteristics and distribution of

- Homo erectus in general, Special reference to the fossil evidences discovered from Africa (Turkanaboy), Asia (Java man and Peking man), Europe (Dmanisi),
- Characteristics of Archaic sapiens with special reference to Homo floresiensis (Dwarfvariety), Homo heidelbergensis (Europe), Rhodesian Man (Africa), Asia (China, Jinniushan; India, Narmada Man).

Unit V: Neanderthal 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).

Suggested Readings:

1. Craig Stanford, John S. Allen and Susan C. Anton (2008) Biological Anthropology (2nd Edition).
2. John Buettner-Janusch (1969) Origins of Man. Wiley Eastern Pvt. Ltd.
3. E.L. Simon (1972) Primate Evolution: An Introduction to Man's Place in Nature. New York, Mac Millan.
4. Craig Stanford, John S. Allen and Susan C. Anton (2009) Exploring Biological Anthropology: The Essentials, Prentice Hall.
5. Michael Park (2007) Biological Anthropology: An Introductory. Reader, Mc Graw Hill.
7. P.K. Seth & S Seth (1986) Perspectives in Primate Biology. New Delhi, Today & Tomorrow Printers.
8. John G. Fleagle (1999) Primate Adaptation and Evolution. Elsevier.
9. E.A. Hooton (1947) Up from the Ape. New York, Mac Millan.
10. M.F. Ashley Montague (1977) *UNESCO Statement on Race*. New York, Academic Press.
11. G.A. Harrison et al. (1988) Human Biology. Oxford, Oxford University Press.

Course Outcomes

Upon successful completion, students will have the knowledge and skills to:

C.O.1. The students are able to Identify important fossils relevant to the study of human evolution;

C.O.2. They have the clear Understand on the principles of biological evolution;

C.O.3. They also understand what is meant by the concept of species, and how these may be recognized in the fossil record;

C.O.4. The students are able to Compare different fossils with one another, and draw phylogenetic inferences; and

C.O.5. The students are able to understand the principles of geological dating and environmental reconstruction.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

ANUDMJL7: Human Evolution (Major-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJL7	-	-	1	2hours	30	70	100	1

Course Objectives

- C.O.1. To provide a brief knowledge on the concept of Osteology
- C.O.2. To teach on various Shapes and functions of bones.
- C.O.3. To transfer knowledge on the description of bones of human skeleton
- C.O.4. Drawing and description and side determination of bones of human skeleton like:- scapula & clavicle
- C.O.5. Drawing, identification and side determination of humerus, radius, ulna, femur, tibia and fibula.

Syllabus Contents

Unit-I. To provide a brief knowledge on the concept of Osteology; its scope, & application.

Unit-II. To teach on various Shapes and functions of bones in the human body system.

Unit III. Drawing and description of bones of human skeleton like:- skull (04 Normas)

Unit IV. Drawing and description and side determination of bones of human skeleton like: -scapula & clavicle

Unit V. Drawing, identification and side determination of humerus, radius, ulna, femur, tibia and fibula.

Suggested Reading

1. Lewin, R.1987.Bones of contention. Simon and Schuster, New York. 348 pp.
2. Chapters9& 10 National Museums of Kenya.1984.Kenya'splace in geology. NMK, Nairobi. 39pp.
3. Njau, J.K., Hlusko, L.J. (2010) Fine-tuning paleoanthropological reconnaissance with higher resolution satellite imagery: the discovery of 28 new sites in Tanzania. J. Hum. Evol. 59,680-684.doi:10.1016/j.jhevol.2010.07.014
4. Compton, R. R. 1985. Geology in the field. J. Wiley & Sons, NY. 398 pp. Chapters 1, 2 & 5Leakey, MG et al. n.d. Field protocol for fossil prospecting, documentation, collection, and curation. Manuscript on fileat TBI.
5. Feibel, C. S. 2011. A geological history of the Turkana Basin. Evolutionary Anthropology

- 20(6):206-216. Feibel, C.S. 2001.
6. Archaeological sediments in lake margin environments. In: Stein, J. K. and Farrand, W. R. (eds.)
 7. Sediments in Archaeological Context. University of Utah Press, Salt Lake City. pp. 127-148. Feibel, C.S. 2013.
 8. Facies and Pliocene paleoecology. In: Sponheimer, M. Lee-Thorp, J. Reed, K. Ungar, P. (eds.) Early Hominin Paleoecology. University of Colorado Press.
 9. Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) 2013. Early Hominin Paleoecology. University of Colorado Press.
 10. Pobiner, B., Rogers, M., Monahan, C., Harris, J. (2008). New evidence for hominin carcass processing strategies at 1.5 Ma, Koobi Fora, Kenya. J. Hum. Evol. 55, 103-130.
 11. Stiner, M. (2002). Carnivory, Coevolution, and the Geographic Spread of the Genus Homo. Journal of Archaeological Research 10(1), 1-63.
 12. Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) 2013. Early Hominin Paleoecology. University of Colorado Press.

Course Outcomes:

- C.O.1. The students have a basic knowledge on the concept of Osteology
 C.O.2. The students have the knowledge on various Shapes and functions of bones.
 C.O.3. They are able to draw and description of bones of human skeleton
 C.O.4. The students are able to draw and describe the bones of human skeleton like: - scapula & clavicle
 C.O.5. The students have the skill to draw, identify and determine the human skeletal.

Each selected course aims to familiarize participants with the fundamental concepts, methodologies, and current state of research in the corresponding paleoanthropological specialization.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.Sc./B.A. IVth Semester
VOC DANT04: Evaluation of Nutrition and Growth (Vocational)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOC DANT04	1	-	-	1hours	30	70	100	1

Course Objective

- C.O. 1.** To develop basic concept of nutrition and nutrition.
C.O.2. To study about the requirements for growth in different age groups
C.O.3. To study the different types nutritional problems
C.O. 4. To help students to understand how vitamins affect human body for growth and development.
C.O.5. To know about various stages of growth, development and understand the policies.

Syllabus

- Unit-1.** Growth and nutrition: Conceptual development and theoretical approaches
Unit-II. Growth, Development and Nutritional Requirements of Infants/Children/Adolescents
Unit III. Types of Malnutrition– PEM, FTT, SAM, Fe, Na, Mg deficiency
Unit-IV. Vitamin deficiencies: Water Soluble, Fat soluble vitamins – causes, consequences, management (in brief), Catch-up growth
Unit V. Growth, development and body composition; Growth Curve; Different Indian Nutritional policies.

Text/ References Books:

- a. Achaya, K.T. (Ed) (1984): Interfaces between agriculture nutrition and food science, The United Nations University.
- b. Allen, L. and Ahluwalia, N. (1997) Improving Iron Status Through Diet: The Application of Knowledge Correcting Dietary Iron Bioavailability in Human Populations. OMNI/USAID, Arlington, VA, USA
- c. Bamji, M.S., Rao, P.N., Reddy, V. (Eds) (1996): Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
- d. Beaton, G.H. and Bengoa, J.M. (Eds) (1996): Nutrition in Preventive Medicine, WHO.
- e. Berg, A. (1973): The Nutrition Factor, the Brookings Institution, Washington.
- f. Census Reports. Documents and Reports of the International Nutritional Anemia Consultative Group

- g. Documents and Reports published by the International Vitamin A Consultative Group
- h. Gopalan, C. (Ed) (1987): Combating Undernutrition – Basic Issues and Practical Approaches, Nutrition Foundation of India.
- i. Gopalan, C. and Kaur, S. (Eds) (1989): Women and Nutrition in India, Nutrition Foundation of India.
- j. Gopalan, C. and Kaur, S. (Eds) (1993): Towards Better Nutrition, Problems and Policies, Nutrition Foundation of India.
- k. Howson, C.; Kennedy, E. and Horwiz, A. (eds) (1998). Prevention of Micronutrient Deficiencies: Tools for Policymakers and Public Health Workers. Committee on Micronutrient Deficiencies, Board on International Health, Food and Nutrition Board, National Academy Press, Washington D.C. USA

Course Outcomes:

After going through the course, learners will be able to:

C.O.1. Develop a conceptual and theoretical knowledge base on growth and nutritional

C.O.2. Understand the basic requirements for growth and development among different age groups

C.O.3. Know different types of malnutrition and how they can be prevented.

C.O.4. Develop understanding on different vitamin deficiencies, their cause, effect and prevention

C.O.5. Programmes and policies for better health & nutrition

Course Outcomes and their Mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage:1-Sightly;2-Moderately;3-Strongly

B.Sc./B.A. IVth Semester

VOC DANL04: Practical on Evaluation of Nutrition and Growth (Vocational-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOC DANL04	-	-	3	6hours	30	70	100	3

Course Objective:

- C.O.1. To know different instruments for assessing growth
- C.O. 2. To perform different methods of studying growth and development
- C.O.. 3. To study body composition of an individual
- C.O.4. To assess nutritional status among older people
- C.O 5. To know about the relationship between nutritional status and different cultural practices

Syllabus

Unit I: Anthropometric Instruments: definitions, types, use and importance.

Unit II: Assessment of nutritional status of individuals of different ages using Height-for-age, Weight-for-height, BMI-for-Age, MUAC-for-age, Weight-for-age, Ponderal Index. Z-score calculation.

Unit III: Assessment of body composition of individuals of different ages.

Unit IV: Assessment of geriatric nutritional status

Unit V: Relation between nutrition and growth with the social-cultural practices among different societies.

Text/ References Books:

- Achaya, K.T. (Ed) (1984): Interfaces between agriculture nutrition and food science, The United Nations University.
- Allen, L. and Ahluwalia, N. (1997) Improving Iron Status Through Diet: The Application of Knowledge Correcting Dietary Iron Bioavailability in Human Populations. OMNI/USAID, Arlington, VA, USA
- Bamji, M.S., Rao, P.N., Reddy, V. (Eds) (1996): Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
- Beaton, G.H. and Bengoa, J.M. (Eds) (1996): Nutrition in Preventive Medicine, WHO.
- Berg, A. (1973): The Nutrition Factor, the Brookings Institution, Washington.
- Census Reports. Documents and Reports of the International Nutritional Anemia Consultative Group
- Documents and Reports published by the International Vitamin A Consultative Group
- Gopalan, C. (Ed) (1987): Combating Undernutrition – Basic Issues and Practical Approaches, Nutrition Foundation of India.
- Gopalan, C. and Kaur, S. (Eds) (1989): Women and Nutrition in India, Nutrition Foundation of India.

Gopalan, C. and Kaur, S. (Eds) (1993): Towards Better Nutrition, Problems and Policies, Nutrition Foundation of India.

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Course Outcomes:

After going through the course, learners will be able to:

C.O. 1. Know about different instruments to measure nutritional status

C.O. 2. Assess nutritional status with different measures

C.O.3. Practically measure composition of human body in different age groups

C.O.4. Know how to measure older people and what other problems

C.O. 5. Understand the relation between nutritional status and social cultural practical

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage:1-Sightly;2-Moderately;3-Strongly

AEC (SOFT SKILL- ENGLISH)