

## Implementation of NEP/LOCF/CBCS / ECS

### Minutes of Meetings (MoM) of Board of Studies (BoS)

<b>Academic Year : 2024-25</b>	
<b>School</b>	<b>: School of Life Sciences</b>
<b>Department</b>	<b>: Anthropology</b>
<b>Date and Time</b>	<b>: Sept. 04, 2020 – 12:00 noon</b>
<b>Venue</b>	<b>: Meeting room</b>

#### Minutes of the BoS Meeting

Department of Anthropology and Tribal Development Guru  
Ghasidas Vishwavidyalaya, Bilaspur

Date of the meeting- 24.08.2023

#### Members:

Prof Jagannath Dash  
Professor of Anthropology, Department of Anthropology, Utkal  
University, Bhubaneswar, Odisha

HVC Nominee

Prof Nilakantha Panigrahi  
Professor of Anthropology and Head  
Department of Anthropology and Tribal Development GGV

Chairperson of BoS

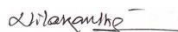
Prof Nilakantha Panigrahi  
Professor of Anthropology  
Department of Anthropology and Tribal Development GGV

Member of BoS

Dr.Subal Das  
Assistant Professor  
Department of Anthropology and Tribal Development GGV

Member of BoS

The BoS meeting in the department was organized on 24.08.2023 to approve the 4-Years UG Degree program. By the time some changes have been made in some of the courses. Looking at its approval in the BoS again the undersign has talked with Prof Jagannath Dash, Professor of Anthropology, the HVC nominee and the subject specialist to the BoS for the purpose. The revised version of the 4-Years UG Degree syllabus for first two years sends to Prof.J. Dash as per the direction to the HVC nominee to the BoS and he has approved the final version of the Syllabus of NEP 2023. Other members of the BoS also approved the Syllabus of NEP-2020. The BoS introduces **two (02) courses** in B.A./B.Sc (NEP) syllabus.

  
विभागाध्यक्ष / H.O.D.  
मानव विज्ञान एवं जनजातीय विकास विभाग  
Department of Anthropology & T.D.  
गुरु घासीदास विश्वविद्यालय, बिलासपुर (छ.ग.)  
Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

## Scheme and Syllabus- UG

### B.A./B.Sc. I<sup>st</sup> Semester

#### ANUAMJT1: Introduction to Social - Cultural Anthropology (Major)

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

#### Course Objectives:

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

#### Syllabus Contents

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

#### Suggested Readings

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

## Course Outcome

**P.O- 1.** Students have the knowledge on the basics of social anthropology.

**P.O.2.** Students have the knowledge on the basics of Cultural anthropology.

**P.O.3.** Students understood the basics of Indian social institutions and their functioning.

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

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

## Course Outcomes and their mapping with Programme Outcomes:

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

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

## B.A./B.Sc. I<sup>st</sup> Semester

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

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

#### Course Objectives

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

#### Syllabus

- Unit-1.** Introduction to the Anthropology Methods: Why anthropology is important for social research
- Unit-2.** Techniques and methods in collection of data in Social Anthropology
- Unit-3.** Development and application of Observation and Interview
- Unit-4.** Development and application of Questionnaire and Schedule
- Unit-5.** Development and application of Case study & Life history

#### Suggested Readings:

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

#### Course Outcome:

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

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

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

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

## B.A./B.Sc. I<sup>st</sup> Semester

### ANUAMNT01: Introduction to Biological Anthropology (Minor)

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

#### Course Objectives:

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

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

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

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

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

#### Syllabus Contents:

**Unit I:** Meaning and scope of anthropology, branches of anthropology; History and subject matter of physical/biological Anthropology; Relationship of physical/biological anthropology with other disciplines: medical and health sciences, life sciences, earth sciences, and environmental sciences.

**Unit II:** Fundamentals of physical/biological anthropology: a. Human Evolution; b. Human Variations c. Human Genetics; d. Human Growth and Development

**Unit III:** Theories of organic evolution (Lamarckian, Darwinian, and Synthetic).

**Unit IV:** Position of man in animal kingdom: living primates, distribution, characteristics, phylogeny, classification; comparative anatomy of man and apes; Primate Behaviour.

**Unit V:** Concept of race, genetic basis of race, UNESCO Statement on Race; ethnic group, racial classification of human populations (H.H Risley and B.S Guha's classification)

#### Suggested Readings:

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

**Course Outcomes:**

- P.O-1. The students have a clear knowledge about the subject matter of Biological Anthropology  
 P.O-2. They find out the relationship of biological anthropology with other disciplines.  
 P.O-3. They have an understanding of biology, genetics, and fossil evidence to examine the process of human biological and cultural evolution over time.  
 P.O-4. Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom.  
 P.O-5. Students understand about the historical and contemporary issues such as race.

**Course Outcomes and their Mapping with Programme Outcomes:**

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

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

## B.A./B.Sc. I<sup>st</sup> Semester

### ANUAMNL01: Introduction to Biological Anthropology (Minor-Practical)

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

#### Course Objectives:

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

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

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

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

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

#### Syllabus:

##### Somatometry-

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

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

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

##### Somatoscopy-

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

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

#### Suggested Readings:

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

#### Course Outcomes:

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

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

evolution & human variation.

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

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

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

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

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

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



**B.A./B.Sc. II<sup>nd</sup> Semester**  
**MDCANT01: Basics of Socio-Cultural Anthropology (MDC/Inter-Disciplinary)**

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

**Course Objectives**

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

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

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

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

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

**Syllabus:**

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

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

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

**Unit-IV:** Theory of Functionalism.

**Unit-V:** Theory of Structural-Functionalism

**Suggested Readings**

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

**Course Outcome:**

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

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

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

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

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

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

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

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

**B.A./B.Sc. I<sup>st</sup> Semester**  
**SECAANT01: Indian Society, Culture and Development (SEC)**

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

**Course Objectives:**

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

**Syllabus:**

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

**Suggested Readings:**

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

**Course Outcome:**

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

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

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

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

## B.A./B.Sc. I<sup>st</sup> Semester

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

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

#### Course Objectives:

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

#### Syllabus Contents:

**Unit I:** Meaning, concept and Types of Tourism.

**Unit II:** Purpose of Tourism, Modern Tourism, Tourism Regulations.

**Unit III:** Tourism Services and Operation: Transport, Accommodation, and Tourist Marketing, Promotional Events,

**Unit IV:** Tourism Policy and development, Eco-Tourism, Globalisation and Modernisation of Tourism.

**Unit V:** Tourism in Chhattisgarh, : Eco-Tourism, Religious Tourism, Challenges and Prospects, of Tourism in Chhattisgarh.

#### Suggested Readings:

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

#### Course outcome:

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

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

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

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

**2<sup>nd</sup> Semester**

**B.A./B.Sc. II<sup>nd</sup> Semester**  
**ANUBMJT2: Introduction to Archaeological Anthropology (Major)**

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

**Course Objectives:**

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

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

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

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

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

**Syllabus:**

**Unit I: Introduction**

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

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

- Absolute dating methods (c<sup>14</sup>)
- Relative dating methods (Stratigraphy)

**Unit III: Geochronology of Pleistocene Epoch**

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

**Unit IV: Understanding Culture**

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

**Unit V: General Framework of Palaeolithic Culture:**

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

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

### Suggested Readings

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

### Course outcome:

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

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

C.O.3. The students understand the Geological Time Scale to define pre-historic archeology about human evolution.

C.O.4. The students have the knowledge on various techniques of tool making and tool typology.

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

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

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

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



## B.A./B.Sc. II<sup>nd</sup> Semester

### ANUBMJL2: Introduction to Archaeological Anthropology (Major-Practical)

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

#### Course Objectives:

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

#### Syllabus :

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

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

Unit-2 Core Tool Type of Lower Palaeolithic

Unit-3. Flake Tool Type of Lower Palaeolithic

Unit-4. Bone Tools of Lower Palaeolithic

Unit-5. Mesolithic Culture and Neolithic Culture

#### Suggested Readings:

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

#### Course Outcome:

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

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

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

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

## B.A./B.Sc. II Semester

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

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

#### Course Objectives:

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

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

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

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

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

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

#### Syllabus Contents

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

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

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

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

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

#### **Suggested Readings:**

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

5. Ranga Ranjan Das (2020): Society Culture and Heritage North eastern Perspective by Heritage Foundation.
6. Manuel C. Molles Jr.: Ecology: Concepts and Applications
7. Mark Maslin: Climate Change: A Very Short Introduction.
8. Shivendu K. Srivastava and Divya Sharma: Biodiversity Law and Governance: Insights from India
9. <https://www.nlnunagpur.ac.in/PDF/2022/MNLU%20Nagpur%20CLR%20Vol%205%20No%202.pdf>

### Course Outcomes:

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

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

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

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

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

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

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

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

## B.A./B.Sc. II Semester

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

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

#### **Course Objectives:**

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

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

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

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

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

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

#### **Syllabus Contents:**

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

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

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

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

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

### Suggested Readings:

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

### Course Outcomes:

- C.O.1.** The students will be able to develop various criteria and will have the knowledge to distinguish different economies in human evolution.
- C.O.2.** The students will have the skill of preparing study tools for use in the field.
- C.O.3.** The students will know how to make review of the research papers relating to document the effects of development on tribal society.
- C.O.4.** The students will be able to document various problems of uneven development, forced migration, and environmental challenges faced by the tribal societies.
- C.O.5.** The students will be able to identify and make use of Indian Knowledge System in agriculture, health and disease treatment.

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

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

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

**B.A./B.Sc. II<sup>nd</sup> Semester**  
**MDCBANT02: Applications of Anthropology in Society (MDC/Inter-Disciplinary)**

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

**Course Objectives**

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

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

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

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

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

**Syllabus Contents:**

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

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

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

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

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

## **Recommended Readings:**

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

## **Programme Outcomes**

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

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

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

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

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



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

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

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

**B.A./B.Sc. II<sup>nd</sup> Semester**

-----English (AEC) **COMMON COURSE**

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

## B.A./B.Sc. II<sup>nd</sup> Semester

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

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

#### Course Objective

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

#### Syllabus Content

UNIT1: Introduction to SPSS, functions, data and types

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

UNIT3:Input and data cleaning, importing data from excel. UNIT4:

Measures of Central tendency and Measures of dispersion

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

T-test,- One-way ANOVA

#### Text/References Books:

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

#### Course Outcome:

Students will try to learn:

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

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

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

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

**B.A./B.Sc. II<sup>nd</sup> Semester**  
**VACBANT04: Tourism Anthropology (VAC-4)**

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

**Course Objectives:**

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

**Syllabus Contents:**

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

**Suggested Readings:**

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

**Course outcome:**

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

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

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

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

**3<sup>rd</sup> Semester**

**B.A./B.Sc. III<sup>rd</sup> Semester**  
**ANUCMJT3: Indian Prehistory (Major)**

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

**Course Objectives:**

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

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

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

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

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

**Syllabus Contents**

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

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

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

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

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

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

**Suggested Readings**

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



University Press

2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.

3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi

Company

4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.

5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.

6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.

7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.

8. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College

9. K.P. Oakley; 1965: *Man the tool-maker*, Trustees of the British Museum (Natural History), London.

### Course Outcome

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

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

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

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

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

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

CO	PO												PSO		
	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PS O1	PS O2	PSO 3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

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

## B.A./B.Sc. III<sup>nd</sup> Semester

### ANUCMJL1: Indian Prehistory (Major- Practical)

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

#### Course Objectives:

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

#### Syllabus:

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

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

Unit-III, Mesolithic tool types

Unit. IV. Neolithic Tool Type

Unit.V. Prehistoric Cave Art

#### Suggested Readings

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

#### Course Outcomes:

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

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

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

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

## B.A./B.Sc. IIIrd Semester

### ANUCMJT4: Research Methodology (Major)

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

#### Course Objectives:

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

#### Syllabus:

##### Unit I: Fieldwork tradition in Anthropology

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

##### Unit II: Research Design

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

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

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

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

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

## Suggested readings:

1. Alan Bryman (2018): Social Research Methods, London: OUP
2. BA Prasad Sharma and P. Satyanarayan. Ed. (1983): Research Methods in Social Sciences, New Delhi: Sterling
3. Bridget Somek and Cathy Lewin (2005): Research Methods in the Social Sciences, New Delhi: Sage
4. B.N Ghosh (1984): Scientific Method and Social Research, New Delhi: Sterling.
5. C.R Kothari (2004): Research Methodology: Methods and Techniques. New Delhi: New Age International.
6. David Mc Naab (2010): Research Methods for political Science, New York: Routledge
7. Gary Kingetal (1994): Designing Social Inquiry; Scientific Interference in Social Research, Princeton: Princeton University Press.
8. John W Cresswell & J David Cresswell (2017): Research Design, New Delhi: Sage.
9. Jayson D. Mycoff (2019): Working with Political Science Research Mehods, London: Sage
10. Roger Pierce (2008): Research methods In Politics: A Practical Guide, New Delhi: Sage
11. SP Gupta (2012): Statistical Methods, New Delhi: Sultan Chand & Sons
12. William J.Goode and Paul K. Hatt (1952): Methods in Social Research, New York: Mc Graw-Hill Book Co.

## Course Outcomes:

- C.O.1. Students who complete this course are able to understand and comprehend the basics in research methodology and applying the min research/project work.
- C.O.2. This course helped them to select an appropriate search design by the students.
- C.O.3. The students are able to take up and implement a research project/ study.
- C.O.4. The course enabled them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.
- C.O.5. The Students develop skills in qualitative and quantitative data analysis and presentation.

## Course Outcomes and their mapping with Programme Outcomes:

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

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

## B.A./B.Sc. IIIrd Semester

### ANUCMJL4: Research Methodology (Major-Practical)

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

#### Course Objectives:

- C.O.1. To introduce the students about the course and the basic concepts in research methodology in Social science.
- C.O.2. This course addresses the students on various issues in selecting a research problem.
- C.o.3. The student are taught various techniques and tools to be employed in completing a research project.
- C.O.4. The students will be taught on various methods of data analysis.
- C.O.5. This will also enable the students to prepare report writing and framing Research proposals.

#### Syllabus

- Unit-1. Construction of Genealogy and it use in social research.
- Unit.2. Developing guidelines for undertaking Observation: Direct, Indirect, Participant, Non-participant, Controlled
- Unit.3. Preparing Questionnaire and Schedule, Interview-guidelines: Unstructured, Structured, Key informant interview, Focused Group Discussion, Case study and life history
- Unit.4. Preparation of research problem, study design, data collection techniques, analysis
- Unit.5. Project report writing- Structure, design, layouts, references/ Bibliography.

#### Suggested Reading

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

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

### Course Outcomes:

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

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

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

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

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

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

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

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

## B.A./B.Sc. III Semester

### VOCATIONAL COURSE

#### VOCCANT03- Medical Anthropology (Theory)

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

#### Course Objectives:

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

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

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

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

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

#### Syllabus Contents

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

**Unit-2:** Medical Systems in India, Ethnomedicine

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

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

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

#### Suggested Readings:

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



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

### Programme Outcomes:

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

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

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

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

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

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

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

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

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

## VOCATIONAL COURSE

### VOCCANL03- Medical Anthropology (Practical)

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

#### Course Objectives:

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

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

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

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

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

#### Syllabus Contents

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

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

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

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

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

#### **Suggested Readings:**

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

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

### Programme Outcomes:

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

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

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

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

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

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

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

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

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

## B.A./B.Sc. III Semester

### MDCCANT03: Biological Diversity in Human Populations (Interdisciplinary)

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

#### Course Objectives

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

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

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

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

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

#### Syllabus Contents

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

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

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

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

**Unit V:** Genetic diversity among Indian Population.

#### **Suggested readings:**

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

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

### Course Outcomes

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

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

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

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

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

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

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

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

**B.A./B.Sc. III Semester**

**HIUCAET1: Hindi (AEC)**

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

## B.A./B.Sc. III Semester

### SECCANT02- Museum Anthropology (SEC)

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

#### Course Objectives

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

#### Syllabus Contents

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

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

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

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

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

#### Suggested Reading:

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

#### Course outcome

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

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

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

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

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



## B.A./B.Sc. III Semester

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

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

#### Course Objective

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

#### Syllabus Content

UNIT 1: Introduction to human skeleton: Types of bones

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

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

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

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

#### Text/ References Books:

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

#### Course Outcome:

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

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

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

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

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

## **4<sup>th</sup> Semester**

## B.A./B.Sc. IV Semester

### ANUDMJT5: Theories of Culture and Society (Major)

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

#### Course Objectives

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

#### Syllabus Contents

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

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

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

**Unit IV:** Patterns of Culture

**Unit V:** The theory of Culture & Personality

#### Suggested readings:

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

#### Course Outcomes:

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

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

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

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

## B.A./B.Sc. IV Semester

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

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

#### Course Objectives

C.O.1. To teach how to develop research questions, and hypothesis in a social research from scientific and humanistic perspective in social anthropology.

C.O.2. To inform the students the methods of preparing the variables in a social research.

C.O.3. To transfer knowledge on the skill of formulation of hypothesis and method of hypothesis testing.

C.O.4. To appraise the students on various techniques of identification of study universe and unit of study.

C.O.5. To teach the students on various research techniques, and methods employes in social research.

#### Syllabus Contents

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

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

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

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

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

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

#### **Suggested readings:**

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

#### **Course Outcomes**

C.O.1. The students will have a clear understanding of the scientific and humanistic perspective in Anthropology.

C.O.2. The students will have knowledge on various methodological approaches to study society and culture.

C.O.3. They will know the techniques of developing variables and using variables in social research.

C.O.4. They will know the skill of preparing the hypothesis.

C.O.5. The students will be appraised of various ethno-methodologies for use in qualitative research.

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

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

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

## B.A./B.Sc. IV Semester

### ANUDMJT6: Prehistory of Europe (Major)

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

#### Course Objectives

CO-1. To provide complete knowledge of chronology and terminology of European prehistory.

CO-2. This subject will deal with absolute and relative dating methods of artifacts.

CO-3. To acquaint the students about the palaeolithic cultures of Europe

CO-4. To provide knowledge about Mesolithic as well as Neolithic cultures of Europe.

CO-5. To understand the European prehistory in 21<sup>st</sup> Century with special reference to some important European sites.

#### Syllabus Contents

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

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

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

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

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

#### Suggested Readings

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

#### Course Outcomes

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

PO-1. Basic introduction and terminology of Prehistoric archaeology of Europe.

PO-2. Absolute and Relative Dating methods of artefacts

PO-3. Different Palaeolithic Cultures of Europe.

PO-4. Mesolithic Culture of Europe

PO-5. Prehistory of Europe in 21<sup>st</sup> century



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

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

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

## B.A./B.Sc. IV Semester

### ANUDMJL6: Prehistory of Europe (Major- Practical)

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

#### **Course Objectives:**

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

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

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

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

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

#### **Syllabus Contents**

Detailed Study Drawing and Description of tool types and technology:

Unit-1. Lower Palaeolithic Culture of Europe

Unit.2. Middle Palaeolithic Culture of Europe

Unit.3. Upper Palaeolithic Culture of Europe

Unit.4. Mesolithic Culture of Europe

Unit.5. Neolithic Culture of Europe

#### **Practical Record**

##### **Viva Voce**

#### **Suggested Readings**

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

#### **Course Outcomes**

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

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

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

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

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

**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	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO 1	3	2	2	1	1							3	3	3	3
CO 2	3	2	3	2	1							3	3	3	3
CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

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

## B.A./B.Sc. IV Semester

### ANUDMJT7: Human Evolution (Major)

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

#### Course Objectives:

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

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

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

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

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

#### Syllabus Contents

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

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

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

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

**Unit IV:** Hominid Evolution: Characteristics and distribution of

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

**Unit V:** Neanderthal man: Distribution, salient features and phylogenetic position. Characteristics of anatomically Modern Homo sapiens with special reference to Africa (Omo), Europe (Cro-magnon, Chancelade, Grimaldi), Asia (Jinniushan) and Australia (Lake Mungo).

**Suggested Readings:**

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

**Course Outcomes**

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

- C.O.1. The students are able to Identify important fossils relevant to the study of human evolution;
- C.O.2. They have the clear Understand on the principles of biological evolution;
- C.O.3. They also understand what is meant by the concept of species, and how these may be recognized in the fossil record;
- C.O.4. The students are able to Compare different fossils with one another, and draw phylogenetic inferences; and
- C.O.5. The students are able to understand the principles of geological dating and environmental reconstruction.

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

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

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

## B.A./B.Sc. IV Semester

### ANUDMJL7: Human Evolution (Major-Practical)

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

#### Course Objectives

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

#### Syllabus Contents

- Unit-I.** To provide a brief knowledge on the concept of Osteology; its scope, & application.
- Unit-II.** To teach on various Shapes and functions of bones in the human body system.
- Unit III.** Drawing and description of bones of human skeleton like:- skull (04 Normas)
- Unit IV.** Drawing and description and side determination of bones of human skeleton like: -scapula & clavicle
- Unit V.** Drawing, identification and side determination of humerus, radius, ulna, femur, tibia and fibula.

#### Suggested Reading

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

20(6):206-216.Feibel,C.S.2001.

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

### Course Outcomes:

C.O.1. The students have a basic knowledge on the concept of Osteology

C.O.2. The students have the knowledge on various Shapes and functions of bones.

C.O.3. They are able to draw and description of bones of human skeleton

C.O.4. The students are able to draw and describe the bones of human skeleton

like: - scapula & clavicle

C.O.5. The students have the skill to draw, identify and determine the human skeletal.

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

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

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

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

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

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

**Course Objective**

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

**Syllabus**

**Unit-1.** Growth and nutrition: Conceptual development and theoretical approaches

**Unit-II.** Growth, Development and Nutritional Requirements of Infants/Children/Adolescents

**Unit III.** Types of Malnutrition– PEM, FTT, SAM, Fe, Na, Mg deficiency

**Unit-IV.** Vitamin deficiencies: Water Soluble, Fat soluble vitamins – causes, consequences, management (in brief), Catch-up growth

**Unit V.** Growth, development and body composition; Growth Curve; Different Indian Nutritional policies.

**Text/ References Books:**

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



- e. Berg, A. (1973): The Nutrition Factor, the Brookings Institution, Washington.
- f. Census Reports. Documents and Reports of the International Nutritional Anemia Consultative Group
- g. Documents and Reports published by the International Vitamin A Consultative Group
- h. Gopalan, C. (Ed) (1987): Combating Undernutrition – Basic Issues and Practical Approaches, Nutrition Foundation of India.
- i. Gopalan, C. and Kaur, S. (Eds) (1989): Women and Nutrition in India, Nutrition Foundation of India.
- j. Gopalan, C. and Kaur, S. (Eds) (1993): Towards Better Nutrition, Problems and Policies, Nutrition Foundation of India.
- k. Howson, C.; Kennedy, E. and Horwitz, A. (eds) (1998). Prevention of Micronutrient Deficiencies: Tools for Policymakers and Public Health Workers. Committee on Micronutrient Deficiencies, Board on International Health, Food and Nutrition Board, National Academy Press, Washington D.C. USA

### Course Outcomes:

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

- C.O.1. Develop a conceptual and theoretical knowledge base on growth and nutritional
- C.O.2. Understand the basic requirements for growth and development among different age groups
- C.O.3. Know different types of malnutrition and how they can be prevented.
- C.O.4. Develop understanding on different vitamin deficiencies, their cause, effect and prevention
- C.O.5. Programmes and policies for better health & nutrition

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

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

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

**B.Sc./B.A. IVth Semester**  
**VOCDANL04: Practical on Evaluation of Nutrition and Growth (Vocational-Practical)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCDANL04	-	-	3	6hours	30	70	100	3

**Course Objective:**

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

**Syllabus**

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

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

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

**Unit IV:** Assessment of geriatric nutritional status

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

**Text/ References Books:**

Achaya, K.T. (Ed) (1984): Interfaces between agriculture nutrition and food science, The United Nations University.

Allen, L. and Ahluwalia, N. (1997) Improving Iron Status Through Diet: The Application of Knowledge Correcting Dietary Iron Bioavailability in Human Populations. OMNI/USAID, Arlington, VA, USA

Bamji, M.S., Rao, P.N., Reddy, V. (Eds) (1996): Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.

Beaton, G.H. and Bengoa, J.M. (Eds) (1996): Nutrition in Preventive Medicine, WHO. Berg, A. (1973): The Nutrition Factor, the Brookings Institution, Washington.

Census Reports. Documents and Reports of the International Nutritional Anemia Consultative Group

Documents and Reports published by the International Vitamin A Consultative Group

Gopalan, C. (Ed) (1987): Combating Undernutrition – Basic Issues and Practical Approaches, Nutrition Foundation of India.

Gopalan, C. and Kaur, S. (Eds) (1989): Women and Nutrition in India, Nutrition Foundation of India.

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

Howson, C.; Kennedy, E. and Horwitz, A. (eds) (1998). Prevention of Micronutrient Deficiencies: Tools for Policymakers and Public Health Workers. Committee on Micronutrient Deficiencies, Board on International Health, Food and Nutrition Board, National Academy Press, Washington D.C. USA

### Course Outcomes:

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

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

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

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

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

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

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

CO	PO												PSO			
	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
	O	O	O	O	O	O	O	O	O	O	O	O	O	S	S	S

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

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

**M.A./M.Sc. 1st Semester**

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

**Fundamentals of Biological Anthropology (THOERY)**

**Full Marks: 100**

**(70+30)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
<b>AAPATT1/ ASPATT1</b>	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.
- 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, Susan C, 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. KitabMahal, 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
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. Ist Semester Paper**

**Code: AAPALT1/ ASPALT1**

**Credits: 02**

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

**Full Marks: 100**

**(70+30)**

**Course Objectives:**

- To demonstrate the student the basics of various anthropometric 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

<b>Measurement Type</b>	<b>Measurement Type</b>
<ul style="list-style-type: none"><li>❖ Maximum head length</li><li>❖ Maximum head breadth</li><li>❖ Maximum bizygomatic breadth</li><li>❖ Bigonial breadth</li><li>❖ Nasal height</li><li>❖ Nasal length</li><li>❖ Nasal breadth</li><li>❖ Physiognomic facial height</li><li>❖ Physiognomic upper facial height</li><li>❖ Morphological facial height</li></ul>	<ul style="list-style-type: none"><li>❖ Morphological upper facial height</li><li>❖ Head circumference</li><li>❖ Stature</li><li>❖ Sitting height</li><li>❖ Body weight</li><li>❖ Hand Length</li><li>❖ Hand Breadth</li><li>❖ Foot length</li><li>❖ Foot Breadth</li><li>❖ Arm Span</li></ul>
<b>Somatосcopy</b>	
<ul style="list-style-type: none"><li>❖ Head form</li><li>❖ Hair form</li><li>❖ Facial form</li><li>❖ Eye form</li></ul>	<ol style="list-style-type: none"><li>1. Nose form</li><li>2. Hair colour</li><li>3. Eye colour</li><li>4. Skin colour</li></ol>



### Suggestive Readings:

19. Understanding Physical Anthropology and Archaeology. N A Turnbaugh, R. Jurmain, L. K; Igore 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, Susan C, 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.
28. Seth P. K. and Seth S. (1986). the Primates. Northern Book Centre, New Delhi, Allahabad.
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. KitabMahal, 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).

**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,

**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., Upadhayay,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-Sightly; 2-Moderately; 3-Strongly

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

**Code: AAPALT2/ ASPALT2**

**Credits: 02**

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

**Full Marks: 100**

**(70+30)**

**Course Objectives:**

- ❖ 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.

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

**Code: AAPATT3/ ASPATT3**

**Credits: 04**

**Paper: Basics of Prehistoric Archaeology (THOERY) 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-Archology; 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		
	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. Ist Semester Paper**

**Code: AAPALT3/ ASPALT3**

**Credits: 02**

**Paper: Practical in Prehistoric Archaeology**

**Full 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: MunshiramManoharlal 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: PalakaPrakashan.
8. IndraniBasu Roy (2012). Anthropology: The Study of Man. S. Chand & Company Ltd., Ram Nagar, New Delhi.

**POST  
GRADUATE  
SECOND  
SEMESTER**

**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

**Unit V:**

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

**Suggested Readings**

Mahadevan, K. Fertility and Mortality.

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

**Code: AAPBLT1/ ASPBLT1**

**Credits: 02**

**Paper: Practical in Demographic Anthropology**

**Full Marks: 100**

**(70+30)**

**Course Objectives:**

- 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.

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.



**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 Statics 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.
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. McCracken, 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, pp120-128, 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		
	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. 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. altaMira Press. 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 QuantativeApproaches. 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.

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

**Unit I:** Approaches 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.

**Unit II:** Basis of Traditional Indian Social Structure and Life cycle in Vedic Age (Varna ashramadharma and Purusartha); 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.

**Unit III:** Processes of Socio-Cultural changes in Indian Society: Sanskritization, Westernization, Modernisation and Industrialisation and Globalization.

**Unit IV:** Weaker Sections in India: Scheduled Tribes, Scheduled Caste, Definition and criteria, Classification and distribution of Tribes on the basis of

economic,culturalandlinguistic;Tribe-Castecontinuum-TribalidentityIssues.

**UnitV:**

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

**SuggestedReadings**

1. Ahuja,Ram.IndianSocialSystem
2. Srinivas, M.N.IndianSocialStructure.
3. Hasnain,Nadeem.IndianAnthropology
4. Marriot,Mckim.VillagelIndia.
5. Dube,S.C.India’sChangingVillages.
6. Dube,S.C.SocialChange.
7. Singh,Yoginder. ModernizationinIndiaTradition.
8. Saran,Gopal. AnthropologyofIndianCivilization(JIndiaAnthropoSoc,Vol. 5, 1978).
9. Sachchidanand.CulturalChangeinTribalBihar.
10. Cohn, B.S.India:SocialAnthropologyofACivilization.
11. Mohapatra,L.K.TransformationofTribalSocietyinIndia.
12. Majumdar, D.N. RacesandCulturesofIndia.
13. Hutton,J.H.CasteinIndia.
14. Dumont Lowis.Hindu-Hierarchicus:TheCasteandItsImplications.
15. Baily, F.G.Tribe,CasteandNation.

**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. IIInd Semester Paper**

**Code: AAPBLD1/ ASPBLD1**

**Credits: 02**

**Paper: Practical in Indian Anthropology**

**Course Objectives:**

**Full 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-*Haimendor*. 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.



**M.A./M.Sc. II<sup>nd</sup> 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

### 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

**THIRD SEMESTER**

**COMMON PAPER**

**M.A./M.Sc. III<sup>rd</sup> Semester Paper**

**Code: AAPCTD1/ ASPCTD1**

**Credits: 02**

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

**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 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. Bargraph, 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.
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 Willey and 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

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

**Credits: 02**

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

**Full 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 Willey and 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.



**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, NarmdaBanchao Movement, Niyamgiri Movement

**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.
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 P á lsson. 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**

**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 natural resources, deterioration and degradation of environment, problem of ecological sustainability;

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

Human population

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

**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 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:**

- 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 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 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. 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. Larsen 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

Unit II History and Development of anthropological theory- The philosophical foundations

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 Theory**

**Full 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 andPluralism 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 Hal
3. Hannertz, U. 1983. Exploring the city inquires towards an urban anthropology. Columbia University Press.
4. Mangin,W.1970 Peasant in City. Houghon 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 Citites. Oxford University Press.
7. Southhall,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-Sightly; 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 Hal
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 andPluralism 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 Hal
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.

### **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 Hal
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.

**FOURTH SEMESTER**

**SPECIALIZATION BASED**

**GROUP- A BIOLOGICAL**

**ANTHROPOLOGY**

**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.
- 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. Standford 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., 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. 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 Compositon 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. Hurlis 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, 3rd 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-Sightly; 2-Moderately; 3-Strongly

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

**Code: AAPDLO2A /ASPDLO2A**

**Credits: 04**

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

**Full 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 (Edt.) 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 Hurler, 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/ASP DFF1A**

**Credits: 20**

**Paper: Field Work Dissertation**

**Full Marks: 100**

**(50+20+20)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDFF1A/ASP DFF1A	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 synapses 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
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	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. 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.

**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: Full 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 India**

**Full 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-

**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 Orissa.
2. B eteille, Andr e. 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. Jajpur: Rawat Publications.
4. Bhandari, J. S., and Subhadra Channa. 1997. Tribes and government policies. New Delhi: Cosmo Publications
5. F urer-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
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. IV<sup>TH</sup> Semester Paper**

**Code: AAPDLD2B/ ASPDLD2B**

**Credits: 02**

**Paper: Practical in Tribal Policy and Development in India Full**

**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/ASP DFF1B**

**Credits: 20**

**Paper: Field Work Dissertation Full**

**Marks: 100**

**(160+40)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAPDFF1B/ ASP DFF1B	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**

**Full 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
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.**

**Paper Code: AAPCLBO2/ ASPCLBO2**

**Credits: 02**

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

**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.
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.



**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 a 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:**

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:**

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:

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 likes 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.

**Suggested Readings:**

1. Belshaw, C.L. 1976. The Sorcerer's Apprentice: An Anthropology of Public Policy. Pergamon Press Inc., New York.



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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. Malbourne 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.