

# Syllabus

## Anthropology & Tribal Development School of Studies of Life Sciences Guru Ghasidas Vishwavidyalaya (A Central University) Bilaspur (C.G.)

### 04 Years UG programme with Multiple Entry-Exit Options

Under National Education Policy 2020  
(as per the Curriculum and Credit framework for Undergraduate Programmes by UGC, New Delhi)  
(Ordinance prepared as per the provisions given in Statute 28(1) (b) of The Central Universities Act, 2009)



### B.A./B. Sc. Four Years Degree Honours Program

- UG Certificate in Anthropology: 1 year
- UG Diploma in Anthropology: 2 years
- UG Degree in Anthropology: 3 years
- UG (Honours with research) in Anthropology: 04 years
- UG (Honours) in Anthropology: 04 years

**2025-26**  
**(Modified on 07-07-2025)**

Prof. P. Panda  
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मानव विज्ञान एवं जनजातीय विकास विभाग  
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## Course Structure

SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
I	Major	ANUAMJT1	Introduction to Socio-cultural Anthropology		3		3	20
		ANUAMJL1	Introduction to Socio-Cultural Anthropology (Practical)	-	-	1	1	
	Minor	ANUAMNT01	Introduction to Biological Anthropology		3		3	
		ANUAMNL01	Introduction to Biological Anthropology (Practical)	-	-	1	1	
	MDC	MDCAANT01	Basics of Socio-Cultural Anthropology		3		3	
	AEC		Hindi		2		2	
	SEC	SECAANT01	Indian Society, Culture and Development		3		3	
	VAC-1	VACAANT01	Tourism Anthropology		2		2	
	VAC-2	VACBAFT02	*Environmental Education		2		2	

\*For B.A Student

L: Lecture, T: Tutorial, P: Practical,

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ESE: End Semester Examination at the end of Semester of 70 Marks

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SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
II	Major	ANUBMJT2	Introduction to Archaeological Anthropology	-	3	-	3	20
		ANUBMJL2	Introduction to Archaeological Anthropology (Practical)	-		1	1	
	VOC-1	VOCBANT01	Tribal Society, Ecology and Development	-	1	-	1	
		VOCBANL01	Tribal Society, Ecology and Development (Practical)	-		3	3	
	MDC	MDCBANT02	Applications of Anthropology in Society (Multidisciplinary)	-	3	-	3	
	AEC		English communication	-	2	-	2	
	SEC	SECBANT02	Basics of Statistical Package Social Sciences	-	2	-	3	
	VAC-3	VACBANT03	Disaster Management	-	2	-	2	
	VAC-4	VACBAFT04	<b>**Environmental Education</b>	-	2	-	2	

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				T	L	P		
III	Major	ANUCMJT3	Basics of Biological Anthropology	-	3		3	20
		ANUCMJL3	Basics of Biological Anthropology (Practical)	-	-	1	1	
	Major	ANUCMJT4M	Tribal Society (MOOC)	-	4	-	4	
	VOC-2	VOCCANT02	Medical Anthropology	-	1	-	1	
		VOCCANL02	Medical Anthropology (Practical)	-	-	3	3	
	MDC	MDCCANT03	Biological Diversity in Human Populations	-	3	-	3	
	AEC		Hindi	-	2	-	2	
	SEC	SECCANT03	Museum Anthropology	-	3	-	3	

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SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
IV	Major	ANUDMJT5	Theories of Culture and Society	-	3	-	3	20
		ANUDMJL5	Practical on Theories of Culture and Society	-	-	2	2	
	Major	ANUDMJT6	Forensic Anthropology	-	3	-	3	
		ANUDMJL6	Forensic Anthropology (Practical)	-	-	2	2	
	Major	ANUDMJT7	Human Evolution	-	3	-	3	
		ANUDMJL7	Practical on Human Evolution	-	-	1	1	
	VOC-3	VOCANT03	Evaluation of Nutrition and Growth	-	1	-	1	

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		VOC DANL03	Practical on Evaluation of Nutrition and Growth	-	-	3	3
	AEC		English- Soft Skill	-	2	-	2

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SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
V	Major	ANUEMJT8	Human Genetics	-	3	-	3	21
		ANUEMJL8	Human Genetics (Practical)	-	-	2	2	
	Major	ANUEMJT9M	Human Growth & Development (MOOC)	-	2	-	2	
		ANUEMJL9	Practical in Human Growth and Development	1	-	2	3	
	Major	ANUEMJT10	Urban Anthropology	-	3	-	3	
		ANUEMJL10	Urban Anthropology (Practical)	-	-	2	2	
	VOC-4	VOCEANT04	Development Anthropology	-	1	-	1	
		VOCEANL04	Development Anthropology	-	-	3	3	
	Internship	INTUE01	Internship	-	-	2	2	

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				T	L	P		
VI	Major	ANUFMJT11	Applied Biological Anthropology		3		3	19
		ANUFMJL11	Practical on Applied Biological Anthropology	-	-	2	2	
	Major	ANUFMJT12	Indian Anthropology		3		3	
		ANUFMJL12	Practical on Indian Anthropology	-	-	2	2	
	Dissertation	ANUFFWS01	Fieldwork/ Dissertation	-	-	5	5	
	VOC-5	VOCFANT05	Applied & Action Anthropology		1	-	1	
VOCFANL05		Practical on Applied & Action Anthropology	-	-	3	3		

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*\*The students wish to exit after six semester upon securing 120 credits will be awarded UG degree in relevant subject/discipline*

*\*\*After sixth semester, there will be two streams :(I) UG (Honours with research) and (II) UG (Honours). The students who will secure 75% and above may opt for UG (Honours with research).*

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After sixth semester, there will be two streams:

(I) UG (Honours with research): The students who will secure 75% and above may opt for UG (Honours with research) &

SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
VII	Major	ANUGMJT14	Anthropological Theories & Thoughts	-	3	-	3	19
		ANUGMJL14	Practical on Anthropological Theories & Thoughts	-	-	2	2	
	Major	ANUGMJT15	Human Population Genetics	-	3	-	3	
		ANUGMJL15	Practical on Human Population Genetics	-	-	2	2	
	Major	ANUGMJT16	Research Methodology	-	3	-	3	
		ANUGMJL16	Practical on Research Methodology	-	-	2	2	
	Minor	ANUBMNT02	Ecological Anthropology	-	3	-	3	
		ANUBMNL02	Practical on Ecological Anthropology	-	-	1	1	

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(II) Course structure for UG VII(Honours)

SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
VII	Major	ANUGMJT14	Anthropological Theories & Thoughts	-	3	-	3	20
		ANUGMJL14	Practical on Anthropological Theories & Thoughts	-	-	2	2	
	Major	ANUGMJT15	Human Population Genetics	-	3	-	3	
		ANUGMJL15	Practical on Human Population Genetics	-	-	2	2	
	Major	ANUGMJT16	Research Methodology	-	3	-	3	
		ANUGMJL16	Practical on Research Methodology	-	-	2	2	
	Minor	ANUBMNT02	Ecological Anthropology	-	3	-	3	
		ANUBMNL02	Practical in Ecological Anthropology	-	-	1	1	
	Seminar	ANUGSEM01		-	-	-	1	

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UG VIII (Honours with research)

SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
VIII	Major	ANUHMJT17	Medical Anthropology	-	3	-	3	21
		ANUHMJL17	Practical on Medical Anthropology	-	-	2	2	
	Minor	ANUCMNT03	Application of Bio-Statistics in Anthropology		3	-	3	
		ANUCMNL03	Practical on Application of Bio-	-	-	1	1	

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			<b>statistics in Anthropology</b>					
	<b>Dissertation</b>	<b>ANUHFWS02</b>	<b>Fieldwork/Dissertation</b>	-	-	<b>12</b>	<b>12</b>	

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**(II) Course structure for the UG VIII (Honours)**

SEMESTER	COURSE	COURSE CODE	COURSE NAME	Credit Distribution			CREDITS	TOTAL CREDIT
				T	L	P		
VIII	Major	ANUHMJT17	Medical Anthropology	-	3	-	3	20
		ANUHMJL17	Practical in Medical Anthropology	-	-	2	2	

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Major	ANUHMJT18	Osteology	-	3	-	3
	ANUHMJL18	Practical in Osteology	-	-	2	2
Minor	ANUCMNT03	Application of Bio-Statistics in Anthropology	-	3	-	3
	ANUCMNL03	Practical on Application of Bio-statistics in Anthropology	-	-	1	1
Minor	ANUCMNT04	Population & Society	-	3	-	3
	ANUCMNL04	Practical in Population & Society	-	-	1	1
Seminar	ANUHSEM01		-	-	-	2

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## Anthropology and Tribal Development

### Programme Outcomes: Graduates will be able to:

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

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

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

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

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

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

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

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

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

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

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

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

### **Programme Specific Outcomes:**

The students will demonstrate professional behavior such as:

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

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

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

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

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

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**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	0	-	3 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, Manaim, 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.

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

### Course Outcome

- P.O- 1.** Students have the knowledge on the basics of social anthropology.
- P.O.2.** Students have the knowledge on the basics of Cultural anthropology.
- P.O.3.** Students understood the basics of Indian social institutions and their functioning.
- P.O.4.** They have the understanding of the functioning of various social institutions in the society.
- P.O.5.** The students have a clear understanding on economic and political institutions of the society.

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

CO	PO												PSO		
	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3

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 Department of Anthropology & T.D.  
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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

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**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	-	-	1	2 hours	30	70	100	1

**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.

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**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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	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

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**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	0	-	3 hours	30	70	100	3

**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; Relationship of physical/biological anthropology with other disciplines:

**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.

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**Unit V:** Concept of race, genetic basis of race, Ethnic group, Racial classification of human populations (H.H Risley)

**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.
6. P. K. Seth & S Seth (1986) Perspectives in Primate Biology. New Delhi, Today & Tomorrow Printers.
7. John G. Fleagle (1999) Primate Adaptation and Evolution. Elsevier.
8. E.A. Hooton (1947) Up from the Ape. New York, MacMillan.
9. M. F. Ashley Montague (1977) *UNESCO Statement on Race*. New York, Academic Press.
10. 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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO	PSO	PSO

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													1	2	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

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**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	-	-	1	2 hours	30	70	100	1

**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, Minimum frontal breadth, Maximum bizygomatic breadth

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

**Unit-III:** Nasal height, Nasal length, Nasal breadth, Stature, 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:**

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

**Course Outcomes:**


- PO-1. Students understand how somatometric measurements related to head in studying evolutionary changes in modern humans.
- PO-2. The students have the knowledge about the importance of facial measurements in the course of evolution & human variation.
- PO-3. The students have the knowledge on various nasal as well as linear measurements.
- PO-4. The students are able to identify the variations observed in terms of head, hair and face in human beings.
- PO-5. The students are able to differentiate the human populations in respect of nose, eye and skin colour.


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

CO	PO												PSO		
	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	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-Slightly; 2-Moderately; 3-Strongly

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Guru Ghasidas Vishwavidyalaya, Ganaspur (C.G.)

**B.A./B.Sc. Ist Semester**

**MDCAANT01: Basics of Socio-Cultural Anthropology (MDC)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
MDCAANT01	3	0	-	3 hours	30	70	100	3

**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.

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

### Course Outcome:

- C.O.1. The students have the basic concept of socio-cultural anthropology and explain the scope and different branches of social anthropology.
- C.O.2. The students are acquainted with the social institutions such as marriage, family, and economic system in social evolution.
- C.O.3. They have the knowledge about the social institutions like caste system and varna system in India.
- C.O.4. They have the knowledge about theories of society and culture such as evolutionism and diffusions.
- C.O.5. They have enhanced knowledge about theories of society and culture such as functionalism and structural-functionalism.

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

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CO	PO												PSO		
	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	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

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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	0	-	3 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 Puranic 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.

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5. A.L.Basham : Cultural History of India
6. Romita Thaper : Ancient Indian Social History:Some Interpretation.
7. RamasankaraTriopathy: 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.CarmanandF.A.Marglin: Purity and Auspiciousness in Indian Society

**Course Outcome:**

- C.O.1. Students understand the Indian culture from Indian perspective.
- C.O.2. Student's knowledge on various settlement patterns Indian society is clear.
- 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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	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

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

**VACAANT01: Tourism Anthropology (Value Added Course)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VACAANT01	2	0	-	2 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:**

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.

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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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	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

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**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	0	-	3 hours	30	70	100	3

**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.

**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

**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:

- Lower palaeolithic;
- Middle palaeolithic;
- Upper palaeolithic;
- Mesolithic culture;
- Neolithic culture

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## 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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3

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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

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**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	-	-	1	2 hours	30	70	100	1

**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 :**

Unit-1. Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types of:

Unit-2. 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-4. 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.

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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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	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

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

### VOCBANT01-Tribal Society, Ecology and Development (Vocational Course)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCBANT01	1	-	-	01 hours	30	70	100	01

#### Course Objectives:

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

- C.O.1. To transfer knowledge to the students on the principles of ecology, theories of economics.
- C.O.2. To appraise the students on various natural resources available and used for livelihood by the tribal people.
- C.O.3. The students will be informed about the ecological systems, ecological functions, biodiversity, the economic significance of biodiversity in tribal region.
- C.O.4. The students will be informed about the uneven development, forced migration, and environmental challenges.
- C.O.5. To provide students with the necessary knowledge and analytical skills to assess the economic implications on the environment critically and to investigate sustainable remedies.

#### Syllabus Contents

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

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

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

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

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

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## 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

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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

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

### VOCBANL01-Tribal Society, Ecology and Development (Vocational Course) Practical

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCBANL01	3	-	-	06 hours	30	70	100	03

#### 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.

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### Suggested Readings:

1. Applebaum H.A. (1987) Perspectives in Cultural Anthropology. Albany: State University of New York.
2. Barnard A. (2000). History and Theory in Anthropology. Cambridge: Cambridge University.
3. McGee R.J. and Warms R.L. (1996) Anthropological Theories: An Introductory History.
4. Moore M. and Sanders T. (2006). Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing.
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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%20Vo1%205%20No%202.pdf>

### Course Outcomes:

- C.O.1.** The students will able to develop various criterias 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 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

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Guru Ghasidas Vishwavidyalaya, Nagpur (C.G.)

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

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

### MDCBANT02: Applications of Anthropology in Society (Multidisciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
MDCBANT02	3	0	-	3 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

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## Recommended Readings:

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

## Programme Outcomes

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

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PO-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.

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

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

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

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

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

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

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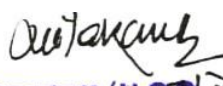
**B.A./B.Sc. II<sup>nd</sup> Semester**  
**English (AEC) COMMON COURSE**

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

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## 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	0	-	3 hours	30	70	100	3

#### 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:

C.O.1. This course provides information to methods and techniques of data collection.

C.O.2. Student can understand types of variables and their interpretation.

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C.O.3. Students will be able to apply various tools for different data.

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

C O	P O												P S O			
	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**

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

**VACBANT03: Disaster Management (VAC-3)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VACBANT03	2	0	-	2 hours	30	70	100	2

**Course Objectives:**

- C.O.1. To provide the basic anthropological understanding of disaster.
- C.O.2. To understand the various types of natural disasters experienced in India.
- C.O.3. To understand the various types of man-made disasters experienced in India.
- C.O.4. To make students aware on various disaster preparedness of the government at various levels starting from village to national government.
- C.O.5. To apprise the students on the roles of different agencies engaged in disaster management in both pre and post situations.

**Syllabus Contents**

**Unit. 1.** Basics of Disasters: Introduction to the Anthropology of Disasters Hazard, Risk, Vulnerability, Disaster Management, Meaning, Nature, Importance

**Unit-2.** Types of Disasters: Natural

- Hydrological Disasters - Flood, Drought
- Geological Disasters - Earthquakes, Landslides, Volcanic eruptions
- Wind related – Cyclone and Storm
- Tidal waves, Heat and cold Waves, Climatic Change, Global warming

**Unit-3.** Types of Disasters: Manmade. Displacement due to development Projects, Riots, Ethnic Conflicts, Consequences and Rehabilitations.

**Unit-4.** Essentials of Disaster preparedness: Planning, communication, Leadership and Coordination, Warehousing and stock Piling.

**Unit-5.** Role of Government Agencies, Civil society, NGOs and INGOs and charitable organisations in Evacuation, Relief, Rehabilitation and Resettlement and other. Mitigations. Case of NDRF, Redcross, Disaster Mitigation Mission etc.

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## Recommended Readings

1. Asian Development Bank. 2004. *Disaster Mitigation in Asia and the Pacific*, Manila ADB,
2. Bose, B.P.C. 1994. *Disaster Policies and Administration: A Study of Three Andhra Disasters*.
3. Cheng, F.Y. and Wang, Y.Y. 1996. *Post-Earthquake Rehabilitation and Reconstruction*.
4. Oxford: Permagon Publications.
5. Chohen, Stephen P. and C.V. Raghavulu. 1979. *The Andhra Cyclone of 1977: Individual and Institutional Responses to Mass Death*. New Delhi: Vikas Publishing House.
6. Erikson, Kai. 1994. *A New Species of Trouble: The Human Experience of Modern Disaster*.
7. New York: W. W. Norton. Fernandes, Walter and Enakshi, Ganuli Thakrai. Eds. 1989. *Development, Displacement and Rehabilitation*. New Delhi: South Asia Books.
8. Gangopadhyay, T. and Mankodi, K. A. 1983. *Rehabilitation: The Ecological and Economics Costs*. Surat: Centre for Social Studies.
9. Ghosh, G. K. 2011. *Disaster Management*. New Delhi: A.P.H. Publishing Corporation
10. Goel S.L., 2006. *Encyclopaedia of Disaster Management*. New Delhi: Deep and Deep Publications.
11. Goel, S. L. 2007. *Disaster Administration and Management, Text & Case studies*. New Delhi: Deep and Deep Publications.
12. Goldsmith, E. and Hilyard, N. 1986. *The Social and Environmental Effects of Large Dams: Volume 2: Case Studies*. Wadebridge (England): Wadebridge Ecological Centre.
13. Keller, Stephen L. 1975. *Uprooting and Social Change*. New Delhi: Manohar Books.
14. Scudder, T. 1973. *The Human Ecology and Big Projects: River Basin Development and Resettlement*. In Annual Review of Anthropology.
15. Verma, Vinod K. 1995. *Disaster Management*. New Delhi: IIPA.

## Course outcome:

P.O.1 The students will have a good understanding on the anthropological concept of disaster.

P.O.2 The students will know the various types of natural disaster experienced by country.

P.O.3 The students will know the various types of man-made disaster experienced by country.

P.O.4 The students will have a clear understanding on the various prepared measures

To make students aware on various disaster preparedness of the government at various levels starting from village to national government.

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P.O.5 To apprise the students on the roles of different agencies engaged in disaster management in both pre and post situations.

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

CO	PO												PSO		
	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	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

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## 3<sup>rd</sup> Semester

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B.A./B.Sc. III<sup>rd</sup> Semester

ANUCMJT3: Basics of Biological Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJT3	3	0	-	3 hours	30	70	100	3

**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; Relationship of physical/biological anthropology with other disciplines:

**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.

**Unit V:** Concept of race, genetic basis of race, ethnic group, racial classification of human populations (H.H Risley)

**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

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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.
6. P. K. Seth & S Seth (1986) Perspectives in Primate Biology. New Delhi, Today & Tomorrow Printers.
7. 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		
	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS O1	PS O2	PSO 3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

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

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B.A./B.Sc. III<sup>rd</sup> Semester

ANUCMJL3: Basics of Biological Anthropology (Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJL3	-	-	1	2 hours	30	70	100	1

**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:**

**Unit-I:** Identification of bones in human body.

**Somatometry-**

**Unit-II:** Maximum head length, Maximum head breadth, Minimum frontal breadth, Maximum bizygomatic breadth

**Unit-III:** Physiognomic facial height, Morphological facial height, Bigonial breadth

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

**Somatoscopy-**

**Unit-V:** Head form, Hair form, Facial form, Hair colour, 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.

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

**Course Outcomes:**

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

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

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

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

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


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


CO	PO												PSO		
	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	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

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**B.A./B.Sc. IIIrd Semester**

**ANUCMJT4M: Tribal Society (MOOC Course)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJT4	4	0	-	4 hours	30	70	100	4


Will be attended online and it is compulsory for all the students

<b>BSW-042 TRIBAL SOCIETY</b>	
<b>Block 1: Introduction to Tribal Society and Culture</b>	
<b>Week 1</b>	<b>Unit 1: Tribal Social Systems</b>
<b>Week 2</b>	<b>Unit 2: Tribals and Religions</b>
<b>Week 3</b>	<b>Unit 3: Rites of Passage</b>
<b>Week 4</b>	<b>Unit 4: Tribal Language, Art and Culture</b>
<b>Block 2: Tribal Society in Transition</b>	
<b>Week 5</b>	<b>Unit 1: Tribal Governance and Polity</b>
<b>Week 6</b>	<b>Unit 2: Tribal Economy</b>
<b>Week 7</b>	<b>Unit 3: Gender and Class Stratification in Tribal Society</b>
<b>Week 8</b>	<b>Unit 4: Intersection between Gender, Class and Caste in relation to Tribes</b>
<b>Block 3: Tribal Identity and Ethnicity-1</b>	
<b>Week 9</b>	<b>Unit 1: Concept of Difference and Inequality</b>

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Week 10	Unit 2: Ethnic Relation, Conflict and Change
Week 11	Unit 3: Tribal Identity in a Modern World
Week 12	Unit 4: Structural Conflict in Sectors of Tribal Development
<b>Block 4: Tribal Identity and Ethnicity-II</b>	
Week 13	Unit 1: Development and Progress: Economic and Social Dimension
Week 14	Unit 2: Alienation and Migration
Week 15	Unit 3: Employment trends among tribals in India
Week 16	Unit 4: Land, Environment and Sustainable Livelihood

**Books and references**

IGNOU's CTRBS Materials-BSW-042

**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

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**B.A./B.Sc. III Semester**  
**ANUCMJT4M: Tribal Society (MOOCS)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMJT4	4	0	-	4hours	30	70	100	4

**Course Objectives**

1. To understand the structure and dynamics of tribal societies.
2. To analyze the influence of religion and cultural practices on tribal identities.
3. To evaluate the changes tribal societies experience due to external pressures.
4. To investigate the intersection of gender, class, and ethnicity in tribal contexts.
5. To explore sustainable development in relation to tribal communities and their environments.

**Course Contents**

Unit 1: Introduction to Tribal Society and Culture: Tribal Social Systems: Explore the organization of tribal societies, including kinship structures and community roles. Tribals and Religions: Examine the spiritual beliefs and practices of various tribal groups, highlighting diversity and commonalities.

Unit 2: Tribal Language, Art, and Culture: Investigate the unique languages, artistic expressions, and cultural practices that define tribal identities. Explore the relationship between land rights, environmental sustainability, and tribal livelihoods.

Unit 3: Tribal Society in Transition: Understand traditional governance systems and their evolution in response to external influences. Discuss the economic activities of tribal communities, including subsistence practices and market integration. Explore the roles of gender and class in tribal societies, addressing power dynamics and social hierarchies. Analyze how these social constructs interact and affect tribal communities.

Unit 4: Tribal Identity and Ethnicity: Investigate how tribal identities differ from mainstream cultures and the implications of these differences. Discuss historical and contemporary conflicts involving tribal groups and their resolutions. Examine how globalization and modernization affect tribal identities and cultural preservation. Analyze the systemic conflicts that arise in development policies impacting tribal communities.

Unit 5: Tribal Identity and Ethnicity: Evaluate the impact of development initiatives on tribal societies, focusing on social and economic outcomes. Discuss the effects of migration on tribal identity and social cohesion. Analyze employment patterns and challenges faced by tribal populations in **India**.

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**Suggested Readings:**

1. "Tribal Societies: An Introduction" by David J. Brown.
2. "Indigenous Peoples and the Modern World" by A. K. Sharma.
3. "Cultural Anthropology: A Global Perspective" by Barbara Miller.
4. "Tribes and the Modern State" by R. C. Gupta.
5. "Sustainable Development in Tribal Areas" by N. Singh.

**Course Outcomes**

1. Students will be able to critically assess tribal social systems and their cultural expressions.
2. Students will understand the role of religion in shaping community practices and identities.
3. Students will identify the effects of modernization on traditional tribal structures.
4. Students will analyze the complexities of gender and class within tribal societies.
5. Students will propose solutions for sustainable development that respect tribal rights and cultures.

**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

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**B.A./B.Sc. III Semester**  
**VOCATIONAL COURSE**  
**VOCCANT02- Medical Anthropology (Theory)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCCANT02	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

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**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.

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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

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**B.A./B.Sc. III Semester**  
**VOCATIONAL COURSE**  
**VOCCANL02- Medical Anthropology (Practical)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCCANL02	-	-	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

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

**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.

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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.

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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

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

**MDCCANT03: Biological Diversity in Human Populations (Multidisciplinary)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
MDCCANT03	3	0	-	3 hours	30	70	100	3

**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; Genetic Polymorphism; Human Adaptability- types of adaptation.

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

**Unit III:** Bio-cultural factors influencing the diseases and nutritional status.

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

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

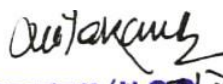
**Suggested readings:**

1. Baker P.T. and J.S. Weiner (ed.) (1996) *The Biology of Human Adaptability*. Oxford & New York, Oxford University Press.

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2. Bhende A. and T. Kantikar (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai

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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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3

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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

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BB.A./B.Sc. III Semester

SECCANT03- Museum Anthropology (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
SECCANT03	3	0	-	3 hours	30	70	100	3

**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, and Museum anthropology.

**Unit II:** General principle of documentation and preservation. Importance of Museum in Chhattisgarh.

**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.

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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	PO 2	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

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# 4<sup>th</sup> Semester

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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	0	-	3 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*.

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Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	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

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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 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*.

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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	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	PO1 2	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

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B.A./B.Sc. IV Semester

ANUDMJT6: Forensic Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUDMJT6	3	0	-	3 hours	30	70	100	3

**Course Objectives**

- CO-1. To understand the basics of forensic Anthropology
- CO-2. To know the basic structure and function of bones in human body
- CO-3. To observe the personal identification of an individual
- CO-4. To have a basic understanding on different bodily fluids
- CO-5. To understand the forensic point of view of a crime scene.

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

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

**Unit 3:** Personal Identification, Complete and Partial Identification,

Methods of Identification in Living Persons: Anthropometry, Anthroposcopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

**Unit 4:** Serology: Outline concept of identification and personal identification of bloodstain, urine, semen and saliva. Interpretation of patterns of bloodstains (concept only)


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


**Reference Books**

- Bass W.M. (1971). Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
- Black S. and Ferguson E. (2011). Forensic Anthropology 2000 to 2010. CRC Press, London.

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- Byers, S. N. (2008). Forensic Anthropology. Boston: Pearson Education LTD.
- Gunn A. (2009) Essential Forensic Biology (2nd ed). Chichester: Wiley- Blackwell
- Modi, R. B. J. P. (2013). A Textbook of Medical Jurisprudence and Toxicology. Elsevier.
- Reddy V. R. (1985). Dental Anthropology, Inter-India Publication, New Delhi.
- Spencer, C. (2004). Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
- Vats Y., Dhall J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. J. Forensic Odontology, 4: 11-15.
- Wilkinson, C. (2004). Forensic facial reconstruction. Cambridge University Press.

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

CO	PO												PSO		
	PO1	PO 2	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

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**ANUDMJL6: Forensic Anthropology (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 study the human bones

CO-2. To know the dimensions of human body with anthropometric and anthroposcopic observations

CO-3. To identify the bodily liquids and their stains

CO-4. To provide the knowledge of finger and palm prints

CO-5. To make students prepare practical records

**Syllabus Contents**

**Unit-I:** Study of Human. Estimation of age, sex and stature from bones: Concept on Skull, long bones and pelvic girdle

**Unit-II:** Anthropometry and Anthroposcopy Observation on living persons.

**Unit-III:** Identification of bloodstain, urine, semen and saliva.

**Unit-IV:** Examination of Fingerprints: Concept of Latent Print identification. Finger Print matching

**Unit-V:** Practical Record Preparation basic guidelines

**Reference Books**

- Bass W.M. (1971). Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society.
- Black S. and Ferguson E. (2011). Forensic Anthropology 2000 to 2010. CRC Press, London.
- Byers, S. N. (2008). Forensic Anthropology. Boston: Pearson Education LTD.
- Gunn A. (2009) Essential Forensic Biology (2nd ed). Chichester: Wiley- Blackwell

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- Modi, R. B. J. P. (2013). A Textbook of Medical Jurisprudence and Toxicology. Elsevier.
- Reddy V. R. (1985). Dental Anthropology, Inter-India Publication, New Delhi.
- Spencer, C. (2004). Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi.
- Vats Y., Dhall J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. J. Forensic Odontology, 4: 11-15.
- Wilkinson, C. (2004). Forensic facial reconstruction. Cambridge University Press.

### Course Outcomes

- PO-1. The students will learn about the bones with the age & sex determination  
 PO-2. This paper will provide knowledge about the different characteristics on human body  
 PO-3. From this paper, the students will learn about the different bodily liquids and their characteristics related to forensic science  
 PO-4. This paper will enhance the knowledge of dermatoglyphic characteristics  
 PO-5. The students will prepare the practical file on the observations

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

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**B.A./B.Sc. IV Semester**  
**ANUDMJT7: Human Evolution (Major)**

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

**Course Objectives:**

- C.O.1. To obtain a core knowledge base in human evolution including a mastery of theoretical and empirical approaches in evolutionary biology, biological anthropology, paleontology, functional morphology, comparative primate behavioral ecology, population genetics, and modern human variation and adaptation.
- C.O.2. To demonstrate understanding of ecological and evolutionary processes including the role of genetic variation, heredity, and natural selection as well as the implications these processes have for the origins and evolution of modern humans and their biology.
- C.O.3. To understand and apply the scientific method and develop critical thinking skills from an evolutionary framework along with the ability to apply knowledge to new information and data, as well as the capacity to effectively communicate the principles of evolution and its application to human biology.
- C.O.4. The students are taught on Hominid Evolution: Characteristics and distribution.
- C.O.5. The students are taught on Neanderthal man: Distribution, salient features and phylogenetic position.

**Syllabus Contents**

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

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



**Unit III:** Fossils of extinct Primates: Oligocene- Miocene fossils–Dryopithecus, Ramapithecus and Sivapithecus, Early Hominids: Australopithecus afarensis, Australopithecus africanus, Australopithecus (Paranthropous) robustus. 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),

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- b. Characteristics of Archaic sapiens with special reference to Homo heidelbergensis (Europe), Rhodesian Man (Africa), Asia (China, India).

**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).

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Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

## 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 understanding 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

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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

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**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's place in geology. NMK, Nairobi. 39pp.

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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 & 5 Leakey, MG et al. n.d. Field protocol for fossil prospecting, documentation, collection, and curation. Manuscript on file at TBI.
5. Feibel, C. S. 2011. A geological history of the Turkana Basin. Evolutionary Anthropology, 20(6):206-216. Feibel, C.S. 2001.
6. Archaeological sediments in lake margin environments. In: Stein, J. K. and Farrand, W. R. (eds.)
7. Sediments in Archaeological Context. University of Utah Press, Salt Lake City. pp. 127-148. Feibel, C.S. 2013.
8. Facies and Pliocene paleoecology. In: Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) Early Hominin Paleoecology. University of Colorado Press.
9. Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) 2013. Early Hominin Paleoecology. University of Colorado Press.
10. Pobiner, B., Rogers, M., Monahan, C., Harris, J. (2008). New evidence for hominin carcass processing strategies at 1.5 Ma, Koobi Fora, Kenya. J. Hum. Evol. 55, 103-130.
11. Stiner, M. (2002). Carnivory, Coevolution, and the Geographic Spread of the Genus Homo. Journal of Archaeological Research 10(1), 1-63.
12. Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) 2013. Early Hominin Paleoecology. University of Colorado Press.

### Course Outcomes:

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

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

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

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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

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Department of Anthropology & T.D.  
गुरु घासीदास विश्वविद्यालय, बिलासपुर (छ.ग.)  
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B.Sc./B.A. IVth Semester

VOCDANT03: Evaluation of Nutrition and Growth (Vocational)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCDANT03	1	-	-	1hour	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.1. 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; Growth Curve; Different Indian Nutritional policies.


**Text/ References Books:**

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

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2. 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
3. Bamji, M.S., Rao, P.N., Reddy, V. (Eds) (1996): Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Beaton, G.H. and Bengoa, J.M. (Eds) (1996): Nutrition in Preventive Medicine, WHO.
5. Berg, A. (1973): The Nutrition Factor, the Brookings Institution, Washington.
6. Census Reports. Documents and Reports of the International Nutritional Anemia Consultative Group
7. Documents and Reports published by the International Vitamin A Consultative Group
8. Gopalan, C. (Ed) (1987): Combating Undernutrition – Basic Issues and Practical Approaches, Nutrition Foundation of India.
9. Gopalan, C. and Kaur, S. (Eds) (1989): Women and Nutrition in India, Nutrition Foundation of India.
10. Gopalan, C. and Kaur, S. (Eds) (1993): Towards Better Nutrition, Problems and Policies, Nutrition Foundation of India.
11. 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.2. Develop a conceptual and theoretical knowledge base on growth and nutritional
- C.O.3. Understand the basic requirements for growth and development among different age groups
- C.O.4. Know different types of malnutrition and how they can be prevented.
- C.O.5. Develop understanding on different vitamin deficiencies, their cause, effect and prevention
- C.O.6. Programmes and policies for better health & nutrition

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

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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

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## B.Sc./B.A. IVth Semester

### VOCDANL03: Practical on Evaluation of Nutrition and Growth (Vocational-Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCDANL03	-	-	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.

**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.

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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.1. Practically measure composition of human body in different age groups
- C.O.2. Know how to measure older people and what other problems
- C.O.3. Understand the relation between nutritional status and social cultural practical

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

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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

## Vth Semester

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**B.A./B.Sc. V Semester**

**ANUEMJT8: Human Genetics (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUEMJT8	3	-	-	3 hours	30	70	100	3

**Course Objective**

CO-1. To develop basic concept and methods of human genetics.

CO-2. To study cytogenetic and banding techniques.

CO-3. To develop the concept and chromosomal abnormalities, chromosome mapping, genetic imprinting, Epistasis, pleiotropy.

CO-4. To help students to know various Modes of inheritance.

CO-5. To know about multiple allelic inheritance, multifactorial inheritance (stature and skin Colour) and dermatoglyphics.

**Syllabus Contents**

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**Unit I** Methods of studying Human Genetics: Cytogenetics, Mendelian Genetics, Twin Genetics, Sib Pair methods, Population Genetics, Molecular Genetics.

**Unit II** Cytogenetics: cell cycle, standard karyotyping and banding techniques (G, C and Q),

**Unit III** Chromosomal abnormalities, Lyon's hypothesis, importance of telomere and centromere. Linkage and chromosome mapping, genetic imprinting. Epistasis, Pleiotrophy.

**Unit IV** Modes of inheritance: Mendel's Law, Autosomal (dominant, recessive, codominance), sex linked, sex influenced, sex limited, modifying genes, suppressor genes, selfish gene,

**Unit V** Multiple allelic inheritance, multifactorial inheritance (stature and skin Colour), Dermatoglyphics

**Suggested readings:**

1. Brooker R.J. (2012). Genetics: analysis & principles. The McGraw-Hill Companies, Inc 4<sup>th</sup> ed.
2. Cavalli-Sforza, L.L. and Bodmer, W.F (1971). The Genetics of Human Population. San Francisco: Freeman
3. Cooper D N and Kehrler-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.
4. Crawford MH (2007). *Anthropological Genetics Theory, Methods and Applications*. Cambridge University Press
5. Cummings M.R. (2011). Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning
6. Jobling, M.A. Hurler M. and Tyler-Smith C. (2004). *Human Evolutionary Genetics: Origins, Peoples & Disease*. G S. NY.
7. Lewis R. (2009). *Human Genetics: Concepts and Applications* 9<sup>th</sup> 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 N J
11. Strachan T, Read A.P. (2004). *Human Molecular Genetics*. Garland Science/Taylor & Francis Group.

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12. Vogel F. and Motulsky A.G. (1996). *Human Genetics*. Springer, 3<sup>rd</sup> revised edition.

**Course Outcome:**

PO-1. This course provides information on methods of studying Human Genetics.

PO-2. This paper will provide knowledge on cytogenetics.

PO-3. Student can understand Chromosomal abnormalities, linkage & chromosomal mapping.

PO-4. Students will get knowledge about the various modes of inheritance.

PO-5. Students will be able to understand multiple allelic inheritances, multifactorial inheritance (stature and skin Colour).

**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

**B.A./B.Sc. V Semester**

**ANUEMJL8: Practical on Human Genetics (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUEMJL8	-	-	2	4 hours	30	70	100	2

**Course Objectives**

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- CO-1. To learn different blood grouping types in human being
- CO-2. To perform Color Blindness test in scientific method.
- CO-3. To Learn Glucose-6-phosphate dehydrogenase deficiency(G6PD) and
- CO-4. To Learn PTC tasting ability adopting scientific methods
- CO-5. To perform and study Dermatoglyphics

### Syllabus Content

**Unit I:** Testing Blood group typing-A1, A2, B, O, MN and Rh(D) blood groups

**Unit II:** Colour Blindness, testing methods, assessing result

**Unit III:** Glucose-6-phosphate dehydrogenase deficiency (G6PD)

**Unit IV:** Teaching PTC tasting ability adopting certain methods.

**Unit V:** Testing and determining Dermatoglyphics through scientific methods:

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

### 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 D N and Kehrler- Sawatzki H. (2008). *Handbook of Human Molecular Evolution*. John Wiley & Sons, volume-2.
4. Crawford M H (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. Hurlst 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

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10. Snustad. D.P. and Simmons M.J. (2006). *Principles of Genetics*, Fourth Edition, John Wiley & Sons USA, Hoboken N J
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:**

- PO-1. This course provides information on different types of Blood Group system.
- PO-2. Student can demonstrate different types of Color blindness
- PO-3. Students will be able to demonstrate Glucose-6-phosphate dehydrogenase deficiency (G6PD)
- PO-4. Students will internalise how to perform PTC and possess testing ability
- PO-5. Students will be able to understand the Biochemical markers-DNA isolation and polymerase chain reaction (PCR).

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

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
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CO 5	3	3	3	3	3							3	3	3	2

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

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## B.A./B.Sc.Vth Sem

### ANUEMJT9M: Human Growth and Development (MOOCS)

Sub Code	L	T	P	Duration	Internal	End Semester Exam	Total	Credits
ANUEMJT9	2	-	-	2 hours	30	70	100	2

By Dr.K.Sambath Rani Institute for Home Science & Higher Education for Women, Coimbatore

Growth and development being an integral component of health and wellbeing of the child, it is essential that one seeks out for adequate information regarding the same and put the acquired knowledge into action to reap tangible benefits. The term growth refers to increase in physical size of the body and development to increase in skills and function. Growth and development are considered together because the child grows and develops simultaneously. This course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socio-emotional issues, such as physicians, nurses, nutritionists, counselors, social worker, home science.

This course is important because it gives the student a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief. It gives the student perspective and highlights where people in the caring professions are most needed. Students who take this course will come away with a broad understanding of all the careers that help people from birth to death. They will understand how people in the helping professions interact with each other and how continued growth in this sector.

#### Summary

Course Status :	Upcoming
Course Type :	Core
Language for course content :	English
Duration :	8 weeks
Category :	o Teacher Education

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Guru Ghasidas Vishwavidyalaya, Naspur (C.G.)

Credit Points :	2
Level :	Undergraduate
Start Date :	10 Jul 2025
End Date :	31 Oct 2025
Enrollment Ends :	31 Aug 2025
Exam Date :	
NCrF Level _:	5.5
Industry Alignment	Special Education

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The study of Human Biological Growth and Development is a fundamental aspect of understanding our species. This course aims to provide students with a comprehensive overview of the biological, psychological, and sociocultural factors that influence human growth and development from conception through the lifecycle.

### Course Objectives


The primary objectives of this course are designed to equip students with a multifaceted understanding of human development. The following objectives guide the curriculum:

1. **Understanding Developmental Stages:** Students will explore various stages of human development, including prenatal, infancy, childhood, adolescence, and adulthood. This involves examining the physical, cognitive, and emotional changes that occur at each stage.
2. **Biological Foundations:** Students will gain insight into the biological processes that underpin growth and development. This includes an exploration of genetics, hormones, and environmental factors that influence development.
3. **Psychosocial Influences:** The course will delve into the psychological and social factors that affect human development. This includes studying attachment theories, family dynamics, and cultural influences that shape individual growth.
4. **Application of Theories:** Students will apply major developmental theories, such as those proposed by Erik Erikson, Jean Piaget, and Lev Vygotsky. Understanding these theories will aid students in comprehending the complexities of human behavior and development.
5. **Research Methods:** The course will introduce students to research methodologies used in the study of human development. Students will learn how to critically evaluate research studies and apply findings to real-world scenarios.

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## Course layout (Syllabus)

### Week – I

1. Concepts and Theories of Human Development

2. Meaning, Definition & Principles of Growth Development

3. Development periods in human life span (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

### Week – II

4. Heredity and environment on development

5. Domains of Human Growth and Development

6. Theories of Erikson, Piaget & Kohlberg

### Week – III

7. Social Learning Theory (Albert Bandura), Ecological Theory (Bronfrenbrenner), Holistic Theory of Development (Steiner)

8. Meaning & Definition of Personality

9. Theories of Personality

### Week – IV

10. Pre-natal Development – Conception, Pre-natal Development & Birth

11. Sensation

12. Sensation: Definition and Sensory Process

### Week – V

13. Attention: Definition and Affecting Factors


14. Perception: Definition and Types

15. Memory, Thinking, and Problem Solving

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Week – VI
16. Physical and Emotional Growth and Development
17. Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
18. Issues related to puberty
Week – VII
19. Gender Stereotyping Morality & Development
20. Influence of Development on the growing child
21. Psychological well-being, Formation of Identity and Self-Concept
Week – VIII
22. Concept of Diversity and Type of Diversity
23. Diversity in Learning & Delivering the Diverse Learning Needs
24. Independent Living Skills – Meaning, Importance, Component.
25. Transition to Adulthood – Sexuality, Marriage and Employment


### Books and references

1. Concepts and Theories of Human Development by Richard M. Lerner
2. Theory and issues in human development by Linda J. Roberts
3. An Overview of Human Development Issues by David S. Walonick
4. Theories of Human development by Malcolm W. Watson

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## Course Outcomes

Upon successful completion of the Human Biological Growth and Development course, students will be able to achieve the following outcomes:

C.O.1. Comprehensive Understanding: Students will have a thorough grasp of the key concepts, theories, and stages of human development. They will be able to articulate how biological, psychological, and social factors interact to influence growth.

C.O. 2. Critical Thinking Skills: Students will develop critical thinking and analytical skills necessary for evaluating developmental research. They will be able to assess the validity and reliability of studies and apply this knowledge to their understanding of human behavior.

C.O. 3. Practical Application: Students will be able to apply theoretical knowledge to practical situations, such as in educational, clinical, or community settings. This outcome will prepare students for careers in education, psychology, healthcare, and social work.

C.O. 4. Cross-Disciplinary Connections: Students will recognize the interdisciplinary nature of human development. They will understand how various fields, including biology, psychology, sociology, and anthropology, contribute to a holistic view of human growth.

C.O. 5. Lifelong Learning: The course aims to instill a sense of curiosity and a passion for lifelong learning. Students will be encouraged to continue exploring the field of human development beyond the classroom, fostering an appreciation for ongoing research and its implications for 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
CO2	3	2	3	2	1								3	3	3
CO3	3	3	3	3	2								3	3	2
CO4	3	3	3	3	3								3	3	2
CO5	3	3	3	3	3								3	3	2

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

### Course certificate

Internal Assessment - Weekly assessments released in the course shall be considered for Internal Marks and will carry 30 percent for the Overall Result. Out of all weekly assignments, the best/top five scores will be considered for the final Internal Assessment marks.

End-term Assessment - The final exam shall be conducted by NTA, and will carry 70 percent for the overall Result.

All students who obtain 40% marks in the internal assessment and 40% marks in the end-term proctored exam separately will be eligible for the SWAYAM Credit Certificate.

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**B.A./B.Sc. V Semester**

**ANUEMJT9: Human Growth and Development (Major)**

**\*For those students who have not taken MOOC course**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUEMJT9	2	-	-	2 hours	30	70	100	2

**Course Objectives:**

C.O.1. To provide complete knowledge of various stages of human development, including prenatal, infancy, childhood, adolescence, and adulthood. This involves examining the physical, cognitive, and emotional changes that occur at each stage.

C.O.2. Students will gain insight into the biological processes that underpin growth and development. This includes an exploration of genetics, hormones, and environmental factors that influence development.

C.O.3. The course will delve into the psychological and social factors that affect human development. To describe the major stages and associated developmental task of human growth and development.

C.O.4. Students will apply major developmental theories, such as those proposed by Erik Erikson, Jean Piaget, and Lev Vygotsky. Understanding these theories will aid students in comprehending the complexities of human behavior and development.

C.O.5. To acquaint the students about the different methods and techniques to study growth and also the significance of growth studies.

**Syllabus Contents**

**Unit I: Concept of human growth & development, Theories of Development (Erikson, Piaget & Kohlberg)**

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**Unit II:** Prenatal and postnatal period of growth, Growth curve, variation from normal growth (canalization, catch-up growth and catch-down growth), secular trend

**Unit III:** Bio-cultural factors (genetic, social, psychological and environmental factors) affecting growth and development, Influence of Development on the growing child,

**Unit IV:** Physical and Emotional Growth and Development, Methods and techniques to study growth, significance/ applicability of growth studies, Issues related to Puberty

**Unit V:** Meaning, definition and theories of Personality, Sensation & Sensory Process, Transition to Adulthood – Sexuality, Marriage and Employment

### Suggested Readings

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

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14. Theory and issues in human development by Linda J. Roberts
15. An Overview of Human Development Issues by David S. Walonick
16. Theories of Human development by Malcolm W. Watson

### Course Outcomes

After studying this paper, the students will learn about

Unit.1. The concepts and indicators of growth and development

Unit.2. Types and patterns of growth curves

Unit.3. Different stages of growth: Prenatal and Postnatal

Unit.4. Various bio-cultural factors influence the growth

Unit.5. Physical and emotional growth and development

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

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

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

**B.A./B.Sc. V Semester**

**ANUEMJL9: Practical on Human Growth and Development (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUEMJL9	-	-	3	6 hours	30	70	100	3

**Course Objectives:**

C.O.1. To explain various methods of assessing growth status using somatometry, percentile

C.O.2. To explain various methods of assessing growth status using z-score, BMI, height for age, weight for age

C.O.3. To assess obesity through various indices

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C.O.4. To provide knowledge about the estimation of body composition with skinfold thickness.

C.O.5. Assessment of nutritional status through dietary pattern and anthropometric indices.

### Syllabus Contents:

Unit 1. Growth status: stature, body weight, mid upper arm circumference etc.

Unit 2. Growth percentile, z-score, height for age, weight for age, BMI for age

Unit 3. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices)

Unit 4. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness.

Unit 5. Nutritional assessment through dietary pattern and anthropometric indices.

### Suggested Readings

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

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**Course Outcome:**

C.O.1. The students know various methods of assessing growth status using somatometry, percentile,

C.O.2. The students have the knowledge on various methods of assessing growth status using z-score, BMI, height for age, weight for age

C.O.3. The students are able to assess obesity through various indices

C.O.4. The students have the knowledge about the estimation of body composition with skinfold thickness.

C.O.5. The students are able to assess nutritional status through dietary pattern and anthropometric indices.

**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. V Semester**

**ANUEMJT10: Urban Anthropology (Major)**

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Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUEMJT10	3	-	-	3 hours	30	70	100	3

### Course Objectives

C.O.1. To teach the students on the origin and growth of the concept of urban anthropology as an area of study in anthropology.

C.O.2. To transfer knowledge on the political-economy of the rural-urban migration and its effects.

C.O.3. To apprise the Class and Caste Approach to understand urban society and the continuity of Culture of Poverty in urban areas.

C.O.4. To teach the students on various aspects of the concept of global village ad urban inequalities.

C.O.5. To transfer knowledge on Urban Ethnicity and ethnography, Contemporary urban issues

### Syllabus Contents

**Unit-1. Concept of Urban Anthropology:** Origin, Scope and development of urban anthropology in India. Rise of City and Civilisation in India: Pre-history, Proto-History and Historic.

**Unit- 2 Political Ecology and Economy:** Process of urbanization and urban ecology, Rural-urban migration, sources of livelihood, problems and prospects of urbanism, slums, suburbs.

**Unit- 3 Urban Social Structure:** Heterogeneity, neighborhood, Ethnic composition, Culture of Poverty in urban areas, Comparison between relations, Structure and Function in an urban setting versus rural setting

**Unit- 4 Continuity and Change in urban Context:** Migrants in urban area and extended family network urbanites, Kinship and family, Caste and religion.

**Unit-5 Secular values and Urban Ethnicity:** The concept of Global village, Postmodern and Hypermodern City. Multi-ethnicity and Pluralism, Cultural integration. Contemporary urban issues: Suburbs, Slums, Urban Decline.

### Suggested Readings:

Ganguly, Indrani. 1986. *Urban Anthropology- A Critical Review*. New Delhi: Unique Publications.

Foster, George and Robert V. Kemper. 2010. "Anthropological Fieldwork in Cities." Pg. 5-7719 in *Urban Life*,

Gmelch et al., eds. Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American* 215(4):19-25.

Jaffe, Rivke and Koning, Anouk De. 2016. *Introducing Urban Anthropology*. London:

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Routledge.

Low, Setha M. 1999. "Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica." Pg. 111-137 in theorizing the City, Setha Low, ed.

Nonini, Donald M. 2014. *A Companion to Urban Anthropology*. Cambridge: Wiley Blackwell.

Pardo, Italo and Prato, Giuliana B. 2012. *Anthropology in the City- Methodology and Theory*. London: Routledge.

Patel, Sujata and Deb, Kushal. 2006. *Urban Studies*. New Delhi: Oxford University Press.

Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in There is No Such thing as a Natural Disaster, Squires and Hartman, eds.

Tyagi, Darshna. 2006. *Urban Anthropology*. New Delhi: Anmol Publisher.

Uzzell, Douglas J. 2016. *Urban Anthropology*. United States: W.C. Brown Co.

### Course Outcome:

C.O.1. Students will have a clear understanding on the concept of urban anthropology as an area of study in anthropology to justify its holism.

C.O.2. Students will know the political-economy of the rural-urban migration and its effects.

C.O.3. They will be apprised of the basis of Class and Caste Approach to understand urban society and the continuity of Culture of Poverty in urban areas.

C.O.4. The concept of global village and urban inequalities will be clearly understood by the students.

C.O.5. Students will have a clear knowledge on the concept and functioning of Urban Ethnicity and ethnography and Contemporary urban issues.

### 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	2							3	3	3	2

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3															
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. V Semester

#### ANUEMJL10: Practical on Urban Anthropology (Major practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUEMJL10	-	-	2	4 hours	30	70	100	2

#### Course Objectives

C.O.1. To teach the students how to identify and prepare a list of urban anthropology related research studies.

C.O.2. To teach students how to study and prepare a report on understanding one urban setting.

C.O.3. To teach students how to study and prepare a report on understanding one urban slum structure and functioning of a slum.

C.O.4. To teach students how to study and prepare a report on understanding the urban slum problems.

C.O.5. To transfer knowledge on the preparation of presentation and sharing in the class room situation.

#### Syllabus Contents

**Unit-1.** Prepare a bibliography of 20 various studies on urban anthropology in pre-and-post-globalisation era in India and analyse their contents.

**Unit-2. Field** Observation of one local urban pocket and prepare a brief report on the structure and functioning of urban setting for basic services supply.

**Unit-3. Field** Observation of one local urban slum pocket and prepare a brief writeup on the demand of the basic services and supply gaps

**Unit-4. Prepare various urban characteristics** which influences the problems and prepare a note .

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**Unit-5.** Prepare individually or in group a presentation on urban major findings and give a brief presentation in the class.

**Suggested Readings:**

Ganguly, Indrani. 1986. *Urban Anthropology- A Critical Review*. New Delhi: Unique Publications.

Foster, George and Robert V. Kemper. 2010. "Anthropological Fieldwork in Cities." Pg. 5-7719 in *Urban Life*,

Gmelch et al., eds. Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American* 215(4):19-25.

Jaffe, Rivke and Koning, Anouk De. 2016. *Introducing Urban Anthropology*. London: Routledge.

Low, Setha M. 1999. "Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica." Pg. 111-137 in *theorizing the City*, Setha Low, ed.

Nonini, Donald M. 2014. *A Companion to Urban Anthropology*. Cambridge: Wiley Blackwell.

Pardo, Italo and Prato, Giuliana B. 2012. *Anthropology in the City- Methodology and Theory*. London: Routledge.

Patel, Sujata and Deb, Kushal. 2006. *Urban Studies*. New Delhi: Oxford University Press.

Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in *There is No Such thing as a Natural Disaster*, Squires and Hartman, eds.

Tyagi, Darshna. 2006. *Urban Anthropology*. New Delhi: Anmol Publisher.

Uzzell, Douglas J. 2016. *Urban Anthropology*. United States: W.C. Brown Co.

**Course Outcome (CO):**

C.O.1. Student will know the preparation of a bibliography on urban anthropology related research studies.


C.O.2. Students know how to study and prepare a report on understanding one urban setting.

C.O.3. Students know how to study and prepare a report on understanding one urban slum structure and functioning of a slum.

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C.O.4. Students will be able to understand urban slum problems.

C.O.5. Students will have knowledge on the preparation of presentation and sharing in the class room situation.

**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
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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-Strong

**B.A./B.Sc. V Semester**

**VOCEANT04--: Development Anthropology (VOC-4)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCEANT04	1	-	-	1 hour	30	70	100	1

**Course Objective**

C.O.1. To Transfer the knowledge to the students on the concept and development of development anthropology.

C.O.2. To appraise the students on the models and theories adopted in development anthropology.

C.O.3. To acquaint the students on various approaches to development adopted under development anthropology.

C.O.4. To transfer knowledge to the students on the Human Development Indicators and its relation with Culture.

C.O.5. To teach students on various Rural development programs and democratic decentralization.

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## Syllabus Contents

**Unit. 1** Development Anthropology: Concepts of development :Meaning and Scope, Anthropology of Coming Home on the concept of Development

**Unit-2.** Theories and models of Development :Modernization Theories; Human Capital Theory, Dependency Theory; Theoretical Models: Core-Periphery Model; Balance-Growth Model, Gandhian Model of Development

**Unit. 3** Approaches to Development: Theoretical Approaches: Basic needs approach; Capability Approach, Practical Approaches: Centralized/Decentralized; Modern/Traditional, Nehruvian Approach to Planning, Gandhian approach of socio-Economic Planning /Physical Planning.

**Unit. 4** Human Development: Indicators and Measures: Measures of development- Human Development Index (HDI); Millennium Development Goals, Development Gaps, Need Identification, Affirmative Action and Social Justice.

**Unit. 5** Rural Development Programmes and Democratic Decentralization: Gandhiji's Vision of Rural Development, Five Year Plans and Rural Development, NITI Ayog, Agencies for development: NGOs, VOs, Panchayatiraj Raj Institutions in India, Decentralized Planning, Participatory Development

## Recommended Readings

1. Amartya. 1992. *Inequality Re-examined*. Oxford: Oxford University Press.
2. Beteille, Andre. 2007. *Marxism and Class Analysis*. New Delhi: Oxford University Press .
3. Chambers, Robert. 1983. *Rural Development: Putting the Last First*. London: Routledge.
4. Chambers, Robert. 1983. *Whose reality counts? Putting the First Last*. London: ITDG Publishing.
5. Cochrane, Glynn. 1971. *Development Anthropology*. New York: Oxford University Press.
6. Dalton, George. 1971. *Economic Anthropology and Development*. New York: Basic Books.
7. De, Nitish R. 1985. *Overcoming Underdevelopment*. Shillong: NEHU.
8. Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: allied Publishers.
9. Krishnamachari, V.T. 1968. *Community Development in India*. Delhi: Publication Division, Ministry of IB, GOI.
10. Lewis, Oscar. 1959. *Five Families: Mexican Studies in the Culture of Poverty*
11. Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan.

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12. Mathur, Hari Mohan. (Ed.). 1990. *The human dimension of development: Perspectives from anthropology*. New Delhi: Concept Publishing Co.
13. Mathur, Hari Mohan. 1977. *Anthropology in the Development Processes*. New Delhi: Vikas.
14. Mehta, V.L. 1964. *Decentralised Economic Development*. Bombay: Khadi and Village Industries Commission.
15. Mishra, R. P. et al (Ed.). *Regional Planning and National Development*. New Delhi:
16. Vikas.Mishra, S.N.; Mishra, Sweta and Pal, Chaitali. 2000. *Decentralised planning and Panchayati Raj institutions*. New Delhi: Mittal.
17. Myrdal, Gunnar. 1968. *Asian Drama: An Enquiry into the Poverty of Nations*. New York:Pantheon.
18. Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
19. Pitt, David, C. 1976. *Development from Below: Anthropologists and Development Situations*. The Hague: Mouton.
20. Prasad, Kamta. 1987. *Planning for Poverty Alleviation*. New Delhi: Sage.
21. Sen, Amartya. 1999. *Development as Freedom*. Oxford, Oxford University Press Sen.
22. Singh, Tarlok. 1974. *India's Development Experience*. Bombay: MacMillan.
23. Spicer, E. H. 1952. *Human Problems in Technological Change*. New York: Wiley.

### Course Outcomes:

- C.O.1. The students will learn the fundamentals of development anthropology.
- C.O.2. The students will learn the approaches and theories of development anthropology.
- C.O.3. The students will able to understand the concept of Human Development Index.
- C.O.4. The students will able to learn the meaning and concept of qualitative and quantitative development.
- C.O.5. The students will have a clear understanding of government plan and programs for development.

### ❖ 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	3	2	2	1	1							3	3	3	3

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1															
CO 2	3	2	3	2	1							3	3	3	3
CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

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

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## B.A./B.Sc. V Semester

### VOCEANL04--: Practical on Development Anthropology (VOC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCEANL04	-	-	3	6 hours	30	70	100	3

#### Course Objective:

- C.O.1. To transfer the knowledge to the students on the concept and development while reviewing the success and failures of development projects in rural areas by the government.
- C.O.2. To appraise the students on various methods of identification of peoples needs.
- C.O.3. To teach the students on various approaches to prepare peoples planning.
- C.O.4. To transfer knowledge to the students on the processes of developing and implementing social audit.
- C.O.5. To teach students on various Rural development programs.

#### Syllabus Contents

**Unit. 1** Review of at least two Development projects implemented in the past by the government implemented in Janajati region of India.

**Unit-2.** Identification of the needs of the peoples based on local resources.

**Unit. 3.** Preparation of a Peoples planning or rural development

**Unit. 4** Preparation of a social audit-based monitoring system and Participatory evaluation.

**Unit. 5** Preparation of guidelines for evaluation of a development project.

#### Recommended Readings:

1. Amartya. 1992. *Inequality Re-examined*. Oxford: Oxford University Press.
2. Beteille, Andre. 2007. *Marxism and Class Analysis*. New Delhi: Oxford University Press .
3. Chambers, Robert. 1983. *Rural Development: Putting the Last First*. London: Routledge.
4. Chambers, Robert. 1983. *Whose reality counts? Putting the First Last*. London: ITDG Publishing.

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5. Cochrane, Glynn. 1971. *Development Anthropology*. New York: Oxford University Press.
6. Dalton, George. 1971. *Economic Anthropology and Development*. New York: Basic Books.
7. De, Nitish R. 1985. *Overcoming Underdevelopment*. Shillong: NEHU.
8. Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: Allied Publishers.
9. Krishnamachari, V.T. 1968. *Community Development in India*. Delhi: Publication Division, Ministry of IB, GOI.
10. Lewis, Oscar. 1959. *Five Families: Mexican Studies in the Culture of Poverty*
11. Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan.
12. Mathur, Hari Mohan. (Ed.). 1990. *The human dimension of development: Perspectives from anthropology*. New Delhi: Concept Publishing Co.
13. Mathur, Hari Mohan. 1977. *Anthropology in the Development Processes*. New Delhi: Vikas.
14. Mehta, V.L. 1964. *Decentralised Economic Development*. Bombay: Khadi and Village Industries Commission.
15. Mishra, R. P. et al (Ed.). *Regional Planning and National Development*. New Delhi: Vikas.
16. Mishra, S.N.; Mishra, Sweta and Pal, Chaitali. 2000. *Decentralised planning and Panchayati Raj institutions*. New Delhi: Mittal.
17. Myrdal, Gunnar. 1968. *Asian Drama: An Enquiry into the Poverty of Nations*. New York: Pantheon.
18. Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
19. Pitt, David, C. 1976. *Development from Below: Anthropologists and Development Situations*. The Hague: Mouton.
20. Prasad, Kamta. 1987. *Planning for Poverty Alleviation*. New Delhi: Sage.
21. Sen, Amartya. 1999. *Development as Freedom*. Oxford, Oxford University Press Sen.
22. Singh, Tarlok. 1974. *India's Development Experience*. Bombay: MacMillan.
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**Course Outcomes:**

- C.O.1. The students will have the knowledge of preparing a development plan for Janajati development.
- C.O.2. The students will learn the people based and local resources based development approaches.
- C.O.3. The students will able to understand and use the processes of making a peoples planning.
- C.O.4. The students will able to document the success and failure of development projects in trial areas.
- C.O.5. The students will have a clear understanding of the needs, processes of social audit in development planning in rural areas.

❖ **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

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**B.A./B.Sc. Vth Semester**  
**INTUE01: Internship Program**

Sub Code	L	T	P	Duration	Synopsis + Presentation	Field Report + PPT Presentation	Total	Credits
ANUHFWD1	-	-	12	36 hours	30	70	100	12

As per the National Education Policy (NEP) 2020 and subsequent directives, an internship is a mandatory component of the undergraduate curriculum. For B. Com. (Honours) students of Guru Ghasidas Vishwavidyalaya, these guidelines are issued to facilitate the smooth execution, reporting, and evaluation of the internship.



Specifically, as per the Office Memorandum (Ref. No. 221/Academic/2025), it is **mandatory for all students appeared in B.A./ B.Sc.(Honours) 5<sup>th</sup> Semester examination** under NEP-2020 based UG programmes to complete an internship.

The objectives include:

1. **Practical Application of Knowledge**
2. **Skill Development**
3. **Career Exploration and Preparation**
4. **Building Professional Networks**
5. **Contributing to the Field**

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The detailed guidelines for undertaking the internship program with respect to student's responsibility, domains, pre,during & post processes, internship report, evaluation of internship, roles and responsibilities of students & teachers and department, period of internship and different formats to be used in internship program are attached.

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# 6<sup>th</sup> Semester

## B.A./B.Sc. VI Semester

### ANUFMJT11: Applied Biological Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUFMJT11	3	0	-	3 hours	30	70	100	3

#### Course Objectives:

CO-1. The course deals with the study of meaning, scope and theories of Medical Anthropology,

CO-2. To know about the traditional and modern health care system specifically the marginalized health care as well as tribal health and use of ethno-medicinal practices in different region.


CO-3. To understand about the health & nutrition and its bio-cultural aspects.

CO-4. To know about the concept of Nutritional policies in India

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CO-5. To focus on the evaluation of Malnutrition and nutritional adaptation in Man.

### Syllabus Contents:

**UNIT-1:** Medical Anthropology: Meaning and Scope, Theories of Medical Anthropology: Socio-Cultural perspective, Bio-cultural perspective, Critical Medical Anthropology.

**UNIT-2:** Concept and Interpretation of Health, Illness and Disease: Socio-cultural and Bio-medical perspectives, Medical Pluralism and Syncretism, Ethno-medicine, Medical systems in India, Tribal health and Ethno-Medicine.

**UNIT-3:** Human nutrition: food, diet, nutrition, and metabolism (definitions only); the basic nutrients micro-, and macronutrients—their sources and utility;

**UNIT-4:** Nutritional Anthropology: concept and definition. Nutrition policy in India, Child health and nutrition programmes in India, Indian concept of Nutrition and Food.

**UNIT-5:** Malnutrition: over-and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man, Ecological value and nutrition.

### Suggested readings:

1. Singh I. P. & Bhasin M. K. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. Mukherjee, D., Mukherjee, D., & Bharati, P. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. Das B.M. and Deka R. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
4. Ulijaszek S.J., and Mascie-Taylor C.G.N. Anthropometry: the individual and the population.
5. Das, B. M. Outlines of Physical Anthropology. New Delhi.
6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).
7. Foster, G.M. and B.G. Anderson (1978) Medical Anthropology. New York: John Wiley and Sons
8. Good Bryon. (1994). Medicine, Rationality and Experience. Cambridge, England: Cambridge University Press
9. McElroy, A. and P.K. Townsend (1979) Medical Anthropology in Ecological Perspective. Boulder, CO: Westview Press
10. Singer, M. and H.A. Baer (1995) Critical Medical Anthropology. Amityville, NY: Baywood Press

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11. Joshi, P.C. and A.Mahajan (1990) Studies in Medical Anthropology (eds.). New Delhi: Reliance Publishing House

**Course Outcome:**

PO-1. The course helps the students to know about the health status of a person as well as community.

PO-2. It helps the students to know about the modern health care system as well as traditional medicine as ethno medicine how the community has knowledge to survive themselves.

PO-3. It also helps to know about the diversity of food and the nutritional status of a community.

PO-4. It helps to understand the extent of Malnutrition in India

PO-5. It also helps to know about the various nutritional adaptations in Man.

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


**B.A./B.Sc. VI Semester**

**ANUFMJL11:Practical on Applied Biological Anthropology (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
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ANUFMJL11	-	-	2	4 hours	30	70	100	2
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### Course Objectives

CO-1. To get practical knowledge of taking body measurements such as Height, Weight, Waist circumference and Hip circumference.

CO-2. To know about the various nutritional indices and the classification of obesity.

CO-3. To acquaint the students about the techniques of taking skinfold measurements.

CO-4. To estimate the PBF, BMAI and BAI of various subjects.

CO-5. To estimate the subcutaneous fat, Visceral fat & skeletal muscle percentage.

### Syllabus Contents

**Unit I:** Techniques of taking basic Somatometric Measurements: Height, Weight, Waist circumference, Hip circumference;

**Unit II:** Estimation of Body Mass Index (BMI), Waist Hip Ratio (WHR), Waist Height Ratio (WHTR) and classification of obesity.

**Unit III:** Skinfold Measurement: Biceps, Triceps, Sub-scapular and Supra-iliac skinfold.

**Unit IV:** Estimation of Adult Body Composition: Percent Body Fat (PBF), Body Mass Abdominal Index (BMAI), Body Adiposity Index (BAI);

**Unit V:** Subcutaneous Fat; Visceral Fat; Skeletal Muscle Percentage

### Suggested Readings

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

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6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

**Course Outcome**

PO-1. This course will provide the knowledge on techniques of taking basic somatometric measurements.

PO-2. Students will be able to calculate various nutritional indices.

PO-3. This paper will enhance the knowledge of taking skinfold measurements.

PO-4. Through this paper, students will be able to calculate various body composition indices.

PO-5. The students will get knowledge on the estimation of subcutaneous fat, visceral fat and skeletal muscle percentage.

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

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**B.A./B.Sc. VI Semester**

**ANUFMJT12: Indian Anthropology (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUFMJT12	3	0	-	3 hours	30	70	100	3

**Course Objectives**

C.O.1. To provide the knowledge of origin, history and development of Anthropology in India and enhance the knowledge of different approaches of studying the Indian society and culture.

C.O.2. To provide comprehensive knowledge about village system in India and explain the different social organizations.

C.O.3. To provide the brief introduction about rise of anthropology in India and knowledge about tribe, caste continuum and Janajati identity issues.

C.O.4. To boost the knowledge on Indian society.

C.O.5. To provide the concept of society, culture, civilization and discussed Indological, Anthropological and historical approaches to improve knowledge about process of socio-cultural change.

**Syllabus Contents**

**Unit I:**

- Origin, history and development of Anthropology in India, Approaches to study Indian society and culture. Racial and linguistic elements in Indian population
- Understanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, Gender hierarchies - their economic and cultural impact,


**Unit II:**


- Contribution of contemporary biological, social and archaeological anthropologists in India.

**Unit III:**

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- Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages
- Impact of culture-contact, urbanization and industrialization on Janajati and rural population;
- Developmental projects- Janajati displacements and rehabilitation problem

**Unit IV:**

- Basic concepts -Great tradition and little tradition, sacred complex, Universalization and parochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste continuum, Nature-Man-Spirit complex, PseudoJanajatiism,

**Unit V:**

- Constitutional safeguards for the Scheduled caste and scheduled tribes.
- Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes.

**Suggested Readings:**

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 Janajati 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

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Vinod Publishers, Jammu

12. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay

13. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.

14. Dumont L. (1980). Homo Hierachicus. University of Chicagon Press.

15. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla)

16. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution.

### Course Outcomes:

C.O.1. This paper will strengthen the subject matter and will enhance the basic knowledge about the Indian anthropology to the undergraduate students.

C.O.2. The paper will be given the knowledge of society and culture and will be rendered the knowledge of various social and cultural norms and values of the society.

C.O.3. It will provide knowledge to make theoretical understanding to undergraduate students regarding origin, history and development of the Indian Anthropology.

C.O.4. This paper will be increased the basic knowledge of social institutions and importance of culture.

C.O.5. Students will be understood the concept of social problems, like exploitation and deprivation.

### 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

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Guru Ghasidas Vishwavidyalaya, Jammu (C.G.)

CO 5	3	3	3	3	3							3	3	3	2
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❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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**B.A./B.Sc. VI Semester**

**ANUFMJL12: Practical on Indian Anthropology (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUFMJL12	-	-	2	4 hours	30	70	100	2

**Course Objectives**

- C.O.1. To give knowledge on basis of identification of various variables for racial classification.
- C.O.2. To transfer knowledge on the processes of review of research articles and edited books.
- C.O.3. To give a overall profile of religion, Janajati and rural population in India.
- C.O.4. To teach the basis of biological diversities of a population.
- C.O.5. The students will be appraised of the contribution of at least two Indian anthropologists.

**Syllabus Contents:**

This paper will be ensured the knowledge of caste, religion and tribes of rural population.

**Unit-1.** Identify various traits/variables which can be used in racial classification and comment on its relevance.

**Unit-2.** Review a book/edited volume on Indian social structure such as caste, religion, tribe and rural population and give its salient features.

**Unit-3.** Explore the biological diversity of any population group considering a minimum of five genetic traits.

**Unit-4.** Highlight the contributions of any two contemporary Indian anthropologists.


**Unit-5.** To document the effects of development on the life and livelihood of the Janajati people in India.


**Suggested readings:**

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

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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 Janajati 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.

### Course Outcomes

- C.O.1. The students will have the knowledge on the basis of identification of racial variables.
- C.O.2. The students will have the skill of reviewing a book and journal based research articles.
- C.O.3. The students will have the knowledge on the basic features of Indian society.
- C.O.4. Based on genetic traits the students will able to look at the differences of Indian population.
- C.O.5. The students will have the knowledge on the contributions of few Indian anthropologists.

### 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

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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

### B.A./B.Sc. VI Semester

#### ANUFFWS01: Field Work/Dissertation

Sub Code	L	T	P	Duration	Synopsis + Presentation	Field Report + PPT Presentation	Total	Credits
ANUFFWS01	-	-	5	15 hours	30	70	100	5

#### Syllabus Contents

All the students are required to undertake field work in rural/ tribal/slum/ urban area for a period of 21 days for preparation of field work report/dissertation under the guidance of teacher/ teachers. The topic of the

Field Work topic will be allotted by the concerned teacher.

Fieldwork is a cornerstone of anthropology, providing researchers with the opportunity to engage directly with the cultures and communities they study. This hands-on experience is crucial for developing a deep understanding of human behavior, social structures, and cultural practices. In university-level anthropology programs, students are often required to undertake fieldwork as part of their dissertation research.

#### Course Objectives

- Develop Research Skills:** One of the primary objectives of fieldwork is to equip students with the necessary skills to conduct independent research. This includes formulating research questions, designing methodologies, and collecting data in a culturally sensitive manner.
- Engage with Communities:** Students will learn how to build relationships with communities, fostering trust and ethical interaction. Understanding the importance of cultural context is essential for gathering meaningful data.

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3. **Analyze Data:** An important part of the course is teaching students how to analyze qualitative and quantitative data collected during fieldwork. This includes learning various analytical frameworks and tools that can be applied to anthropological research.
4. **Reflect on Ethical Considerations:** Students will explore the ethical implications of conducting fieldwork, including issues of consent, representation, and the impact of research on communities. This reflection is vital for responsible scholarship.
5. **Enhance Communication Skills:** Effective communication is critical in anthropology. Students will practice writing scholarly articles, presenting their findings, and articulating their research to both academic and non-academic audiences.

### Course Outcomes

Upon successful completion of the fieldwork and dissertation course, students will be able to:

1. **Conduct Independent Research:** Students will demonstrate the ability to independently design and execute a research project, employing appropriate methodologies for fieldwork in various cultural settings.
2. **Engage Ethically with Participants:** Students will show proficiency in ethical research practices, ensuring that their work respects the rights and dignity of their participants.
3. **Data Analysis and Interpretation:** Graduates will possess the skills to critically analyze and interpret data, drawing meaningful conclusions that contribute to the field of anthropology.
4. **Effective Written and Oral Communication:** Students will produce high-quality research papers and presentations, effectively communicating their findings to diverse audiences.
5. **Contribute to Anthropological Knowledge:** Students will be prepared to contribute original insights to the field of anthropology, advancing theoretical and practical understanding of cultural phenomena.

### Suggested Reading

1. "Anthropological Fieldwork: A Student's Guide" by Gretchen L. Hafford
2. "The Art of Fieldwork" by Paul Stoller
3. "Fieldwork in Familiar Places: Morality, Culture, and Philosophy" by David W. McCurdy

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

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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	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. VI Semester

#### VOCFANT05: Applied & Action Anthropology (VOC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
VOCFANT05	1	-	-	1 hour	30	70	100	1

#### Course Objectives

CO-1. This paper is intended to introduce the student to basic concepts and theoretical perceptions of Applied and Action Anthropology.

CO-2. To apply anthropological knowledge in different fields and situations.

CO-3. To acquaint the students on various processes of socio-cultural changes in the society.

CO-4. To identify various pattern of barriers in application of anthropology in development.

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CO.5. To teach various methods of overcoming development related barriers in the society.

### Syllabus Contents

**Unit I:** A Conceptual understanding on Applied and Action Anthropology Meaning and Scope; Similarities and Differences between Applied and Action Anthropology; Limitations of Applied Anthropology.

**Unit II:** Identification of Social-Cultural Changes; Internal and external factors for changes; in tribal and urban societies.

**Unit III:** Areas of application of anthropological knowledge in inland tribal and coastal caste populations development. Give the examples .

**Unit IV:** Barriers to Change Agents of Change; Chain reactions of change; promoters of change; Psychological Social and Culture barriers to change. Describe from development experiences.

**Unit V:** Describe the skills used in Anthropology of Agriculture; Public Health; Medicine and Nutrition; Industry; Administration and Planning; Education.

### Suggested readings:

1. Cassell, J. and S.E. Jacobs, eds. (1987). Handbook on Ethical Issues in Anthropology, AAA Special Publications 23.
2. Chambers, E. (1996). Practicing anthropology. Encyclopedia of Cultural Anthropology, ed. D. Levinson and M. Ember, 1009–1014. New York: Henry Holt and Company.
3. Doyle, W.R. (2004). A Report on the Field of Anthropology in the United States. New York: WennerGren Foundation.
4. Eriksen, T.H. and F.S. Nielsen. (2001). A History of Anthropology. Part of the Anthropology, Culture and Society series, ed.
5. T.H. Eriksen, K. Gardner, and J.P. Mitchell. Sterling, VA: Pluto Press. Ervin, A.M. (1990). Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston:
6. Allyn and Bacon. Fiske, S. and E. Chambers. (1996). The inventions of practice. Human Organization 55 (1): 1–12.
7. Kedia, S. (2005). Practicing anthropology. Encyclopaedia of Anthropology, ed.
8. H.J. Birx. Kedia, S. and J. van Willigen, eds. (2005). Applied Anthropology: Domains of Application. Westport, CT: Greenwood Publishing Group.
9. Kedia, Satish and Linda Bennett (2005). Applied Anthropology. published on [www.researchgate.net](http://www.researchgate.net)

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**Course Outcomes:**

P.O.1. The student have a clear understanding on the basic concepts and theoretical perceptions of Applied and Action Anthropology.

C)-2. They are able to identify and apply anthropological knowledge in different fields and situations.

CO-3. Students are acquainted with various processes of socio-cultural changes in the society.

CO.4. They are able to tell the pattern of barriers in application of anthropology in development.

CO.5. The students are able to identify various methods of overcoming development related barriers in the society.

**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. VI Semester**

**VOCFANL05: Practical on Applied & Action Anthropology (VOC)**

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Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
<b>VOCFANL05</b>	-	-	3	6 hours	30	70	100	3

### Course Objectives

CO-1. The students will learn the different methods of anthropometric measurements and their applications in the society.

C)-2. To know the techniques of skinfold measurements.

CO-3. The students will learn how the different body composition measurements is measured and their relevance.

CO.4. To know how to write project on secondary data on demography and developmental projects.

CO.5. To learn how to write project reports on different contemporary issues suggested in the list.

### Detailed Contents:

**Unit I:** Review of any national and international development projects implemented in India which have taken into account the socio-cultural factors into development processes.

**Unit-II.** Listing out various social, cultural, psychological, biological and ecological factors which influences the development of people in both coastal and inland region of India.

**Unit-III.** Techniques of taking basic Somatometric Measurements: Height, Weight, Waist circumference, Hip circumference; Estimation of Body Mass Index (BMI), Waist Hip Ratio (WHR), Waist Height Ratio (WHTR) and classification of obesity.

**Unit IV:** Write a project proposal on bio-social sectors of development with budget provision to submit to a funding agency for financial support.

**Unit V:** Make a skeleton of writing a report and research paper for communication to journals.

### Suggested readings:

1. Cassell, J. and S.E. Jacobs, eds. (1987). Handbook on Ethical Issues in Anthropology, AAA Special Publications 23.
2. Chambers, E. (1996). Practicing anthropology. Encyclopedia of Cultural Anthropology, ed. D. Levinson and M. Ember, 1009–1014. New York: Henry Holt and Company.
3. Doyle, W.R. (2004). A Report on the Field of Anthropology in the United States. New York: WennerGren Foundation.

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4. Eriksen, T.H. and F.S. Nielsen. (2001). A History of Anthropology. Part of the Anthropology, Culture and Society series, ed.
5. T.H. Eriksen, K. Gardner, and J.P. Mitchell. Sterling, VA: Pluto Press. Ervin, A.M. (1990). Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston:
6. Allyn and Bacon. Fiske, S. and E. Chambers. (1996). The inventions of practice. Human Organization 55 (1): 1–12.
7. Kedia, S. (2005). Practicing anthropology. Encyclopedia of Anthropology, ed.
8. H.J. Birx. Kedia, S. and J. van Willigen, eds. (2005). Applied Anthropology: Domains of Application. Westport, CT: Greenwood Publishing Group.
9. Kedia, Satish and Linda Bennett (2005). Applied Anthropology. published on [www.researchgate.net](http://www.researchgate.net)
10. Kertzner DI and Fricke T. (1997). Anthropological Demography. University of Chicago Press.
11. Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
12. Carter A. (1998). Cultural Models and Demographic Behavior. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
13. Census of India (2001, 2011) and National Family Health Survey (2006,2010).
14. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Perspectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.

### Course Outcomes:

P.O.1. The student have a clear knowledge of anthropometric measurements and their applications.

C)-2. They are now able to measure the skinfold measurements which will give them knowledge on subcutaneous fat.

CO-3. Students will learn how to measure body composition of a person to know the amount of different components of the body.

CO.4. The students will become aware about the techniques of writing a project report and the different developmental projects.

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CO.5. They will learn the different contemporary issues in the country and how to write a project report on them.

❖ **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

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## VIIth Semester

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## UG VII (Honours with Research)

B.A./B.Sc. VII Semester

### ANUGMJT14: Anthropological Theories and Thoughts (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJT14	3	-	-	3 hours	30	70	100	3

#### Course Objectives:

- C.O.1. Students will be taught about the philosophical foundation of anthropological theory.
- C.O.2. They will be enlightened on the colonial impact on certain concepts of anthropological theory and their relevance.
- C.O.3. Students will be provided knowledge on the classical theories of anthropology.
- C.O.4. To teach students on the theoretical Contribution of Indian Anthropologists
- C.O.5. Students will be taught on modern and globalisation-based theories.

#### Syllabus Contents

**Unit I.** History and Development of anthropological theory- The philosophical foundations, Looking Anthropology from Indian Philosophical foundation: Vernashrama,

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

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

**Unit IV.** Theoretical Contribution of Indian Anthropologists of M.N. Srinivas, L.P. Vidyarthi, Surjit Sinha.and Sachidanand.

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

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Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

## 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:

- C.O.1. Students will have clear understanding on the philosophical foundation of anthropological theories.
- C.O.2. The students will have a clear understanding on the relevance of colonial impact on anthropological theories.
- C.O.3. The students will have knowledge on the classical theories practise in anthropology.
- C.O.4. They will have a clear knowledge of Indian perspective of anthropological theories.
- C.O.5. They will also have an understanding of modern theoretical knowledge and their global interpretation.

## ❖ 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	3	2	3	2	1							3	3	3	3

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2															
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. VII Semester

#### ANUGMJL14-: Practical on Anthropological Theories and Thought (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJL14	-	-	2	4 hours	30	70	100	2

#### Course Objectives:

C.O.1.To transfer knowledge to the students on the preparation tool to study the society from various perspectives.

C.O.2. To appraise the students on the preparation of different types of research proposals.

C.O.3. The students will be informed about the contribution of Indian anthropologists.

C.O.4. The students will be informed about the contribution of Non-India anthropologists.

C.O.5. The students will be knowing the pattern of references and bibliographies prepared in research.

#### Syllabus Contents

**Unit-I.**Preparing research tools required for doing the following kind of research, Functional studies, Village and community studies and Historical studies in India.

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**Unit-II.** Making a research proposal and doing an independent project on any of the above areas like Health research, education research, livelihood research.

**Unit-III.** Review of the contribution of Indian anthropologists to Social anthropology.

**Unit-IV.** Review of the contribution of Indian anthropologists to Biological anthropology in India.

**Unit-V.** Preparing bibliography and list of references for a research project on Biological and social problem.

**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 the skill of preparing the tools for field based research
- C.O.2. The students will have the skill to prepare the research proposal according to types of research.
- C.O.3. The students will able to understand the contribution of Indian anthropologists.
- C.O.4. The students will able to understand the contribution of non-Indian anthropologists.
- C.O.5. The students will have the knowledge on the referencing system.

**❖ 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 0	PO 1	PO 1	PO 1	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	2								3	3	3	2

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3															
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. VII Semester

#### ANUGMJT15: Human Population Genetics (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJT15	3	-	-	3 hours	30	70	100	3

#### Course Objectives:

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- CO-1. This course is designed to understand the fundamental concepts of Mendelian population, Hardy-Weinberg equilibrium and its applications in Human population genetics.
- CO-2. To understand the basic concept of genetic polymorphism and Natural selection.
- CO-3. To study about hemoglobin polymorphism, genetic drift and gene flow.
- CO-4. To study inbreeding and its genetic consequences in Human population.
- CO-5. To understand the magnitude of consanguineous marriages in India and all over the World and also DNA polymorphism and Human genome project.

### Syllabus Contents

**Unit I:** Mendelian populations, concept of Hardy-Weinberg equilibrium, Testing equilibrium and measuring departure from it. Application of H-W law in human population genetics.

**Unit II:** Genetic polymorphism- basic concept of transient and balanced polymorphism. Natural selection, Darwinian fitness, selection leading to change in gene frequency, and selection leading to change in genetic equilibrium.

**Unit III:** Haemoglobin polymorphism, thalassaemia and Mutation rate, Dynamics of genetic drift, selection and gene flow/ migration

**Unit IV:** Consanguinity and inbreeding - (definitions and concept) Genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load.

**Unit V:** Magnitude of consanguineous marriages in India and World over. DNA polymorphism, Human Genome Project.

### 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.

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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 Hurlles, 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.

**Course Outcomes:**

- PO-1. The student will be able to understand the fundamental concepts of human population genetics and Hardy-Weinberg equilibrium.
- PO-2. Students will possess the knowledge of balanced and transient genetic polymorphism.
- PO-3. Students will be able to get knowledge on haemoglobin polymorphism and basics of gene flow and genetic drift.
- PO-4. This paper will provide knowledge on inbreeding and inbreeding coefficient.

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PO-5. The students will be able to know about the magnitude of consanguineous marriages all over the world.

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

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**B.A./B.Sc. VII Semester**

**ANUGMJL15: Practical on Human & Population Genetics (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJL15	-	-	2	4 hours	30	70	100	2

**Course Objectives:**

- CO-1. To know about the basics of blood group systems
- CO-2. To perform ABO, MN & Rh blood group testing.
- CO-3. To perform PTC test.
- CO-4. To study the colour blindness status.
- CO-5. To perform finger print, palmer print and planter print in dermatoglyphics.

**Syllabus Contents**

- Unit- 1. 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

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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.

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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.

. Hartl L.D. Human Genetics, Jones & Bartlett Learning.

**Course Outcomes:**

PO-1. This course will provide fundamental knowledge on the basic terminologies of blood groupings.

PO-2. Students will be able to determine blood group types

PO-3. This paper will provide knowledge on colour blindness status.

PO-4. The students will be acquainted with the PTC ability test.

PO-5. The students will understand the techniques of dermatoglyphics.

**❖ 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

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**B.A./B.Sc. VIIIth Semester**

**ANUGMJT16: Research Methodology (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJT16	3	-	-	3 hours	30	70	100	3

**Course Objectives**

C.O.1. Equip students with a basic understanding of the underlying principles of quantitative and qualitative research methods.

C.O.2. Provide students with in-depth training on the conduct and management of research from inception to completion using a wide range of techniques.


C.O.3. Develop better insight into the research topic by properly explaining each concept associated with it.

C.O.4. Provide a systematic structure to ease the process of whole research to be done.

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C.O.5. Enhance the research quality, Derive better solutions. Aid in decision making.

### Syllabus Contents

**Unit-I:** Meaning, Concept and Research- Research Design, Review of Literature,

Unit-II. Formulation of Research problem, Qualitative and Quantitative research.

**Unit-3:** Ethical issues in Research/ Ethical importance of cosset privacy and confidentiality in the research

**Unit-4:** Analysis and writing up structure, Research article data analysis

**Unit-5:** Bio Statistics: Variable, Descriptive statistics, use of Ethno-Methodology, Test of inference, Pedigree Analysis.

### **Suggested Readings**

1. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
4. Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
5. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
6. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
7. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
8. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.

### **Course Outcomes:**

C.O.1. Have the skill to prepare schedule and questionnaire -interview, key informant interview, case study

C.O.2. Students will be able to write Project Reports: Preparation of Research Problem. Research design, Data collection and analysis, Report writing.

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C.O.3. They will have the knowledge of various Ethical issues in Research/ Ethical importance of cosset privacy and confidentiality in the research

C.O.4: They will have the skill of analysis and writing up structure, Research article data analysis

C.O.5.: Bio Statistics: Variable, Descriptive statistics, use of qualitative and quantitative, Test of inference, Pedigree Analysis

**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. VII Semester**

**ANUGMJL16: Practical on Research Methodology (Major)**

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Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJL16	-	-	2	4 hours	30	70	100	2

### Course Objectives

C.O.1. This course aims to develop students' knowledge and understanding of methodology question in the social sciences.

C.O.2. Theoretical and methodological debates in selected disciplinary areas will be discussed in order to motivate students to pursue a critical approach to research.

C.O.3. The imperative for ethical research practices will be presented. The course helps students recognize and reflect on the strengths and limitations of various research methodologies, determining the link between theory and practice, critically evaluating research, and addressing ethical and practical dilemmas.

C.O.4. In this course, students will learn step-by-step how to design and implement quantitative and qualitative methods, including case studies, in-depth interviews, focus group discussions, participant observation, and textual and media analysis.

C.O.5. The course includes lessons on how to deal with and analyze data, as well as how to write up and present findings

### Syllabus Contents

**Unit I:** Research methods – Draw Quantitative Tools on various thematic areas & mixed methods

**Unit II:** Research methods – Draw Qualitative Tools on various thematic areas & mixed methods

**Unit III:** Preparation of Master sheet for survey in Excel and SPSS

**Unit IV:** Survey method II – Developing research questions; Hypotheses, Preparing a questionnaire

**Unit V:** Quantitative and Qualitative Data analysis with selected examples

### Suggested Readings

1. Byman, Alan.(2012). Social Research Methods. Oxford University Press.
2. Guthrie, Gerald. (2010). Basic Research Methods: An Entry to Social Science Research. Sage.
3. Phillips, D.C (1987). Philosophy, Science, and Social Inquiry. Pergamon Press, New York.
4. Becker, H.S., & Richards, P. (2007) Writing for Social Scientists: How to start and finish your thesis, book, or article. Chicago: University of Chicago Press. Narayan, Kirin. (2012).

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5. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.
6. Amel Ahmed & Rudra Sil (2012). When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research. *Perspectives on Politics*, 10 (4), 935-953.
7. Boulter Michael. (2017). Chapter 1 -The one culture, 1920s and 1930s in the book *Bloomsbury Scientists: Science and Art in the Wake of Darwin*, UCL Press.  
URL: <http://www.jstor.org/stable/j.ctt1vxm8sr.15>
8. Clinton, N. Westman. (2011). Contemporary Studies of Ritual in Anthropology and Related Disciplines. *Reviews in Anthropology*, 40(3), 210-231,  
DOI:10.1080/00938157.2011.596013
9. J. Devika. (2008). Being “in-translation” in a post-colony: Translating feminism in Kerala State, India. *Translation Studies* 1(2),.182-196.  
DOI: 10.1080/14781700802113507
10. Hanson, Susan. (1992). Geography and Feminism: Worlds in Collision? Presidential address, *Annals of the Association of American Geographers*, 82(4), 569-586
11. Hartsock, N.C.M. (1983). *The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism*.
12. In: Harding S., Hintikka M.B. (eds.) *Discovering Reality*. Synthese Library, vol 161. Springer, Dordrecht.  
[https://doi.org/10.1007/0-306-48017-4\\_15](https://doi.org/10.1007/0-306-48017-4_15)
13. Harding, Sandra. (1987). *The Method Question*. *Hypatia*, Vol. 2(3) 19-35.
14. Lund, Christian. (2014). Of What is This a Case?: Analytical Movements in Qualitative Research. *Human Organization*, Vol.73(3).
15. Mills, Mary Beth. (1997). Contesting the Margins of Modernity: Women, Migration, and Consumption in Thailand. *American Ethnologist*, 24 (1), 37-61.
16. Mohanty, Chandra Talpade. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, 30, 61-88.
17. Moutu, Andrew. (2017) Prologue: Where is Anthropology Located in the Task of Putting People First In Elisabetta Gneccchi-Ruscione, Anna Pains. (eds.), *Tides of Innovation in Oceania: Value, materiality and place*, ANU Press.
18. Glaser, B. G., & Strauss, A. L. (1999). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New Jersey: Aldine Transaction.

#### Course Outcomes:

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**C.O.1.** The students understand the research process that includes, at a minimum, selecting appropriate conceptual/theoretical framework, identifying and reviewing select literature, framing research questions, choosing appropriate research methods, and synthesizing the observations/finding to develop a set of coherent arguments.

**C.O.2.** The students are able to develop a set of transferable workplace skills, it is expected that the students will gain the knowledge and ability to do original research and writing.

**C.O.3.** The students able develop knowledge and understanding methodologies in social sciences.

**C.O.4.** They are able to have theoretical and methodological debates in selected disciplinary areas will be discussed in order to motivate students to pursue a critical approach to research.

**C.O.5.** In this course, students learn step-by-step how to design and implement quantitative and qualitative methods, including case studies, in-depth interviews, focus group discussions, participant observation, and textual and media analysis.

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

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**B.A./B.Sc. VII Semester**

**ANUBMNT02: Ecological Anthropology (Minor)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUBMNT02	3	-	-	3 hours	30	70	100	3

**Course Objectives:**


- CO.1. To teach the meaning and scope of Ecological Anthropology and also with reference to India culture.
- CO.2. To acquaint the students about the ecology and ecological transition and the reasons therein.
- CO.3. To appraise the students about the concept of Eco-System and Indian Knowledge System.
- C.O.4. To intimate the importance of bio-cultural dimensions of the ecology and the ecological knowledge system.
- C.O.5. To provide knowledge about the causes and consequences of ecological movements in India.

**Syllabus Contents**

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

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

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

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

**Unit V:** Ecological Movements in India: Causes and Consequences; Chipko Movement, Narmda Banchao 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, P.B./J.D. Lacroix Plant, People, Environment.
14. Krebs, C.J. Ecology (Latest edition).
15. Mortwitz, H.J. Foundations of Bio-energetics. 1
6. 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.

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### Course Outcomes:

CO.1. The students will understand the concept of ecological anthropology and also from Indian perspective.

CO.2. The students will be acquainted about the factors responsible for ecological transition.

CO.3. The students will have the knowledge on the Eco-system from Indian perspectives.

CO.4. The students will have a clear understanding of bio-cultural dimensions of the ecology and the ecological knowledge system.

CO.5. They will have the knowledge about the causes and consequences of ecological movements in India.

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

### B.A./B.Sc. VII Semester

#### ANUBMNL02-: Practical in Ecological Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUBMNL02	-	-	1	2 hours	30	70	100	1

### Course Objectives:

CO.1. To teach the meaning and scope of Ecological Anthropology and also with reference to India culture.

CO.2. To acquaint the students about the ecology and ecological transition and the reasons therein.

CO.3. To appraise the students about the concept of Eco-System and Indian Knowledge System.

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C.O.4. To intimate the importance of bio-cultural dimensions of the ecology and the ecological knowledge system.

C.O.5. To provide knowledge about the causes and consequences of ecological movements in India.

### Syllabus Contents:

**Unit-I.** Critically review two ethnographic works on ecological anthropology by scholars.

**Unit-II.** Make a project proposal to study the symbiotic relationships of ecology and rural people.

**Unit-III.** Make a report on any contemporary environmental issues faced by Indians in India both in pre and post globalisation era.

**Unit-IV.** Prepare an annotated bibliography on ecological problems taking the research in anthropology in India.

**Unit-V.** Prepare two review papers taking into account government programmes like Joint Forest Management, Social Forestry etc) strengthening ecology.

### Suggested Readings:

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

### Course Outcomes:

CO.1. The students will have an understanding of the premises behind the ecological anthropology.

CO.2. They will have the knowledge about the symbiotic relationships between the ecology and the rural people.

CO.3. The students will have a clear understanding on the contemporary environmental issues faced by India.

CO.4. The students will have the skill of preparing an annotated bibliography on ecological issues.

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CO.5. The students will have the skill of preparing review papers.

❖ **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

## UG VII (Honours)

B.A./B.Sc. VII Semester

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### ANUGMJT14: Anthropological Theories and Thoughts (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJT14	3	-	-	3 hours	30	70	100	3

#### Course Objectives:

- C.O.1. Students will be taught about the philosophical foundation of anthropological theory.
- C.O.2. They will be enlightened on the colonial impact on certain concepts of anthropological theory and their relevance.
- C.O.3. Students will be provided knowledge on the classical theories of anthropology.
- C.O.4. To teach students on the theoretical Contribution of Indian Anthropologists
- C.O.5. Students will be taught on modern and globalisation-based theories.

#### Syllabus Contents

**Unit I.** History and Development of anthropological theory- The philosophical foundations, Looking Anthropology from Indian Philosophical foundation: Vernashrama,

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

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

**Unit IV.** Theoretical Contribution of Indian Anthropologists of M.N. Srinivas, L.P. Vidyarthi, Surjit Sinha.and Sachidanand.

**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.

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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:**

- C.O.1. Students will have clear understanding on the philosophical foundation of anthropological theories.
- C.O.2. The students will have a clear understanding on the relevance of colonial impact on anthropological theories.
- C.O.3. The students will have knowledge on the classical theories practise in anthropology.
- C.O.4. They will have a clear knowledge of Indian perspective of anthropological theories.
- C.O.5. They will also have an understanding of modern theoretical knowledge and their global interpretation.

**❖ 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

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**B.A./B.Sc. VII Semester**

**ANUGMJL14:- Practical on Anthropological Theories and Thought (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJL14	-	-	2	4 hours	30	70	100	2

**Course Objectives:**

C.O.1.To transfer knowledge to the students on the preparation tool to study the society from various perspectives.

C.O.2. To appraise the students on the preparation of different types of research proposals.

C.O.3. The students will be informed about the contribution of Indian anthropologists.

C.O.4. The students will be informed about the contribution of Non-India anthropologists.

C.O.5. The students will be knowing the pattern of references and bibliographies prepared in research.

**Syllabus Contents**

**Unit-I.** Preparing research tools required for doing the following kind of research, Functional studies, Village and community studies and Historical studies in India.

**Unit-II.** Making a research proposal and doing an independent project on any of the above areas like Health research, education research, livelihood research.

**Unit-III.** Review of the contribution of Indian anthropologists to Social anthropology.

**Unit-IV.** Review of the contribution of Indian anthropologists to Biological anthropology in India.

**Unit-V.** Preparing bibliography and list of references for a research project on Biological and social problem.

**Suggested Readings**

1. Applebaum H.A. (1987) Perspectives in Cultural Anthropology. Albany: State University of New York.

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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 the skill of preparing the tools for field based research
- C.O.2. The students will have the skill to prepare the research proposal according to types of research.
- C.O.3. The students will be able to understand the contribution of Indian anthropologists.
- C.O.4. The students will be able to understand the contribution of non-Indian anthropologists.
- C.O.5. The students will have the knowledge on the referencing system.


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

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**B.A./B.Sc. VII Semester**

**ANUGMJT15: Human Population Genetics (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJT15	3	-	-	3 hours	30	70	100	3

**Course Objectives:**

CO-1. This course is designed to understand the fundamental concepts of Mendelian population, Hardy-Weinberg equilibrium and its applications in Human population genetics.

CO-2. To understand the basic concept of genetic polymorphism and Natural selection.

CO-3. To study about hemoglobin polymorphism, genetic drift and gene flow.


CO-4. To study inbreeding and its genetic consequences in Human population.


CO-5. To understand the magnitude of consanguineous marriages in India and all over the World and also DNA polymorphism and Human genome project.

**Syllabus Contents**

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**Unit I:** Mendelian populations, concept of Hardy-Weinberg equilibrium, Testing equilibrium and measuring departure from it. Application of H-W law in human population genetics.

**Unit II:** Genetic polymorphism- basic concept of transient and balanced polymorphism. Natural selection, Darwinian fitness, selection leading to change in gene frequency, and selection leading to change in genetic equilibrium.

**Unit III:** Haemoglobin polymorphism, thalassaemia and Mutation rate, Dynamics of genetic drift, selection and gene flow/ migration

**Unit IV:** Consanguinity and inbreeding - (definitions and concept) Genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load.

**Unit V:** Magnitude of consanguineous marriages in India and World over. DNA polymorphism, Human Genome Project.

### 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 Hurles, M and Tyler-Smith, C. Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York, 2004
10. Strachan, T and Read, AP. Human Molecular Genetics. Garland Publishing Inc, New York, 2003.
11. Templeton, AR. Population Genetics and Microevolutionary Theory. Wiley Liss, New York, 2006.
12. Mange EJ and Mange AP. Basic Human Genetics. Sinauer Associates Inc. 49

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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.

**Course Outcomes:**

PO-1. The student will be able to understand the fundamental concepts of human population genetics and Hardy-Weinberg equilibrium.

PO-2. Students will possess the knowledge of balanced and transient genetic polymorphism.

PO-3. Students will be able to get knowledge on haemoglobin polymorphism and basics of gene flow and genetic drift.

PO-4. This paper will provide knowledge on inbreeding and inbreeding coefficient.

PO-5. The students will be able to know about the magnitude of consanguineous marriages all over the world.

**❖ 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	3	2	3	2	1							3	3	3	3

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2															
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. VII Semester

#### ANUGMJL15: Practical on Human & Population Genetics (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
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ANUGMJL15	-	-	2	4 hours	30	70	100	2
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### Course Objectives:

- CO-1. To know about the basics of blood group systems
- CO-2. To perform ABO, MN & Rh blood group testing.
- CO-3. To perform PTC test.
- CO-4. To study the colour blindness status.
- CO-5. To perform finger print, palmer print and planter print in dermatoglyphics.

### Syllabus Contents

Unit- 1. 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.

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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.
- . Hartl L.D. Human Genetics, Jones & Bartlett Learning.

### Course Outcomes:

- PO-1. This course will provide fundamental knowledge on the basic terminologies of blood groupings.
- PO-2. Students will be able to determine blood group types
- PO-3. This paper will provide knowledge on colour blindness status.
- PO-4. The students will be acquainted with the PTC ability test.

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PO-5. The students will understand the techniques of dermatoglyphics.

❖ **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	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

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**B.A./B.Sc. VIIth Semester**

**ANUGMJT16: Research Methodology (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJT16	3	-	-	3 hours	30	70	100	3

**Course Objectives**

C.O.1. Equip students with a basic understanding of the underlying principles of quantitative and qualitative research methods.

C.O.2. Provide students with in-depth training on the conduct and management of research from inception to completion using a wide range of techniques.

C.O.3. Develop better insight into the research topic by properly explaining each concept associated with it.

C.O.4. Provide a systematic structure to ease the process of whole research to be done.

C.O.5. Enhance the research quality, Derive better solutions. Aid in decision making.

**Syllabus Contents**

**Unit-I:** Meaning, Concept and Research- Research Design, Review of Literature,

Unit-II. Formulation of Research problem, Qualitative and Quantitative research.

**Unit-3:** Ethical issues in Research/ Ethical importance of cosset privacy and confidentiality in the research

**Unit-4:** Analysis and writing up structure, Research article data analysis

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**Unit-5:** Bio Statistics: Variable, Descriptive statistics, use of Ethno-Methodology, Test of inference, Pedigree Analysis.

**Suggested Readings**

9. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
10. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
11. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
12. Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
13. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
14. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
15. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
16. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.

**Course Outcomes:**



- C.O.1. Have the skill to prepare schedule and questionnaire -interview, key informant interview, case study
- C.O.2. Students will be able to write Project Reports: Preparation of Research Problem. Research design, Data collection and analysis, Report writing.
- C.O.3. They will have the knowledge of various Ethical issues in Research/ Ethical importance of cosset privacy and confidentiality in the research
- C.O.4: They will have the skill of analysis and writing up structure, Research article data analysis
- C.O.5.: Bio Statistics: Variable, Descriptive statistics, use of qualitative and quantitative, Test of inference, Pedigree Analysis

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

CO	PO												PSO		
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1	PSO	PSO	PSO

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	1	2	3	4	5	6	7	8	9	0	1	2	1	2	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-Slightly; 2-Moderately; 3-Strongly

### B.A./B.Sc. VII Semester

#### ANUGMJL16: Practical on Research Methodology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGMJL16	-	-	2	4 hours	30	70	100	2

#### Course Objectives

C.O.1. This course aims to develop students' knowledge and understanding of methodology question in the social sciences.

C.O.2. Theoretical and methodological debates in selected disciplinary areas will be discussed in order to motivate students to pursue a critical approach to research.

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C.O.3. The imperative for ethical research practices will be presented. The course helps students recognize and reflect on the strengths and limitations of various research methodologies, determining the link between theory and practice, critically evaluating research, and addressing ethical and practical dilemmas.

C.O.4. In this course, students will learn step-by-step how to design and implement quantitative and qualitative methods, including case studies, in-depth interviews, focus group discussions, participant observation, and textual and media analysis.

C.O.5. The course includes lessons on how to deal with and analyze data, as well as how to write up and present findings

## Syllabus Contents

**Unit I:** Research methods – Draw Quantitative Tools on various thematic areas & mixed methods

**Unit II:** Research methods – Draw Qualitative Tools on various thematic areas & mixed methods

**Unit III:** Preparation of Master sheet for survey in Excel and SPSS

**Unit IV:** Survey method II – Developing research questions; Hypotheses, Preparing a questionnaire

**Unit V:** Quantitative and Qualitative Data analysis with selected examples

## Suggested Readings

1. Byman, Alan.(2012). Social Research Methods. Oxford University Press.
19. Guthrie, Gerald. (2010). Basic Research Methods: An Entry to Social Science Research. Sage.
20. Phillips, D.C (1987). Philosophy, Science, and Social Inquiry. Pergamon Press, New York.
21. Becker, H.S., & Richards, P. (2007) Writing for Social Scientists: How to start and finish your thesis, book, or article. Chicago: University of Chicago Press. Narayan, Kirin. (2012).
22. Alive in the Writing: Crafting Ethnography in the Company of Chekhov. Chicago: University of Chicago Press.
23. Amel Ahmed & Rudra Sil (2012). When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research. Perspectives on Politics, 10 (4), 935-953.
24. Boulter Michael. (2017). Chapter 1 -The one culture, 1920s and 1930s in the book Bloomsbury Scientists: Science and Art in the Wake of Darwin, UCL Press. URL: <http://www.jstor.org/stable/j.ctt1vxm8sr.15>

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25. Clinton, N. Westman. (2011). Contemporary Studies of Ritual in Anthropology and Related Disciplines. *Reviews in Anthropology*, 40(3), 210-231, DOI:10.1080/00938157.2011.596013
26. J. Devika. (2008). Being “in-translation” in a post-colony: Translating feminism in Kerala State, India. *Translation Studies* 1(2), 182-196. DOI: 10.1080/14781700802113507
27. Hanson, Susan. (1992). Geography and Feminism: Worlds in Collision? Presidential address, *Annals of the Association of American Geographers*, 82(4), 569-586
28. Hartsock, N.C.M. (1983). *The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism*.
29. In: Harding S., Hintikka M.B. (eds.) *Discovering Reality*. Synthese Library, vol 161. Springer, Dordrecht. [https://doi.org/10.1007/0-306-48017-4\\_15](https://doi.org/10.1007/0-306-48017-4_15)
30. Harding, Sandra. (1987). The Method Question. *Hypatia*, Vol. 2(3) 19-35.
31. Lund, Christian. (2014). Of What is This a Case?: Analytical Movements in Qualitative Research. *Human Organization*, Vol.73(3).
32. Mills, Mary Beth. (1997). Contesting the Margins of Modernity: Women, Migration, and Consumption in Thailand. *American Ethnologist*, 24 (1), 37-61.
33. Mohanty, Chandra Talpade. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, 30, 61-88.
34. Moutu, Andrew. (2017) Prologue: Where is Anthropology Located in the Task of Putting People First In Elisabetta Gneccchi-Ruscione, Anna Pains. (eds.), *Tides of Innovation in Oceania: Value, materiality and place*, ANU Press.
35. Glaser, B. G., & Strauss, A. L. (1999). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New Jersey: Aldine Transaction.

### Course Outcomes:


**C.O.1. The** students understand the research process that includes, at a minimum, selecting appropriate conceptual/theoretical framework, identifying and reviewing select literature, framing research questions, choosing appropriate research methods, and synthesizing the observations/finding to develop a set of coherent arguments.


C.O.2. The students are able to develop a set of transferable workplace skills, it is expected that the students will gain the knowledge and ability to do original research and writing.

C.O.3. The students able develop knowledge and understanding methodologies in social sciences.

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C.O.4. They are able to have theoretical and methodological debates in selected disciplinary areas will be discussed in order to motivate students to pursue a critical approach to research.

C.O.5. In this course, students learn step-by-step how to design and implement quantitative and qualitative methods, including case studies, in-depth interviews, focus group discussions, participant observation, and textual and media analysis.

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

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**B.A./B.Sc. VII Semester**

**ANUBMNT02: Ecological Anthropology (Minor)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUBMNT02	3	-	-	3 hours	30	70	100	3

**Course Objectives:**

- CO.1. To teach the meaning and scope of Ecological Anthropology and also with reference to India culture.
- CO.2. To acquaint the students about the ecology and ecological transition and the reasons therein.
- CO.3. To appraise the students about the concept of Eco-System and Indian Knowledge System.
- C.O.4. To intimate the importance of bio-cultural dimensions of the ecology and the ecological knowledge system.
- C.O.5. To provide knowledge about the causes and consequences of ecological movements in India.

**Syllabus Contents**

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

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

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

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

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

**Suggested Readings**

1. Bennet, J.W. The Ecological Transition.

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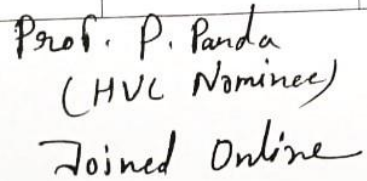
2. Bhss, L.C, Heal, O.W. Moore, J. Tundra Ecosystem.
3. Bresser, Human Ecology. 4. Butzer, Karl. Archaeology as Human Ecology.
5. Chapple,D.(ed) Biological Foundation of Individuality and Culture
6. Brock,T.H. Primate Ecology.
7. Eckstein . Food, People and Nutrition.
8. Eckstein, P.R. & Ehrlick, Avne, 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
6. 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:**


- CO.1. The students will understand the concept of ecological anthropology and also from Indian perspective.
- CO.2. The students will be acquainted about the factors responsible for ecological transition.
- CO.3. The students will have the knowledge on the Eco-system from Indian perspectives.
- CO.4. The students will have a clear understanding of bio-cultural dimensions of the ecology and the ecological knowledge system.
- CO.5. They will have the knowledge about the causes and consequences of ecological movements in India.


**❖ 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


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 Guru Ghasidas Vishwavidyalaya, Ganaspur (C.G.)

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

### B.A./B.Sc. VII Semester

#### ANUBMNL02:- Practical in Ecological Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUBMNL02	-	-	1	2 hours	30	70	100	1

#### Course Objectives:

CO.1. To teach the meaning and scope of Ecological Anthropology and also with reference to India culture.

CO.2. To acquaint the students about the ecology and ecological transition and the reasons therein.

CO.3. To appraise the students about the concept of Eco-System and Indian Knowledge System.

C.O.4. To intimate the importance of bio-cultural dimensions of the ecology and the ecological knowledge system.

C.O.5. To provide knowledge about the causes and consequences of ecological movements in India.

#### Syllabus Contents:

**Unit-I.** Critically review two ethnographic works on ecological anthropology by scholars.

**Unit-II.** Make a project proposal to study the symbiotic relationships of ecology and rural people.

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**Unit-III.** Make a report on any contemporary environmental issues faced by Indians in India both in pre and post globalisation era.

**Unit-IV.** Prepare an annotated bibliography on ecological problems taking the research in anthropology in India.

**Unit-V.** Prepare two review papers taking into account government programmes like Joint Forest Management, Social Forestry etc) strengthening ecology.

**Suggested Readings:**

1. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
2. Descola, Philippe, and GisliP' 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.

**Course Outcomes:**

CO.1. The students will have an understanding of the premises behind the ecological anthropology.

CO.2.They will have the knowledge about the symbiotic relationships between the ecology and the rural people.

CO.3. The students will have a clear understanding on the contemporary environmental issues faced by India.

CO.4. The students will have the skill of preparing an annotated bibliography on ecological issues.

CO.5. The students will have the skill of preparing review papers.

❖ **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

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CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

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

### B.A./ B.Sc. VII

#### ANUGSEM01: Seminar

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUGSEM01	-	-	1	2 hours	30	70	100	1

Anthropology is a broad field of study that explores the complexities of human societies, cultures, and their development over time. An Anthropology seminar for undergraduate students provides an opportunity to delve deeper into these themes, encouraging critical thinking, discussion, and research skills.

#### Objectives of the Seminar

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The primary objective of the seminar is to foster a deeper understanding of anthropological theories and methodologies. Students will engage with various topics, under cultural anthropology, biological anthropology, archaeology, and linguistic anthropology. By analyzing these areas, students will gain insight into how different cultures are to be understood to identity, the social structures, and human behavior.

### Learning Outcomes

By the end of the seminar, students should be able to:

- Articulate key anthropological concepts: Understand basic terms and theories that define anthropology as a discipline.
- Analyze cultural practices: Examine and interpret various cultural rituals and norms, considering their historical and social contexts.
- Conduct research: Develop research questions, gather data, and present findings in a scholarly manner.
- Engage in critical discourse: Participate actively in discussions, articulating viewpoints while respectfully considering opposing perspectives.

### Structure of the Seminar

The seminar typically **consists of lectures, group discussions, and presentations**. Each week, a specific topic will be introduced, followed by readings from foundational texts and contemporary research articles. Students will be expected to prepare for discussions by completing the readings and reflecting on questions posed by the instructor.

Additionally, students may work **collaboratively on research projects**, allowing them to explore a specific aspect of anthropology that interests them. This collaborative effort encourages teamwork and enhances communication skills, essential for any field of study.

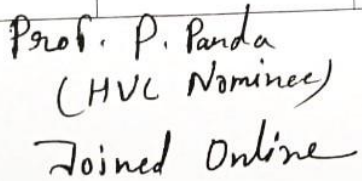
### Assessment Methods

Assessment in the seminar may include participation in discussions, written reflections, research papers, and presentations. Each of these components is designed to evaluate not only knowledge but also the ability to think critically and articulate ideas clearly.



A committee of three teacher will be make to plan out the detail’s modus operandi and marking pattern and in conducting the seminars/research projects till the end of the semester.


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

CO	PO											PSO		
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1	PSO	PSO


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	1	2	3	4	5	6	7	8	9	0	1	2	1	2	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

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## UG VIII Semester

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## B.A./B.Sc. VIII Semester (Honours with Research)

### ANUHMJT17 (Theory): Medical Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUHMJT17	3	-	-	3 hours	30	70	100	3

#### Course Objectives:

C.O.1. The students will be provided knowledge on the concept, theory, growth and development of medical anthropology.

C.O.2. The students will be taught about the medical systems practised by different communities in the world.

C.O.3. The students will be taught about the ethnography of local medicinal system in India.

C.O.4. The students will be appraised on the applications of anthropological knowledge in promoting health care in Janajati and rural communities.

C.O.5. The students will be taught various health planning programmes of the government and the convergence of traditional and modern medical system.

#### Syllabus Contents

**Unit- 1** Medical Anthropology: Meaning, scope and concepts, Theories of medical Anthropology

**Unit-2.** Concepts of illness, sickness, disease and health, Culture bound syndromes – cultural construction of illness experience, Socio-cultural dimensions of illness and health, Humoral system – hot and cold

**Unit-3.** Plural Medical Systems and Health Seeking Behaviour: Asian medical system: Indian, Chinese and Mediterranean, Popular; Folk and Professional health care; Plural Medical Systems and Health Seeking Behaviour; Magico-religious curative practices.

**Unit-4.** Ethnography of Janajati and folk medical health systems: Ethno-medicine: Culturally appropriate medicine. Regional variation in India; Ethnography of Janajati and folk medical health systems in India-

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case studies; Community health practices and indigenous medical systems; Health Care System and Health Care Services

**Unit-5.** Psycho-somatic and mental disorders: Psycho somatic and mental disorders, Drug addiction: demographic, socio-economic and mental health conditions, Application of anthropological knowledge in promoting health care in Janajati and rural communities.

### Recommended Readings

1. Ahluwalia, A, 1974, *Sociology of Medicine* in M. N. Srinivas (ed.), *A Survey of Research in Sociology and Social Anthropology*, Vol-11, Bombay: Popular Prakashan.
2. Ali, Almas. 1994. *Indigenous Health Practices among Janajatis: Relationship with Prevalent Diseases*, in S. Basu (ed.), *Janajati Health in India*, New Delhi: Manak

Publications Pvt. Ltd.

3. Alice Street. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*: Durham, Duke University Press.

4. Anderson, Warwick. 2008. *The Collectors of Lost Souls: Turning Kuru Scientists into*

White men: Baltimore, Johns Hopkins University Press.

5. Basu, Salil (ed).1994.*Janajati Health in India*. New Delhi:Serial Publications.

6. Bhasin, Veena.1993.*People, Health and Disease: The Indian Scenario*.New Delhi:

Kamala Raj Enterprises.

7. Bhusari,B,Nikanth and Dr.Korpenwar,Anil.2013. *A Text Book of Ethnomedicine*. New

Delhi: Gaurav Books.

8. Brown, Peter J and Svea Closser (Eds.). 2016. *Understanding and Applying Medical*

Anthropology. US: Left Coast Press Inc.

9. Calan, Micheal. 1987. *Health and Illness*. London and Newyork:Tavistock Publications.

10. Caudill, William.1953. "*Applied Anthropology in Medicine*." In A.L Kroeber

(Ed.), *Anthropology Today: An Encyclopedic Inventor*, Chicago: University of Chicago Press.

11. Fitzgerald, Thomas. Ed. 1977. *Nutrition and Anthropology in Action*. Assen: Van Gorcum Amsterdam.

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12. Foster, George, M. and Anderson, Barbara Gallatin. 1988. *Medical Anthropology*. USA: Random House.
13. Good, Byron. 2010. *A Reader in Medical Anthropology: Theoretical Trajectories*,
14. *Emergent Realities*. Oxford: Blackwell publishing.
15. Harris, Marvin. 1987. *Cultural Anthropology*. New York: Harper and Row Publisher.
16. Hatfield Gabrielle. 2004. *Encyclopaedia of Folk Medicine: Old World and New*
17. *World Traditions*. New Delhi: Shubhi Publications.
18. Honigmann, John J. 1997. *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publications.
19. Inhorn, C. Marcia and Emily A. Wentzell. 2012. *Medical Anthropology at the Intersections: Histories, Activisms, and Futures*. Durham: Duke University Press.
20. Johnson, Shanti. C. and Rajan, Irudaya S. 2010. *Ageing and Health in India*. New Delhi: Rawat Publications.
21. Joshi, P.C. and Mahajan, Chakraverti. Ed. 2021. *Recent Advances in Indian Medical Anthropology*. New Delhi: Concept Publishing Company.
22. Kleinman, Arthur. 1981. *Patients and Healers in the Context of Culture*. University of California Press.
23. Landy, David. Ed. 1977. *Culture, Disease, and Healing: Studies in Medical Anthropology*. UK: Macmillan.
24. Lock, M. Margaret and Vinh-Kim Nguyen. 2010. *An Anthropology of Biomedicine*. Oxford: Wiley-Blackwell.
25. Mehta, S. R. 1992. *Society and Health*. New Delhi: Vikas Publishing House Pvt Ltd.
26. Misra, Pramod. 2004. *Ecology, Culture and Health*. New Delhi: Serial Publications.
27. Mutatkar, R. K.; Danda, Ajith K.; and Bhatt, Vikas. 2010. *Studies on Bio-medical Anthropology, Profiles of Health Cultures*. New Delhi: Aryan Books International.
28. Narasaiah, M.L. 2004. *Food and Health*. New Delhi: Discovery Publishing House.
29. Paul, D, Benjamin and Walter, B, Miller. 1955. *Health, Culture, and Community*. UK: Russell Sage Foundation.
30. Russell Sage Foundation.
31. Read, M. 1966. *Health and Disease*. London: Routledge publishers.

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32. Rivers, W. H. R. 2013. *Medicine, Magic and Religion*. London: Routledge publishers.

33. Sikkink, Lynn. 2009. *Medical Anthropology in Applied Perspective*. Belmont:

Wadsworth.

34. Singer, Merrill and Baer, Hans A. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Lanham: Altamira Press.

35. Tiwari, S. K. 2001. *Medical Geography of Indian Tribes*. New Delhi: Swarup and Sons

36. Trivedi, P.C. 2007. *India Folk Medicine*. Jaipur: Pointer Publishers.

**Course Outcome:**

CO.1. The students will have a clear understanding of the concept, theory, growth and development of medical anthropology.

CO.2. The students will know about the medical systems practised by different communities in the world.

C.O.3. The students will have the knowledge about the ethnography of local medicinal system of India.

C.O.4. The students will know the applications of anthropological knowledge in promoting health care in Janajati and rural communities.



CO.5. The students will know various health planning programmes of the government and the convergence of traditional and modern medical system

**❖ 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	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

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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. VIII Semester

#### ANUHMJL17: Practical on Medical Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUHMJL17	-	-	2	4 hours	30	70	100	2

#### Course Objectives:

CO.1.The students will be taught how to prepare review article on health related issues.

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C.O.2.The students will be taught how to prepare a research proposal to study the health issues in rural and urban India.

CO.3. The students will be taught on the impact of NRHM and URHM in India.

CO.4. The students will be taught about the regional distribution of the achievements of MDG and SDG.

CO.5. The students will be taught how to prepare study tools to study health and diseases in rural and urban areas.

### Syllabus Contents

**Unit- 1.** Preparation of a review of health related studies carried out by the anthropologists in India.

**Unit-2.** Preparation of research proposal to study the ethno-medicines and health practices of the rural people.

**Unit-3.** Preparation of the achievements and failures of NRHM in India

**Unit-4.** Preparation of MDG and SDG Health related Goal in-terms of achievements.

**Unit-5.** Preparation of study tools to study both qualitative and quantitative achievements of Health programs of the government.

### **Recommended Readings**

1. Ali, Almas. 1994. Indigenous Health Practices among Janajatis: Relationship with Prevalent Diseases, in S. Basu (ed.), Janajati Health in India, New Delhi: Manak

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2. Alice Street. 2014. Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital: Durham, Duke University Press.
3. Basu, Salil (ed).1994.Janajati Health in India. New Delhi:Serial Publications.
4. Bhasin, Veena.1993.People, Health and Disease: The Indian Scenario.New Delhi:

Kamala Raj Enterprises.

5. Bhusari,B,Nikanth and Dr.Korpenwar,Anil.2013. A Text Book of Ethnomedicine. New

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6. Brown, Peter J and Svea Closser (Eds.). 2016. Understanding and Applying Medical

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7. Calan, Micheal. 1987. Health and Illness. London and Newyork: Tavistock Publications.
8. Caudill, William.1953. "Applied Anthropology in Medicine." In A.L Kroeber (Ed.), Anthropology Today: An Encyclopedic Inventor, Chicago: University of Chicago Press.
9. Fitzgerald, Thomas. Ed. 1977. Nutrition and Anthropology in Action. Assen: Van Gorcum Amsterdam.
10. Good, Byron. 2010. A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities. Oxford: Blackwell publishing.
11. Harris, Marvin. 1987. Cultural Anthropology. New York: Harper and Raw Publisher.
12. Hatfield Gabrielle. 2004. Encyclopaedia of Folk Medicine: Old World and New World Traditions. New Delhi: Shubhi Publications.
14. Honigmann, John J. 1997. Handbook of Social and Cultural Anthropology. New Delhi:Rawat Publications.
15. Johnson, Shanti. C. and Rajan, Irudaya S. 2010. Ageing and Health in India. New Delhi:Rawat Publications.
16. Joshi, P.C. and Mahajan, Chakraverti. Ed. 2021. Recent Advances in Indian Medical Anthropology. New Delhi: Concept Publishing Company.
17. Kleinman, Arthur. 1981. Patients and Healers in the Context of Culture. University of California Press.

**Course Outcome:**

- CO.1. The students will be able to prepare review articles on different health issues.
- CO.2. The students will able to prepare research proposal to study health issues.
- CO.3. The students will have the knowledge to assess the mega health related programmes like NRHM UHM.
- CO.4. The students will know how to do the regional distribution of MDG and SDG health related achievements.
- CO.5. The students will able to prepare study tools to study health related issues.

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

CO	PO	PSO
<p>4</p> <p>Prof. P. Panda (HVL Nominee) Joined Online</p> <p><i>[Signature]</i></p> <p><i>[Signature]</i></p> <p>विभागाध्यक्ष/H.O.D. 7/25 मानव विज्ञान एवं जनजातीय विकास विभाग Department of Anthropology &amp; T.D. गुरु घासीदास विश्वविद्यालय, गणसपुर (छ.ग.) Guru Ghasidas Vishwavidyalaya, Ganaspur (C.G.)</p>		

	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

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**B.A./B.Sc. VIII Semester**

**ANUCMNT03 : Application of Bio-statistics in Anthropology (Minor Theory)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMNT03	3	-	-	3 hours	30	70	100	3

**Course Objectives**

The goals for anthropology research include

CO.1. To describe and analyze the biological evolution of human

C.O.2. To teach students on various types of biological data Variable and graphs Frequency distributions Population and samples

CO.3. To describe and the Central Tendency in assessing the cultural development of our species.

CO.4. To teach on the use of Measures of dispersion and variability

CO.5. To describe and explain human biological diversity today.

**Syllabus Contents**

**Unit I:** Types of biological data Variable and graphs Frequency distributions Population and samples

**Unit II:** Measures of central tendency – mean, mode and median

**Unit III:** Measures of dispersion and variability – the range, M.D., Variance, S.D., C.V.

**Unit IV:** Moments, skewness and kurtosis Tests of significance – chi-square goodness of fit, chi-square contingency analysis,

**Unit V:** Testing for differences between two means (t-test), and testing for difference between coefficients of variation (z-test). Correlation and Regression

**Suggested Readings**

1. Hartl and Jones (2001) Genetics -Principles and Analysis, 5th edition Jones and Barlet.
2. . Stephen C. Newman (2001) Biostatistical Methods in Epidemiology, New York, Wiley.

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Department of Anthropology & T.D.  
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Guru Ghasidas Vishwavidyalaya, Ganaspur (C.G.)



3. P W Hedrick (2000) Genetics of Populations, 2nd Edition, Jones & Bartlett.
4. Veer Bala Rastogi (2006) Fundamentals of Biostatistics, New Delhi, Ane Books India.

### Course Outcomes

Successful completion of the course will provide students with the following skills:

CO.1. The students will have Competence in the operation of SPSS.

CO.2. The students will have skill to identify the Determination of distributional properties of data

CO.3. The student will have the skill of Graphic presentation of quantitative data.

CO.4. The will know the Parametric and nonparametric statistical applications

CO.5. They will know the Resampling statistical applications for Hypothesis specification, Selection of appropriate statistical procedures and diagnosis of validity of statistical inferences

### 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

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**B.A./B.Sc. VIII Semester**

**ANUCMNL03 : Practical on Application of Bio-statistics in Anthropology (Minor Practical)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMNL03	-	-	1	2 hours	30	70	100	1

**Course Objectives**

- CO.1. To cover the basic biostatistical concept and theory needed by practicing as a biostatistician.
- CO.2. To furnish students to teach themselves new skills in what is a fast-developing area under discussion.
- CO.3. To enable students to turn a problem described in terms into something that can be tackled by a biostatistical analysis.
- CO.4. To teach, and provide the opportunities to learn, a core of advanced biostatistical methods, together with a range of more specialized options in biostatistics.
- CO.5. Presentation of data: Construction of tables with one or more factors of classification. Diagrammatic and graphical representation of grouped data.

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## Syllabus Contents

**Unit I:** Statistical Data, Types of Data: attributes and variables, discrete & continuous data,

**Unit II:** Primary data, Secondary data,

**Unit III:** Different types of scales- nominal, ordinal, ratio and interval.

**Unit IV:** Presentation of data: Construction of tables with one or more factors of classification. Diagrammatic and graphical representation of grouped data.

**Unit V:** Frequency distributions, cumulative frequency distribution and their representation, histogram, frequency polygon and ogives.

## Suggested Reading

1. Alan Agresti: Categorical Data analysis; John wiley and Sons, New York, USA.
2. Bhatt B R, Srivenkatramana T and Rao Madhva K S (1996): Statistics: A Beginner's Text, Vol 1, and New Age International (P) Ltd.
3. Goon A M, Gupta M K, Das Gupta B. (1991): Fundamentals of Statistics. Vol 1, World Press, Calcutta.

## Course Outcomes

The key learning outcomes of Bio-Statistics are: ·

CO.1. The students can handle and analyze biological/medical/clinical databases with computer skills.



CO.2. The students may able to describe complex biostatistical ideas to non-biostatisticians and to present the results of their analyses in written, oral forms and can make practical suggestions for fulfilling the objectives of the study such as assessment, monitoring, evaluation, improvement etc.

CO.3. The students may get wide range of opportunities of Biostatistics in Health industry sector as well as in government/private sector. ·

CO.4. The students will get wide range of biostatistical skills, including problem solving, project work and presentation;

CO.5. They may enable to take prominent roles in a wide spectrum of employment and research

## Course Outcomes and their mapping with Programme Outcomes:

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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-Slightly; 2-Moderately; 3-Strongly

### B.A./B.Sc. VIII Semester

#### ANUHFWS02: Field Work/Dissertation

Sub Code	L	T	P	Duration	Synopsis + Presentation	Field Report + PPT Presentation	Total	Credits
ANUHFWS02	-	-	12	36 hours	30	70	100	12

#### Syllabus Contents

All the students are required to undertake field work in rural/ tribal/slum/ urban area for a period of 21 days for preparation of field work report/dissertation under the guidance of teacher/ teachers. The topic of the

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Field Work topic will be allotted by the concerned teacher.

Fieldwork is a cornerstone of anthropology, providing researchers with the opportunity to engage directly with the cultures and communities they study. This hands-on experience is crucial for developing a deep understanding of human behavior, social structures, and cultural practices. In university-level anthropology programs, students are often required to undertake fieldwork as part of their dissertation research.

### Course Objectives

- 6. Develop Research Skills:** One of the primary objectives of fieldwork is to equip students with the necessary skills to conduct independent research. This includes formulating research questions, designing methodologies, and collecting data in a culturally sensitive manner.
- 7. Engage with Communities:** Students will learn how to build relationships with communities, fostering trust and ethical interaction. Understanding the importance of cultural context is essential for gathering meaningful data.
- 8. Analyze Data:** An important part of the course is teaching students how to analyze qualitative and quantitative data collected during fieldwork. This includes learning various analytical frameworks and tools that can be applied to anthropological research.
- 9. Reflect on Ethical Considerations:** Students will explore the ethical implications of conducting fieldwork, including issues of consent, representation, and the impact of research on communities. This reflection is vital for responsible scholarship.
- 10. Enhance Communication Skills:** Effective communication is critical in anthropology. Students will practice writing scholarly articles, presenting their findings, and articulating their research to both academic and non-academic audiences.

### Course Outcomes

Upon successful completion of the fieldwork and dissertation course, students will be able to:

- 6. Conduct Independent Research:** Students will demonstrate the ability to independently design and execute a research project, employing appropriate methodologies for fieldwork in various cultural settings.
- 7. Engage Ethically with Participants:** Students will show proficiency in ethical research practices, ensuring that their work respects the rights and dignity of their participants.
- 8. Data Analysis and Interpretation:** Graduates will possess the skills to critically analyze and interpret data, drawing meaningful conclusions that contribute to the field of anthropology.
- 9. Effective Written and Oral Communication:** Students will produce high-quality research papers and presentations, effectively communicating their findings to diverse audiences.

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10. **Contribute to Anthropological Knowledge:** Students will be prepared to contribute original insights to the field of anthropology, advancing theoretical and practical understanding of cultural phenomena.

### Suggested Reading

1. "Anthropological Fieldwork: A Student's Guide" by Gretchen L. Hafford
2. "The Art of Fieldwork" by Paul Stoller
3. "Fieldwork in Familiar Places: Morality, Culture, and Philosophy" by David W. McCurdy

### 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
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CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

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

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## B.A./B.Sc. VIII Semester (Honours)

### ANUHMJT17 (Theory): Medical Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUHMJT17 (Theory)	3	-	-	3 hours	30	70	100	3

#### Course Objectives:

- C.O.1. The students will be provided knowledge on the concept, theory, growth and development of medical anthropology.
- C.O.2. The students will be taught about the medical systems practised by different communities in the world.
- C.O.3. The students will be taught about the ethnography of local medicinal system in India.
- C.O.4. The students will be appraised on the applications of anthropological knowledge in promoting health care in Janajati and rural communities.
- C.O.5. The students will be taught various health planning programmes of the government and the convergence of traditional and modern medical system.

#### Syllabus Contents

**Unit- 1** Medical Anthropology: Meaning, scope and concepts, Theories of medical Anthropology

**Unit-2.** Concepts of illness, sickness, disease and health, Culture bound syndromes – cultural construction of illness experience, Socio-cultural dimensions of illness and health, Humoral system – hot and cold

**Unit-3.** Plural Medical Systems and Health Seeking Behaviour: Asian medical system: Indian, Chinese and Mediterranean, Popular; Folk and Professional health care; Plural Medical Systems and Health Seeking Behaviour; Magico-religious curative practices.

**Unit-4.** Ethnography of Janajati and folk medical health systems: Ethno-medicine: Culturally appropriate medicine. Regional variation in India; Ethnography of Janajati and folk medical health systems in India- case studies; Community health practices and indigenous medical systems; Health Care System and Health Care Services

**Unit-5.** Psycho-somatic and mental disorders: Psycho somatic and mental disorders, Drug addiction: demographic, socio-economic and mental health conditions, Application of anthropological knowledge in promoting health care in Janajati and rural communities.

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## Recommended Readings

1. Ahluwalia, A, 1974, *Sociology of Medicine* in M. N. Srinivas (ed.), *A Survey of Research in Sociology and Social Anthropology*, Vol-11, Bombay: Popular Prakashan.
2. Ali, Almas. 1994. *Indigenous Health Practices among Janajatis: Relationship with Prevalent Diseases*, in S. Basu (ed.), *Janajati Health in India*, New Delhi: Manak Publications Pvt. Ltd.
3. Alice Street. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*: Durham, Duke University Press.
4. Anderson, Warwick. 2008. *The Collectors of Lost Souls: Turning Kuru Scientists into White men*: Baltimore, Johns Hopkins University Press.
5. Basu, Salil (ed).1994.*Janajati Health in India*. New Delhi:Serial Publications.
6. Bhasin, Veena.1993.*People, Health and Disease: The Indian Scenario*.New Delhi: Kamala Raj Enterprises.
7. Bhusari,B,Nikanth and Dr.Korpenwar,Anil.2013. *A Text Book of Ethnomedicine*. New Delhi: Gaurav Books.
8. Brown, Peter J and Svea Closser (Eds.). 2016. *Understanding and Applying Medical Anthropology*. US: Left Coast Press Inc.
9. Calan, Micheal. 1987. *Health and Illness*. London and Newyork:Tavistock Publications.
10. Caudill, William.1953. "*Applied Anthropology in Medicine*." In A.L Kroeber (Ed.), *Anthropology Today: An Encyclopedic Inventor*, Chicago: University of Chicago Press.
11. Fitzgerald, Thomas. Ed. 1977. *Nutrition and Anthropology in Action*. Assen: Van Gorcum Amsterdam.
12. Foster, George, M. and Andrson, Barbara Gallatin.1988. *Medical Anthropology*. USA: Random House.
13. Good, Byron. 2010. *A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities*. Oxford: Blackwell publishing.
14. Harris, Marvin. 1987. *Cultural Anthropology*. New York: Harper and Raw Publisher.
15. Hatfield Gabrielle. 2004. *Encyclopaedia of Folk Medicine: Old World and New World Traditions*. New Delhi: Shubhi Publications.
16. Honigmann, John J. 1997. *Handbook of Social and Cultural Anthropology*. New Delhi:Rawat Publications.

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17. Inhorn, C. Marcia and Emily A. Wentzell. 2012. *Medical Anthropology at the Intersections: Histories, Activisms, and Futures*. Durham: Duke University Press.
18. Johnson, Shanti. C. and Rajan, Irudaya S. 2010. *Ageing and Health in India*. New Delhi: Rawat Publications.
19. Joshi, P.C. and Mahajan, Chakraverti. Ed. 2021. *Recent Advances in Indian Medical Anthropology*. New Delhi: Concept Publishing Company.
20. Kinman, Arthur. 1981. *Patients and Healers in the Context of Culture*. University of California Press.
21. Landy, David. Ed. 1977. *Culture, Disease, and Healing: Studies in Medical Anthropology*. UK: Macmillan.
22. Lock, M. Margaret and Vinh-Kim Nguyen. 2010. *An Anthropology of Biomedicine*, Oxford: Wiley-Blackwell.
23. Mehta, S. R. 1992. *Society and Health*. New Delhi: Vikas Publishing House Pvt Ltd.
24. Misra, Pramod. 2004. *Ecology, Culture and Health*. New Delhi: Serial Publications.
25. Mutatkar, R. K.; Danda, Ajith K.; and Bhatt, Vikas. 2010. *Studies on Bio-medical Anthropology, Profiles of Health Cultures*. New Delhi: Aryan Books International.
26. Narasaiah, M.L. 2004. *Food and Health*. New Delhi: Discovery Publishing House.
27. Paul, D, Benjamin and Walter, B, Miller. 1955. *Health, Culture, and Community*. UK: Russell Sage Foundation.
28. Read, M. 1966. *Health and Disease*. London: Routledge publishers.
29. Rivers, W. H. R. 2013. *Medicine, Magic and Religion*. London: Routledge publishers.
30. Sikkink, Lynn. 2009. *Medical Anthropology in Applied Perspective*. Belmont: Wadsworth.
31. Singer, Merrill and Baer, Hans A. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Lanham: Altamira Press.
32. Tiwari, S. K. 2001. *Medical Geography of Indian Tribes*. New Delhi: Swarup and Sons
33. Trivedi, P.C. 2007. *India Folk Medicine*. Jaipur: Pointer Publishers.

#### Course Outcome:

CO.1. The students will have a clear understanding of the concept, theory, growth and development of medical anthropology.

CO.2. The students will know about the medical systems practised by different communities in the world.

C.O.3. The students will have the knowledge about the ethnography of local medicinal system of India.

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C.O.4. The students will know the applications of anthropological knowledge in promoting health care in Janajati and rural communities.

CO.5. The students will know various health planning programmes of the government and the convergence of traditional and modern medical system

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

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**B.A./B.Sc. VIII Semester**

**ANUHMJL17: Practical in Medical Anthropology (Major)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUHMJL17	-	-	2	4 hours	30	70	100	2

**Course Objectives:**

CO.1.The students will be taught how to prepare review article on health related issues.

C.O.2.The students will be taught how to prepare a research proposal to study the health issues in rural and urban India.

CO.3. The students will be taught on the impact of NRHM and URHM in India.

CO.4. The students will be taught about the regional distribution of the achievements of MDG and SDG.

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CO.5. The students will be taught how to prepare study tools to study health and diseases in rural and urban areas.

### Syllabus Contents

**Unit- 1.** Preparation of a review of health related studies carried out by the anthropologists in India.

**Unit-2.** Preparation of a research proposal to study the ethno-medicines and health practices of the rural people.

**Unit-3.** Preparation of the achievements and failures of NRHM in India

**Unit-4.** Preparation of MDG and SDG Health related Goal in-terms of achievements.

**Unit-5.** Preparation of study tools to study both qualitative and quantitative achievements of Health programs of the government.

### **Recommended Readings**

1. Ali, Almas. 1994. Indigenous Health Practices among Janajatis: Relationship with Prevalent Diseases, in S. Basu (ed.), Janajati Health in India, New Delhi: Manak nPublications Pvt. Ltd.
2. Alice Street. 2014. Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital: Durham, Duke University Press.
3. Basu, Salil (ed).1994.Janajati Health in India. New Delhi:Serial Publications.
4. Bhasin, Veena.1993.People, Health and Disease: The Indian Scenario.New Delhi: Kamala Raj Enterprises.
5. Bhusari,B,Nikanth and Dr.Korpenwar,Anil.2013. A Text Book of Ethnomedicine. NewDelhi: Gaurav Books.
6. Brown, Peter J and Svea Closser (Eds.). 2016. Understanding and Applying Medical Anthropology. US: Left Coast Press Inc.
7. Calan, Micheal. 1987. Health and Illness. London and Newyork:Tavistock Publications.
8. Caudill, William.1953. "Applied Anthropology in Medicine." In A.L Kroeber(Ed.), Anthropology Today: An Encyclopedic Inventor, Chicago: University of Chicago Press.
9. Fitzgerald, Thomas. Ed. 1977. Nutrition and Anthropology in Action. Assen: Van GorcumAmsterdam.
10. Good, Byron. 2010. A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities. Oxford: Blackwell publishing.
11. Harris, Marvin. 1987. Cultural Anthropology. New York: Harper and Raw Publisher.

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## Course Objective

1. Identify the Components of the Skeleton: Students will learn to recognize the major bones of the human skeleton and their anatomical features. This includes the axial skeleton, which comprises the skull, vertebral column, and rib cage, and the appendicular skeleton, which includes the limbs and pelvic girdle.
2. Understand Bone Functionality: The course will delve into the primary functions of bones, including support, movement, protection of vital organs, and the storage of minerals. Students will explore how bones contribute to overall homeostasis and facilitate movement through their interaction with muscles.
3. Examine Bone Growth and Development: Students will investigate the processes of ossification and bone remodeling. This will include discussions on how bones grow and adapt to stress, as well as the impact of nutrition and hormones on bone health.
4. Analyze Skeletal Structures: Utilizing various analytical techniques, students will learn how to assess skeletal remains, including methods used in forensic science. This will help students understand how to determine age, sex, and ancestry from skeletal features.
5. Explore Pathologies of the Skeleton: The course will cover common skeletal diseases and disorders such as osteoporosis, arthritis, and fractures. Understanding these conditions will provide students with insights into the clinical aspects of skeletal health.

## 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

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मानव विज्ञान एवं जनजातीय विकास विभाग  
Department of Anthropology & T.D.  
गुरु घासीदास विश्वविद्यालय, गणसपुर (छ.ग.)  
Guru Ghasidas Vishwavidyalaya, Ganaspur (C.G.)

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**

By the end of this course, students will be able to:

- Accurately identify and describe the major bones of the human skeleton and their functions.
- Explain the biological processes involved in bone growth and development, including key factors influencing these processes.
- Apply analytical techniques to evaluate skeletal structures and understand the implications of findings in both clinical and forensic contexts.
- Recognize and describe various skeletal pathologies, contributing to a better understanding of how they affect overall health.
- Through a combination of lectures, hands-on activities, and practical analysis, students will gain a comprehensive understanding of the human skeleton. This knowledge not only equips students for advanced studies in medicine and biology but also fosters a deeper appreciation for the intricate design of the human body.


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

CO	PO												PSO			
	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	PO1	
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**

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## B.A./B.Sc. VIII Semester

### ANUHMJL18 : Practical in Osteology (Major Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUHMJL18	-	-	2	4 hours	30	70	100	2

### Course Objectives

1. Identification of Bone Structures: The primary objective of the Practical course is to develop students' ability to identify various bone structures. This includes understanding the anatomy of both human and animal bones. Students will engage in hands-on activities, examining real specimens to familiarize themselves with different types of bones, their shapes, and functions.
2. Understanding Bone Functions: Another key objective is to understand the functional aspects of bones. This includes learning how bones contribute to movement, support, and protection of vital organs. Students will explore the relationship between bone structure and function, highlighting how different shapes are adapted for specific roles in the skeletal system.
3. Application of Osteological Techniques: Students will also learn to apply various osteological techniques, such as bone histology and radiographic analysis. This practical skill set is vital for careers in medicine, anthropology, and forensic science. Mastering these techniques will enable you to analyze bone samples effectively and draw meaningful conclusions from your findings.
4. Analysis of Bone Pathologies: A significant component of the course involves studying bone diseases and pathologies. Students will investigate how conditions such as osteoporosis, fractures, and arthritis affect bone structure and function. This knowledge is crucial for aspiring healthcare professionals who will encounter these issues in clinical settings.
5. Integration of Technology in Osteology: Lastly, the course aims to integrate modern technology into osteological studies. Students will have the opportunity to use imaging software and 3D modeling tools to visualize and analyze bone structures. This modern approach enhances learning and prepares students for the technological advancements in the field of osteology.

### Course Contents

Unit 1: Human skeletal morphology

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Unit 2: . Identification of human skull bones: (frontal, parietal, temporal, occipital, maxilla, zygomatic, ethmoid, sphenoid, mandible). Sides to be identified for the paired bones.

Unit 3: Identification of human post-cranial bones: Vertebral column (atlas, axis, typical cervical, thoracic, lumbar, sacrum), sternum, clavicle, scapula, humerus, radius, ulna, innominate, femur, tibia, fibula. Sides to be identified for the paired bones.

Unit 4: Identification of sex from skull and pelvis.

Unit 5: Identification of human deciduous and permanent teeth.

### Suggested Readings

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology. Wadsworth Publ., USA
2. Kroeber A. L. (1948). Anthropology. Oxford & IBH Publishing Co., New Delhi.
3. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.
4. Scupin R. and DeCorse C. (1998). Anthropology : A global Perspective. Prentice Hall Inc. USA.
5. Rastogi S and Shukla B. R. K. (2003). Laboratory Manual of Physical Anthropology. Bharat Book Center, Lucknow, India. 5. Mukherjee D., Mukherjee D. and Bharati. (2009). Laboratory Manual for Biological Anthropology. Asian Books Pvt. Ltd. New Delhi, India.
6. Mitra S. (2001). Anatomy. Academic Press. Kolkatta, India.

### Course Outcomes

By the end of the Practical course in Osteology, students are expected to achieve several important outcomes:

1. Enhanced Identification Skills: Students will demonstrate improved skills in identifying and naming bones, using proper anatomical terminology.
2. Functional Understanding: A comprehensive understanding of how bone structure correlates with function will be evident in students' analyses.
3. Competence in Techniques: Students will show competence in osteological techniques, allowing them to perform analyses and interpret results accurately.
4. Knowledge of Pathologies: Students will be able to recognize and describe common bone pathologies and their implications for overall health.

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5. Proficiency in Technology Use: Finally, students will demonstrate proficiency in utilizing technology to enhance their osteological studies, preparing them for future academic and professional endeavors.

**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	
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**

**B.A./B.Sc. VIII Semester**

**ANUCMNT03: Application of Bio-Statistics in Anthropology (Minor Theory)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMNT03	3	-	-	3 hours	30	70	100	3

**Course Objectives**

The goals for anthropology research include

CO.1. To describe and analyze the biological evolution of human

C.O.2. To teach students on various types of biological data Variable and graphs Frequency distributions Population and samples

CO.3. To describe and the Central Tendency in assessing the cultural development of our species.

CO.4. To teach on the use of Measures of dispersion and variability

CO.5. To describe and explain human biological diversity today.

**Syllabus Contents**

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**Unit I:** Types of biological data Variable and graphs Frequency distributions Population and samples

**Unit II:** Measures of central tendency – mean, mode and median

**Unit III:** Measures of dispersion and variability – the range, M.D., Variance, S.D., C.V.

**Unit IV:** Moments, skewness and kurtosis Tests of significance – chi-square goodness of fit, chi-square contingency analysis,

**Unit V:** testing for differences between two means (t-test), and testing for difference between coefficients of variation (z-test). Correlation and Regression

**Suggested Readings**

5. Hartl and Jones (2001) Genetics -Principles and Analysis, 5th edition Jones and Barlet.
6. . Stephen C. Newman (2001) Biostatistical Methods in Epidemiology, New York, Wiley.
7. P W Hedrick (2000) Genetics of Populations, 2nd Edition, Jones & Bartlett.
8. Veer Bala Rastogi (2006) Fundamentals of Biostatistics, New Delhi, Ane Books India.

**Course Outcomes**

Successful completion of the course will provide students with the following skills:

CO.1. The students will have Competence in the operation of SPSS.

CO.2. The students will have skill to identify the Determination of distributional properties of data

CO.3. The student will have the skill of Graphic presentation of quantitative data.

CO.4. The will know the Parametric and nonparametric statistical applications

CO.5. They will know the Resampling statistical applications for Hypothesis specification, Selection of appropriate statistical procedures and diagnosis of validity of statistical inferences

**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

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CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

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

### B.A./B.Sc. VIII Semester

#### ANUCMNL03: Practical on Application of Bio-statistics in Anthropology (Minor Practical)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMNL03 (Lab)	-	-	1	2 hours	30	70	100	1

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## Course Objectives

- CO.1. To cover the basic biostatistical concept and theory needed by practicing as a biostatistician.
- CO.2. To furnish students to teach themselves new skills in what is a fast-developing area under discussion.
- CO.3. To enable students to turn a problem described in terms into something that can be tackled by a biostatistical analysis.
- CO.4. To teach, and provide the opportunities to learn, a core of advanced biostatistical methods, together with a range of more specialized options in biostatistics.
- CO.5. Presentation of data: Construction of tables with one or more factors of classification. Diagrammatic and graphical representation of grouped data.

## Syllabus Contents

**Unit I:** Statistical Data, Types of Data: attributes and variables, discrete & continuous data,

**Unit II:** Primary data, Secondary data,

**Unit III:** Different types of scales- nominal, ordinal, ratio and interval.

**Unit IV:** Presentation of data: Construction of tables with one or more factors of classification. Diagrammatic and graphical representation of grouped data.

**Unit V:** Frequency distributions, cumulative frequency distribution and their representation, histogram, frequency polygon and ogives.

## Suggested Reading

1. Alan Agresti: Categorical Data analysis; John wiley and Sons, New York, USA.
2. Bhatt B R, Srivenkatramana T and Rao Madhva K S (1996): Statistics: A Beginner's Text, Vol 1, and New Age International (P) Ltd.
3. Goon A M, Gupta M K, Das Gupta B. (1991): Fundamentals of Statistics. Vol 1, World Press, Calcutta.

## Course Outcomes

The key learning outcomes of Bio-Statistics are:

- CO.1. The students can handle and analyze biological/medical/clinical databases with computer skills.

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CO.2. The students may able to describe complex biostatistical ideas to non-biostatisticians and to present the results of their analyses in written, oral forms and can make practical suggestions for fulfilling the objectives of the study such as assessment, monitoring, evaluation, improvement etc.

CO.3. The students may get wide range of opportunities of Biostatistics in Health industry sector as well as in government/private sector.

CO.4. The students will get wide range of biostatistical skills, including problem solving, project work and presentation;

CO.5. They may enable to take prominent roles in a wide spectrum of employment and research



**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 0	PO 1	PO 1	PO 1	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

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**B.A./B.Sc. VIII Semester**

**ANUCMNT04: Population & Society (Theory)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMNT04	3	-	-	3 hours	30	70	100	3

**Course Objectives**

1. To understand the basic concept of Demography and its relation with other sciences.
2. To analyze the demographic variables and their measurements.
3. To get the understanding of different population theories.
4. To know different population policies in India and its significance.
5. To explore the different population problems in respect to the World and India.

**Course Contents**

**Unit 1:** Introduction, definition and basic concepts of Demography; Relationship of Demography with Anthropology and other social sciences

**Unit 2: Demographic Variables:** Measures of population composition; Basic concepts of Fertility, Mortality and Migration; Measurements of Fertility, Measurements of Mortality

**Unit 3: Population Theories:** John Graunt, Thomas R. Malthus, Biological theory of population, Theory of demographic transition

**Unit 4: Population Policies:** Introduction to Population Policies and its importance; Population policies in India and its critiques; National Population Policy, National Health Policy, National Health Policy


**Unit 5: Population Problems:** Population Growth and issues of urbanization; Socioeconomic consequences of urbanization; Health and Health care of Indian population; Interrelationship between population growth and environmental changes.


**Books and References**

1. "Tribal Societies: An Introduction" by David J. Brown.

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2. "Indigenous Peoples and the Modern World" by A. K. Sharma.
3. "Cultural Anthropology: A Global Perspective" by Barbara Miller.
4. "Tribes and the Modern State" by R. C. Gupta.
5. "Sustainable Development in Tribal Areas" by N. Singh.

### Course Outcomes

1. Students will be able to understand the basics of Demography and its importance.
2. Students will understand the role of demography in population changes.
3. Students will understand the different population theories and its implications.
4. Students will know the different population policies and its importance in India.
5. Students will know about different population problems and propose their solutions after getting their understanding.

### 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

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**B.A./B.Sc. VIII Semester**

**ANUCMNL04: Population & Society (Practical)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUCMNL04	2	-	-	2 hours	30	70	100	1

**Course Objectives**

1. To prepare a research schedule to collect population data.
2. To find out the tribal composition in India
3. To identify and find out the way to use secondary data for population composition
4. To find different published works on demography and review those.
5. To know how to write a research report in population study.

**Course layout**

**Unit 1:** Preparation of schedules for collection of demographic data.

**Unit 2:** Preparation of graphic representation of different tribal populations in India

**Unit 3:** Preparation of demographic composition from secondary sources (i.e. Census of India)

**Unit 4:** Review of a research article/book/research report on demography

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Unit 5: Interpretation and Preparation of Report Writing, APA Style of writing references.

### Books and References

1. "Tribal Societies: An Introduction" by David J. Brown.
2. "Indigenous Peoples and the Modern World" by A. K. Sharma.
3. "Cultural Anthropology: A Global Perspective" by Barbara Miller.
4. "Tribes and the Modern State" by R. C. Gupta.
5. "Sustainable Development in Tribal Areas" by N. Singh.

### Course Outcomes

1. The students will learn how to prepare a research schedule for collection of demographic data.
2. Students will learn about the tribal population distribution in India.
3. Students will identify a secondary research report and prepare demographic composition from it, preferably from Census of India.
4. Students will analyze a published work and review it.
5. Students will learn to write a research report and give proper suggestions if needed.

### 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

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**B.A./B.Sc. VIII Semester**

**ANUHSEM01: Seminar**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
ANUHSEM01	-	-	2	4 hours	30	70	100	2

Anthropology is a broad field of study that explores the complexities of human societies, cultures, and their development over time. An Anthropology seminar for undergraduate students provides an opportunity to delve deeper into these themes, encouraging critical thinking, discussion, and research skills.

**Objectives of the Seminar**

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The primary objective of the seminar is to foster a deeper understanding of anthropological theories and methodologies. Students will engage with various topics, under cultural anthropology, biological anthropology, archaeology, and linguistic anthropology. By analyzing these areas, students will gain insight into how different cultures are to be understood to identity, the social structures, and human behavior.

### Learning Outcomes

By the end of the seminar, students should be able to:

- Articulate key anthropological concepts: Understand basic terms and theories that define anthropology as a discipline.
- Analyze cultural practices: Examine and interpret various cultural rituals and norms, considering their historical and social contexts.
- Conduct research: Develop research questions, gather data, and present findings in a scholarly manner.
- Engage in critical discourse: Participate actively in discussions, articulating viewpoints while respectfully considering opposing perspectives.

### Structure of the Seminar

The seminar typically **consists of lectures, group discussions, and presentations**. Each week, a specific topic will be introduced, followed by readings from foundational texts and contemporary research articles. Students will be expected to prepare for discussions by completing the readings and reflecting on questions posed by the instructor.

Additionally, students may work **collaboratively on research projects**, allowing them to explore a specific aspect of anthropology that interests them. This collaborative effort encourages teamwork and enhances communication skills, essential for any field of study.

### Assessment Methods

Assessment in the seminar may include participation in discussions, written reflections, research papers, and presentations. Each of these components is designed to evaluate not only knowledge but also the ability to think critically and articulate ideas clearly.

A committee of three teacher will be make to plan out the detail’s modus operendi and marking pattern and in conducting the seminars/research projects till the end of the semester.

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

CO	PO											PSO		
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1	PSO	PSO

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	1	2	3	4	5	6	7	8	9	0	1	2	1	2	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

Prof. P. Panda  
(HVC Nominee)  
Joined Online

4




*Autograph*  
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