

<b>Department</b>	<b>:</b>	<b>Anthropology &amp; Tribal Development</b>
<b>Programme Name</b>	<b>:</b>	<b>M.A./ M.Sc.</b>
<b>Academic Year</b>	<b>:</b>	<b>2023-24</b>

### **M.A./ M.Sc. Syllabus**

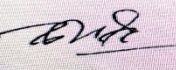
Sr. No.	Course Code	Name of the Course
	<b>M.A/M.Sc.Ist</b>	
01.	AAPATT1/ ASPATT1	Fundamentals of Biological Anthropology
02.	AAPALT1/ ASPALT1	Practical in Fundamentals of Biological Anthropology
03.	AAPATT2/ ASPATT2	Fundamentals of Social Anthropology
04.	AAPALT2/ ASPALT2	Practical in Fundamentals of Social Anthropology
05.	AAPATT3/ ASPATT3	Basics of Prehistoric Archaeology
	AAPALT3/ ASPALT3	Practical in Prehistoric Archaeology
	AAPCTB01/ ASPCTB01	Ecology,Culture & Development: A Bio-cultural Dimension
	AAPCLB01/ ASPCLB01	Practical on Ecology,Culture & Development: A Bio-cultural Dimension
	<b>M.A/M.Sc.IInd</b>	
	AAPBTT1/ ASPBTT1	Demographic Anthropology
	AAPBLT1/ ASPBLT1	Practical in Demographic Anthropology
	AAPBTD1/ ASPBTD1	Research Methodology
	AAPBLD1/ ASPBLD1	Practical in Research Methodology
	AAPBFF1/ ASPBFF1	Anthropological Field Training
	<b>M.A/M.Sc.IIIrd(Group-A)</b>	
	AAPCTD1/ ASPCTD1	Human Ecology
	AAPCLD1/ ASPCLD1	Practical in Human Ecology
	ASPCLD1	Research Methodology & Bio-Statistics
	AAPCTD1/ ASPCTD1	Practical in Research Methodology & Bio-Statistics
	AAPCLO1/ APCLO1	Open Elective

	AAPCLO1/ ASPCLO1	Open Elective (Practical)
	<b>M.A/M.Sc.IIIrd(Group-B)</b>	
	AAPCTD1/ ASPCTD1	Anthropological Theory
	AAPCLD1/ ASPCLD1	Practical in Anthropological Theory
	AAPCTD1/ASP CTD1	Ecological Anthropology
	AAPCLD1/ASP CLD1	Practical in Ecological Anthropology
	AAPCT01/ASP CT01	Open Elective
	AAPCL01/ASP CL01	Open Elective (Practical)
	<b>M.A/M.Sc.IVth(Group-A)</b>	
	AAPDTD1A/ ASPDTD1A	Human Biological Growth, Development and Nutrition
	AAPDLD1A/ ASPDLD1A	Practical in Human Biological Growth, Development and Nutrition
	AAPDLO2A/ ASPDLO2A	Human & Population Genetics
	AAPDLO2A /ASPDLO2A	Practical in Human & Population Genetics
	AAPDFF1A/AS PDDFF1A	Field Work Dissertation
	<b>M.A/M.Sc.IVth(Group-B)</b>	
	AAPDTD1B/ ASPDTD1B	Indian Anthropology
	AAPDLD1B/ ASPDLD1B	Practical in Indian Anthropology
	AAPDTD2B/ ASPDTD2B	Tribal Policy and Development
	AAPDLD2B/ ASPDLD2B	Practical in Tribal Policy and Development in India
	AAPDFF1B/ ASPDFF1B	Field Work Dissertation

## Scheme and Syllabus

### Credit Structure for Post-Graduation Anthropology

Semester	Course Opted	CourseCode	Name of the course	Credit	Hour /week
I	Core-1	AAPATT1/ ASPATT1	Fundamental of Biological Anthropology	3	4
	Core-1 Practical	AAPALT1/ ASPALT1	Practical in Fundamental of Biological Anthropology	2	4
	Core-2	AAPATT2/ ASPATT2	Fundamentals of Social Anthropology	3	4
	Core-2 Practical	AAPALT2/ ASPALT2	Practical in Fundamentals of Social Anthropology	2	4
	Core-3	AAPATT3/ ASPATT3	Basics of Prehistoric Archaeology	3	4
	Core-3 Practical	AAPALT3/ ASPALT3	Practical in Prehistoric Archaeology	2	4
	Open Elective	AAPCTO1 / ASPCTO1	TO BE OPTED FROM OTHER SUBJECTS/DEPARTMENTS	3	4
	Open Elective (Practical)	AAPCLO1 / ASPCLO1	TO BE OPTED FROM OTHER SUBJECTS/ DEPARTMENTS	2	4
	TO TA L			20	3 2
II	Core-4	AAPBTT4/ ASPBTT4	Demographic Anthropology	3	4
	Core-4 Practical	AAPBLT4/ ASPBTLT4	Practical in Demographic Anthropology	2	4
	Core-5	AAPBTT5/ ASPBTT5	Indian Anthropology	3	4
	Core-5 Practical	AAPBLT5/ ASPBTLT5	Practical in Indian Anthropology	2	4
	Discipline Specific Elective (DSE)	AAPBTD1 / ASPBTD1	Research Methodology	3	4

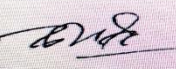
  
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	Discipline Specific Elective (DSE) Practical	AAPBLD1/ ASPBLD1	Practical In Research Methodology	2	4
	Field Training	AAPBFF1/ ASPBFF1	Anthropological Field Training	8	16
	Total			23	40

### THIRD SEMESTER: SPECIALIZATION BASED

Semester	Course Opted	CourseCode	Name of the course	Credit	Hour /week
COMMON PAPER					
III	Mandatory Course RM	AAPCTD1/ ASPCTD1	Research Methodology & Bio-Statistics	3	4
		AAPCTD1/ ASPCTD1	Practical Research Methodology & Bio-Statistics	2	4
		AAPCTD1/ ASPCTD1	Ecological Anthropology	3	4
		AAPCTD1/ ASPCTD1	Practical in Ecological Anthropology	2	4

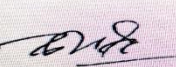
Semester	Course Opted	CourseCode	Name of the course	Credit	Hour /week
GROUP A					
BIOLOGICAL ANTHROPOLOGY					
III	Discipline Specific Elective (DSE) (Core-6)	AAPCTD1A/ ASPCTD1A	Human Ecology	3	4
		AAPCLD1A/ ASPCLD1A	Practical in Human Ecology	2	4
	Discipline Specific Elective (DSE)	AAPCTBO2A/ ASPCTBO2A	Paleoanthropology	3	3


  
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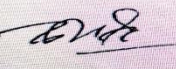
	(Core-7)	AAPCLBO2A/ ASPCLBO2A	Practical in Palaeo Anthropology	2	4
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Semester	Course Opted	Course Code	Name of the course	Credit	Hour /week
<b>GROUP B</b>					
<b>SOCIAL-CULTURAL ANTHROPOLOGY</b>					
III	Discipline Specific Elective (DSE)	AAPCTD1B/ ASPCTD1B	Anthropological Theory	3	4
	(Core-6)	AAPCLD1B/ ASPCLD1B	Practical in Anthropological	2	4
	Discipline Specific Elective (DSE)	AAPCTD2B/ ASPCTD2B	Urban Anthropology	3	3
	(Core-7)	AAPCLD2B/ ASPCLD2B	Practical in Urban Anthropology	2	4
				22	31

<b>FOURTH SEMESTER: SPECIALIZATION BASED</b>					
<b>GROUP A</b>					
<b>BIOLOGICAL ANTHROPOLOGY</b>					
IV	Discipline Specific Elective (DSE)	AAPDTD3A/ ASPDTD3A	Human Biological Growth, Development and Nutrition	3	4
	Discipline Specific Elective (DSE) Practical	AAPDLD3A/ ASPDL3A	Practical in Human Biological Growth, Development and Nutrition	2	4
	Discipline Specific Elective (DSE)	AAPDTD4A/ ASPDTD4A	Human & Population Genetics	3	4
	Discipline Specific Elective (DSE)	AAPDLD4A / ASPDL4A	Practical in Human & Population Genetics	2	4

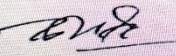
  
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	Practical				
	Dissertation/Project	AAPDFF1A/ ASP DFF1A	Field Work Dissertation	20	60
	TOTAL			30	76
GROUP B					
SOCIAL-CULTURAL ANTHROPOLOGY					
IV	Discipline Specific Elective (DSE)	AAPDTD3B/ ASPDTD3B	Anthropology of Religion	3	4
	Discipline Specific Elective (DSE) Practical	AAPDLD3B/ ASP DLD3B	Practical in Anthropology of Religion	2	4
	Discipline Specific Elective (DSE)	AAPDTD4B/ ASPDTD4B	Tribal Policy and Development	3	4
	Discipline Specific Elective (DSE) Practical	AAPDLD4B/ ASP DLD4B	Practical in Tribal Policy and Development in India	2	4
	Dissertation/Project	AAPDFF1B/ ASP DFF1B	Field Work Dissertation	20	60
	TOTAL			30	76


  
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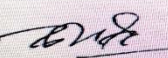
## Open Elective FOR OTHER DEPARTMENT

Semester	Course Opted	Course Code	Name of the course	Credit	Hour /week
1	Open Elective	AAPCABO1/ ASPCABO1	Developmental Anthropology	3	3
	Open Elective (Practical)	AAPCLBO1/ ASPCLBO1	Practical in Developmental Anthropology	2	4
2	Open Elective	AAPDTBO4/ ASPDTO4	Anthropology of Religion	3	3
	Open Elective (Practical)	AAPDLBO4/ ASPDLO4	Practical in Anthropology of Religion	2	4
3	Open Elective	AAPDTBO5/ ASPDTO5	Applied Anthropology	3	3
	Open Elective (Practical)	AAPDLBO5/ ASPDLO5	Practical in Applied Anthropology	2	4
4	ABC (ELECTIVE)	AAPBTT1/ASPBTT1	Statistics for Bio-Social Sciences SCIENCES	2	4
	ABC (Elective)	AAPBTT2/ASPBTT2	Development Anthropology	2	4


  
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## **OUTCOME OF THE POSTGRADUATE (M.A and M.Sc) SYLLABUS**

- (i) 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;
  - (ii) 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;
  - (iii) A skilful group of students with different specializations of Anthropology and emerging developments in the field of Anthropology will be available in the market.
- 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.
  - All the stakeholders including the students will recognize the importance of qualitative as well as quantitative data and approaches/methods in comprehending the human society.
  - Students will plan and execute Anthropology-related experiments or field investigations, analyze 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.
  - The students will demonstrate relevant generic skills and global competencies such as:
    - (i) 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 disciplinary-area boundaries;
    - (ii) Students will be competent enough in investigating skills, related to Anthropology-related issues and problems;
    - (iii) 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;
    - (iv) Analytical skills of the students will be increased and ability to construct logical arguments using correct technical language related to Anthropology;
    - (vi) Personal skills ability of the students will be increased to work both independently and in a group.
  - The students will demonstrate professional behavior such as:

  
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- (v) 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;
- (vi) With the ability to identify the potential ethical issues in work-related situations;
- (vii) And will appreciate the intellectual, environmental and sustainability issues; and
- (viii) In promoting safe learning and working environment

**Paper Code: AAPATT1/ ASPATT1, Credits: 04 Paper:**

**Fundamentals of Biological Anthropology (THEORY)**

**Full Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPATT1/ ASPATT1	3	1	-	4 hours	30	70	100	4

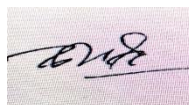
**Course Objectives:**

- To introduce the students to the basic concept, meaning, scope and major divisions of biological anthropology.
- To explain how human being acts as the central figure of Anthropology.
- To acquaint the students with some of the significant issues like evolution of man and evidences of evolution.
- To provide the basic concept of human genetics, human growth and human variations.
- To represent the differences between man and other animals and to justify the systematic position of man in animal kingdom.
- To describe the history behind the emergence of the concept of race, basis of classifying world population and how the concept of race changed in course of time?

**Learning Outcomes:** Students will be able to

- Understand about the subject matter of biological anthropology
- Find out the relationship of biological anthropology with other disciplines.
- Make an understanding of biology, genetics, and fossil evidences to examine the process of human biological and cultural evolution over time.
- Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom.
- Understand about the historical and contemporary issues such as race.

Unit I	History and development of physical/ biological Anthropology, aim, scope and its relationship with Biology.
Unit II	Fundamentals of physical/biological anthropology: a. Human Evolution; b. Human Variation; c. Human Genetics; d. Human Growth and Development
Unit III	Distribution, classification and characteristics of living primates. Comparative anatomy of man and non-human primates with special reference to skull, pelvis, dentition, long bones and erect posture. Evolution of brain and senses.
Unit IV	Theories of evolution- Lamarckism, Darwinism, Punctuated Equilibrium, Synthetic theory, Neo-mutationism.

  
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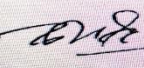
Unit V Concept of Race, historical development, formation and criteria of racial classification. Racial classification of H.S. Risley, E.A.Hooton's, Deniker's, Coon, Garn and Birdsell's and Boyd's .UNESCO statement.

### Suggestive Readings:

1. Anthropology (2003) Ember, Ember and Peregrine. Prentice Hall Inc.
2. Fundamentals of Biological Anthropology, (1996) (Third Ed). John. H. Relethford. McGraw-Hill.
3. Exploring Biological Anthropology: The Essentials. Standford, Allen, John. S, Anton, SusanC, Prentice Hall. Prentice Hall.
4. Buettner-Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons,Inc., New York, London, Sydney.
5. Conroy, G.C. (1997). Reconstructing Human Origins: A Modern Synthesis. W. W. Norton & Company, New York, London.
6. Howell F.C. (1977). Horizons of Anthropology. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
7. Nystrom P. and Ashmore P. (2011). The Life of Primates. PHI Learning Private Limited, New Delhi.
8. Seth P. K. and Seth S. (1986). the Primates. Northern Book Centre, New Delhi, Allahabad.
9. Singh I. P. and Bhasin M.K. (1989). Anthropometry: A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
10. Standford C.; Allen J.S. and Anton S.C. (2012). Biological Anthropology: The Natural History of Mankind. PHI Learning Private Limited, New Delhi.
11. Swindler D. R. (2009). Introduction to the Primates. Overseas Press India Pvt. Ltd., New Delhi.
12. Day, Michael (1986) Guide to Fossil Man. University of Chicago Press.
13. P. Singh & M. K. Bhasin. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
14. D. Mukherjee, D.Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
15. B.M. Das & R. Deka. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
16. S.J. Ulijaszek and C.G.N. Mascie-Taylor. Anthropometry: the individual and the population.
17. B. M. Das. Outlines of Physical Anthropology. New Delhi.
18. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

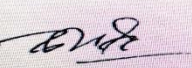
### Course Outcomes and their mapping with Programme Outcomes:

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
CO 1	3	2	2	1	1							3	3	3	3
CO 2	3	2	3	2	1							3	3	3	3

  
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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


  
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**M.A./M.Sc. Ist Semester Paper**  
**Code: AAPALT1/ ASPALT1**

**Credits: 02**

**Paper: Practical in Fundamental of Biological Anthropology**

**Course Objectives:**

**Full Marks: 100**

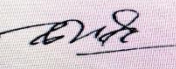
**(70+30)**

- To demonstrate the student the basics of various anthropocentric instruments.
- To demonstrate the student on various Somatometric and Somatoscopic Measurements on human body parts.
- To demonstrate the student on various Somatometric Indices which helps in body parts measurements.
- To acquaint the student about various Somatoscopic Observation.

**Learning Outcomes:**

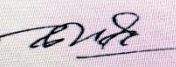
- Students will have a clear understanding on various drawing and description of various anthropometry instruments.
- The students will be able to take various Somatometric measurements of different body parts.
- The students will have the skill on various Somatoscopic Observations on different body parts

Measurement Type	Measurement Type
❖ Maximum head length	❖ Morphological upper facial height
❖ Maximum head breadth	❖ Head circumference
❖ Maximum bizygomatic breadth	❖ Stature
❖ Bigonial breadth	❖ Sitting height
❖ Nasal height	❖ Body weight
❖ Nasal length	❖ Hand Length
❖ Nasal breadth	❖ Hand Breadth
❖ Physiognomic facial height	❖ Foot length
❖ Physiognomic upper facial height	❖ Foot Breadth
❖ Morphological facial height	❖ Arm Span
<b>Somatосcopy</b>	
❖ Head form	1. Nose form
❖ Hair form	2. Hair colour
❖ Facial form	3. Eye colour
❖ Eye form	4. Skin colour

  
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### Suggestive Readings:

19. Understanding Physical Anthropology and Archaeology. N A Turnbaugh, R. Jurmain, L. K;Igre H. Neison. (2002). Wadsworth Group, Canada.
20. Physical Anthropology, G.W. Lasker. (1976) Holt, Rinehart & Winston Inc.
21. Anthropology (2003) Ember, Ember and Peregrine. Prentice Hall Inc.
22. Fundamentals of Biological Anthropology, (1996) (Third Ed). John. H. Relethford. McGraw-Hill.
23. Exploring Biological Anthropology: The Essentials. Standford, Allen, John. S, Anton, SusanC, Prentice Hall. Prentice Hall.
24. Buettner-Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons, Inc., New York, London, Sydney.
25. Conroy, G.C. (1997). Reconstructing Human Origins: A Modern Synthesis. W. W. Norton & Company, New York, London.
26. Howell F.C. (1977). Horizons of Anthropology. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
27. Nystrom P. and Ashmore P. (2011). The Life of Primates. PHI Learning Private Limited, New Delhi.
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29. Singh I. P. and Bhasin M.K. (1989). Anthropometry: A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
30. Standford C.; Allen J.S. and Anton S.C. (2012). Biological Anthropology: The Natural History of Mankind. PHI Learning Private Limited, New Delhi.
31. Swindler D. R. (2009). Introduction to the Primates. Overseas Press India Pvt. Ltd., New Delhi.
32. Day, Michael (1986) Guide to Fossil Man. University of Chicago Press.
33. P. Singh & M. K. Bhasin. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
34. D. Mukherjee, D. Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
35. B.M. Das & R. Deka. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
36. S.J. Ulijaszek and C.G.N. Mascie-Taylor. Anthropometry: the individual and the population.
37. B. M. Das. Outlines of Physical Anthropology. New Delhi.
38. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

  
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**M.A./M.Sc. Ist Semester Paper**

**Code: AAPATT2/ ASPATT2**

**Credits: 04**

**Paper: Fundamentals of Social Anthropology (THOERY)Full**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPATT2/ ASPATT2	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To introduce the students to the basic concept, meaning, scope and major divisions of biological anthropology.
- To explain how human being acts as the central figure of Anthropology.
- To acquaint the students with some of the significant issues like evolution of man and evidences of evolution.
- To provide the basic concept of human genetics, human growth and human variations.
- To represent the differences between man and other animals and to justify the systematic position of man in animal kingdom.
- To describe the history behind the emergence of the concept of race, basis of classifying world population and how the concept of race changed in course of time?

**Learning Outcomes: The students will be able to**

- Understand about the subject matter of biological anthropology
- Find out the relationship of biological anthropology with other disciplines.
- Make an understanding of biology, genetics, and fossil evidences to examine the process of human biological and cultural evolution over time.
- Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom.
- Understand about the historical and contemporary issues such as race.

**Unit I**

Meaning, Aim and Scope of Social and Cultural Anthropology, History and Development, Economic Anthropology, Political Anthropology, Medical Anthropology, Applied and Action Anthropology, Relationship of Social and Cultural Anthropology with other History, Sociology and Psychology.

**Unit II:**

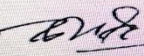
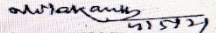
Development and growth of Social- cultural Anthropology in Indian Context; Development of major areas of Social and Cultural Anthropology

**Unit III:**

Concept of society and culture and its characteristics, status and role; groups, association, community, institution and organization (Socio cultural change);

Economic Organization: Means of Production, Consumption, Exchange and Distribution,



   
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**Unit IV:**

Ceremonial Exchange: Kula Ring and Potlatch: Reciprocity and Redistribution; Barter system, Market system; Religion, Universality of religion, Magic Religion and Science.

**Unit V:**

Political Organization and Social Institution: Band, Tribe, Chiefdom, Social Organisation and Kinship system.

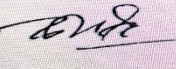
**Suggested Readings**

1. Barnard, Alan. Social Anthropology.
2. Beattie, John. Other Cultures
3. Barnard, A. History and Theory in Anthropology.
4. Behura, N.K. Anthropological thought and theory.
5. Behura, N.K. Anthropological Economics.
6. Bohannan, Paul. Social Anthropology.
7. Clammer. Modern Anthropological Theory.
8. Clifton, A.J. (ed.) Introduction to Cultural Anthropology.
9. Ember, M. & Pergrine, P.N. Anthropology.
10. Evans - Pritchard, E.E. Social Anthropology 1
11. Fox, Robin. Kinship and Marriage.
12. Goode, J. The Family
13. Goodenough, W. Description and Comparison in Cultural Anthropology.
14. Harris, M. The Rise of Anthropological theory.
15. Hongingman, J.J. Handbook of Social and Cultural Anthropology.
16. Hutton, J.H. Caste in India.
17. Jha, M., Upadhyay, V.S. and Pandey, G. History of Anthropological thought.

**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
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-Slightly; 2-Moderately; 3-Strongly

  
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**M.A./M.Sc. Ist Semester Paper**

**Code: AAPALT2/ ASPALT2**

**Credits: 02**

**Paper: Practical in Fundamentals of Social Anthropology Full**

**Course Objectives: Marks: 100 (70+30)**

- ❖ To provide conceptual understanding of methods and techniques of socio-cultural anthropology to the under graduate students.
- ❖ To appraise students on various aspects of an ethnography made by an European.
- ❖ To appraise students on various aspects of an ethnography made by an Indian.
- ❖ To enhance the practical knowledge of anthropology and boost theoretical knowledge of method and technique and also introduce various tools and techniques of field work methods in anthropology.

**Learning Outcomes:**

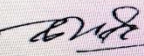
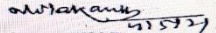
- The students undergraduate level will be comfortable and friendly with various tools and techniques used by the European and Indian anthropologists while preparing the ethnographic.
- The under graduate students will be gained the basics of the practical knowledge and they will be grasped detailed about the society and culture for an ethnographic writing.
- Students will have the skill of preparing an ethnography.

The student will be required to critically comment on the methodology and findings of an ethnographic account as directed by the teacher concerned.

Unit-1. Critical examination of Classical Ethnography may by European anthropologists Unit-2. Critical examination of Classical Ethnography may by Indian anthropologists Unit. 3. Asses the Methodological and theoretical Aspects of any two Indian ethnography. Unit-4. Evaluate the impact made by this ethnography on anthropological research. Unit-5. Classification of Material Culture: Agricultural, Hunting and Household Articles

**Suggested Readings:**

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

   
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**M.A./M.Sc. Ist Semester Paper**

**Code: AAPATT3/ ASPATT3**

**Credits: 04**

**Paper: Basics of Prehistoric Archaeology (THEORY)Full**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPATT3/ ASPATT3	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide the basic conceptual understanding, meaning and definition of the archaeological anthropology.
- To provide a basic knowledge about dating method, particularly emphasized to the relative dating methods in archaeology.
- To provide basic knowledge about the Geological Time Scale, technique of tool manufacturing methods and enhance the knowledge of typology.

**Learning Outcomes: The students will be able to**

- ❖ This subject will ensure and stimulate the basic understanding of archaeological anthropology and will also make aware about the academic prospective of this subject.
- ❖ The subject will boost the knowledge of the present and past culture of human being and about the civilization.

**Unit I:**

Meaning, Definition and Scope of Prehistoric Archaeology and Ethno-Archaeology; Ice age: Causes and Consequences.

**Unit II:**

Indian Prehistory: Early Stone age, Middle Stone Age and late Stone Age; Culture of India: Mesolithic and Neolithic; Megalithic and Chalcolithic

**Unit III:**

Dating Methods: Relative Dating Techniques and Absolute Dating Techniques.

**Unit IV:**

Brief outline of European Prehistory: Palaeolithic, Mesolithic and Neolithic Culture(s) of Europe. Cave art and Home art.

**Unit V:**

Tool Techniques: Block on anvil, Direct percussion, Cylinder hammer and hollow hammer, Step flaking, Clactonian, Levalloisian, Pressure flaking, Fluting, Grinding and Polishing technique(s); Tool typologies: Pebble tool, Hand-axe, Cleaver, Scraper, Points, Disc, Borer, Burin, Microliths.

**Suggested Readings**

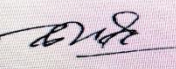
1. Bhattacharya, D.K. (2006). An outline of Indian Prehistory. Delhi: PalakaPrakashan.

2. Bhattacharya, D.K. (1977). Palaeolithic Europe. Netherland: Humanities Press.
3. Sankalia, H.D. (1974). Prehistory and Protohistory of India and Pakistan. Pune: Deccan College.
4. Coles, J.M. and E.S. Higgs. (1969). The Archaeology of Early Man. London: Faber and Faber.
5. Burkitt, M. (1963). The Old Stone Age: A study of Palaeolithic Times. London: Bowes and Bowes.
6. Renfrew, C. and P. Bahn. (2001). Archaeology: Theories methods and Practices, London: Thames and Hudson.
7. Fagan B. M. (2004). People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education.
8. Oakley, K.P. (1966). Frameworks for dating Fossil man. London: Weidenfeld and Nicolson.
9. Renfrew, C. (ed.). (1973). The Explanation of culture change: Models in prehistory. London. Duckworth.
10. Lee, R.B and I. Devore (Eds.) (1977). Man the Hunter. Chicago: Aldine Publishing Company.
11. Hole, H. and R.F. Heizer. (1969). An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC.

### Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
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**M.A./M.Sc. Ist Semester Paper**

**Code: AAPALT3/ ASPALT3**

**Credits: 02**

**Paper: Practical in Prehistoric Archaeology**

**Marks: 100**

**(70+30)**

**Course Objectives:**

- To provide the basic knowledge of practical in archaeology and also provide to enhance and spread the knowledge of various tools and typology.
- To strengthen the knowledge of various tool manufacturing methods and different techniques.
- To provide fundamental knowledge of various tool types such as core, flake and blade tools.

**Learning Outcomes:**

- This paper will be provided a general conceptual understanding of archaeology and it will be made understood of various tools and techniques of tool manufacturing hence it will be enabled to identify the different types of tools.

This paper is basically designed for the under graduate students, they will be taught various techniques of tool manufacturing and will also make practice to draw different tools.

**UNIT-I**

Drawing and Description of the following Palaeolithic Tools: Lower Palaeolithic Tools - Middle Palaeolithic Tools - Upper Palaeolithic Tools.

**UNIT-II**

Drawing and Description of Mesolithic Tools: Microliths - Triangle, Lunate, Trapaze and Laminar tools.

**UNIT-III**

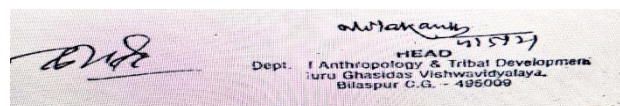
Drawing and Description of Neolithic Tools: Ring Stone, Celt and Pottery.

Practical Record

Viva Voce

**Suggested Readings**

1. Gaya Pandey (2010). Bio-Cultural Evolution. Concept Publishing Company Pvt. Ltd. New Delhi.
2. Inizan, M. L.; M. R. Ballinger; H. Roche and J. Tixier. (1999). Technology and terminology of Knapped Stone. Nanterre: CREP.
3. Oakley, K.P. (1972). Man the Tool Maker. London. Trustees of the British Museum Natural History.
4. Bhattacharya, D.K. (1979). Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company.
5. Sankalia, H. D. (1977). Prehistory of India. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
6. Sankalia, H.D. (1982). Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.
7. Bhattacharya, D. K. (2006). An outline of Indian Prehistory. Delhi: Palaka Prakashan.
8. Indrani Basu Roy (2012). Anthropology: The Study of Man. S. Chand & Company Ltd., Ram Nagar, New Delhi.



**M.A./M.Sc. II<sup>nd</sup> Semester Paper**  
**Code: AAPBTT1/ ASPBTT1**

**Credits: 04**  
**Paper: Demographic Anthropology Full**  
**Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPBTT1/ ASPBTT1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- This paper aims to understand the anthropological determinants of demographic structure of a population.
- The students will acquire knowledge about demographic anthropology and its importance in anthropology.
- They will learn about major theories of population.
- They will also learn about the measurement of health index and various sources of data in population studies.

**Course Outcomes:** The students will be able to understand:

- Current trends of demographic dynamics of different population groups.
- The basic components of population change and the factors affecting these changes in populations.
- The different ways of estimation of demographic characteristics.
- The role of various national and health policies relevant to demographic changes. Different Theories



of demography.

**Unit I:**

Introduction, definition and basic concepts; Relationship between demography, population studies and anthropology; Importance of population studies in Anthropology

**Unit II:**

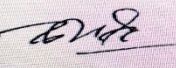
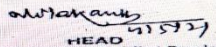
Population Theories: John Graunt, Thomas R. Malthus, Biological theory of population, Theory of demographic transition

**Unit III:**

Tools of Demographic Data: Measures of population composition, distribution and growth, Measures of fertility, Measures of mortality, Measures of migration

**Unit IV:**

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

   
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**Unit V:**

National Policies: National Population Policy, National Health Policy, National Policy on Reproductive Health Care

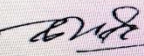
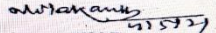
**Suggested Readings**

1. Mahadevan, K. Fertility and Mortality.
2. Agarwal, S. N. India's Population Problem.
3. Arora, Gomti. Social Structure & Fertility.
4. Bhenda, Asha, A. & Kanetkar Tara. Principles of Demography.
5. Bose, Ashish. India's Urbanization 1901-2001.
6. Srivastava, O. Demography.
7. Chand, Gyan. Population in Perspective.
8. Sandhya, S. Socio-Economic and Cultural Correlates of Infant mortality. 6. Council for Social Development Publication. Aspects of Population Policy in India.
9. Davis-Kingsley. The Population of India and Pakistan.
10. G.A. Harrison, J.M. Tanner, D.R. Pilbeam, P.T. Baker. Human Biology. 8. Driver, E. R. Differential Fertility in Central India.
11. Kesarwani, Baburam. Fertility and Differential Fertility.
12. Kumarg, T. K. Vimala. Infant Mortality among the Fishermen.
13. Mahadevan, K. Sociology of Fertility.
14. Mitra, Ashok. India's Population Vol. I & II.
15. Senapati R.N, P.K. Nayak, P.K. Das. Population profile of Orissa.
16. Sinha, V. Dynamics of Indian Population Growth.
17. Donald J. Bogue. Principles of Demography.
18. John H. Relethford. Human Population Genetics.
19. Eric Abella Roth. Culture, Biology and Anthropological Demography.

**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
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CO 5	3	3	3	3	3							3	3	3	2

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

   
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**M.A./M.Sc. II<sup>nd</sup> Semester Paper**  
**Code: AAPBLT1/ ASPBLT1**

**Credits: 02**

**Paper: Practical in Demographic Anthropology Full**

**Course Objectives:** **Marks: 100** **(70+30)**

- The main purpose of this course is to provide the basic understanding of population studies.
- To understand schedule preparation for collection of demographic data.
- To study the compilation and presentation of population data from the secondary sources.
- To learn how to interpret data, report writing & API style of writing references.

**Course Outcomes:** The students will be able to understand:

- Students will have an Understanding of preparation of schedules for demographic data collection.
- Students will develop analytical skills of data collection, interpretation,
- Students will imbibe compilation, presentation & pictorial comparison from the secondary sources.

**Unit I:** Preparation of schedules for collection of demographic data.

**Unit II:** Preparation of flow chart and graphic presentation

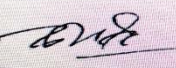
**Unit III:** Compilation and presentation of data on population studies (from secondary data like Census): (i) Age composition (ii) Sex composition (iii) Age ratio (iv) Fertility measures (v) Mortality measures

**Unit IV:** Pictorial comparison of health indicators

**Unit V:** Interpretation and Preparation of Report Writing, APA Style of writing references.

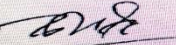
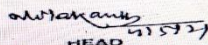
**Suggested Readings**

1. Mahadevan, K. Fertility and Mortality.
2. Agarwal, S. N. India's Population Problem.
3. Arora, Gomti. Social Structure & Fertility.
4. Bhenda, Asha, A. & Kanetkar Tara. Principles of Demography.
5. Bose, Ashish. India's Urbanization 1901-2001.
6. Srivastava, O. Demography.
7. Chand, Gyan. Population in Perspective.
8. Sandhya, S. Socio-Economic and Cultural Correlates of Infant mortality.
6. Council for Social Development Publication. Aspects of Population Policy in India.
9. Davis-Kingsley. The Population of India and Pakistan.
10. G.A. Harrison, J.M. Tanner, D.R. Pilbeam, P.T. Baker. Human Biology.
8. Driver, E. R. Differential Fertility in Central India.

  
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11. Kesarwani, Baburam. Fertility and Differential Fertility.
12. Kumarg, T. K. Vimala. Infant Mortality among the Fishermen.
13. Mahadevan, K. Sociology of Fertility.
14. Mitra, Ashok. India's Population Vol. I & II.
15. Senapati R.N, P.K. Nayak, P.K.Das. Population profile of Orissa.
16. Sinha, V. Dynamics of Indian Population Growth.
17. Donald J. Bogue. Principles of Demography.
18. John H. Relethford. Human Population Genetics.
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**M.A./M.Sc. II<sup>nd</sup> Semester Paper**  
**Code: AAPBTD1/ ASPBTD1**

**Credits: 04**

**Paper: Research Methodology(THOERY)Full**  
**Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPBTD1/ ASPBTD1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To inform the students on the Tradition, Scope and Importance of field-work and anthropological approaches adopted in Research.
- To introduce the students the basic concept, meaning, Definition and Various Methods of Social Science Research.
- To Explain Basic Statistics to be used in Anthropological Research.
- To acquaint the students with Research Design, Sampling and Tools and Techniques used in Anthropological Research.

**Learning Outcomes:**

- Students will have a clear understanding on various anthropological approaches and Field-Work Tradition.
- The students will be able to develop different tools and techniques used in Anthropological Research.
- The students will have the knowledge of application of statistical tools and will use in their Research.
- They will have the special skill to develop and apply various research designs.

- Unit I:** Fieldwork and Fieldwork Traditions in Indian Anthropology; Methodological Approaches in Anthropology; Holistic, Synchronic and Diachronic, Emic and Etic, Ethno-scientific and Genealogical Method.
- Unit II:** Anthropological approaches to the study of Indian society (simple societies and complex societies), Hypothesis: Inductive and Deductive methods, Testing of Hypotheses, Null hypotheses.
- Unit III:** Types of Research Design: Exploratory, Descriptive, Experimental and Evaluative Studies.
- Unit IV:** Survey Methods in Anthropology; Methods of Sampling: Probability and Non-Probability sampling - Observation Techniques.
- Unit V:** Interview Techniques: Key-informant, Schedule and Questionnaire, Life History, Case Study, Content analysis, Data analysis, Report Writing.

**Suggested Readings**

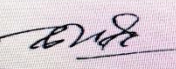
1. Agar, M. The professional stranger, an informal introduction to Ethnography. New York: Academic Press, 1980.
2. Bernard, H.R., Research Methods in Anthropology. London: Sage, 1994.
3. Brewar, J.D., Ethnography. Buckingham: OUP, 2000.
4. Coffey, A. The Ethnographic Self: Field Work and the Representation of Identity. London: Sage, 2000.

- ge.
5. Dey, I., *Qualitative Data Analysis*, London: Routledge, 1993.
  6. Eller, R. (ed). *Ethnographic Research: A Guide to General Conduct*. London: Academic Press, 1984.
  7. Fetterman, M. D., *Ethnography: Step by Step*. London: Sage, 1989.
  8. Hammersley, M. and Alkinson, P., *Ethnography: Principles in Practice*. London: Tavistock, 1983.
  9. Mccracker, G., *The Long Interview*. London: Sage, 1989.
  10. Patton, M. Q., *Qualitative Research and Evaluation Methods*. London: Sage, 2002.
  11. Silverman, D., *Interpreting Qualitative Data*. London: Sage, 1993.
  12. Stewart, A., *The Ethnographer's Method*. London: Sage, 1998.
  13. Singha, K. "Participant Observation and In-depth Interviewing" in B. Y. Attig, et al. (eds), *Qualitative Methods for Population and Health Research*. Bangkok: Mahidol University, pp 120-128, 1993.
  14. Watson, C. W. (Ed) *Being There: Fieldwork in Anthropology*. London: Pluto Press.
  15. Hammersley, M. *What's wrong with Ethnography*. London: Routledge, 1992.
  16. Moser, C. A. and Kalton, G. *Survey Methods in Social Investigation*. London: Heinemann, 1971.
  17. Merton, R. K. *On Theoretical Sociology*. New York: Free Press. 1967.
  18. Goode, W. J. and Hatt, P. K. *Methods of Social Research*. New York: McGraw Hill. 1952.

#### Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
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CO 5	3	3	3	3	3							3	3	3	2

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

  
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**M.A./M.Sc. II<sup>nd</sup> Semester Paper**  
**Code: AAPBLD1/ ASPBLD1**

**Credits: 02**

**Paper: Practical in Research Methodology Full**  
**Marks: 100 (70+30)**

**Course Objectives:**

- To understand how to draw genealogy.
- To provide hands on training on how to use different interview tools and techniques.
- To teach how to write case study and report writing on various demographic and social problems.

**Learning Outcomes**

- Learning of genealogy will help to study kinship system in a society.
- Learning of report writing will help students to be place in different research organization.
- Through this course, students will be able to conduct/participate in any kind of Social Research/Survey.

Unit-1. Nature of anthropological research.

Unit-2. Genealogical method: Construction of Genealogy.

Unit-3. Observation: Direct, Indirect, Participant, Non-participant, controlled.

Unit-4. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focused Group Discussion, and Free listing, pile sorting.

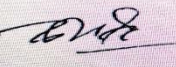
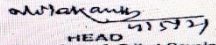
Unit-5. Case study and life history.

Unit-6. Project Report: The student shall undertake a project under which they will investigate and interpret a Physical or Social problem by collecting primary data from the field

**Suggested Readings**

1. Bernard, ft Research methods in Anthropology: Qualitative and Quantitative Approaches. altaMiraPress. 2011.
2. Sarantakos, S. Social Research. London, McMillan Press. 1998.
3. Madriga L. Statistics for Anthropology. Cambridge, Cambridge University Press. 2012.
4. Zar, ZH, Biostatistical Analysis. Printice Hall. 2010.
5. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Field Notes. Chicago, Chicago University Press. 1995
6. Barnard, H.R. 2006. Research Methods in Anthropology. Qualitative and Quantative Approaches. Rowman Altamira Press.
7. O'reilly/Karen. 2012. Ethnographic Methods. London: Routledge.
8. Barnard, A. & A. Good. 1984. Research Practices in the Study of Kinship. Academic Press.
9. Bernard, Harvey Russell. 2006. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Rowman Altamira Press.
10. Bernard, H.R. 1988. Research methods in cultural anthropology. Sage.
11. Brislin, R.W. , W. J. Conner, R. M. Thorndike. 1973. Cross-Cultural Research Methods. New York: John Willey and Sons.
12. Creswell, John.W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage.

13. Krikand, J., and M. L. Miller. 1986. Reliability and Validity in Qualitative Research. Sage.
14. Miller, D.C. & N. J. Salkind. 2002. Handbook of Research Design & Social Measurement. Sage.
15. Patton, M.Q. 2014. Qualitative Research & Evaluation Methods: Integrating Theory and Practice. Sage Publications .
16. Spradley, James P. 1980. Participant Observation. New York: Holt, Rinehart and Winston New York.
17. Srivastava, V.K. 1994. Methodology and Fieldwork. Oxford University Press.

   
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**M.A./M.Sc. IInd Semester Paper**  
**Code: AAPBTD1/ ASPBTD1**

**Credits: 04**

**Paper: Indian Anthropology (THOERY)Full**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPBTD1/ ASPBTD1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide the concept of society, culture, civilization and discussed Indological, Anthropological and historical approaches to improve knowledge about process of sociolect- cultural change.
- To provide the basic background about traditional social structure, life style in Vedic age, caste system, varnish system, caste mobility and caste and tribe.
- To provide the brief introduction about rise of anthropology in India and knowledge about tribe, caste continuum and tribal identity issues.

**Learning Outcomes:**

- The students will have better understanding the subject matter and will enhance the basic knowledge about the Indian anthropology to the undergraduate students.
- The students will acquire knowledge on society and culture and will have the knowledge of various social and cultural norms and values of the society.
- The students will have a clear understanding on the rise of anthropology in India.

<b>Unit I:</b>	Approach to the study of Indian society: culture and civilization: Indological, Anthropological and Historical. Geographical distribution, Racial and Linguistic classification; Unity and Diversity in Indian Society: Linguistic, Political and Ethnic; Challenges to National integration.
<b>Unit II:</b>	Basis of Traditional Indian Social Structure and Life cycle in Vedic Age (Varna ashramadharma and Purushartha); Indian Village Characteristics and Types; Structure of Indian society: Caste System, Varna and Caste, Dominant Caste, Caste Mobility, Caste and Tribe, Great Tradition and Little Tradition; Parochialisation and Universalisation; Indian Village Characteristics, Jajmani System.
<b>Unit III:</b>	Processes of Socio-Cultural changes in Indian Society: Sanskritization, Westernization, Modernisation and Industrialisation and Globalization.
<b>Unit IV:</b>	Weaker Sections in India: Scheduled Tribes, Scheduled Caste, Definition and criteria, Classification and distribution of Tribes on the basis of economic, cultural and linguistic; Tribe-Caste continuum-Tribal identity Issues.
<b>Unit V:</b>	<b>Rise of Anthropology in India: Contributions of anthropologists, scholars and</b>

ministrators in 19<sup>th</sup> and 20<sup>th</sup> Century (V Ellwin, S.C. Roy, N.K. Bose, L.P.Vidyarthi).

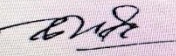
### Suggested Readings

1. Ahuja, Ram. Indian Social System
2. Srinivas, M.N. Indian Social Structure.
3. Hasnain, Nadeem. Indian Anthropology
4. Marriot, Mckim. Village India.
5. Dube, S.C. India's Changing Villages.
6. Dube, S.C. Social Change.
7. Singh, Yoginder. Modernization in India Tradition.
8. Saran, Gopal. Anthropology of Indian Civilization (J India Anthro Soc, Vol. 5, 1978).
9. Sachchidanand. Cultural Change in Tribal Bihar.
10. Cohn, B.S. India: Social Anthropology of a Civilization.
11. Mohapatra, L.K. Transformation of Tribal Society in India.
12. Majumdar, D.N. Races and Cultures of India.
13. Hutton, J.H. Caste in India.
14. Dumont Louis. Hindu-Hierarchy: The Caste and Its Implications.
15. Baily, F.G. Tribe, Caste and Nation.

### 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
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-Slightly; 2-Moderately; 3-Strongly

  
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**M.A./M.Sc. IInd Semester Paper**  
**Code: AAPBLD1/ ASPBLD1**

**Credits: 02**

**Paper: Practical in Indian Anthropology Full**

**Course Objectives:**                      **Marks: 100**                      **(70+30)**

- To provide the concept of society, culture, civilization and discussed Indological, Anthropological and historical approaches to improve knowledge about process of sociolect- cultural change.
- To provide the basic background about traditional social structure, life style in Vedic age, caste system, varna system, caste mobility and caste and tribe.
- To provide the brief introduction about rise of anthropology in India and knowledge about tribe, caste continuum and tribal identity issues.

**Learning Outcomes:**

- This paper will strengthen the knowledge of the students on the subject matter and will enhance the basic knowledge about the Indian anthropology to the undergraduate students.
- The paper will give the knowledge of society and culture on various social and cultural norms and values of the Indian society.
- The students will have a clear understanding on the rise of anthropology in India.

**Unit-1-**Read Classical Monograph and Prepare a Report. Write a Report on Contemporary Caste Situation in India based on your own observation. The Students are required to theorize their observation (of report) based on theory paper.

**Unit-2-** Chenchus: Jungle folk of the Deccan by Christoph von Fürer-Haimendorf. fReview a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.

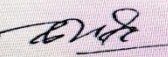
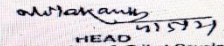
**Unit-3.**A philosophy for NEFA: Verrier Elwin, Identifying the changing scenario of Indian society in post-independence period.

**Unit-4.** The Mundas and Their Country: S. C. Roy. Highlight the contributions of any two contemporary Indian anthropologists

**Suggested Reading**

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
2. Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.

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


  
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**M.A./M.Sc. IInd Semester Paper**  
**Code: AAPBFF1/ ASPBFF1**  
**Credits: 08**

**Paper: Anthropological Field Training Full**

**Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
<b>AAPBFF1/ ASPBFF1</b>	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

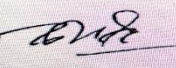
- To provide the concept of Field training and Field work tradition in Anthropology.
- To provide skill training to the students on the method and processes of preparing study tools.
- To give knowledge on the data collection procedure, data analysis methods, data interpretation techniques.
- To transfer the students on how to write the report/ research papers for scientific journals.

**Learning Outcomes:**

- The students will learn the skill of preparing the study tools and data collection techniques, rapport making etc.
- The students will have a clear understanding on the evolution of Fieldwork tradition in anthropology and also in Indian anthropology.
- The students will have the skill of writing reports, scientific research paper writings etc.

All the students of PG (M.A/M.Sc.- II<sup>nd</sup> Semester) are required to undertake field work in rural/ tribal/ urban areas for a period of at least 21 days for preparation of field report under the guidance of teacher/ teacher(s). This Field Training is equivalent to Intern Program as suggested by UGC and carried out by other departments. The students are to be placed in the field. The Field Training may be organized in any part of Central India preferably.

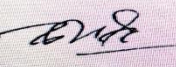
Preparation of Synopsis and presentation	20 Marks
Preparation of Field report	50 marks
Presentation & Viva-Voce	30 marks

  
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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	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
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

  
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**M.A./M.Sc. III<sup>rd</sup> Semester Paper**  
**Code: AAPCTD1/ ASPCTD1**

**Credits: 02**

**Paper: Research Methodology and Bio- StatisticsFull**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTD1/ ASPCTD1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide basic knowledge on social research method.
- To make students acquainted with social science research tools, techniques of data collection.
- To teach on the applications of Basic statistics in social science research.
- To transfer knowledge on the data processing, analysis and interpretation.
- To teach students on the processes of scientific paper writing for research journals and edited books, survey reports and impact evaluation.

**Learning Outcomes:**

- The students will have knowledge on basic research methods, tools and techniques of data collection.
- Students will have skill of data entry, processing, interpretation of data.
- The students will have the skill to write research papers, survey reports and evaluation reports.
- Through this course, students will be able to conduct/participate in any kind of Social Research/Survey.

**Unit-I.** Brief historical background of the development of statistics as an applied and key technology.

Main branches of statistics.

**Unit-II.** Research method and methodology. Concept, Proposition, Hypothesis, and Theory; Theory building in anthropology, abstraction and generalization.

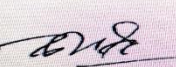
**Unit-III.** Concept population and sample. Variables its different types. Levels of measurement: Nominal, Ordinal, Interval and ratio levels. Probability and its basic concepts. Addition and multiplication rules. Probability and sampling. Random and non-random sampling.

**Unit-IV.** Frequency distribution and graphical representations of quantitative data. Bar graph, histogram and polygon. Curves: Normal and skewed.

**Unit-V.** Central tendency: Mean mode and median. Variability: Measures of variability. Standard deviation, variance and coefficient of variation. Application in

**Suggested Literature**

1. Research methods in cultural anthropology H. R. Bernard (1988). Sage.

  
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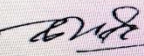


2. Research Methods in Anthropology Qualitative and Quantative approaches: H. R. Bernard, (2006).Rowman and Lillerfield Publication.
3. Participant Obsevation J. P. Sproldley& K. Baker Holt Rinehart and Winston New York.(1980).
4. Cross-Cultural Research Methods. R. W. Brislin, W. J. Conner, R. M. Thorndike. John Willeyand Sons.
5. Research Practices in the Study of Kinship. A. Barnard & A. Good. (1984). Academic Press.
6. Methodology and Fieldwork. V. K. Srivastava Oxford University Press (1994).
7. Research Methods in Anthropology. H. Russel and H. Russel.Alta Mira Press.
8. Case Study Research Design and Methods R. K. Yin Sage, (2008).
9. Reliability and Validity in Qualitative Research. J. Krik and M. L. Miller. Sage (1986).
10. Quantitative Inquiry and Research Design: Choosing among five traditions. J. W. Creswell.Sage. (1998).
11. Quantitative Research and Evaluation Methods Patton. Sage (2002).
12. Handbook of Research Design & Social Measurement. D.C. Miller & N. J. Salkind. (2002)Sage.

**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
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

  
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**M.A./M.Sc. III<sup>rd</sup> Semester Paper**  
**Code: AAPCLC1/ ASPCLC1**

**Credits: 02**

**Paper: Practical in Research Methodology & Bio-StatisticsFull**

**Marks: 100**

**(70+30)**

**Course Objectives:**

- To make students understand how to draw genealogy.
- To provide hands on training on how to use different interview tools and techniques.
- To teach how to write case study and report writing on various demographic and social problems.
- To acquaint the students with various bio-statistical methods used in research.

**Learning Outcomes:**

- Learning of genealogy will help to study kinship system in a society.
- Learning of report writing will help students to be place in different research organization.
- Through this course, students will be able to conduct/participate in any kind of Social Research/Survey.
- Students will be able to apply the knowledge of bio-statistical tools in research.

**Unit-I.** Presentation and summarization of data, types of variables and data presentations (Tabulation, Illustration).

**Unit-II.** Descriptive statistics. Measurers of Central Tendency; Measure of Variation, Variance and Standard Deviation.

**Unit-III.** Skewness and Kurtosis.

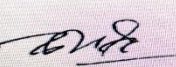
**Unit-IV.** Student's 't' tests; Chi-square test and measures of association

**Unit-V.** Analysis of Variance

**Suggested Literature**

1. Research methods in cultural anthropology H. R. Bernard (1988).Sage.
2. Research Methods in Anthropology Qualitative and Quantative approaches: H. R. Bernard, (2006).Rowman and Lillerfield Publication.
3. Participant Obseivation J. P. Sproldley& K. Baker Holt Rinehart and Winston New York.(1980).

4. Cross-Cultural Research Methods. R. W. Brislin, W. J. Conner, R. M. Thorndike. John Willeyand Sons.
5. Research Practices in the Study of Kinship. A. Barnard & A. Good. (1984). Academic Press.
6. Methodology and Fieldwork. V. K. Srivastava Oxford University Press (1994).
7. Research Methods in Anthropology. H. Russel and H. Russel. Alta Mira Press.
8. Case Study Research Design and Methods R. K. Yin Sage, (2008).
9. Reliability and Validity in Qualitative Research. J. Krik and M. L. Miller. Sage (1986).
10. Quantitative Inquiry and Research Design: Choosing among five traditions. J. W. Creswell. Sage. (1998).
11. Quantitative Research and Evaluation Methods Patton. Sage (2002).
12. Handbook of Research Design & Social Measurement. D.C. Miller & N. J. Salkind. (2002) Sage.
13. B.L. Agarwal. Basic Statistics. New Age International Publishers. Fourth Edition, 2006.
14. Fox and Alan. Elementary Statistics in Social Research. Gian Publishing House,
15. Sunder Rao, P.S.S. et al. An introduction to Biostatistics & Research Method. New Arrivals-PHI
16. Wackerly Dennis D, Mendelhall III, Wiliam et al. Mathematical Statistics with application Duxbury Press, Pacific Grove.
17. Gaur AS, Gaur SS. Statistical Methods for Practice and Research. A guide to data analysing using SPSS. SAGE Response, New Delhi, India, 2009.
18. Sunder Rao, P.S.S. et al. An introduction to Bio-statistics & Research Method. New Arrivals-PHI.
19. Conover W.J. Practical Nonparametric Statistics. Third Edition. Wiley India (P) Ltd. Ansari Road, Daryaganj, New Delhi. 1999.


  
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**M.A./M.Sc. III<sup>rd</sup> Semester Paper**  
**Code: AAPCTD1/ ASPCTD1**

**Credits: 04**

**Paper: Ecological Anthropology (THOERY)Full**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTD1/ ASPCTD1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To understand the meaning and scope of Ecological Anthropology.
- To acquaint the students about the ecology and ecological transition.
- To transfer the concept of sustainable development and indigenous knowledge system.
- To provide knowledge about the causes and consequences of ecological movements in India.

**Learning Outcomes:** The students will be able to

- Understand the concept of Ecological Anthropology.
- Know about the meaning, types and components of Ecosystem.
- Get familiar with the process of adaptation and evolution.
- Able to identify the causes of ecological movements in India.

**Unit I:** Ecological Anthropology: Definition and Scope; Cultural Ecology, Population Ecology, System Ecology, Ethno-ecology, Eco Feminism.

**Unit II:** Ecology and Ecosystem: Definition of Ecology and Ecosystem; Meaning, Types and Components of Ecosystem: Biotic and Abiotic, Ecological Niche.

**Unit III:** Ecological Transition: Concept of Culture Core and its relation with Environment and Other aspects of Culture; Ecological Ethnography: Hunter Gatherers, Nomads and Shifting Cultivators.

**Unit IV:** Adaptation and Evolution: Inter dependency between Biological and Cultural Evolution, Concept of Sustainable Development and Indigenous Knowledge System.

**Unit V:** Ecological Movements in India: Causes and Consequences; Chipko Movement, Narmda Bachao Movement, Niyamgiri Movement

**Suggested Readings**

1. Bennet, J.W. The Ecological Transition.
2. Bhass, L.C, Heal, O.W. Moore, J. Tundra Ecosystem.
3. Bresser, Human Ecology. 4. Butzer, Karl. Archaeology as Human Ecology.
5. Chapple, D.(ed) Biological Foundation of Individuality and Culture
6. Brock, T.H. Primate Ecology.
7. Eckstein . Food, People and Nutrition.
8. Eckstein, P.R. & Ehrlick, Avne, Holdren, J.P. Human Ecology.
9. Greenwood & Edwards. Human Environments & Natural Systems.
10. O. Hardesty, D. Ecological Anthropology.
11. J.Owen Jones, and Paul Rogers. Human Ecology and the Development of Settlements.

12. Jorgenson, J.G. Biology and Culture in Modern Perspective.
13. Kafman, PB./J.D. Lacroix Plant, People, Environment.
14. Krebs, C.J. Ecology (Latest edition).
15. Mortwitz, H.J. Foundations of Bio-energetics. 1
16. Odum, O.P. Ecology. 17. Odum, E.P. Fundamentals of Ecology.
18. Solomon Katz (ed). Biological anthropology (Scientific American).
19. Sussman, R.W. Primate Ecology.
20. Watts Johnston & Lasker. Bio-social Interrelation in Population Adaptation.
21. Yadab, C.S. Contemporary City Ecology.

**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
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



**M.A./M.Sc. III<sup>rd</sup> Semester Paper**  
**Code: AAPCLC1/ ASPCLC1**

**Credits: 02**

**Paper: Practical in Ecological Anthropology Full**

**Marks: 100**

**(70+30)**

**Course Objectives**

- To provide practical knowledge on understanding the anthropological dimensions of ecology.
- To train students on the ethnographic perspectives of ecological anthropology.
- To transfer the skill of understanding environmental issues.
- To teach the students on the methodologies of studying the ecological societies.

**Course outcomes:**

- The students will be able to review the ethnographic works on ecological anthropology.
- They will have the skill to study the environmental issues in India.
- The students will have the understandings on the Indian concept of ecology and its application.
- They will have the skill of preparing the tools to study the ecological resources in Indian villages.

**Unit-I.** Critically review ethnographic work on ecological anthropology

Unit-II. To study the Indian perspective of ecology and their application in understanding the ecology.

**Unit-II.** Make a project proposal and an annotated bibliography on ecological anthropology. Unit-III.

To prepare tools of studying ecological resources in Indian villages.

**Unit-III.** Make a report on any contemporary environmental issue faced by Indians in India.

**Suggested Readings:**

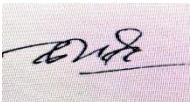
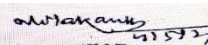
1. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
2. Descola, Philippe, and Gisli Pálsson. 1996. Nature and society: anthropological perspectives. London: Routledge.
3. Guha, Ramachandra. 1990. The unquiet woods: ecological change and peasant resistance in the Himalaya. Berkeley: University of California Press.
4. Guha, Ramachandra. 2003. Social ecology. Oxford in India readings in sociology and social anthropology. Delhi [u.a.]: Oxford University Press.
5. Shiva, Vandana. 2009. Staying alive. [S.l.]: Zed Books Ltd.

**SPECIALIZATION BASED**

**THIRD SEMESTER**

**GROUP A**

**BIOLOGICAL ANTHROPOLOGY**

   
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**M.A./M.Sc. III<sup>RD</sup> Semester Paper**  
**Code: AAPCTD1/ ASPCTD1**

**Credits: 04**

**Paper: Human Ecology (THOERY) Full**  
**Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTD1/ ASPCTD1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide the fundamental knowledge about the bio-cultural dimensions of human ecology adaptation, acclimation, biotic and abiotic components of the ecology.
- To provide the basic background of methods of studying human ecology and explain how adaptation occurs at various ecological stresses, ecological rules and their applicability to human population.
- To provide the basic concept of culture and how culture as a tool adaptation process in various modes of human adaptation particularly in pre-State society such as hunting, gathering, pastoralism and shifting cultivation population.

**Learning Outcomes:**

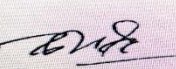
- This paper will enhance the knowledge on the bio-cultural understanding of the concept of ecology based on biological and cultural dimensions.
- This paper will strengthen the knowledge of methods and provide the concept of human ecology, types of adaptation, various ecological stresses, ecological rules and their applicability to human populations.
- This paper will also boost the knowledge relating to various modes of human adaptation process at pre-state society such as hunting and gathering, pastoralism and shifting cultivation communities.

Unit-I. Concepts in Ecology: Definition, adaptation, acclimation, acclimatization, biotic and abiotic component, human ecology Zone (High and Low altitude).

Unit-II. Methods of studying human ecology. Man and adaptation, culture and natural environment, ecosystem, human ecological niche, ecological community;

Unit-III.Environment and environmentalism: Adaptation to various ecological Exploitation of naturalresources, deterioration and degradation of environment, problem of ecological sustainability;

Unit-IV.Ecological movements: movements of Pre-and-Post-Globalisation periods. , Ecology andHuman population

  
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Unit-V. Culture as a tool of adaptation. Various modes of human adaptation in pre-state societies- a.hunting and food gathering; b. pastoralism c. shifting cultivation and agriculture.

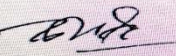
### Suggested Readings

1. Bennet, J.W. The Ecological Transition.
2. Bhss, L.C, Heal, O.W. Moore, J. Tundra Ecosystem.
3. Bresser, Human Ecology. 4. Butzer, Karl. Archaeology as Human Ecology.
5. Chapple,D.(ed) Biological Foundation of Individuality and Culture
6. Brock,T.H. Primate Ecology.
7. Eckstein . Food, People and Nutrition.
8. Eckstein, P.R. & Ehrlick, Avne, Holdren, J.P. Human Ecology.
9. Greenwood & Edwards. Human Environments & Natural Systems.
10. O. Hardesty, D. Ecological Anthropology.
11. J.Owen Jones, and Paul Rogers. Human Ecology and the Development of Settlements.
12. Jorgenson, J.G. Biology and Culture in Modern Perspective.
13. Kafman, PB./J.D. Lacroix Plant, People, Environment.

### 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
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

  
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**M.A./M.Sc. III<sup>RD</sup> Semester Paper**  
**Code: AAPCLD1/ ASPCLD1**

**Credits: 02**

**Paper: Practical in Human Ecology**

**Full Marks: 100**

**(70+30)**

**Course Objectives:**

- To provide the practical based knowledge of ecology, particularly based on biological and cultural dimensions to the under graduate students.
- To provide the basic knowledge about the procedures of taking measurement of different body shapes of the human being such as measurement of stature, sitting height, nasal breadth, body weight, body mass index, ponder index and nasal index.
- To provide the basic concept and knowledge of the environment and provide guideline to prepare report writing on contemporary issues of environment.

**Learning Outcomes:**

- This paper will enhance the practical based knowledge of the students on ecology, human ecology and will also provide the ideas of biological and cultural dimensions in environment.
- This paper will also boost the knowledge about report writing on problems of ecology and their significance relation with human being.

Unit-I. Critically review on ecological anthropological research

Unit-II. Make a project proposal of ecological anthropology and its bibliography.

Unit-III. Make a report on any contemporary demographic issue and its impact on natural ecology. Unit-

IV. Make a report on any contemporary pollution issue concerning human population.

Unit-V. Make a report on any contemporary environmental issue.

**Suggested Literature**

1. Human ecology: bio-cultural adaptation in human communities. (2006) Schutkowski, H. Berlin: Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. 1965. Peasant society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Wittfogel, Karl August. 1957. Oriental despotism; a comparative study of total power. New Haven: Yale University Press.

9. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. Man the hunter. Chicago: Aldine Pub. Co.
10. General Anthropology . Jacob and Stern

**M. A./M.Sc**

**Paper Code:** AAPCTBO1/ ASPCTBO1

**Credits: 04**

**Paper:** Palaeoanthropology

**Full Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTBO1/ ASPCTBO1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide basic concept, meaning and definitions of the paleoanthropology and enhance the knowledge of dating methods, Geological Time Scale (GTS), taxonomic and chronological problems of fossil records etc.
- To provide the concept of primate, speciation, extinction as well as concept of primateradiation and rate of somatic evolution.
- To strengthen the theoretical knowledge about origins and evolution of stone age
- To provide knowledge of technology development of the human being, distribution and classification of Australopithecus, Paranthropus, Zinjanthropus, Homo habilis and Homoerectus etc.

**Learning Outcomes:**

- This paper will enhance the knowledge of the students about the basic concept of paleoanthropology.
- This paper will boost their knowledge on paleoanthropology and also about its variousbranches.
- Students will increase the overall information and knowledge of pre-historic society like hunter-gatherers, pastoral communities, and the emergence of the prehistoric people of Africa.
- They will be appraised of the the relevance of the Paleolithic data for the human society.

**UNIT I** Terminological taxonomic and chronological problems of fossils. Dating methods. Geological Time Scale. Taphonomy and fossilization.

**UNIT II** Early primate evolution, Adaptive primate radiation, differential rate of somatic evolution



**UNIT III** The evolution of early hominids: Distribution, Characteristics, life ways and phylogenetic status: Ramapithecus, Australopithecines, Homo habilis, Homo erectus, Homo sapiens Neanderthalensis, Homo sapiens sapiens

**UNIT IV.** Prehistoric hunter-gatherer, modern pastoral communities, emergence of prehistoric people in Africa

**UNIT V.** Primate and Non-Primate Models for Early Hominid Behavior, Hominization Process: Evolution of hominid-human bipedalism.

### **Suggested readings**

1. Napier JR and Napier PH. (1985). The Natural History of the Primates. Cambridge, MA: The MIT Press
2. Boyd R and Silk JB. (2009). How Humans Evolved. London: WW Norton.
3. Tattersall I. (2009). The Fossil Trail: How We Know What We Think We Know about Human Evolution. New York: Oxford University Press.
4. Waldron T. (2008): Palaeopathology. Cambridge University Press.
5. Cela-conde CJ and Frisancho J. (2007). Human Evolution: Trails from the past. Ayala Oxford University Press.
6. Barnes E. Diseases and Human Evolution. (2005). University of New Mexico Press.
7. Pinhasi R and Mays S (2008). Advances in Human Palaeopathology. Chichester: John Wiley & Sons, Inc. (PM).
8. Hoppa RD and Vaupel JW. (2002). Paleodemography: Age Distributions from Skeletal Samples. Cambridge University Press.
9. Lansen CS, Matter RM and Gebo DL. (1998). Human Origin: The fossil Record. Waveland Press.
10. Cameron DW and Colin P. Groves CP. (2004). Bone, Stones and Molecules: "Out of Africa" and Human Origins. Elsevier Inc.
11. Stringer C. (2011). The Origin of Our Species. London: Allen Lane.
12. Conroy GC. (2005). Reconstructing Human Origins. WW Norton and Company.
13. D. Mukherjee, D. Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.

**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
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

**M.A./M.Sc.**

**Paper Code:** AAPCTBO1/ ASPCTBO1

**Credits:** 02

**Paper:** Practical in Palaeoanthropology

**Full Marks:** 100

**(70+30)**

**Course Objectives:**

- To make the students acquainted with the anatomical features and the behavioral pattern of apes, human ancestors and modern humans.
- To provide the concept of primate, speciation, extinction as well as concept of primate radiation and rate of somatic evolution.
- To strengthen the theoretical knowledge about origins and evolution of stone age
- To provide knowledge of technology development of the human being, distribution and classification of Australopithecus, Paranthropus, Zinjanthropus, Homo habilis and Homo erectus etc.

**Learning Outcomes:**

- The students will be able to learn about the anatomical features and cultural pattern of apes (Gibbon, Orangutan, Gorilla & Chimpanzee), human ancestors (Australopithecus, Homo habilis, Homo erectus, Heidelbergensis, Neanderthalensis) and Homo sapiens.
- 
- This paper will enhance the knowledge of the students on various concept of paleoanthropology.
- This paper will boost their knowledge on paleoanthropology and also about its various branches.
- Students will increase the overall information and knowledge of pre-historic society like hunter-gatherers, pastoral communities, and the emergence of the prehistoric people of Africa.
- They will be appraised of the relevance of the Paleolithic data for the human society.

**UNIT I** Draw and label of the skull with its anatomical features and behavioral pattern of apes: Gibbon, Orangutan, Gorilla Chimpanzee

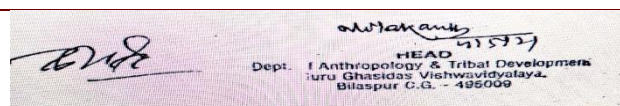
**UNIT II** Draw and label of the skull with its anatomical features and cultural pattern of Australopithecus and Homo habilis

**UNIT III** Draw and label of the skull with its anatomical features and cultural pattern of Homo erectus and Heidelbergensis

- UNIT IV** Draw and label of the skull with its anatomical features and cultural pattern of Neanderthalensis
- UNIT V** Draw and label of the skull with its anatomical features and cultural pattern of Homo sapiens: Cromagnon, Grimaldi and Chancelade

### Suggested readings

1. Napier JR and Napier PH. (1985). The Natural History of the Primates. Cambridge, MA: The MIT Press
2. Boyd R and Silk JB. (2009). How Humans Evolved. London: WW Norton.
3. Tattersall I. (2009). The Fossil Trail: How We Know What We Think We Know about Human Evolution. New York: Oxford University Press.
4. Waldron T. (2008): Palaeopathology. Cambridge University Press.
5. Cella-conde CJ and Frisancho J. (2007). Human Evolution: Trails from the past. Ayala Oxford University Press.
6. Barnes E. Diseases and Human Evolution. (2005). University of New Mexico Press.
7. Pinhasi R and Mays S (2008). Advances in Human Palaeopathology. Chichester: John Wiley & Sons, Inc. (PM).
8. Hoppa RD and Vaupel JW. (2002). Paleodemography: Age Distributions from Skeletal Samples. Cambridge University Press.
9. Lansen CS, Matter RM and Gebo DL. (1998). Human Origin: The fossil Record. Waveland Press.
10. Cameron DW and Colin P. Groves CP. (2004). Bone, Stones and Molecules: "Out of Africa" and Human Origins. Elsevier Inc.
11. Stringer C. (2011). The Origin of Our Species. London: Allen Lane.
12. Conroy GC. (2005). Reconstructing Human Origins. WW Norton and Company.
13. D. Mukherjee, D. Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.



**THIRD SEMESTER**

**GROUP B**

**SOCIAL-CULTURAL ANTHROPOLOGY**

**M.A./M.Sc. III<sup>rd</sup> Semester Paper**  
**Code: AAPCTD1/ ASPCTD1**

**Credits: 04**

**Paper: Anthropological Theory Full**  
**Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTD1/ ASPCTD1	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To transfer knowledge on the evolution and growth of anthropological theories.
- To develop the skill of understanding the philosophy behind anthropological theories.
- To teach the students how to apply the theoretical approach to understand the society and the culture.
- To teach the students about the theoretical contributions made by Indian anthropologists to understand Indian society.
- To transfer the knowledge to the students on various recent trends incorporated in anthropological theories.

**Course outcome:**

- The students will have a clear understanding on the philosophy behind and the theoretical perspectives on the evolution of society and culture.
- The students will have a clear understanding on the philosophy behind and the theoretical perspectives on the evolution of society and culture from Indian perspectives.
- The students will have the skill of applying the theoretical approach while analysing and interpreting primary data.
- The students will have the knowledge of understanding the recent trends in theories in anthropology.

**Unit I**

History and Development of anthropological theory- The philosophical foundations

**Unit II**

Colonialism and its impact on anthropological theory: concept of primitive, evolution, function and diffusion, Neo-Evolution

Unit-III. Classical evolution, School of Diffusionism, Structuralism and Functionalism in anthropology.

Unit IV: Theoretical Contribution of Indian Anthropologists: Theoretical Contribution of Indian Anthropologists: M.N. Srinivas, L.P. Vidyarthi, Surjit Sinha, Sachidananda (Only their theoretical contribution should be discussed).

Unit V. Post-structuralism and Postmodernism: Theories and trends; Feminism and Anthropology

**Suggested Readings**

1. Applebaum, Herbert A. 1987. Perspectives in cultural anthropology. Albany: State University of New York Press.
2. Bloch, Maurice. 1983. Marxism and anthropology: the history of a relationship. Marxist introductions. Oxford [Oxfordshire]: Clarendon Press.
3. Evans-Pritchard, E. E., and André Singer. 1981. A history of anthropological thought. New York: Basic Books.
4. Leaf, Murray J. 1979. Man, mind, and science: a history of anthropology. New York: Columbia University Press.
5. Leaf, Murray J., and Bernard Grant Campbell. 1974. Frontiers of anthropology; an introduction to anthropological thinking. New York: Van Nostrand.
6. Voget, Fred W. 1975. A history of ethnology. New York: Holt, Rinehart and Winston.

**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
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-Slightly; 2-Moderately; 3-Strongly

**M.A./M.Sc. III<sup>rd</sup> Semester Paper**  
**Code: AAPCLD1/ ASPCLD1**

**Credits: 02**

**Paper: Practical in Anthropological TheoryFull**

**Marks: 100**

**(70+30)**

**Course Objectives:**

- To transfer skill to understand the evolution and growth of specific anthropological theory.
- To develop the skill how to apply anthropological theories.
- To teach the students how to apply the theoretical approaches to understand the society and the culture.
- To teach the students about the theoretical contributions made by Indian anthropologists to understand Indian society.
- To transfer the knowledge to the students on various recent trends incorporated in anthropological theories.

**Course outcome:**

- The students will be able to prepare the tools to study society and culture from theoretical perspectives.
- The students will have the skill of preparing the study tools to study Indian society and culture from Indian perspectives.
- The students will have the skill of applying a research project and implementing a research project to study a society.
- The students will have the skill to prepare a bibliography and reference in a scientific research paper.

Unit-I. Preparing research tools required for doing the following kind of research

- Functional studies
- Village and community studies
- Historical studies

Unit-II. Making a research proposal and doing an independent research project on any of the above areas

Unit-III. Making a research proposal and doing an independent research project on any of the above areas

Unit-IV. Preparing bibliography and list of references for a research project

Unit-V. Preparing bibliography and list of references for preparing a scientific research paper.

**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



**M.A./M.Sc.**

**Paper Code:** AAPCTBO3/ ASPCTBO3

**Credits: 04**

**Paper: Urban Anthropology**

**Full Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTBO3/ ASPCTBO3	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To understand Rural-urban migration
- To understand problems that arise from urbanism
- To know about urban space and urban ecology

**Learning Outcomes:**

Students will be able to know about the contemporary urban issues, basic features of urban social structure, changes in Indian Urban society and Urban settings.

**Unit I**

Rise of city and civilization in India: Pre-historic, proto-historic and Historic.

**Unit II**

Processes of Urbanisation, urbanism, urban structures and urban ecology

**Unit III**

Basic features of Urban Social Structure: Heterogeneity. Neighbourhood, Slums, Ethnic, Cultural, Linguistic affiliations in Indian city

**Unit IV**

Continuity and change in Indian Urban Society: i. Kinship and family ii. Caste, iii. Religion and economy.

**Unit V**

Secular values and Urban setting: i. Secularism ii. Multi-ethnicity and Pluralism Cultural integration

**Suggested Readings:**

1. Eames, E & J. G. Good. 1977. Anthropology of the city. Prentice Hall.
2. Fox, R.G. 1977. Urban Anthropology: Cities and their Cultural Setting. Prentice Hall
3. Hannertz, U. 1983. Exploring the city inquires towards an urban anthropology. Colombia University Press.
4. Mangin, W. 1970. Peasant in City. Houghton Mifflin

5. Melch, G.G & W.P. Zanner. 1996. Urban Life. Waveland Press
6. Southall, A.W. 1973. Urban anthropology: Cross-Cultural Studies of Urban Cities. Oxford University Press.
7. Southall, A. & A.W. Southall. 1973. Urban anthropology: Oxford University Press.
8. Uzzell, J.D. & R. Provencher. 1976. Urban Anthropology. W.C. Brown Co. Dubuque.

**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
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-Slightly; 2-Moderately; 3-Strongly

**M.A./M.Sc. III<sup>RD</sup> Semester Paper**  
**Code: AAPCLBO3/ ASPCLBO3**

**Credits: 02**

**Paper: Practical in Urban Anthropology Full**

**Marks: 100 (70+30)**

**Course Objectives:**

- To visit city life among different urban community and appreciate the role of culture with politics and economics
- To document various Media related popular cultures

**Learning Outcomes:**

Empirical visit will be helpful for proper understanding of Urban life and its problems.

**Unit-I.**

The students will be required to undertake two minor research projects, (i) Comprising study of a city based on secondary sources, and (ii) On demographic dimension of city, and general amenities available, based on primary field research.

**Unit-II.**

Identify a problem in an urban area; consult secondary sources to make an annotated bibliography.

**Unit-III.**

Write a report on the problem selected using secondary sources.

**Unit-IV.**

Carryout fieldwork in any urban area and do any of the following type of primary research.

- a. Observing an urban situation.
- b. Understanding neighbourhood relations.
- c. Analyzing urban Kinship.
- d. Any other urban problems.

**Suggested Readings:**

1. Eames, E & J. G. Good. 1977. Anthropology of the city. Prentice Hall.
2. Fox, R.G. 1977. Urban Anthropology: Cities and their Cultural Setting. Prentice Hall
3. Hannertz, U. 1983. Exploring the city inquires towards an urban anthropology. Columbia University Press.
4. Mangin, W. 1970 Peasant in City. Houghton Mifflin
5. Melch, G.G & W.P. Zanner. 1996. Urban Life. Waveland Press

6. Southall, A.W. 1973. Urban anthropology: Cross-Cultural Studies of Urban Cities. Oxford University Press.
7. Southall, A. & A.W. Southall. 1973. Urban anthropology: Oxford University Press.
8. Uzzell, J.D. & R. Provencher. 1976. Urban Anthropology. W.C. Brown Co. Dubuque.

**M.A./M.Sc.**

**Paper Code:** AAPCTBO3/ ASPCTBO3

**Credits: 04**

**Paper: Urban Anthropology**

**Full Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTBO3/ ASPCTBO3	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To understand Rural-urban migration
- To understand problems that arise from urbanism
- To know about urban space and urban ecology

**Learning Outcomes:**

Students will be able to know about the contemporary urban issues, basic features of urban social structure, changes in Indian Urban society and Urban settings.

**Unit I**

Rise of city and civilization in India: Pre-historic, proto-historic and Historic.

**Unit II**

Processes of Urbanisation, urbanism, urban structures and urban ecology

**Unit III**

Basic features of Urban Social Structure: Heterogeneity. Neighbourhood, Slums, Ethnic, Cultural, Linguistic affiliations in Indian city

**Unit IV**

Continuity and change in Indian Urban Society: i. Kinship and family ii. Caste, iii. Religion and economy.

**Unit V**

Secular values and Urban setting: i. Secularism ii. Multi-ethnicity and Pluralism Cultural integration

**Suggested Readings:**

1. Eames, E & J. G. Good. 1977. Anthropology of the city. Prentice Hall.
2. Fox, R.G. 1977. Urban Anthropology: Cities and their Cultural Setting. Prentice Hall
3. Hannertz, U. 1983. Exploring the city inquires towards an urban anthropology. Colombia University Press.
4. Mangin, W. 1970. Peasant in City. Houghton Mifflin

5. Melch, G.G & W.P. Zanner. 1996. Urban Life. Waveland Press
6. Southall, A.W. 1973. Urban anthropology: Cross-Cultural Studies of Urban Cities. Oxford University Press.
7. Southall, A. & A.W. Southall. 1973. Urban anthropology: Oxford University Press.
8. Uzzell, J.D. & R. Provencher. 1976. Urban Anthropology. W.C. Brown Co. Dubuque.

**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
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-Slightly; 2-Moderately; 3-Strongly

**M.A./M.Sc. III<sup>RD</sup> Semester Paper**  
**Code: AAPCLBO3/ ASPCLBO3**

**Credits: 02**

**Paper: Practical in Urban Anthropology Full**

**Marks: 100 (70+30)**

**Course Objectives:**

- To visit city life among different urban community and appreciate the role of culture with politics and economics
- To document various Media related popular cultures

**Learning Outcomes:**

Empirical visit will be helpful for proper understanding of Urban life and its problems.

**Unit-I.**

The students will be required to undertake two minor research projects, (i) Comprising study of a city based on secondary sources, and (ii) On demographic dimension of city, and general amenities available, based on primary field research.

**Unit-II.**

Identify a problem in an urban area; consult secondary sources to make an annotated bibliography.

**Unit-III.**

Write a report on the problem selected using secondary sources.

**Unit-IV.**

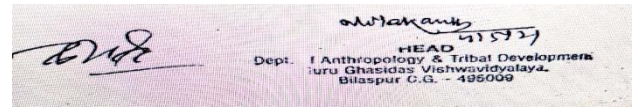
Carryout fieldwork in any urban area and do any of the following type of primary research.

- a. Observing an urban situation.
- b. Understanding neighbourhood relations.
- c. Analyzing urban Kinship.
- d. Any other urban problems.

**Suggested Readings:**

1. Eames, E & J. G. Good. 1977. Anthropology of the city. Prentice Hall.
2. Fox, R.G. 1977. Urban Anthropology: Cities and their Cultural Setting. Prentice Hall
3. Hannertz, U. 1983. Exploring the city inquires towards an urban anthropology. Columbia University Press.
4. Mangin, W. 1970 Peasant in City. Houghton Mifflin
5. Melch, G.G & W.P. Zanner. 1996. Urban Life. Waveland Press

6. Southall, A.W. 1973. Urban anthropology: Cross-Cultural Studies of Urban Cities. Oxford University Press.
7. Southall, A. & A.W. Southall. 1973. Urban anthropology: Oxford University Press.
- Uzzell, J.D. & R. Provencher. 1976. Urban Anthropology. W.C. Brown





**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDTD1A/ ASPDTD1A**

**Credits: 04**

**Paper:** Human Biological Growth, Development and Nutrition

**Full Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDTD1A/ ASPDTD1A	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide complete knowledge of human growth, differentiation, maturation and development.
- Understand the basic principles of human growth and development.
- To describe the major stages and associated developmental task of human growth and development.
- To Comprehend the significance of growth studies.
- To teach the students about the various methods of studying growth, secular trends in growth, Scammon's growth curve etc.
- To understand the concept, levels and underlying models of body composition

**Learning Outcomes:** After studying this paper, the students will learn about

- The students will learn the concepts and indicators of growth and development
- They will understand various types and patterns of growth curves
- They can explain different stages of growth: Prenatal and Postnatal
- Various bio-cultural factors influence the growth
- They can analysis of body physique and somatotyping

- Unit-I.** Definition and concepts of growth, maturation and development. Evolution of Human Growth: Major stages of human growth and development - Prenatal growth, Postnatal growth and their characteristics
- Unit-II.** Factors affecting Food and Nutrition and growth, Genetic and Environmental: secular trends, Methods of studying Human Growth, Nutritive Value of Indian Food.
- Unit-III.** Human Growth Curves of different body parts and tissues, Catch-Up Growth, maturation, growth references and standards. Abnormal Growth.
- Unit-IV.** Segmental growth and development; analysis of Human physique and body composition - Sheldon, Parnell, Heath -Carter methods of somatotyping.

**Unit-V.** Body Composition: Methods of study, Nutritional status: , assessment and methods of evaluation. Concept of balanced diet. Nutritional epidemiology, impact of malnutrition under-nutrition and over-nutrition, Nutritive value of Indian food.

### **Suggested Readings:**

1. Buettner-Janusch, J. (1966). *Origins of Man: Physical Anthropology*. John Wiley & Sons, Inc., New York, London, Sydney.
2. Conroy, G.C. (1997). *Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, New York, London.
3. Craig Stanford, John S. Allen and Susan C. Anton (2008) *Biological Anthropology* (2nd Edition).
4. Craig Stanford, John S. Allen and Susan C. Anton (2009) *Exploring Biological Anthropology: The Essentials*, Prentice Hall.
5. Day, Michael (1986) *Guide to Fossil Man*. University of Chicago Press.
6. E. L. Simon (1972) *Primate Evolution: An Introduction to Man's Place in Nature*. New York, MacMillan.
7. E.A. Hooton (1947) *Up from the Ape*. New York, MacMillan.
8. Howell F.C. (1977). *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
9. Harrison, G.A. et al. (1988) *Human Biology*. Oxford, Oxford University Press.
10. John Buettner-Janusch (1969) *Origins of Man*. Wiley Eastern Pvt Ltd
11. John G. Fleagle (1999) *Primate Adaptation and Evolution*. Elsevier.
12. Michael Park (2007) *Biological Anthropology: An Introductory Reader*, McGraw Hill.
13. M. F. Ashley Montague (1977) *UNESCO Statement on Race*. New York, Academic Press.
13. Nystrom P. and Ashmore P. (2011). *The Life of Primates*. PHI Learning Private Limited, New Delhi.
14. P. K. Seth & S Seth (1986) *Perspectives in Primate Biology*. New Delhi, Today & Tomorrow Printers.
15. Seth P. K. and Seth S. (1986). *the Primates*. Northern Book Centre, New Delhi, Allahabad.
16. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
17. Stanford C.; Allen J.S. and Anton S.C. (2012). *Biological Anthropology: The Natural History of Mankind*. PHI Learning Private Limited, New Delhi.

18. Swindler D. R. (2009). Introduction to the Primates. Overseas Press India Pvt. Ltd., NewDelhi.

**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
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

**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDLD1A/ ASPDLD1A**

**Credits: 02**

**Paper:** Practical in Human Biological Growth, Development and Nutrition

**Full Marks: 100 (70+30)**

**Course Objectives:**

- To explain the various methods of assessing growth status using somatometry, percentile, z-score, BMI, height for age, weight for age
- Assessment of obesity through various indices
- To provide knowledge about the estimation of body composition with skinfold thickness
- Assessment of nutritional status through dietary pattern and anthropometric indices

**Learning Outcomes:**

- The students will learn about how to assess growth,
- The students will learn about how to assess obesity,
- They will be able to measure body composition
- The students will learn about how to assess nutritional status.

**Unit-I.** Assessment of nutritional and health status based on different methods

**Unit-II.** Assessment of body composition using different national/ International methods

**Unit-III.** Measurement of Body surface Area by Dubois and Dubois formula.

**Unit-IV.** Measurement of systolic and diastolic blood pressures.

**Unit-V.** Calculation of Mean Arterial Pressure

**Suggested Readings**

1. Growth, maturation & physical activity (2004) Malina, Robert M; Bouchard, Claude, Bar-Or, Oded. Human Kinetics.
2. Human growth and development by Cameron Noel {2002}. St. Louis, Academic Press.
3. Patterns of human growth by Bogin, Barry {1999}. Cambridge University Press.
4. Human biology: An introduction to human evolution, variation, growth & adaptability by Harrison, GA; Tanner, JM; Pilbeam. DR; Baker PT (1988). Oxford, England, Oxford University Press.
5. Proceeding on Human Physical Growth and Maturation by eds. Johnson, FE, Roche, AF, Susanne, C,{1980}. Plenum Publishing Corporation.
6. Applied body Composition Assessment {2009} Heyward, VH; Wagner DR Human Kinetic.
7. Nutritive Value of Indian Food. Gopalan, NIN, Hyderabad.

**M.A./M.Sc. IVth Semester Paper**  
**Code AAPDTO2A/ ASPDTO2A**

**Credits: 04**

**Paper: Human & Population Genetics Full**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDTO2A/ ASPDTO2A	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To explain the fundamental concepts of human genetics.
- To understand the basic principles in human genetics, Laws of inheritance, ecological genetics & polymorphism, etc.
- To study Hardy-Weinberg principle, mechanism of human variation in gene frequencies (mutation, selection, genetic drift, gene flow, migration, inbreeding).
- To understand population structure and admixture in human populations.

**Learning Outcomes:**

- The student will be able to understand the fundamental concepts of human genetics, laws of inheritance & genetic polymorphism.
- Students will possess the knowledge of random & non-random mating pattern, heritability, linkage disequilibrium.
- Students will be able to identify the importance and applications of genetic markers in population studies, association studies & forensic, etc.

**Unit I:**

Brief history of Human Genetics; Mendel's Law of Inheritance and its application to man; Patterns of Inheritance: Autosomal, sex-linked traits and extra nuclear inheritance; Methods of studying heredity: twin method and pedigree method.

**Unit II:**

Population Genetics: Hardy-Weinberg Law and its application to human population; Genetic Polymorphism: Balanced and Transient.

**Unit III:**

Cytogenetics: Structure, properties and function of chromosome; Karyotypes, Banding Techniques, Chromosomal aberrations in Man.

**Unit IV:**

Structure and function of a Cell; Cell Division: Mitosis & Meiosis; Structure and function of DNA & RNA, Replication of DNA and recombinant DNA.

**Unit V:**

Applications of human genetics: Pre-natal diagnosis and Genetic Counselling. Current trend in human genetic research in world & India.

**Suggested Readings**

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

**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
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-Slightly; 2-Moderately; 3-Strongly

**M.A./M.Sc. IInd Semester Paper**  
**Code: AAPDLO2A /ASPDLO2A**

**Credits: 04**

**Paper: Practical in Human & Population Genetics**

**Marks: 100**

**(70+30)**

**Course Objectives:**

- To teach how to determine the blood group typing.
- To study the colour blindness status, G6PD deficiency screening
- To teach the PTC testing ability.
- To learn the Biochemical markers, DNA isolation and polymerase chain reaction (PCR)

**Learning Outcomes:**

- Students will be able to determine blood group types, colour blindness status
- Students will be able to determine the PTC ability.
- Understand basic concepts of biochemical markers,
- To teach the method of Isolation of DNA & polymerase chain reaction.

Unit-I. Blood Group: Blood Typing-Detection of complete and incomplete antibodies with reference to Rh (including subgroups), MNSs, Kell, and Lewis blood group systems.

Unit. 2. ABO (Subgroups), MN and Rh Blood group Systems

Unit.3. PTC

Unit.4. Colour Blindness Unit.5.

Dermatoglyphics

- i. Finger Print
- ii. Palmer Print
- iii. Planter Print

**Suggested Readings**

1. Harris H. Human Biochemical Genetics. Cambridge University Press. 2010.
2. Relethford JH. Human Population Genetics. A John Wiley & Sons, Inc., Publication. 2012.
3. Steve Jones, Robert Martin and David Pilbeam (Ed.) The Cambridge Encyclopedia of Human Evolution. Cambridge University Press, 1997.
4. Grine FE, Fleagle JG, Leakey RE. The First Humans Origin and Early Evolution of the Genus Homo. Springer, 2006.
5. Reddy VR. Current Trends in Human Genetics and Physical Anthropology. Dr (Mrs) V. Indira, Vidyanagar, Tirupati, Andhra Pradesh, India. 2012.

6. Templeton AR. Population Genetics and Microevolutionary Theory. John Wiley & Sons, Inc., Hoboken, New Jersey. 2006.
7. Fleagle JG. Primate Adaptation and Evolution. 2nd Edition, Elsevier Academic Press, 1999.
8. Harrison GA, Tanner JM, Pilbeam DR, Baker PT. Human Biology. An Introduction to Human Evolution, Variation, Growth and Adaptability. Oxford Science Publications, Oxford University Press, 2004.
9. Jobling, MA Hurles, M and Tyler-Smith, C. Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York, 2004
10. Strachan, T and Read, AP. Human Molecular Genetics. Garland Publishing Inc, New York, 2003.
11. Templeton, AR. Population Genetics and Microevolutionary Theory. Wiley Liss, New York, 2006.
12. Mange EJ and Mange AP. Basic Human Genetics. Sinauer Associates Inc. 49
13. Crawford, M. (Ed). Anthropological Genetics. Cambridge University Press. 2006.
14. Vogel, F and Motulsky, G. 1998. Human genetics: Problems & Approaches. Springer-Verlag Berlin. 2010.
15. Kothari Mehta Roychoudary. Essentials of Human Genetics. University Press, India.
16. South Asian Anthropologist. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi- 110002.
17. The Oriental Anthropologist. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi- 110002.
18. Journal of Social Anthropology. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi- 110002 .
19. The Anthropologists. Kamla Raj Enterprises, 2273, Gali Bari Paharwali, Chawri Bazar, Post Box No. 1120, Delhi – 110006.
20. The Indian Journal of Anthropology. Indian National Confederation and Academy of Anthropologists (INCAA), Kadam Kanon, P.O. Jhargram, West Medinipur, West Bengal, India- 721507
21. Hartl L.D. Human Genetics, Jones & Bartlett Learning.



**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDFF1A/ASPDDF1A**

**Credits: 20**

**Paper: Field Work Dissertation**

**Full Marks: 100**

**(50+20+20)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDFF1A/ASPDDF1A	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide the concept of Field training and Field work tradition in Anthropology.
- To provide skill training to the students on the method and processes of preparing study tools.
- To give knowledge on the data collection procedure, data analysis methods, data interpretation techniques.
- To transfer the students on how to write the report/ research papers for scientific journals.

**Learning Outcomes:**

- The students will learn the skill of preparing the study tools and data collection techniques, rapport making etc.
- The students will have a clear understanding on the evolution of Fieldwork tradition in anthropology and also in Indian anthropology.
- The students will have the skill of writing reports, scientific research paper writings etc.

All the students of PG (M.A./M.Sc. IV<sup>th</sup>) are required to undertake field work in rural/ tribal/ urban areas of Central Indian state for a period of 30 days for preparation of dissertation under the guidance of teacher(s). The topic of the dissertation will be allotted by the concerned teacher (Supervisor). The students will prepare synopses and present.

Preparation and Presentation of synopsis  
Dissertation  
Seminar Presentation & Viva-Voce

20 Marks  
50 marks  
30 marks

**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
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

**FOURTH SEMESTER**

**SPECIALIZATION BASED**

**GROUP B**

**SOCIAL-CULTURAL ANTHROPOLOGY**

**M.A./M.Sc. III<sup>RD</sup> Semester**  
**Paper Code: AAPDTBO4/ ASPDTBO4**

**Credits: 04**

**Paper: Anthropology of Religion Full**

**Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDTBO4/ ASPDTBO4	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To introduce students to a variety of anthropological approaches to the study of religion.
- To develop understanding of the major components of religious phenomena.
- To learn important theories and concepts in the cross-cultural study of religion.
- To present a wide selection of ethnographic case studies from around the world.
- To facilitate appreciation for similarities and diversity within human spiritual experience.

**Learning Outcomes:** The students will be able to:

- Students can understand how anthropologists approach the study of religion.
- They can know how case studies on religious traditions from around the world can be taken.
- Students can understand how various components of religion and spirituality such as myths, deities, rituals, religious experience, magic and religious change helps to understand the religion.
- The importance of cross-cultural study of religion across the world.
- They can understand the political economy and socio-cultural relevance of various human cults.

**Unit I :**

Introduction to Anthropology of Religion: Approaches to understand Religion, Great Narratives in Religion, Major Concepts in the study of Religion, World religions and Minor religion

**Unit II** Contextualizing Religion: Religion in simple and complex societies, Religious ethics and morality, Religion and economy, Tourism, and Pilgrimage

**Unit III** Religion and recognition of Gender Rights, Feminist movements in Religion, Sacred Complex, Positions of 'the third genders' in Religion.

**Unit IV** Religion in Contemporary Global issues: Religious violence, conversions, extremism and fundamentalism. Religion and Human Rights, Religious rights of minorities, Religion in the politics of representation and reservation.

**Unit V** Religion and Spirituality in India: Contribution of Indian Anthropologists to the Study of Religion, New Religious Movements in India, Religion and aesthetics, Cognitive interpretations of Religions. Religion in modern India, Religion and Education in India.

(Note: Anthropological Narratives, Ethnographic contributions of Indian anthropologists and examples through Indian Religions shall be focused upon to gain insight into the varied dimensions of Religion.)

### Suggested Readings:

1. Bielo, James. S. Anthropology of Religion: The Basics, (Routledge Publishing, 2015).
2. DeNapoli E. Antoinette , Real Sadhus Sing to God: Gender, Asceticism and Vernacular Religion. (Oxford University Press, 2013)
3. Eller, D. Jack. Introducing Anthropology of Religion: Linking Culture to the Ultimate (Routledge, 2007). NY.
4. Elizabeth. S. Beyond Religious Freedom: The New global politics of Religion . (Princeton University Press, 2017)
5. Furseth, I and P. Rapstad. An Introduction to sociology of Religion: Classical and Contemporary perspectives (Ashgate Publishing company, 2006).
6. Gottlieb, R. This sacred earth: religion, nature, environment. (Routledge Publication, 2004).
7. Hurd, Hobgood, L. and Whitney Bauman. Religion and Nature, (Bloomsbury Publication, 2018).
8. Jakelcic, S. Collectivistic Religions: Religion, Choice, and Identity in Late Modernity, (Routledge Publication, 2010).
9. King, E. Francis. Material Religion and Popular Culture. (Routledge, 2009)
10. Jacobson A, Knut South Asian Religions on Display: Religious Processions in South Asia and the Diaspora (Routledge, 2008)
11. Jakelcic, S. Collectivistic Religions: Religion, Choice, and Identity in Late Modernity, (Routledge Publication, 2010).
12. Lambeck, Michel. A reader in Anthropology of Religion. (Wiley Blackwell, 2008). UK.

### 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
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-Slightly; 2-Moderately; 3-Strongly

**M.A./M.Sc. III<sup>RD</sup> Semester Paper**  
**Code: AAPDLBO4/ ASPDLBO4**

**Credits: 02**

**Paper: Practical in Anthropology of Religion**

**Course Objectives:** **Marks: 100** **(70+30)**

- To introduce students how to carry religious surveys based on anthropological approaches to the study of religion.
- To develop understanding of the major components of religious phenomena across the world.
- How to apply important theories and concepts in the cross-cultural study of religion.
- How to collect ethnographic case studies from around the world.
- To facilitate appreciation for similarities and diversity within human spiritual experience.

**Learning Outcomes:** The students will be able to:

- Students can understand how anthropologists approach the survey of religion.
- They can know how case studies on religious traditions from around the world can be taken.
- Students can understand the changing components of religion and spirituality such as myths, deities, rituals, religious experience, magic and religious.
- They can understand the importance of cross-cultural study of religion across the world.
- They can understand the political economy and socio-cultural relevance of various human cults.

**Unit I.** Introduction to Anthropology of Religion: Review of an ethnography.

**Unit II .** Contextualizing Religion: Collection and Analysis of case study documents.

**Unit III.** Religion in Gender Discourse: Preparation of an annotated bibliography on religion.

**Unit IV.** Religion in contemporary global issues: Analysis on Religion, violence and peace measures in contemporary contexts or, Preparation of a project report on religion and environment.

**Unit V .** Religion and Spirituality in India: Collection of Narratives of narratives from peoples experiences with religion and spirituality in India.

**Suggested Readings:**

1. Bielo, James. S. Anthropology of Religion: The Basics, (Routledge Publishing, 2015).
2. DeNapoli E. Antoinette , Real Sadhus Sing to God: Gender, Asceticism and Vernacular Religion. (Oxford University Press, 2013)
3. Eller, D. Jack. Introducing Anthropology of Religion: Linking Culture to the Ultimate (Routledge, 2007). NY.
4. Elizabeth. S Beyond Religious Freedom: The New global politics of Religion . (Princeton University Press, 2017)
5. Furseth, I and P. Rapstad. An Introduction to sociology of Religion: Classical and Contemporary perspectives (Ashgate Publishing company, 2006).
6. Gottlieb, R. This sacred earth: religion, nature, environment. (Routledge Publication, 2004).

7. Hurd, Hobgood, L. and Whitney Bauman. Religion and Nature, (Bloomsbury Publication, 2018).
8. Jakelic, S. .Collectivistic Religions: Religion, Choice, and Identity in Late Modernity, (Routledge Publication, 2010).
9. King, E. Francis. Material Religion and Popular Culture. (Routledge, 2009)
10. Jacobson A, Knut South Asian Religions on Display: Religious Processions in South Asia and the Diaspora (Routledge, 2008)
11. Jakelic, S. Collectivistic Religions: Religion, Choice, and Identity in Late Modernity, (Routledge Publication, 2010).
12. Lambeck, Michel. A reader in Anthropology of Religion. (Wiley Blackwell, 2008). UK.

**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDTD2B/ ASPDTD2B**

**Credits: 04**

**Paper: Tribal Policy and Development in IndiaFull**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDTD2B/ ASPDTD2B	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide knowledge on the Concept of tribes, General and specific characteristics of tribes.
- To discuss Constitutional safeguard/provisions men for the development of the tribal communities.
- To discuss Displacement and rehabilitation which have affected the tribal communities.
- To provide knowledge about the progressive Acts, policies and programs meant for the development of the tribal population.

**Learning Outcomes:**

- The course will be helpful to know the details about the concept of Tribe in general and Indian Tribes in particular.
- The students will have a clear understanding on the tribal development policies, pogrammes and regulations.
- They can know the processes of making tribal development planning.
- The students will know the need assessment methods for tribal development.

**Unit I** Concept of tribe in Indian context: the idea of Indigenous people; Tribal societies in Pre-colonial period, Colonial period, and Post Independence; Geographic and linguistic distribution of tribes in India; Criterias used for selecting Particularly Vulnerable Tribal Groups in India.

**Unit II:** The concept of Tribal Development: Tribal Policy during pre-and-post Independence era; Approaches to Tribal development; Various Committees and Commissions on Tribal Development; Role of Anthropologists in Tribal Development.

**Unit III:** Constitutional Provisions and Safeguards for Scheduled Tribes, Administration of Scheduled Areas; Functioning of Tribes Advisory Council; Tribal Welfare programs through Five Year Plans.

**Unit IV:** Tribal Sub Plan: ITDA, MADA, Cluster, DTDP and Micro project; Financial and Administrative arrangements for Tribal Development; External aided development projects, challenges & opportunities: few case studies.

**Unit V:** Barriers and Stimulants to Tribal Development; Contribution of Anthropology to Government and Development planning in India.



**Suggested Readings:**

1. Bailey, F.G. 1960. Tribes, caste and Nations : A study of political activity and political change in the highland Orissa.
2. B  teille, Andr  . 1998. The Idea of Indigenous People. Current Anthropology, Vol. 39, No. 2 (April 1998), pp. 187-192.
3. Behera, M.C. (ed). 2018. Revisiting Tribal Studies: A Glimpse after Hundred years. Japiur: Rawat Publications.
4. Bhandari, J. S., and Subhadra Channa. 1997. Tribes and government policies. New Delhi: Cosmo Publications
5. F  rer-Haimendorf, Christoph von. 1985. Tribal populations and cultures of the Indian subcontinent. Handbuch der Orientalistik, 7. Bd. Leiden: E.J. Brill.
6. Guha, Ramachandra 1996. Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India. Economic and Political Weekly, Vol. 31, No. 35/37, Special Number (Sep., 1996), pp.2375-2380+2382-2383+2385-2389
7. Miri, Mrinal. 2003. Identity and the moral life. New Delhi: Oxford University Press.
8. Oommen, T.K. 2011. Scheduled Castes, Scheduled Tribes, and the Nation: Situating G. S. Ghurye. Sociological Bulletin, Vol. 60, No. 2 (May-August 2011), pp. 228-244
9. Patnaik, S.M. 2000. Tribe and Displacement: Social Implications of Rehabilitation. Journal of Human Ecology. 11(4): 299-314.
10. Sachchidananda. Tribe-Caste Continuum: A Case Study of the Gond in Bihar. Anthropos, Bd. 65, H. 5./6. (1970), pp. 973-997
11. Srivastava, A.R.N. , and Srivastava, Mitashree . 2014. Sixty Years of Tribal Development In India. Allahabad : HI-REL Info Genesis Publishers , Allahabad.
12. Srivastava, V.K. Concept of 'Tribe' in the Draft National Tribal Policy. Economic and Political Weekly, Vol. 43, No. 50 (Dec. 13 - 19, 2008), pp. 29-35

**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
CO 1	3	2	2	1	1							3	3	3	3
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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-Slightly; 2-Moderately; 3-Strongly

**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDLD2B/ ASPDLD2B**

**Credits: 02**

**Paper: Practical in Tribal Policy and Development in India**  
**Marks: 100 (70+30)**

**Course Objectives:**

- To provide the details thematic distribution of Indian tribes.
- To teach how to prepare an annotated bibliography on any one tribe of Chhattisgarh/Central India
- To appraise the students on the details of the tribal issues related to their development.
- To teach the students on various methods of need assessments and resource assessments for use in the tribal development

**Learning Outcomes:**

- The students will know various thematic based presentation of the Indian tribes.
- They will have the knowledge to prepare bibliography which may be used for research on tribal studies.
- The students will be able to get knowledge about the various tribal issues faced by the tribal people.
- The students can do the need and resource assessments required for tribal development.

**Unit-I.** Map out the various tribal communities on a Map of India: Migration pattern, Kinship system, Marriage practices, Occupation pattern, Social unrest and conflict, Religious beliefs and practices, Identity assertion. The proposed exercise has to be executed based on intensive readings of monographs available in department library.

Unit-II. Need and resource assessment techniques and their use in tribal development.

**Unit-II.** Write a book review of any tribal ethnography. The review has to be presented in the classroom.

**Unit-III.** Pick up any tribe of your choice and visually present distinctive features of its society with special focus on gender and sustainability of indigenous knowledge.

**Unit-IV. Preparation of a** Concept paper and research proposal on any contemporary tribal issues may be prepared.

**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDFF1B/ASPDDFF1B**

**Credits: 20**

**Paper: Field Work Dissertation Full**  
**Marks: 100 (160+40)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDFF1B/ ASPDDFF1B	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To provide the concept of Field training and Field work tradition in Anthropology.
- To provide skill training to the students on the method and processes of preparing study tools.
- To give knowledge on the data collection procedure, data analysis methods, data interpretation techniques.
- To transfer the students on how to write the report/ research papers for scientific journals, how to take a survey work and implement a project for tribal development.

**Learning Outcomes:**

- The students will learn the skill of preparing the study tools and data collection techniques, rapport making etc.
- The students will have a clear understanding on the evolution of Fieldwork tradition in anthropology and also in Indian anthropology.
- The students can prepare study tools to undertake a survey in tribal society and know the method of implementing a development project.
- The students will have the skill of writing reports, scientific research paper writings etc.

All the students of PG (M.A./M.Sc. IV<sup>th</sup>) are required to undertake field work in rural/ tribal/ urban areas of Central Indian state for a period of 30 days for preparation of dissertation under the guidance of teacher(s). The topic of the dissertation will be allotted by the concerned teacher (Supervisor). The students will prepare synopses and present.

Preparation and Presentation of synopsis	20 Marks
Dissertation	50 marks
Seminar Presentation & Viva-Voce	30 marks

**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
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

**OPEN ELECTIVE**  
**(FOR OTHER DEPARTMENTS)**

**M.A./M.Sc.**

**Paper Code:** AAPCTBO2/ ASPCTBO2

**Credits: 04**

**Paper: Developmental Anthropology: A Bio-Cultural Perspective**

**Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPCTBO2/ ASPCTBO2	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To teach students on theoretical perspective of development anthropology and the distinction from anthropology of development.
- To transfer knowledge on development policies, programs, and their implementations.
- To teach students on the concept of evaluation and impact assessments of the development programmes in tribal societies.
- To teach the students on the roles of the NGOs, INGOs and other civil societies in the development processes.

**Learning Outcomes:**

- The students will be appraised of theoretical perspective of development anthropology and the distinction from anthropology of development.
- The students will be knowing on development policies, programs, and their implementations.
- The students will be able to undertake evaluation and impact assessments of the development programmes in tribal societies.
- The students will have a clear understanding on the roles of the NGOs, INGOs and other civil societies in the development processes.

**Unit I:**

Theoretical overview of the relationship between Development and Anthropology; key concepts and arguments in both applied 'development anthropology' and the 'anthropology of development'.

**Unit II:** Politics of aid, donors, states; poverty, its meaning, measurement, and experience; scientific and 'indigenous' knowledge for development; tribal communities and issues of displacement and Rehabilitation.

**Unit III:**

Evaluation of work of policy makers, development projects; concept of 'community participation' and 'empowerment' in development; Sustainable development.

**Unit IV:**

Non-governmental organizations (NGOs) and civil society in contemporary development processes; the role of anthropologists in development.

**Unit IV:**

Role of International organisations in development: UN agencies and leading INGOs, Anthropological ethics and development.

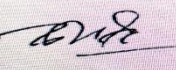
### Suggested Readings:

1. Edelman, Marc & Angelique Haugerud (eds) 2005. The anthropology of development and globalisation: From classical political economy to contemporary neoliberalism. Oxford: Blackwell.
2. Gardener, K. & D. Lewis 2015. Anthropology and Development: Challenges for the twenty-first century. London: Pluto
3. Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World, Princeton, N. J. Princeton University Press.
4. Harrison, E. & Crewe, E. 1999. Whose development? An ethnography of aid. London: Zed Books
5. Mosse, David, and David Lewis. 2005. The Aid Effect: Giving and Governing in International Development. Pluto Press
6. Olivier de Sardan, Jean-Pierre. 2005. Anthropology and Development: understanding social change. London: Zed Press.

### 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
CO 1	3	2	2	1	1							3	3	3	3
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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-Slightly; 2-Moderately; 3-Strongly

  
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**M.A./M.Sc.**

**Paper Code:** AAPCLBO2/ ASPCLBO2

**Credits:** 02

**Paper: Practical in Developmental Anthropology: A Bio-Cultural Perspective**

**Marks:** 100

**(70+30)**

**Course Objectives:**

- To teach students on the applications of theoretical perspectives of development anthropology and the distinction from anthropology of development.
- To transfer the knowledge on the implementation of various development policies, programs, and their implementations.
- To teach students on the applications of various concepts of evaluation and impact assessments of the development programmes in tribal societies.
- To teach the students on various roles played by the NGOs, INGOs and other civil societies in the development processes.

**Learning Outcomes:**

- The students will be appraised of the applications of various theoretical perspective of development anthropology and the distinction from anthropology of development.
- The students will have a clear understanding on the development policies, programs, and their implementations.
- The students will be well knowledge on few evaluation and impact assessments of the development programmes in tribal societies.
- The students will have a clear understanding on the roles of the NGOs, INGOs and other civil societies in the development processes.

Students are required to submit critical evaluative case study of any development project in India with special reference to the following exercises:

**Unit-I.** Identify any development project in India and construct a brief ethnography of the development project.

**Unit-II.** Collect related materials on the development debates on two major development projects.

**Unit-III.** Make a project report (text or visual) with your own critical evaluation of debates on development projects of 80s and 90s.

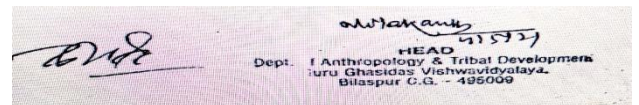
**Unit-IV.** Provide a comprehensive bibliography relating to displacement and development in India.

**Suggested Readings:**

1. Edelman, Marc & Angelique Haugerud (eds) 2005. The anthropology of development and globalisation: From classical political economy to contemporary neoliberalism. Oxford: Blackwell.
2. Gardener, K. & D. Lewis 2015. Anthropology and Development: Challenges for the twenty-first century. London: Pluto
3. Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World, Princeton, N. J. Princeton University Press.
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5. Mosse, David, and David Lewis. 2005. The Aid Effect: Giving and Governing in International Development. Pluto Press
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**M.A./M.Sc. IV<sup>TH</sup> Semester Paper**  
**Code: AAPDTBO5/ ASPDTBO5**

**Credits: 04**

**Paper: Applied Anthropology**

**Full Marks: 100 (70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDTBO5/ ASPDTBO5	3	1	-	4 hours	30	70	100	4

**Course Objectives:**

- To teach the concept and development of applied anthropology, its history, its uses of theory, its ethical dimensions, and some of its career profiles.
- To appraise students on the application of applied anthropological values to help address real-life problem in our community.
- To teach the application of Gandhian values in the development.

**Learning Outcomes:**

- Students will practice the relevance of cultural relativism and apply understandings of global diversity in a practical and applied form for the development.
- Students will critically analyse and interpret anthropology data so that it can be used to apply to understand the real-world issues.
- Students will apply anthropological principles for solving human problems on the local, regional and world scales.
- Through the details study of the course, it will empower the students to know about the law (rules and regulations) of the community as well as to constitutional safeguard for the people.

**Unit I:** Applied Anthropology: Concept, Definition, Its Scope and History. Limitation of applied anthropology. Similarities and differences between applied, action and development anthropology.

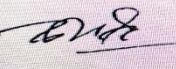
**Unit II** Anthropology and Tourism: Ecotourism, Cultural Tourism and New Approaches. Green Tourism and Sustainable Development.

**Unit III** Social Anthropology and Public Policy: anthropological study of public policy, including the socio-cultural understandings of risk, the role of values in policy and research.

**Unit IV** Gandhian Philosophy on village development and its relevance.

**Unit V** Social impact assessment and social marketing, NGO's and civil society, Role of NGO's in Human Development.

**Suggested Readings:**

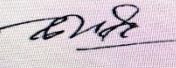
  
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1. Belshaw, C.L. 1976. The Sorcerer's Apprentice: An Anthropology of Public Policy. Pergamon Press Inc., New York.
2. Burns, P, M. 1999. An Introduction to Tourism and Anthropology. Routledge, London.
3. Goldschmidt, W. 1986. Anthropology and Public Policy: A Dialogue. American Anthropological Association, USA.
4. Sulton, P. 2009. The Politics of suffering. Melbourne University Press, Victoria, Australia.
5. Fisher, R. 2002. Anthropology and Social Impact Assessment. Taylor and Francis, New York.
6. van Willigen, John. 2002. Applied Anthropology: An Introduction. Bergin and Garvey, CT, Westport, USA.

#### Course Outcomes and their mapping with Programme Outcomes:

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

  
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M.A./M.Sc. IV<sup>TH</sup>

Semester Paper Code:

AAPDLBO5/

ASPDLBO5

Credits: 02

Paper: Practical in Applied Anthropology

Full Marks: 100

(70+30)

**Course Objectives:**

- To teach students on major findings of selected studies among tribal people.
- They will be trained on the methodologies of preparing proposal for survey/evaluation study and impact assessment studies.
- Students will be taught the use of various quantitative and qualitative tools in different research studies.
- They will be taught on the preparation of scientific research papers and study reports.

**Learning Outcomes:**

- The students will be able to know about the intensive applications of Anthropological values in development
- The students will get to know about the implementation of various policies and schemes.
- They will have the skill of preparing scientific research papers and evaluation reports.
- They will be knowing to develop various tools and apply tools in different studies contextually.

**Unit-I.** The students will be required to make intensive study of selective case studies/survey reports/impact assessment reports and evaluation studies of applied anthropology in India.

**Unit-II.** Preparation of study/evaluation/social impact assessment guidelines on locally implemented Policies and Schemes covering tribal households.

**Unit-III.** Preparation of social impact assessment of any Progressive Social Acts like MGNREGA/FRA/RTI/RTE and PESA Act enacted in India since 1990.

**Unit-IV.** Preparation of scientific research papers for journals and books, bibliography and referencing.

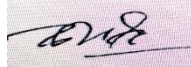
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6. van Willigen, John. 2002. Applied Anthropology: An Introduction. Bergin and Garvey, CT, Westport, USA.

**गुरु घासीदास विश्वविद्यालय**  
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)  
**कोनी, बिलासपुर - 495009 (छ.ग.)**



**Guru Ghasidas Vishwavidyalaya**  
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)  
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