



**WEST BENGAL STATE UNIVERSITY
BARASAT (NORTH 24 PARGANAS)**

**Learning Outcomes-based Curriculum Framework
(LOCF)
For
B.Sc. HONOURS in ANTHROPOLOGY
under Choice Based Credit System (CBCS)**

with effect from 2021-22 academic session

PROGRAMME SPECIFIC OUTCOMES

Demonstrate a fundamental or coherent understanding of Anthropology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.

Use holistic knowledge encompassing the biological and social-cultural attributes, in understanding and identifying problems and issues, substantiated by collection of relevant quantitative and/or qualitative data from wide range of sources, and their application, analysis and evaluation using methodologies as appropriate for formulating evidence-based solutions and arguments.

The critical thinking skills thus generate enables students to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts.

Apply one's disciplinary knowledge and skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyze problems and issues and solve complex problems with well-defined solutions.

Demonstrate subject-related skills that are relevant to some of the job trades, entrepreneurship and employment opportunities.

SEMESTER-WISE DISTRIBUTION OF COURSES AND CREDITS

FIRST SEMESTER

Course Code	Course Title	Course Type		Credit
ANTACOR01T	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY	CORE - 1	THEORY	4
ANTACOR01P	INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY		PRACTICAL	2
ANTACOR02T	INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY	CORE - 2	THEORY	4
ANTACOR02P	INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY		PRACTICAL	2
	ONE FROM POOL OF GENERIC ELECTIVES	GENERIC – 1*	THEORY	4
			PRACTICAL	2
ENVSSEC01M	ENVIRONMENTAL SCIENCE	AECC - 1	THEORY	2
				20

*CANDIDATE SHOULD CHOOSE FROM OTHER DISCIPLINES

SECOND SEMESTER

Course Code	Course Title	Course Type		Credit
ANTACOR03T	ARCHAEOLOGICAL ANTHROPOLOGY	CORE - 3	THEORY	4
ANTACOR03P	ARCHAEOLOGICAL ANTHROPOLOGY		PRACTICAL	2
ANTACOR04T	FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION	CORE - 4	THEORY	4
ANTACOR04P	FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION		PRACTICAL	2
	ONE FROM POOL OF GENERIC ELECTIVES	GENERIC – 2*	THEORY	4
			PRACTICAL	2
ENGSSEC01M OR BNGSAEC01T	ENGLISH OR BENGALI (MIL)	AECC - 2	THEORY	2
				20

* CANDIDATE SHOULD CHOOSE FROM OTHER DISCIPLINES

THIRD SEMESTER

Course Code	Course Title	Course Type		Credit
ANTACOR05T	TRIBES AND PEASANTS IN INDIA	CORE - 5	THEORY	4
ANTACOR05P	TRIBES AND PEASANTS IN INDIA		PRACTICAL	2
ANTACOR06T	HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS	CORE - 6	THEORY	4
ANTACOR06P	HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS		PRACTICAL	2
ANTACOR07T	BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS	CORE - 7	THEORY	4
ANTACOR07P	BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS		PRACTICAL	2
	ONE FROM POOL OF GENERIC ELECTIVES	GENERIC – 3*	THEORY	4
			PRACTICAL	2
ANTSSEC01M	PUBLIC HEALTH AND EPIDEMIOLOGY	SEC - 1	THEORY	2
				26

* CANDIDATE SHOULD CHOOSE FROM OTHER DISCIPLINES

FOURTH SEMESTER

Course Code	Course Title	Course Type		Credit
ANTACOR08T	THEORIES OF CULTURE AND SOCIETY	CORE - 8	THEORY	4
ANTACOR08P	THEORIES OF CULTURE AND SOCIETY		PRACTICAL	2
ANTACOR09T	HUMAN GROWTH AND DEVELOPMENT	CORE - 9	THEORY	4
ANTACOR09P	HUMAN GROWTH AND DEVELOPMENT		PRACTICAL	2
ANTACOR10T	RESEARCH METHODOLOGY	CORE – 10	THEORY	4
ANTACOR10P	RESEARCH METHODOLOGY		PRACTICAL	2
	ONE FROM POOL OF GENERIC ELECTIVES	GENERIC – 4*	THEORY	4
			PRACTICAL	2
ANTSSEC02M	ANTHROPOLOGY OF TOURISM	SEC - 2	THEORY	2
				26

* CANDIDATE SHOULD CHOOSE FROM OTHER DISCIPLINES

FIFTH SEMESTER

Course Code	Course Title	Course Type		Credit
ANTACOR11T	HUMAN GENETICS	CORE - 11	THEORY	4
ANTACOR11P	HUMAN GENETICS		PRACTICAL	2
ANTACOR12T	ANTHROPOLOGY IN PRACTICE	CORE - 12	THEORY	4
ANTACOR12P	ANTHROPOLOGY IN PRACTICE		PRACTICAL	2
ANTADSE01T	INDIAN ARCHAEOLOGY	DSE – 1 & DSE – 2 #	THEORY	4
ANTADSE01P	INDIAN ARCHAEOLOGY		PRACTICAL	2
ANTADSE02T	ANTHROPOLOGY OF HEALTH		THEORY	4
ANTADSE02P	ANTHROPOLOGY OF HEALTH		PRACTICAL	2
ANTADSE03T	TRIBAL DEVELOPMENT IN INDIA		THEORY	4
ANTADSE03P	TRIBAL DEVELOPMENT IN INDIA		PRACTICAL	2
				24

CANDIDATE SHOULD CHOOSE ANY TWO (THEORY-PRACTICAL COMBINED) PAPERS FROM THREE OPTIONS (ANTADSE01T+ANTADSE01P; ANTADSE02T+ANTADSE02P; ANTADSE03T+ANTADSE03P)

SIXTH SEMESTER

Course Code	Course Title	Course Type		Credit
ANTACOR13T	FORENSIC ANTHROPOLOGY	CORE - 13	THEORY	4
ANTACOR13P	FORENSIC ANTHROPOLOGY		PRACTICAL	2
ANTACOR14T	ANTHROPOLOGY OF INDIA	CORE - 14	THEORY	4
ANTACOR14P	ANTHROPOLOGY OF INDIA		PRACTICAL	2
ANTADSE04T	PHYSIOLOGICAL ANTHROPOLOGY	DSE – 3 @	THEORY	4
ANTADSE04P	PHYSIOLOGICAL ANTHROPOLOGY		PRACTICAL	2
ANTADSE05T	RURAL AND URBAN ANTHROPOLOGY		THEORY	4
ANTADSE05P	RURAL AND URBAN ANTHROPOLOGY		PRACTICAL	2
ANTADSE06P	DISSERTATION	DSE – 4 \$	PRACTICAL	6
				24

@ CANDIDATE SHOULD CHOOSE ANY ONE (THEORY-PRACTICAL COMBINED) PAPER FROM TWO OPTIONS (ANTADSE04T+ANTADSE04P & ANTADSE05T+ANTADSE05P)
\$ MANDATORY (ANTADSE06P)

SEMESTER - I

ANTACOR01T: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Theory

Credit-4

Unit – I: Biological Anthropology: Definition, aim and scope; its approaches – Bio-cultural, comparative and evolutionary. Concepts and application of adaptation and evolution in Biological anthropology; different branches and fields of study; Relationship of biological anthropology with medical science, health science, life science, earth science and environmental science.

Unit – II: Theories of organic evolution: Lamarckism, Neo-Lamarckism, Darwinism, Neo-Darwinism, Synthetic theory, Neutral theory; Some basic concepts of Evolution: Speciation - Allopatric, Parapatric, Sympatric, Gradualism, Punctuated equilibrium, Irreversibility, Parallelism and Convergence, Adaptive Radiation, Extinction.

Unit – III: Study of Primates in evolution:

1. Primates: Definition, characteristics.
2. Classification of living primates up to family level with example (Simpson); concepts of strepsirrhini and haplorrhini.
3. Primate behaviour: Social and sexual behaviour of non-human primates, social group composition (with examples from Orangutan and Chimpanzee)
4. Primate evolutionary trends: limbs & locomotion, teeth & diet, senses, brain & behavior. Morphological and anatomical features of apes viz. gibbons, orangutan, chimpanzee, gorillas. Comparison of morphological and anatomical features of humans and apes
5. Significance of studying non-human primate in Biological Anthropology.

Unit – IV: Human skeletal anatomy and functional morphology of bones as parts of total skeleton; relevance of studying human anatomy as a part of anthropology, classification of bones, their anatomical positions and functions.

ANTACOR01P: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Practical

Credit-2

Unit – I: Identification of Human cranium – its different norms - *norma verticalis*; *norma lateralis*; *norma occipitalis*; *norma basalis*; *norma frontalis*; Identification of Cranial bones: Frontal, Parietal, Temporal, Occipital, Maxilla, Zygomatic, Sphenoid, Mandible (anatomical position, side determination, where applicable). Identification, anatomical position and side determination of Post-Cranial Bones: Scapula, Clavicle, Femur, Tibia, Fibula, Humerus, Radius, Ulna.

Unit – II: Anthroposcopy (**at-least 10 subjects**): Assessment of skin colour: exposed (forehead) and unexposed (inner surface of the upper arm). Head Hair: form, colour, texture, quantity, whorl (number and type), hair limit. Facial Hair: beard and moustache. Nose: depression of the nasal root, height of the nasal bridge, nasal profile, tip of the nose, inclination of the septum, nasal wings. Ear: size, shape, ear lobe (size, form and attachment), hypertrichosis of ear.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about history of Physical/ Biological Anthropology and how it is related to other disciplines.
2. They will learn about various theories related to human evolution and variation.
3. They will also learn about the relationship between non-human and human primates.

4. From the practical component they will learn about how to measure and study various parts of the human body.

Suggested Readings:

1. Ashley-Montagu, M. F. (1961) *An Introduction to Physical Anthropology*. Illinois: Charles C. Thomas.
2. Buettner-Janusch, J. (1966) *Origins of Man*. New York: John Wiley and Sons, Inc.
3. Comas, J. (1960) *Manual of Physical Anthropology*. Illinois: Charles C. Thomas.
4. Das B. M. (2003) *Outlines of Physical Anthropology*. New Delhi: Kitab Mahal.
5. Das, B.M. (2013) *Outlines of Physical Anthropology*. Allahabad: Kitab Mahal.
6. De Vore, I. (1965) *Primate behavior: Field studies of monkeys and apes*. N.Y.: Holt, Rinehart and Winston.
7. Ember, C.R., Ember, M. R., and Peregrine, P. N. (2020) *Anthropology* (15th Edition). Singapore: Pearson Education.
8. Fleagle, J. G. (2013) *Primate adaptation and evolution*. Amsterdam; Boston: Elsevier/Academic Press.
9. Gray, H. and Johnston, T. B. (1974) *Gray's Anatomy: Descriptive and applied*. London: Green and Co.
10. Hall, B. K. and Hallgrímsson, B. (2014) *Strickberger's Evolution: the integration of genes, organisms and population*. 5th edition. Sudbury Mass: Jones and Bartlett.
11. Haviland, W. A., Prins, L. H. Walrath, D. and McBride, B. (2007). *Introduction to Anthropology*. Thomson: Wadsworth.
12. Jurmain R, Kilgore L, Trevathan, W. (2006) *Essentials of Physical Anthropology* (7th Edition). Belmont: Wadsworth.
13. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. (2012) *Introduction to Physical Anthropology*. Wadsworth Publ.
14. Kotak, C. P. (2012) *Anthropology: Appreciating Human Diversity*. New York: McGraw-Hill.
15. Kroeber, A. L. (1948) *Anthropology*. Oxford & IBH Publishing Co.
16. Mayr, E. (2002) *What evolution is?* London: Phoenix.
17. McKee, J. K., Poirier, F. E. & McGraw, W. S. (2005) *Understanding Human Evolution*. Routledge.
18. Molnar, S. (1975) *Human Variations: Race Types and Ethnic Groups*. London: Routledge.
19. Napier, J. R. and Napier, P. J. (1985) *The Natural History of the Primates*. London: The British Museum of Natural History.
20. Podder S, and Bhagat, A. (1989) *Handbook of Osteology*. Patna: Scientific Book Company.
21. Roy, I. B. (2003) *Anthropology*. New Delhi: S Chand & Co.
22. Sarkar, R. M. (2004) *Fundamentals of Physical Anthropology*. Kolkata: Vidyodoy Library.
23. Shukla, B. R. K. and Rastogi, S. (2012) *Physical Anthropology and Human Genetics – An Introduction*. New Delhi: Palaka Prakasan.
24. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. New Delhi: Kamala-Raj Enterprise.
25. Stanford, C., Allen, J.S. and Anton, S.C. (2010) *Exploring Biological Anthropology: The Essentials*. Prentice-Hall.
26. Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race 1972. Issued by UNESCO. Oxford University Press.
27. Stearns, S. C. and Hoekstra, R. F. (2005) *Evolution: An Introduction*. London: Oxford University Press.
28. Stein, P. L. and Rowe, B. M. (1994) *Physical Anthropology*. New York: McGraw-Hill.
29. Turnbaugh, W., Jurmain, R., Nelson, H., Kilgore, L. (1996) *Understanding Physical Anthropology and Archaeology*. New York: West Publishing Co.
30. Weiner, J. S. and Louri, J. A. (1981) *Practical Human Biology*. London ; New York : Academic Press

ANTACOR02T: INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY
Theory **Credit- 4**

Unit – I:

- 1. Fundamentals of Social-Cultural Anthropology:** Definition, aim & scope, Distinctiveness - Holism, Cultural Relativism and Cross Cultural Comparison, Fieldwork in Anthropology - Importance and Genesis.
- 2. Concepts of the major sub-fields:** Economic Anthropology, Political Anthropology, Anthropology of Religion, Psychological Anthropology, Cognitive Anthropology, Medical Anthropology, Legal Anthropology, Visual Anthropology. Concept and brief overview of Linguistic Anthropology.
- 3. Relationship with Social Sciences:** Economics, Geography, History, Political Science, Psychology, Sociology.

Unit – II: Concepts of Society and Culture (Definitions and salient features)

- 1. Society, Group, Community, Social Institution, Social Unit, Social Association, Social Fact, Socialization, Social System (Social Structure & Social function), Status and Role, Social Stratification, Gender, Ethnicity.**
- 2. Culture: Definition & Concepts by E. B. Tylor, L. White, A. Kroeber, N. K. Bose.**
Attributes of Culture: Learned, Shared, Transmitted, Adaptive, Symbolic, Dynamic; Norms, Values, Enculturation, Material Culture, Culture Element, Culture Trait, Trait Complex, Diffusion, Acculturation, Ethnocentrism, Culture Universal, World View.
- 3. Material Culture: Definition and importance, Types and functions of various forms of hunting, fishing, agricultural implements, dress, ornaments, house types in different environmental background**

Unit – III: Social Organization:

- 1. Family:** Definition, Types & Functions, Changes due to Industrialization & Urbanization (with special reference to Indian Context).
- 2. Marriage:** Definition, Types, Preferential & Prescribed forms of marriage, Functions of marriage, Universality of marriage, Incest taboo, Ways of acquiring mates in tribal society, Forms of marital transaction and exchange theory (Dowry, Bride price, Gift), Post-marital residence, Divorce & Remarriage.
- 3. Kinship:** Definition, Structure of kinship (Murdock);
Function of kinship, Kinship behaviour - Avoidance, Joking, Couvade, Teknonymy;
Kinship system - Hawaiian, Eskimo, Sudanese, Iroquis, Crow, Omaha, Bengali kinship system;
Descent - Types & Functions; Unilateral, Bilateral & Double descent.
- 4. Economic System:** Production (foraging, pastoralism, shifting cultivation, horticulture, intensive agriculture); Reciprocity, Redistribution and Market. Special mode of exchange – *Kula*.
- 5. Political Organization:** Primitive Law, Authority, Oath and Ordeal, Sanction and Taboo, Tribe, Band, Chiefdom, State;
Concept of Moiety, Phratry, Lineage, Clan.
- 6. Religion:** Definition and Anthropological approach; Animism, Animatism, Manatism, Totemism; Magic and Religion.

ANTACOR02P: INTRODUCTION TO SOCIAL-CULTURAL ANTHROPOLOGY
Practical **Credit- 2**

(The practical will include the following techniques and methods in collection of data in Social-Cultural Anthropology)

Unit – I: Prepare a Project Report on ANY TWO of the following (1 Credit / project)

1. Writing **ONE CASE STUDY** on any one of the following events from one family - Birth, Marriage, Death, Thread Ceremony, Household ritual (e.g. *Pujas/ brotos*, religious ritual and festival of other communities).
2. Drawing **ONE GENEALOGICAL CHART** (with kinship terminology) of one family (Minimum 3 generations).
3. Preparation of **SCHEDULE / QUESTIONNAIRE** any one of the following:
 - a. Enumeration form (Census)
 - b. Schedule for understanding Economic Pursuit
 - c. Schedule for understanding Political Organization

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / Mentor/Supervisor / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture, social stratification, etc.
3. They will also learn about important institutions like family, marriage and kinship.
4. From the practical component they will learn how to follow up some of the commonly used techniques of data collection in Social-Cultural Anthropology.

Suggested Readings:

1. Beattie, J. (1964) *Other Cultures*. London: Cohen & West Limited.
2. Bernard, H.R. (1940) *Research Methods in Cultural Anthropology*. Newbury Park: Sage.
3. Davis, K. (1981) *Human Society*. New Delhi: Surjeet Publications.
4. Delaney, C. (2004) Orientation and disorientation. In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
5. Ember, C. R. et al. (2011) *Anthropology*. New Delhi: Dorling Kindersley.
6. Ferraro, G. and Andreatta S. (2008) In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
7. Hickerson, NP. (1980) *Linguistic Anthropology*. New York: Holt, Rinehart and Winston.
8. Lang, G. (1956) Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review*, 17(3): 206-218.
9. O'reilly, K. (2012) "Practical Issues in Interviewing" *Ethnographic Methods*. Abingdon: Routledge.
10. Parsons, T. (1968) *The Structure of Social Action*. New York: Free Press.
11. Rapport, N. and Overing J. (2004) *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
12. Royal Anthropological Institute of Great Britain and Ireland. (1971) Methods. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

SEMESTER – II
ANTACOR03T: ARCHAEOLOGICAL ANTHROPOLOGY
Theory **Credit- 4**

Unit – I: Introduction to Archaeological Anthropology: Definition and scope of Archaeological Anthropology, Relationship with other disciplines - history, anthropology and other natural sciences. Prehistory: Definition, aim, scope, concept of periodization - Three Age System. Definition of Tool, Artifact, Industry, Assemblage; A brief introduction to different cultural stages in Prehistory and Protohistory;
Methods of study - site survey and excavation, Different methods of exploration/site survey; Different stages of excavation - pre-excavation stage, actual stages of digging up of archaeological site, trial trench, horizontal and vertical excavation; Differences between excavation and exploration.

Unit –II: Methods of Estimation of time in archaeology: Concept of chronology in Prehistory, Following dating methods are to be studied based on the points - discovery, first use, datable material, basic principle, precautions, method of sample collection, advantages and disadvantages, specific examples;
Methods of dating: Stratigraphy, Typo-technological analysis, C14, K/Ar, Dendrochronology, TL; Concept of Absolute (Chronometric) and Relative (Non-Chronometric) dating methods.

Unit – III: Paleo-environment: Concept of Geochronology, Geological Time scale - eras, periods, epochs, Environmental background of Quaternary period; causes of ice age.
Climatic fluctuations of Pleistocene period in Europe, Africa and India, Glacial and Pluvial zones, Evidences of Pleistocene period for reconstruction of paleo-environment - Moraine, Glacio-fluvial deposits, River terraces, U-shaped valley, Loess, Gravel and Silt deposition; Holocene period. Importance of paleo-environmental study in paleoanthropology and prehistory.

Unit – IV: Typo-technological Study of Stone tools: Concept of tool types, primary and combination fabrication technology, Basic concept of stone tool manufacturing technology and estimation of their relative efficiency, basic ideas about identification of core and flake tools.

Unit – V: World prehistory: Africa: The earliest Paleolithic assemblages of Africa - Oldowan, Acheulian; Middle Stone Age, Later Stone Age; Europe: Acheulian, Levalloisean, Middle and Upper Paleolithic Culture, Mesolithic Culture, Neolithic Culture. Prehistoric art (home and cave art); India: The earliest Paleolithic assemblages, Acheulian, Middle Paleolithic Culture, Upper Paleolithic, Micro-blade assemblages, Late Stone Age and Neolithic Culture, Megaliths.

ANTACOR03P: ARCHAEOLOGICAL ANTHROPOLOGY
Practical **credit- 2**

Unit – I: Drawing and labeling of Tool types: Identification of Typo-technological attributes, cultural ages, probable functions, method of hafting, identification of cortex, flake scar, ripple mark, striking platform, point of impact, positive and negative bulb of percussion (wherever applicable):

- a. Lower Paleolithic Tools - Chopper/ Chopping Tools, Hand Axe, Cleaver.
- b. Middle Paleolithic Tools - Scraper, Knife, Point.
- c. Upper Paleolithic Tools - Blade, Core, Burin, Leaf Point, Baton de Commandment, Spear Thrower Harpoon Heads, Bone Points.
- d. Mesolithic Tools - Micro Blades, Cores, Lunates, Triangles, Trapeze.
- e. Neolithic Tools - Celt, Shouldered (T)-celt, Ring stone, Hammer stone, Sickle.

Unit – II: Drawing and labeling of Pottery (any two)
(In absence of original specimens, cast or distinct photographs may be utilized).

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about archaeological anthropology and its relationship with other sciences.
2. They will learn about how the past is reconstructed.
3. They will also learn about the method of understanding the prehistoric culture on the basis of archaeological finds.
4. From the practical component they will learn about identification and interpretation of prehistoric tools.

Suggested Readings:

1. Allchin, B. and Allchin, R. (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*. Humanities Press.
5. Champion, T. C., Gamble, C., Shennan, S. and Whittle, A. (1984) *Prehistoric Europe*. London ; Orlando : 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.

ANTACOR04T: FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION

Theory

Credit- 4

Unit – I: Palaeoanthropology: Definition, aim & scope; Fossils - Process of fossilization, Significance of fossils.

Unit – II: Oligocene Anthropoids: Parapithecus, Aegyptopithecus; Primate origin and radiation with special reference to Miocene hominoids - Dryopithecus, Sivapithecus; Distribution, features and their phylogenetic relationships.

Unit – III: Australopithecines: Distribution and types, features and their phylogenetic relationships; Evolution & extinction of Australopithecines. Appearance of genus *Homo* (*Homo habilis*) morphological features and related finds; Phylogenetic status of *Homo habilis*.

Unit – IV: *Homo erectus*: Distribution, morphological features and phylogenetic status of Java Man, Peking Man.

Unit – V: The origin of *Homo sapiens*: Fossil evidences of Neanderthals; Anatomical & Morphological features of Neanderthals: La-Chapelle-Aux-saints, Tabun Man; Phylogenetic position. Archaic *Homo sapiens*: Anatomical features of Archaic *Homo sapiens*; Phylogenetic position of Archaic *Homo sapiens*.

Unit – VI: Origin of modern humans (*Homo sapiens sapiens*): Anatomically modern *Homo sapiens* (AMHS) - Cro-Magnon, Grimaldi, Chancelade – Distribution, features and their phylogenetic position.

Unit – VII: Hominization process: emphasis on Cranial capacity, Stereoscopic vision, Erect bipedalism, Opposable thumb & manual dexterity. Biological and cultural co-evolution of humans.

ANTACOR04P: FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION

Practical

Credit- 2

Unit – I: Identification of extant anthropoid skulls with reference to features relevant to Hominid evolution (Gorilla, Chimpanzee, Orangutan and Gibbon).

Unit – II: Identification of extinct anthropoid remains: Parapithecus mandible, Dryopithecus mandibular fragment, Australopithecus africanus, One typical specimen of *H. habilis*, *H. erectus* (Java and Peking man), *H. sapiens neanderthalensis* (La-Chapelle-aux-saints), *H. sapiens sapiens* (Cro-Magnon).

In the absence of original specimen, cast, model or appropriate photograph may be used in the laboratory.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the origin of hominoid group in the primates.
2. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.
3. The components of the Practical paper will help students to understand the evolutionary changes in modern humans.

Suggested Readings:

1. Buettner-Janusch, J. (1966) *Origins of Man: Physical Anthropology*. New York: John Wiley & Sons.
2. Campbell, B. G. and Loy, J. D. (1996) *Human Kind Emerging*. London: Harper & Collins.
3. Conroy G C. 1990. *Primate Evolution*. New York: Norton.
4. Conroy, G. C. (1997). *Reconstructing Human Origins: A Modern Synthesis*. W. W. Norton & Company, New York, London.
5. Howell, F.C. (1977) *Horizons of Anthropology*. Eds. Tax, S. and Freeman, L. G.. Chicago: Aldine Publishing House.
6. Mukherji, D., Mukherjee, D. P., Bharati, P. and Mukhopadhyay, A. (2018). *Laboratory Manual for Biological Anthropology*. Kolkata: Scholar.
7. Nystrom, P. and Ashmore, P. (2011) *The Life of Primates*. New Delhi: PHI Learning Private Limited.
8. Poirier F E, & McKee, J. K. (1998) *Understanding Human Evolution*. New Jersey: Prentice Hall.
9. Seth, P. K. and Seth, S. (1986) *The Primates*. New Delhi: Northern Book Centre.
10. Singh, I. P. and Bhasin, M.K. (1989) *Anthropometry: A Laboratory Manual on Biological Anthropology*. Delhi: Kamla-Raj Enterprises.
11. Standford, C., Allen, J.S. and Anton, S.C. (2012) *Biological Anthropology: The Natural History of Mankind*. New Delhi: PHI Learning Private Limited.
12. Swindler, D. R. (2009) *Introduction to the Primates*. New Delhi: Overseas Press India Pvt. Ltd.

SEMESTER - III
ANTACOR05T: TRIBES AND PEASANTS IN INDIA
Theory **Credit 4**

Unit – I: Anthropological concept of tribe:

1. Traditional concept of tribe:
 - i. Tribe as pre-political and pre-contract society (Concept of L. H. Morgan & H. Maine);
 - ii. Tribe in the evolutionary scheme of social type (Concept of Elman Service);
 - iii. Concept of ST and PVTG.
2. Features of tribes:
 - a. Economic features
 - b. Political features
 - c. Social-cultural features
3. Indian tribes:
 - a. Indian tribes and their habitat – Regional, economic and linguistic distribution
 - b. Demographic profile of Indian tribe in Eastern India (state-wise population distribution with respect to age and sex (Census 2001, 2011))
4. Material Culture and Social Organization of specific tribes in India:
Santals, Garo, Toda, Chenchu, Lodha, Toto, Birhor

Unit – II: Contemporary issues and problems of Indian tribes:

1. The changing concept of Indian tribes;
2. Change in policy issues, Draft National Tribal Policy in India;
3. Acculturation, assimilation and integration of tribal society in India;
4. De-tribalization & Re-tribalization.

Unit – III: Anthropological study of Peasants:

1. Concept, definition and type of Peasantry
2. Approaches to the study of peasants – economic, political and cultural.
3. Caste and peasantry in India: Early, medieval origins and present situation.

Unit – IV: Tribal and Peasant Movement: General Concept of Tribal and Peasant movement - Pre-Independent and Post - Independent India.

ANTACOR05P: TRIBES AND PEASANTS IN INDIA
Practical **Credit 2**

Unit – I: Reading of Ethnography/Monograph: Students are required to read and analyze any ONE of the Ethnography/Monograph (as listed below) and prepare a critical appreciation based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.

1. Research questions/objectives of the study and their relevance.
2. Theoretical schema.
3. Methods and techniques used in the study
4. Key findings and their significance in the context of the objectives of the study.
5. Critical analysis of the finding on the basis of contemporary available resources.

List of Ethnographies /Monographs:

1. Major Playfair. A. I. A. (1909) The Garos. London: David Nutt, 57,59, Long Acre.
2. Roy, S. C. (1912) The Mundas and their country. Calcutta: Jogendra Nath Sarkar at the City Book Society.
3. Fuer Haimendorf C. V. (1939). The Naked Nagas. London; Methuen and Co
4. Majumdar, D. N. (1950). The Affairs of a tribe: a study in tribal dynamics. Lucknow: Universal Publishers Ltd.
5. Dube, S. C. (1955) Indian Village, Routledge & Kegan Paul, London.

6. Berreman, G. D. (1963) *Hindus of Himalayas*. Berkeley: California University Press.
7. Bhowmik, P. K. (1963). *The Lodhas of West Bengal. A socio-economic Study*. Calcutta: Punthi Pustak.
8. Walker, A. (1986). *The Todas*. Delhi: Hindustan Publishing Corporation
9. Elwin, V. (1992). *The Muria and their Ghotul*. USA: Oxford University Press.
10. Cohen, L. (2006) *No aging in India: Alzheimer's, the bad family and other modern things*. Berkeley, California: University Of California Press.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the concepts of tribes, their classification and distribution.
2. They will learn about how tribes are linked with the wider world.
3. They will also learn about peasantry and how it is related to tribes.
4. From the practical component they will learn to read original ethnographies and extract relevant information from the same.

Suggested Readings:

1. Desai, A. R. (1994) *Rural Sociology in India*. Bombay: Popular Prakashan.
2. Gupta, D. (1991). *Social Stratification*. Oxford University Press: Delhi.
3. Madan, V. (2002). *The Village in India*. Oxford University Press: Delhi.
4. Mandelbaum, D.G. (2016) *Society in India*. Sage Publications.
5. Nathan, D. (1998). *Tribe-Caste Question*. Simla: IAS.
6. National Tribal Policy (draft) (2006). Ministry of Tribal Affairs. Government of India.
7. Patnaik, S.M. (1996). *Displacement, Rehabilitation and Social change*. Inter India Publication, Delhi.
8. Shah, G. (2002). *Social Movement and the State*. Delhi: Sage.
9. Shanin, T. (1987). *Peasants and Peasantry*. New York, Blackwell.
10. Vidyarthi, L.P. and Rai, B.K. (1985) *Tribal Culture in India*. New Delhi, Concept Publishing Company.
11. Wolf, E. (1966). *Peasants*. NJ, Prentice Hall.

ANTACOR06T: HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS
Theory **Credit 4**

Unit – I: Defining environment and ecology; Autecology & Synecology; Scope of Ecology; Ecosystem - Component of ecosystem, Functional & structural point of view of ecosystem; Habitat, Eco-system, Energy flow; Basic concepts of abiotic and biotic ecology.

Unit – II: Ecological rules and their applicability to human populations – Allen’s rule, Bergman’s rule, Gloger’s rule.

Unit – III: Concepts of acclimation & acclimatization; adaptation and adaptability; Eco-sensitivity & Adaptation; Environmental stress & Homeostasis; Adaptation to various ecological stressors: Temperature, Altitude and Nutrition;
Impacts of urbanization and industrialization on human adaptation.

Unit – IV: Relation between ecology & disease: Adaptation to Communicable & Non-communicable diseases.

Unit – V: Concept of Environmental Determinism & Environmental Possibilism (Concklin Fowler). Concept of Culture Area. Cultural ecology: Julian Steward’s concept and application of the cultural ecological method; Ecological Anthropology; Ethno-ecology.

Unit – VI: Human Adaptation at the different levels of subsistence – hunting-gathering, horticulture, pastoralism, agriculture. Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic theory; Agriculture and peasantry; Industrial civilization and growth of urban societies.

ANTACOR06P: HUMAN ECOLOGY: BIOLOGICAL & CULTURAL DIMENSIONS
Practical **Credit 2**

Unit – I:

1. Anthropometry (at-least 10 subjects)
 - i. Maximum head length
 - ii. Maximum head breadth
 - iii. Minimum frontal breadth
 - iv. Maximum bizygomatic breadth
 - v. Bigonial breadth
 - vi. Nasal height
 - vii. Nasal length
 - viii. Nasal breadth
 - ix. Morphological facial height
 - x. Morphological upper facial height
 - xi. Head circumference
 - xii. Mid-upper arm circumference
 - xiii. Calf circumference
 - xiv. Stature
 - xv. Sitting height
 - xvi. Body weight
2. Indices:
 - i. Body Mass Index,
 - ii. Ponderal Index,
 - iii. Relative Sitting Height.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about biological aspects of ecology and adaptation.
2. They will learn about cultural aspects of ecology and adaptation.
3. They will also learn about the relationship between ecology and state formation.
4. From the practical component they will learn about measurement of various parts of the human body and about preparing a research design on study of any environmental problem.

Suggested Readings:

1. Berry, J.B. (1976) *Human ecology and cognitive style: comparative studies in cultural and physical adaptation*. New York: John Wiley.
2. Childe, V.G. (1936). *Man Makes Himself*. Collins.
3. Cohen, Y. A. (1968) *Man in adaptation: the cultural present*. Chicago: Aldine Pub. Co.
4. Das, B. M. and Deka, R. (2004) *Physical Anthropology Practical*. Allahabad: Kitab Mahal.
5. Ehrlich, P. R., Ehrlich, A. H. and Holdress, J. P. (1973) *Human ecology: Problems and Solutions*. San Fransisco: W.H. Freeman & Company.
6. Harrison, GA, Tanner, JM, Pilbeam, DR, Baker, PT. (1988) *Human Biology – An introduction to human evolution, variation, growth, and adaptability*. 3rd edition, London: Oxford University Press.
7. Lee, R. B. and DeVore, I. (1969) *Symposium on Man the Hunter*. Chicago: Aldine Pub. Co.
8. Lohman, T. G., Roche, A. F., & Martorell, R. (1988). *Anthropometric Standardization Reference Manual*. Champaign, Ill: Human Kinetics,.
9. Mukherji, D., Mukherjee, D. P., Bharati, P. and Mukhopadhyay, A. (2018). *Laboratory Manual for Biological Anthropology*. Kolkata: Scholar.
10. Redfield, R. (1965) *Peasant society and culture an anthropological approach to civilization*. Chicago: Univ. of Chicago Press.
11. Schutkowski, H. (2006) *Human Ecology: Biocultural adaptation in human communities*. Berlin: Springer Verlag.
12. Sen, T. (1994) *A Guide to Anthropometry*. Kolkata: World Press.
13. Shukla, B. R. K. and Rastogi, S. (2012) *Physical Anthropology and Human Genetics – An Introduction*. New Delhi: Palaka Prakasan.
14. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. New Delhi: Kamala-Raj Enterprise.
15. Stapledon. (1964) *Human ecology*. London. Faber & Faber.
16. Theodorson, G.A. (1961) *Studies in Human Ecology*. New York: Row, Peterson & Company.
17. Weiner, J. S. and Lourie, J. A. (1981) *Practical Human Biology*. London ; New York : Academic Press
18. Wilder, H. (1920) *A Laboratory manual of anthropometry*. Philadelphia Blakiston; London: Pitman

ANTACOR07T: BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS

Theory

Credit- 4

Unit – I: Concepts of Biological variability; Categorization of People – Population, Mendelian Population, Race, Ethnic Group; Racism & Society

Unit – II: Sources of Genetic variation - Mutation, Crossing Over and Recombination, Gene flow (Migration and Hybridization), Genetic Drift, Selection (positive and negative) (only concept).

Unit – III: Concept of Race:

1. Conventional classification of major human races of the world – Caucasoid, Mongoloid, Negroid.
2. Anthropometric Characters (stature, cephalic index, nasal index);
3. Markers:
 - a. Polymorphic marker (ABO system, RhD system)
 - b. Polygenic markers (Dermatoglyphics)
 - c. Molecular Markers (overview of satellite DNA).
4. Classification of Indian population - H. H. Risley, B. S. Guha, and S. S. Sarkar (broad groups only), Balakrishnan's Classification.
5. UNESCO statement on Race.
6. Intra- and inter-population variation - Typological, Populational & Clinal model of Classification

Unit – IV: Health and epidemiology: Biological and cultural factors influencing disease pattern and nutritional status of population; Diseases – Kuru, Sickle cell anaemia, Lactose intolerance.

Unit – V: Demographic Anthropology: Demography – Introduction & Scope. Relationship of Demography with Anthropology. Sources of demographic data – National Census, Registration System, Surveys; Concepts of Population (Population Characteristics) – Age Structure, Natality, Mortality, Life Tables, Population Dynamics (only concept); Fundamental demographic measures and their significance in population dynamics – fertility (Crude Birth Rate (CBR), General Fertility Rate (GFR), Age-specific Fertility Rate (ASFR), Total Fertility Rate (TFR)), Mortality (Crude Death Rate (CDR), Infant Mortality Rate (IMR), Maternal Mortality Rate (MMR)) and migration, sex ratio; Population pyramid. Factors responsible for demographic variation.

ANTACOR07P: BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS

Practical

Credit- 2

Unit – I: Craniometric Measurements (Skull & Mandible)
(Direct measurements on **at-least 3 human skulls**)

1. Linear:
 - a. Maximum Cranial Length,
 - b. Maximum Cranial Breadth,
 - c. Morphological Facial Height,
 - d. Bi-zygomatic diameter,
 - e. Bi-gonial diameter,
 - f. Nasal Length,
 - g. Nasal Breadth,
 - h. Orbital Height,
 - i. Orbital Breadth,
 - j. Least Frontal Breadth,
 - k. Mandibular Length,
 - l. Bi-condylar diameter.
2. Indices:
 - a. Cranial Index,
 - b. Morphological Facial Index,

- c. Nasal index,
- d. Jugo-Frontal Index.
- 3. Chord:
 - a. Frontal Chord,
 - b. Parietal Chord,
 - c. Occipital Chord.
- 4. Arc:
 - a. Frontal Arc,
 - b. Parietal Arc,
 - c. Occipital Arc.
- 5. Angular:
 - a. Frontal profile angle,
 - b. Nasal profile angle,
 - c. Alveolar profile angle,
 - d. Frontal angle of schwalbe.
 - e. Bregma angle of schwalbe.
 - f. Lambda angle of schwalbe.

Unit – II: Construction and drawing of a population pyramid from secondary data and learning to interpret different types of population pyramids.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the use of various markers of biological variation.
2. They will learn about the mechanisms of human adaptability.
3. They will also learn about the contribution of some anthropologists towards understanding the population diversity in India.

Suggested Readings:

1. Baker, P. T. and Weiner, J. S. (1996) *The Biology of Human Adaptability*. Oxford & New York, Oxford University Press.
2. Bhende, A. and Kantikar, T. (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai
3. Bogin, B. (1999) *Pattern of Human Growth*. 2nd edition. Cambridge University Press.
4. Cameron, N. and Bogin, B (2013) *Human Growth and development*. 2nd edition. Elsevier/Academic Press
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, GA, Tanner, JM, Pilbeam, DR, Baker, PT. (1988) *Human Biology – An introduction to human evolution, variation, growth, and adaptability*. 3rd edition, London: Oxford University Press.
8. Jurmain R, Kilgore L, Trevathan, W. (2006) *Essentials of Physical Anthropology* (7th Edition). Belmont: Wadsworth.
9. K C Malhotra (1988) *Statistical methods in human population genetics*. Calcutta : Indian Institute of Bio-Social Research and Development
10. Kapoor A.K. and Kapoor, S. (1995). *Biology of Highlanders*. Vinod Publisher & Distributor.
11. Kapoor A.K. and Kapoor, S. (2004) *India's Elderly – A Multidisciplinary Dimension*. Mittal Publication, New Delhi.
12. Malina R. M., Bouchard, C. and Bar-Or, B. (2004) *Growth, Maturation and Physical Activity*. Human Kinetics.

13. Mukherji, D., Mukherjee, D. P., Bharati, P. and Mukhopadhyay, A. (2018). *Laboratory Manual for Biological Anthropology*. Kolkata: Scholar.
14. Sen, T. (1994) *A Guide to Anthropometry*. Kolkata: World Press.
15. Shukla, B. R. K. and Rastogi, S. (2012) *Physical Anthropology and Human Genetics – An Introduction*. New Delhi: Palaka Prakasan.
16. Singh I. P. and Bhasin M.K. (1989). *Anthropometry: A Laboratory Manual on Biological Anthropology*. New Delhi: Kamala-Raj Enterprise.
17. Stanford C., Allen, S.J. and Anton, C.S. (2013) *Biological Anthropology*. 3rd edition, Pearson, USA

SEMESTER - IV
ANTACOR08T: THEORIES OF CULTURE AND SOCIETY
Theory **Credit- 4**

Unit – I: Theory: Definition and importance of framing theory; Boundaries of theory; Importance of studying theory in Social Sciences at large and Social-Cultural Anthropology in particular.

Unit – II: Nineteenth Century Evolutionism: E. B. Tylor and L. H. Morgan. Neo-Evolutionism: L. White; Multilinear Evolution: Julian Steward; Diffusionism: British, American and German School.

Unit – III: Cultural Relativism, Historical Particularism: Franz Boas.

Unit – IV: Culture and Personality: Ruth Benedict, Margaret Mead; Cultural materialism: Marvin Harris.

Unit – V: Structural Approaches: Durkheim's Social Fact; Functionalism – B. Malinowski; Structural-functionalism - A. R. Radcliffe-Brown; Structuralism – Claude Levi- Strauss

Unit – VI: Symbolic and Interpretative approach: Clifford Geertz; Thick description.

ANTACOR08P: THEORIES OF CULTURE AND SOCIETY
Practical **Credit- 2**

Unit – I: Teachers will give them two to five texts relating to the above-mentioned theories in ANTACOR08T (can be compilation of different texts as well) to be studied. Students will make presentations based on such studies and based on discussion during the presentation (submit the handout of the presentation during evaluation).

Unit – II: Collect data on social and economic aspect (primary data or secondary data), analyze them and write a report of a minimum of 2000 words. The student will be evaluated on the basis of the report submitted and viva-voce.

N.B. Laboratory Note-Book/ Report / Handouts duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report / Handouts submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the classical theories of culture like evolutionism, diffusionism and culture area.
2. They will learn about historical particularism and neo-evolutionism.
3. They will also learn about functionalism, structuralism and other more recent theories.
4. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.

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. Barnard, A., & Spencers, J. (2002) *The Encyclopedia of Social and Cultural Anthropology*. London: Routledge
4. Behura, N. K. (1988) *Anthropological Thought and Theories*. Kolkata: Institute of Social Research and Applied Anthropology

5. Durkheim, E. (1982) *The Rules of Sociological Method*. New York: Free Press
6. Gordon, R., Lyons, A. P. and Lyons, H. D. (2015) *Fifty Key Anthropologists*. London: Routledge
7. Jha, M. (1994) *An Introduction To Anthropological Thought*. South Asia Books
8. McGee, R.J. and Warms R.L. (1996) *Anthropological Theories: An Introductory History*.
9. Moore, M. and Sanders, T. (2006) *Anthropology in Theory: Issues in Epistemology*, Malden,MA: Blackwell Publishing.
10. Radcliffe-Brown, A. R. (1965) *Structure and function in primitive society; essays and addresses*. New York: The Free Press
11. Rapport, N. and Overing, J. (2000) *Social and Cultural Anthropology: The Key Concepts*. London: Routledge.
12. Ritzer, G. (2005) *Encyclopedia of Social Theory*. Volume I&II. California: Sage
13. Ritzer, G. (2016) *Classical Sociological Theory*. New Delhi: MC Graw Hill and Rawat
14. Ritzer, G. (2016) *Modern Sociological Theory*. New Delhi: MC Graw Hill and Rawat.
15. Steward, J. (1963) *The Theory of Culture Change: the methodology of multilineal evolution*. Illinois: University Press.
16. Tylor, E. B. (1958) *Primitive Culture*. New York: Harper.
17. Upadhyay, V. S. and Pandey, G. (1997) *History of Anthropological Thought*. New Delhi: Concept Publishing Company.

ANTACOR09T: HUMAN GROWTH AND DEVELOPMENT

Theory

Credit- 4

Unit – I: Concepts of human growth, development and maturation; Cellular processes: hyperplasia, hypertrophy and accretion.

Unit – II: Stages of human growth: Prenatal (egg, embryo, foetus) and Post natal (neonatal, infancy, childhood, adolescence, adulthood, senescence) (general characteristics);

Unit – III: Patterns of Human growth:

1. Distance and velocity growth curves (features and significance);
2. Chronological age and biological age;
3. Methods of studying human growth – cross-sectional, longitudinal, mixed and linked longitudinal: their significance & applicability;
4. Adolescent growth spurt;
5. Scammon's curves of systemic growth;
6. Variation from normal growth curve – Concepts of Canalization, Catch-up growth, Catch-down growth;
7. Growth reference, growth standard, growth chart.

Unit – IV: Biological and cultural factors (genetic, socio-cultural & ecological factors) influencing patterns of growth & variation. Secular trends (concept with reference to stature).

Unit – V: Health and Nutrition:

1. Concept of Balanced Diet; Malnutrition; Impact of malnutrition (over-nutrition & under-nutrition) with reference to Kwashiorkor and Marasmus.
2. Assessment of nutritional status: low birth weight, stunting, wasting and underweight in children;
3. Anthropometric assessment of malnutrition in adults (BMI).
4. Concept of z-score statistics with reference to MAM (Moderate Acute Malnutrition) and SAM (Severe Acute Malnutrition) in children.

Unit – VI: Concepts of body composition: fat patterning; brief introduction of models and techniques. Concepts of body constitution: Somatotyping & Human Physique with reference to Sheldon, Parnell, Heath-Carter (overview)

ANTACOR09P: HUMAN GROWTH AND DEVELOPMENT

Practical

Credit- 2

Unit – I: Calculation of z-scores of height and weight from a secondary data set of **at-least 20 subjects**

Unit – II: Assessment of children's nutritional status from the secondary data set of **at-least 20 subjects**

Unit – III: Determination of nutritional status by BMI and MUAC from the secondary data set of **at-least 20 subjects**.

Unit – IV: Skinfold Measurement: biceps, triceps, subscapular, suprailiac, medial calf; Estimation of fat patterning by skinfold thicknesses (Duerenberg, 1990) (**at-least 10 subjects**).

(Analysis of the collected data by using basic Statistics: mean, median, mode, standard deviation and standard error).

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the concepts and indicators of human growth and development.
2. They will learn about pre-natal and post-natal growth.
3. They will also learn about various bio-cultural factors that influence growth.
4. From the practical component they will learn about how to assess growth, obesity and nutritional status.

Suggested Readings:

1. Bogin, B. (1999) *Patterns of Human Growth*. Cambridge University Press.
2. Cameron, N. and Bogin, B. 2012. *Human Growth and Development*. Second Edition. Academic Press.
3. Das D and Das A. 1993. *Statistics in Biology and Psychology*. Kolkata: Academic Publishers
4. Falkner, F. & Tanner, J. M. (1979) *Human Growth: Principles and prenatal growth*. (3 Vols) Plenum Press: London.
5. Frisancho, R. 1993. *Human Adaptation and Accommodation*. University of Michigan Press.
6. Harrison, G.A. and Howard, M. 1998. *Human Adaptation*. Oxford University Press.
7. Harrison, GA, Tanner, JM, Pilbeam, DR, Baker, PT. (1988) *Human Biology – An introduction to human evolution, variation, growth, and adaptability*. 3rd edition, London: Oxford University Press.
8. Harrison, GA, Tanner, JM, Pilbeam, DR, Baker, PT. (1988) *Human Biology – An introduction to human evolution, variation, growth, and adaptability*. 3rd edition, London: Oxford University Press.
9. Hauspie, R. C., Cameron, N., Molinary, L. (2004) *Methods in Human Growth Research*. New York: Cambridge University Press.
10. Keller, K. (2008) *Encyclopedia of Obesity*. Thousand Oaks, Calif: Sage
11. Lohman, T. G., Roche, A. F., & Martorell, R. (1988). *Anthropometric Standardization Reference Manual*. Champaign, Ill: Human Kinetics.
12. McArdle, W. D., Katch, F. I., Katch, V. L. (1981) *Exercise Physiology: Energy, nutrition, and human performance*. Journal of Nutrition Education, v13 n3: 122-122
13. Mukherji, D., Mukherjee, D. P., Bharati, P. and Mukhopadhyay, A. (2018). *Laboratory Manual for Biological Anthropology*. Kolkata: Scholar.
14. Sinclair, D. G. (1989) *Human Growth after Birth*. Oxford University Press.
15. Sinha, R. and Kapoor, S. 2009. *Obesity: A multidimensional approach to contemporary global issue*. Delhi: Dhanraj Publishers.
16. Tanner, J. M. (1978) *Foetus into Man*. Harvard University Press
17. Weiss, M. L. & Mann, A. E. (1991) *Human Biology and Behaviour in Anthropological Perspective*. Scott, Fresman.

ANTACOR10T: RESEARCH METHODOLOGY
Theory **Credit- 4**

Unit – I: Approach to Anthropological Research: Concept, overview and nature.

Unit – II: Research Design:

1. Definition & types of Research: Descriptive Research, Analytical Research, Exploratory Research, Explanatory Research, Diagnostic Research, Operational Research; Survey and ethnography.
2. Logical premises: Abductive, Inductive & Deductive.
3. Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis.
4. Types of Research Design: Experimental, Longitudinal, Cross-sectional, Case study, Case control study.
5. Sampling: types and uses.
6. Major Approaches in Research Methods: Synchronic & Diachronic, Etic & Emic, Comparative and Historical.
7. Qualitative research and quantitative research, their relationship and uses in anthropology.

Unit – III: Tools and techniques of data collection:

1. Techniques of rapport establishment: identification of representative categories of informants, maintenance of field diary and logbook.
2. Technical aspects of preparing questionnaire and interview schedule
3. Standardization of validity, sensitivity and reliability factors of the applicable tools
4. Observation - Direct, Indirect, Participant, Non-participant, Controlled.
5. Interview - Structured and unstructured, Focused Group Discussion.
6. Genealogy, Case Study and life history.

Unit – IV: Ethics of Research:

1. Identify, define, and analyze ethical issues in the context of research on human participant
2. Importance of consent, privacy and confidentiality in research

Unit – V: Data Analysis:

1. Nature of data: Quantitative and Qualitative; Discrete and Continuous variables; Tabulation of Data - Frequency distribution, Class interval and Class limit, Cumulative and relative frequencies; Graphical representations.
2. Data distribution: normal and others, z-distribution.
3. Measurements of Central tendency (Arithmetic Mean, Median, Mode) and Dispersion (Range, Variance, SD and SE of Mean), inferential statistics (Chi-square and students't-test).

Unit – VI: Writing Up:

1. Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index.

ANTACOR10P: RESEARCH METHODOLOGY
Practical **Credit- 2**

Unit – I: Project proposal writing - statement of the problem, hypothesis and objectives, study design, proposed analyses and expected outcomes and utility.

Unit – II: Calculation of statistical measures from secondary data set as mentioned in Unit V, ANTACOR10T by software (any statistical software available with the Department).

Unit – III: Learning to use a modern library and internet information, net-searching, use of INFLIBNET / Sodhganga, etc. Hands on demonstration in a library may be conducted (Laboratory Notebook should substantiate the work done by providing screen-shots of the learning process during the search processes).

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the similarities and differences between technique, method and methodology.
2. They will learn about fieldwork traditions in Anthropology.
3. They will also learn about tools and techniques of data collection.
4. From the practical component they will learn about how to construct tables, make observations and conduct interviews.

Suggested Readings:

1. Bernard, R. (2011) *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. AltaMira Press.
2. Emerson, R. M., Fretz, R. I. and Shaw, L. (1995) *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
3. Garrard, E. and Dawson, A. (2005) *What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics*. *Journal of Medical Ethics* 31: 419-23.
4. Lawrence, N.W. (2000) *Social Research Methods, Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
5. Madrigal, L. (2012) *Statistics for Anthropology*. Cambridge: Cambridge University Press.
6. Michael, A. (1996) *The Professional Stranger*. Emerald Publishing.
7. O'reilly, K. (2005) *Ethnographic Methods*. London and New York: Routledge.
8. Patnaik, S. M. (2011) *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
9. Pelto, P. J. and Pelto, G. H. (1978) *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
10. Sarantakos, S. (1998) *Social Research*. London: Macmillan Press.
11. Zar, J. H. (2010) *Biostatistical Analysis*. Prentice-Hall.

SEMESTER – V
ANTACOR11T: HUMAN GENETICS
Theory **Credit- 4**

Unit – I: Fundamentals:

1. The historical development of Human genetics – major milestones.
2. Outline of the methodology human genetics: Family method, Twin Method, Cytogenetics, Population genetics.
3. Mendelian Genetics: Principles of Segregation and Independent assortment, Genotype and Phenotype, Back cross and Test cross, Punnet square.
4. Patterns of inheritance: Autosomal Dominant, Autosomal Recessive, X-linked Dominant, X-linked Recessive and Y-linked inheritance in human.
5. Chromosomal aberrations - Numerical (Genome) & Structural (Genic).
6. Exceptions & Extensions to Mendelian Inheritance: Linkage (Sex linkage and sex influenced traits), Penetrance, Expressivity, Co-dominance, Multiple allele, Polygenic, Multifactorial, Pleiotropy, Epistasis and Genomic imprinting (concept only).

Unit – II: Ecological Genetics and Polymorphism

1. Concept of Phenotype and Genotype, Phenocopy and Genocopy.
2. Concept of Genetic Polymorphism: haplotypes & haplogroups; transient polymorphism and balanced polymorphisms. Models explaining the maintenance of genetic polymorphism with reference to Sickle cell trait and Malaria.

Unit – III: Equilibrium of allele frequency: Hardy-Weinberg principle

1. Genotype and allele frequencies.
2. Concept of Hardy-Weinberg equilibrium (algorithm), its applications and exceptions.

Unit – IV: Dynamics of Allele Frequency: Evolutionary Forces - Mutation, Selection (pattern and mechanism), Genetic drift (bottle neck and founder effect), Gene flow/migration, Admixture & Inbreeding (inbreeding co-efficient and its genetic consequences).

Unit – V: Population structure and admixture in human populations: Concept of Random and non-random mating (positive and negative assortative mating), linkage disequilibrium.

ANTACOR11P: HUMAN GENETICS
Practical **Credit- 2**

Unit – I: Blood group typing - ABO blood group, Rh (D) (**at-least 10 subjects**).

Unit – II: Color Blindness: Deutan and Protan type. Estimation of carriers. Estimation of male female ratio (**at-least 10 subjects**)

Unit – III: Identification of Sex Chromatin (Inactivated X-Chromosomes): (**at-least 5 male & 5 female**)

Unit – IV: PTC taste testing ability: (**at-least 10 subjects**). Allele frequency estimation.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about genetics and the principles of human genetics.
2. They will learn about inheritance and the factors influencing inheritance.

3. They will also learn about the role of admixture in population structure.
4. From the practical component they will learn about blood grouping, identifying colour blindness and PTC tasters.
4. From the practical component they will learn about the use of blood group antigens and measuring biological diversity.

Suggested Readings:

1. Barua, S. (2002) *Human Genetics: An Anthropological Perspective*. Kolkata: Classique Books.
2. Bodmer, W. F. and Cavalli-Sforza, L. L. (1976) *Genetics, Evolution and Man*. San Francisco: Freeman.
3. Brooker, R. J. (2012) *Genetics: analysis & principles*. McGraw-Hill Companies, Inc.
4. Cavalli-Sforza, L. L. and Bodmer, W. F. (1971) *The Genetics of Human Population*. San Francisco: Freeman.
5. Cooper, D. N. and Kehrer-Sawatzki, H. (2008) *Handbook of Human Molecular Evolution*. Volume 2. John Wiley & Sons.
6. Crawford, M. .H. (2007) *Anthropological Genetics Theory, Methods and Applications*. Cambridge University Press.
7. Cummings, M. R. (2011) *Human Heredity: Principles and Issues*. 9th Edition. Brooks/Cole, Cengage Learning.
8. Gardner, D. J., Simmons, M. J. and Snustad, D. P. (2005) *Principles of genetics*. Singapore: John Wiley & Sons.
9. J Jurmain R, Kilgore L, Trevathan, W. (2006) *Essentials of Physical Anthropology* (7th Edition). Belmont: Wadsworth.
10. Jobling, M. A., Hurls, M. and Tyler-Smith, C. (2004) *Human Evolutionary Genetics: Origins, Peoples & Disease*. NY.
11. Lewis, R. (2009) *Human Genetics: Concepts and Applications* The McGraw–Hill Company, Inc.
12. Mange, E. J., Mange, A. P. (1997) *Basic Human Genetics*. Meerut: Rastogi Pub.
13. Patch, C. (2005) *Applied Genetics in Healthcare*. Taylor & Francis Group.
14. Relethford, J.H. (2012) *Human Population Genetics*. Wiley-Blackwell.
15. Russel, P. J. (1987) *Essentials of Genetics*. London: Blackwell Scientific Pub.
16. Stein, P. L. and Rowe, B. M. (1994) *Physical Anthropology*. New York: McGraw-Hill.
17. Stern, C. (1968) *Principles of Human Genetics*, New Delhi: Eurasia Pub. House.
18. Strachan, T. And Read, A. P. (2004) *Human Molecular Genetics*. Garland Science/Taylor & Francis Group.
19. Thompson, M. W., McInnes, R. R. and Willard, H. F. (1991) *Genetics in Medicine*. W B Saunders Co., Philadelphia.
20. Vogel, F. and Motulsky, A. G. (1996) *Human Genetics*. Springer

ANTACOR12T: ANTHROPOLOGY IN PRACTICE

Theory

Credit: 4

Unit – I: Applied Anthropology: Definition, Aim and scope; Applied, Action and Development Anthropology – Definition and Distinctiveness; Historical Development and Empirical examples from projects. Overview on Modernization, Dependency and World Systems Theory of Development Issues.

Unit – II: Role of Anthropology in Development:

1. Introduction to the Concepts of Development Anthropology & Anthropology of Development; Sustainable Development – Meaning, Characters Concept of Development and Welfare;
2. Development of tribal communities in India in relation to Economic, Social, Educational, Health & Environmental concern (Development programmes); Role of NGOs in Development Anthropology.

Unit – III: Constitutional Provisions and Human Rights: Constitutional Safeguards for SC's, ST's & OBC's; Human Rights – Definition, Characters, Constitutional Provisions related to Human Rights; International citizen's chartered on Human rights; United Nation's Millennium Development Goal; Composition and function of International, National and State Human Right Commission; Human rights of special category and marginal groups & child.

Unit – IV: Anthropology and Development in Indian Context: Major tool used in rural development and management – Rapid Rural Appraisal and Participatory Rural Appraisal; Local self Government (Constitutional provisions, Composition, Electoral Process, Membership, Functions, importance in decentralization of power) - Rural (*Panchayati Raj System*), Urban (Municipality and Municipal Corporation).

Unit – V: Managing the past: Threats to Archaeological Remains (Global and Regional); Protection of Archaeological Remains - Laws (UNESCO and Indian Penal Provisions); Presenting the Past - The Political Use of Archaeology, Archaeology and Land Rights, Archaeology and Identity.

ANTACOR12P: ANTHROPOLOGY IN PRACTICE

Practical

Credit: 2

Unit – I: A Project on Evaluation of any one Development Programme – Aim and Objective, Constitutional Provision, Concept and Functionaries, Available Data and any other relevant issues. (based on secondary data source) **OR** any Heritage Management Programme - Students will visit nearest heritage building/ cemeteries/ monuments and evaluate stages of preservation and maintenance, mode of protection and preservation of heritage buildings and shall have empirical idea on heritage protection and management.

Unit – II: Student will visit nearest Gram Panchayat or Municipality Office and collect information about the Composition of the Board, Different Stake holders, Functionary Mechanism, various Developmental and Welfare Programmes adopted, Special initiatives taken by the body for the area under its jurisdiction and any other relevant anthropological issues.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how anthropology originated and evolved in India.

2. They will learn about Indian society on the basis of some key concepts developed by various anthropologists and sociologists.
3. They will also learn about the contributions of some western anthropologists to understanding Indian society and culture.
4. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.

Suggested Readings:

1. Arya, A. and Kapoor, A.K. (2012) *Gender and Health Management in Afro-Indians*. New Delhi: Global Vision Publishing House.
2. Basu, A. and P. Aaby. (1998) *The Methods and the Uses of Anthropological Demography*. Oxford: Clarendon Press.
3. Bhowmik, P. K. (1990) *Applied-Action-Development Anthropology*. Kolkata: Institute of Social Research and Applied Anthropology.
4. *Census of India, 2001, 2011 and National Family Health Survey, 2006, 2010*.
5. Chaudhuri, B. (1982) *Tribal Development in India: Problems and Prospects*. Inter India Pub.
6. Eller, J. D. (2020) *Cultural Anthropology: Global Forces, Local Lives*. Routledge,
7. Ervic, A. M. (2000) *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, Boston, MA: Allyn and Bacon.
8. Erwin, A. (2004) *Applied Anthropology: Tools and Practice*. Allyn and Bacon.
9. Goodale, M. (2009) *Human Rights: An Anthropological Reader*. Wiley Blackwell.
10. Gupta, S. and Kapoor, A.K. (2009) *Human Rights among Indian Populations: Knowledge, Awareness and Practice*. New Delhi: Gyan Publishing House.
11. Halbar, B. G. and Khan, C. G. H. (1991) *Relevance of Anthropology – The Indian Scenario*. Jaipur: Rawat Publications.
12. Kapoor, A. K. (1998) *Role of NGO's in Human Development: A Domain of Anthropology*. J Ind Anthropol Soc., 33: 283-300.
13. Kapoor, A.K. and Singh, D. (1997) *Rural Development through NGO's*. Jaipur: Rawat Publications.
14. Kottak, C. P. (2008) *Cultural Anthropology*. McGraw Hill.
15. Kumar, R. K. and Kapoor, A. K. (2009) *Management of a Primitive Tribe: Role of Development Dynamics*. Delhi: Academic Excellence.
16. Margaret, A. G. (2003) *Applied Anthropology: A Career-Oriented Approach*, Boston: Allyn and Bacon.
17. Mehrotra, N. and Patnaik, S. M. (2008) *Culture versus Coercion: The Other Side of Nirmal Gram Yojna*, Economic and Political Weekly, 25-27.
18. Mishra, R. C. (2005) *Human Rights in a Developing Society*. Delhi: Mittal Publications.
19. Noaln, R. W. (2002) *Anthropology in Practice: Building a Career outside the Academy*. Lynne Reinner.
20. Patnaik, S. M. (1996) *Displacement, Rehabilitation & Social Change*. New Delhi: Inter-India Publications.
21. Scupin R, De-Corse, C. R. (2021) *Anthropology: A Global Perspective*. Los Angeles: SAGE.
22. Vidyarthi, L. P. (1981) *Tribal Development and its Administration*. New Delhi: Concept Publishing Company.
23. Vidyarthi, L. P. (1990) *Applied Anthropology in India – Principles, Problems and Case Studies*. Kitab Mahal.
24. Vidyarthi, L. P. (2014) *Applied Anthropology in India*. Kitab Mahal
25. Vidyarthi, L. P. and Sahay, B. N. (2001) *Applied Anthropology and Development in India*. New Delhi: National Publishing House.
26. Willen, S. S. (2012) *Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations*. Journal of Human Rights, 11:150–159.

SEMESTER – VI
ANTACOR13T: FORENSIC ANTHROPOLOGY
Theory **Credit: 4**

Unit – I: Introduction to Forensic Anthropology: Forensics - Definition, Brief history; Forensic Anthropology – Definition, Brief history, Scope and Application.

Unit – II: Identification of Bones and Teeth: Distinguishing bone & teeth from other materials; Identification of human and non-human skeletal remains; Attribution of ancestry; Age, Sex and Stature estimation from bones and footprints.

Unit – III: Personal Identification:

1. Complete and partial identification, methods of personal identification – application of anthropometry, anthroposcopy, occupational marks, scars, bite marks, tattoo marks, handwriting, deformities;
2. Dermatoglyphics and personal identification: History, development, scope and applications; Formation of fingerprint ridges, pattern types and patterns area; Palm Print: area, triradii, atd angle; Types of Fingerprints: Plastic, Visible and Latent Prints; Conventional and Modern methods for development of latent fingerprints; Recent advances: Fingerprint and Palm print Recognition, Automated Fingerprint Identification System.
3. Body Fluids and personal identification: Identification and individualization of bloodstain, urine, semen and saliva.

ANTACOR13P: FORENSIC ANTHROPOLOGY
Practical **Credit: 2**

Unit – I: Estimation of stature from long bones and footprints. Sex determination from human skull & pelvis. Estimation of age from teeth. (**at-least 2 samples**)

Unit – II: Dermatoglyphics (**at-least 5 subjects**) i) Finger dermatoglyphics: Identification of finger pattern types – Arch (Plain and Tented), Loop (Ulnar and Radial), Whorl (True, Twin loop, Lateral pocket loop, Central pocket loop), calculation of Pattern Intensity index. ii) Palmar dermatoglyphics: Identification of a, b, c, d, t triradii, Tracing of A, B, C, D Main Line, Main Line Formula, atd angle.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the aims and scope of forensic anthropology.
2. They will learn about identification of skeletal and non-skeletal human remains.
3. They will also learn about various methods of identifying living persons.
4. From the practical component they will learn about identification of individuals on the basis of bones, blood, urine, semen, saliva, dermatoglyphic traits and fingerprint and handwriting

Suggested Readings:

1. Bass W. M. (1971) *Human Osteology: A Laboratory and Field manual of the Human Skeleton*. Columbia: Special Publications Missouri Archaeological Society.
2. Black, S. and Ferguson, E. (2011) *Forensic Anthropology 2000 to 2010*. CRC Press, London.
3. Byers, S. N. (2008). *Forensic Anthropology*. Boston: Pearson Education LTD.
4. Cummins, H. and Midlo, C. (1961) *Fingerprints: Palms and Soles – An Introduction to Dermatoglyphics*. Philadelphia: Dover Publication. New York.

5. Gunn, A. (2009) *Essential Forensic Biology* (2nd ed). Chichester: Wiley-Blackwell
6. Klepinger L. L. (2006) *Fundamentals of Forensic Anthropology*. John Wiley & Sons., New Jersey.
7. Modi, R. B. J. P. 2013. *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
8. Reddy, V. R. (1985) *Dental Anthropology*, Inter-India Publication, New Delhi.
9. Spencer, C. (2004) *Genetic Testimony: A Guide to Forensic DNA Profiling*, Pearson, New Delhi.
10. 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.
11. Wilkinson, C. (2004) *Forensic facial reconstruction*. Cambridge University Press.

ANTACOR14T: ANTHROPOLOGY OF INDIA
Theory **Credit: 4**

Unit - I: Indian Anthropology: Origin, history, growth and development of Anthropology (Mentioning Phases or Stages); Major Contributions of some Indian Anthropologists: S. C. Roy, I. Karve, D. N. Majumdar, N. K. Bose, M. N. Srinivas, L. P. Vidhyarthi, B. S. Guha and S. S. Sarkar, H. D. Sankalia;

Unit - II: Role of Asiatic Society, Anthropological Survey Of India and Indian Anthropological Society in the development of Indian Anthropology.

Unit - III:

1. Village Studies in India: Concepts, features and types of village, Tradition and changes in Indian villages, Significance of village studies.
2. Contribution of some Indian Anthropologists to study Indian Villages - M. N. Srinivas, S. C. Dube, A. Beteille; Indian traditional social system: concept of Varna, Jati, Caste, Jajmani system.
3. Social Change: Concept, factor and reasons for social change, Concepts related to social change in India.
4. Basic Concepts: Great Tradition and Little Tradition, Universalization and Parochialization, Sanskritization and Westernization, Sacred Complex, Dominant Caste, Tribe-Case Continuum, Nature-Man-Spirit Complex, Industrialization, Urbanization, Culture Contact (Acculturation); The Hindu Method of Tribal Absorption.

ANTACOR14P: ANTHROPOLOGY OF INDIA
Practical **Credit -2**

Unit – I: Book Review: Students should read a basic Anthropological Book/Monograph on Indian Society thoroughly and learn the skill of reviewing a book. They should submit a hard copy of the review, with full Reference, duly signed by the concerned teacher(s) (within 500 words).

Unit – II: Project Report: The evaluation of project report should be considered on the following aspects - Highlight the contribution of any two contemporary Indian Anthropologists: as per the list mentioned in ANTACOR14 Unit 1.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various applications of anthropological knowledge and techniques.
2. They will learn about the role of anthropology in development practices.
3. They will also learn about Role of Anthropologists in Tribal welfare.

Suggested Readings:

1. Bernard, C. S. (2000) *India: The Social Anthropology of Civilization*, Delhi: Oxford University Press.
2. Bhasin, M.K., Watter, H. and Danker-Hopfe, H. (1994) *People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups*. Delhi: Kamla-Raj Enterprises.
3. Chaudhuri, B. (1982) *Tribal Development in India: Problems and Prospects*, New Delhi: Inter-India Publications

4. Danda, A.K. and Danda, D (eds). (2010) *Anthropology in India: Current Epistemology and Future Challenges*. Jhargram: INCAA.
5. Dube, S.C. (1992) *Indian Society*, National Book Trust, India: New Delhi.
6. Dumont, L. (1980) *Homo Hierarchicus*, University of Chicago Press.
7. Guha, B.S. (1931) *The racial attributes of people of India*. In: Census of India, 1931, vol I, Part III (BPO, Simla).
8. Gupta, D. (1991) *Social Stratification*, Delhi: Oxford University Press.
9. Haddon, A.C. (1929) *Races of Man*. London: Cambridge University.
10. Hasnain, N. (1991) *Readings in Indian Anthropology*. New Delhi: Harnam Publications.
11. Hasnain, N. (1992). *General Anthropology*, Jawahar Publishers and Distributors, New Delhi.
12. Kapoor, A. K. (1992) *Genetic Diversity among Himalayan Human Populations*. Jammu: Vinod Publishers.
13. Karve, I. (1961) *Hindu Society: An Interpretation*. Poona: Deccan College.
14. Lopez, D. S. (1995) *Religions of India in Practice*. Princeton University Press.
15. Majumdar, D. N. (1901) *Races and Culture of India*. Bombay: Asia Publishing House.
16. Malhotra, K.C. (1978) *Morphological Composition of people of India*. *J. Human Evolution*. Volume 7, Issue 1, Pages 45-53
17. Nicholas, D. (2001) *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
18. Trautmann, T. R. (2011) *India: Brief history of Civilization*. Delhi: Oxford University Press.
19. Upadhyay, V. S. and Pandey, G. (1997) *History of Anthropological Thought*. New Delhi: Concept Publishing Company.
20. Vidyarthi, L. P and Rai, B. K. (1976) *The tribal culture of India*. Delhi: Concept Publishing Co

DISCIPLINE SPECIFIC ELECTIVE

SEMESTER – V

CANDIDATES SHOULD CHOOSE ANY TWO (THEORY-PRACTICAL COMBINED) PAPERS FROM THREE OPTIONS (ANTADSE01T+ANTADSE01P; ANTADSE02T+ANTADSE02P; ANTADSE03T+ANTADSE03P)

ANTADSE01T: INDIAN ARCHAEOLOGY

Theory

Credit: 4

Unit – I: A brief historical perspective - from R. B. Foote till present.

Unit – II: Paleoenvironmental condition with special reference to Potwar Plateau and Kashmir, Son Valley, Narmada and Teri sites.

Unit – III: Survey of various cultural phases of Indian prehistory: Chronological phases and terminologies for the study of various cultural phases in different geographical regions.

Unit – IV: Lower Paleolithic Culture of India: Important sites and regions - Potwar plateau (works of de Terra and Paterson, current understanding), Rajasthan, Central and Southern India, Eastern India with special references to Bhimbetka, Attiripakkam, Chotanagpur Plateau.

Unit – V: Middle Paleolithic culture of India: Concept of Flake tool culture complex with special references to Bellan Valley, Nevasa and Narmada Valley.

Unit – VI: Upper Paleolithic Culture of India: Special references to Patan, Kurnool caves, Bagor and Tilwara, Sarai Nihar Rai. Upper Paleolithic Problem of India.

Unit – VII: Microlithic Culture of India: Special reference to Bagor, Langhnaj, Birbhanpur, Teri Sites, Adamgarh, Bhimbetka, Sarai Nihar Rai, Microlithic rock art of India.

Unit – VIII: Neolithic Culture of India: North India - Burzahom, South India- Bellary, Brahmagiri, Sanganakallu, Tekkalakota; Eastern and North-Eastern India - Assam, Deojali hading, Bengal-Bihar-Orissa Culture Complex, Neolithic culture of North West India - Kill-gul-Mohammad, Mahargarh beginning of village economy etc.

Unit – IX: Chalcolithic Culture of India: Use of Metal, Technology, Tools and Pottery, Central Indian Kayatha Culture, Ahar Culture, Northern Deccan- Malwa and Jorwe Culture.

Unit – X: Early Civilization: Origin and development of Harappan Civilization, Geographical distribution, extent and settlement pattern, Important excavated sites, Town Planning and Architecture, Trade, Economy, Technology and Art, Script, Socio-political and religious life, Decline- various causes.

Unit – XI: Beginning of Iron age and second Urbanization: Black and Red Ware culture (BRW), Painted Grey Culture (PGW), Northern Black Polished Ware culture (NBPW), Megalithic burial types- Menhirs, Dolmens, Alignments, Cairn Circle, Rock Cut Caves, Umbrella Stones (Kodakkal), Cists etc; Living megalith tradition.

Unit – XII: Brief ideas about preservation of cultural heritage of India.

ANTADSE01P: INDIAN ARCHAEOLOGY

Practical

Credit: 2

Unit – I: Toposheet Study (Ideas about scale, topo-sheet number and their meaning, ideas on making contour section from topo-sheet, assessment of vegetation cover, drainage pattern etc.)

Unit – II: Learning the use of Remote Sensing and GIS (Use of free RS/GIS software like Google Earth and/or ISRO Bhuvan)

Unit – III: Field Exploration (at least THREE days excluding dates of journey) OR Museum Visit. Field exploration: Students will be taken to field to study the geomorphological features (river terraces, exposed stratigraphic sections, hill, streams, soil types and other physical features of the area along with measurements wherever applicable) with the use of Topographic maps/ GPS and Grid methods. Preference should be given to known archaeological sites of India.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about prehistoric culture through the technique of manufacturing tools.
2. They will learn about the methods of climatic reconstruction.
3. They will also learn about Pleistocene chronology of India.
4. From the practical component they will learn about application of technology in archaeological field exploration.

Suggested Readings:

1. Bhattacharya, D. K. (1987) *Prehistoric Archaeology*. Delhi, Palika Prakashan.
2. Bhattacharya, D. K. (1996) *An Outline of Indian Prehistory*. Delhi, Palika Prakashan.
3. Fagan, B. M. and Durrani, N. (2013) *People of the Earth: An introduction of World Prehistory*. Pearson
4. Fagan, B. M. and Durrani, N. (2016) *Archaeology: A brief introduction*. Routledge
5. Sankalia, H. D. (1974) *Prehistory and Protohistory of India and Pakistan*. Poona: Deccan College.
6. Sankalia, H. D. (1982) *Stone Tool Type and Technology*. Delhi, B.R.Publication.

ANTADSE02T: ANTHROPOLOGY OF HEALTH
Theory **Credit: 4**

Unit – I: Introduction and Overview of the Field of Anthropology & Health: The unique place of anthropology in health science; Concepts of Health, Illness, Sickness, Healing and Disease in modern science and in cross-cultural perspective; Bio-medical versus naturalistic approaches; Limitations of modern health promotion and health care delivery programmes: family planning, child health and nutrition, immunization; Medical anthropological perspectives of health; Theoretical and applied medical anthropology;

Unit – II: Cultural Dimensions of health: Application of concepts of culture in population health – sick role models, variation in health seeking and health care practices; Culture competence and responsiveness in health care practice.

Unit – III: Measuring population / community health: Concepts of epidemiology, cultural epidemiology, morbidity and mortality; Epidemiology of diseases: Malaria, Tuberculosis, Leprosy, Diabetes, Cardiovascular disease, Sexually Transmitted Diseases (STDs), HIV/AIDS. Zoonotic disease and Pandemic: Ebola, Covid-19.

Unit – IV: Healing and Healers in Cross-Cultural Perspectives: Medical pluralism, Folk healers and alternative medicine, Shaman, Magic, Witchcraft and Sorcery, Ethnomedicine; Problems in evaluating efficacy; Sources of dissatisfaction with mainstream medicine.

Unit – V: Legal Aspects & Future Prospects for Health: International health organizations and policies; Critical issues in global health; Medical Ethics.

ANTADSE02P: ANTHROPOLOGY OF HEALTH
Practical **Credit: 2**

Unit – I: Make a Schedule on Anthropological study of health.

Unit – II: Identify any contemporary health, disease and health-care of any community and prepare a project report with reference to medical anthropological approaches.

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the relationship between anthropology and health.
2. They will learn about epidemiology of communicable diseases.
3. They will also learn about variation in healthcare systems in India.
4. From the practical component they will learn about how to map the diseases, identify the symptoms and take preventive or curative measures.

Suggested Readings:

1. Albrecht, G. L., Ray, F. and Scrimshaw, S. C. (eds.) (2000) *The Handbook of Social Studies in Health and Medicine*, Sage Publications.
2. Bannerman, R. H. O., Burton, J., Ch'en, W. C. (1983) *Traditional medicine and health care coverage: a reader for health administrators and practitioners*. Geneva: World Health Organization.
3. Basch, P. F. (1999) *Textbook of International Health*. New York: Oxford University Press.

4. Chen, L. C., Kleinman, A. and Ware, N. C. (1994) *Health and Social Change in International Perspective*. Harvard University Press.
5. Chin, J. (2000) *Control of Communicable Diseases Manual*. 17th Edition. American Public Health Association.
6. Coreil, J. and Mull, J. D. (1990) *Anthropology and Primary Health Care*, Boulder: Westview Press.
7. Hahn, R. A. (1999) *Anthropology in Public Health. Bridging Differences in Culture and Society*. New York: Oxford University Press.
8. Helman, C. G. (1994) *Culture, Health, and Illness*. 3rd ed. Oxford: Butterworth- Heinemann.
9. Helman, C. G. (2001) *Culture, Health, and Illness*. 4th ed. London: Arnold.
10. Inhorn, M. C. and Brown, P. J. (1997) *The Anthropology of Infectious Disease*. International health Perspectives. Gordon and Breach Publishers.
11. Khanna, R. and Kapoor, A. K. (2007) *Ethnic Groups and Health Dimensions*. New Delhi: Discovery Publishing House.
12. Koop, C. E., Pearson, C. E. and Schwartz, M. R. (2001) *Critical Issues in Global Health*. San Francisco: Jossey-Bass. A Wiley Company.
13. Mann, J. M., Gruskin, S., Grodin, M. A. and Annas, G. J. (1999) *Health and Human Rights*. New York: Routledge.
14. Mayer, K. H. and Pizer, H. F. (2000) *The Emergence of AIDS. The Impact on Immunology, Microbiology, and Public Health*. Washington, D.C.: American Public Health Association.
15. Nichter, M. and Nichter, M. (1996) *Anthropology and International Health*. Asian Case Studies. Gordon and Breach Publishers.
16. Paul, B. D. 1976. *Health, Culture, and Community: Case Studies of Public Reactions to Health Programs*. New York: Russell Sage Foundation
17. Tsui, A. O., Wasserheit, J. O. and Haaga, J. G. (1997) *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press.
18. Williams, C. D., Baumslag, N. and Jelliffe, D. B. (1994) *Mother and Child Health: Delivering the Services*. 3rd Edition. New York: Oxford University Press.

ANTADSE03T: TRIBAL DEVELOPMENT IN INDIA

Theory

Credit: 4

Unit – I: Tribal Development:

1. Anthropological Approach to Tribal Development – pre-independent and post-independent period; Concept of different tribal development programmes in India (ITDP, TRYSEM, TSP, LAMPS, NREGA, EMRS, Ashram School); Forest policies and tribes; Land alienation; Migration and occupational shift; Tribal arts and aesthetics; National Commission for ST's.
2. Tribal Displacement and Rehabilitation Problem, Role of Anthropologists in tribal welfare. Problems of exploitation and deprivation of Scheduled caste and Scheduled Tribe and other Backward Classes.; Impact of Globalization among Indian tribes.
3. Agencies: Ministry of Tribal Affairs, Tribal Research Institutes.

Unit – II: Tribal Movements in India: Santal Movement, Birsa Movement, Tebhaga Movement, Tana Bhagat movement and Jharkhand movement.

ANTADSE03P: TRIBAL DEVELOPMENT IN INDIA

Practical

Credit: 2

Unit – I: State-wise distribution of tribal population and generate Ethno-file in an Indian Map.

Unit – II: Preparation of a brief report (around 2500 words) on the Scheduled Tribes (ST) and Particularly Vulnerable Tribal Groups (PVTG) of India with the help of latest Census data available, Map showing distribution of STs & PVTGs (presentation by the students who would submit the handout of the presentation during evaluation).

N.B. Laboratory Note-Book/ Report / Handouts duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report / Handouts submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various concepts of tribes and the importance of studying them.
2. They will learn about the difficulties of differentiating between tribe and caste in India.
3. They will also learn about Tribal Movements in India, their causes and impacts.
4. From the practical component they will learn about distribution of various categories of tribes in India.

Suggested Readings:

1. Behera, D. K and Pfeffer, G. (1997) *Contemporary Society Tribal Studies* (Volume I to VII). New Delhi: Concept Publishing Company.
2. Bose, N. K. (1977) *Tribal Life in India*, New Delhi: National Book Trust.
3. Chaudhuri, B. (1982) *Tribal Development in India: Problems and Prospects*, New Delhi: Inter-India Publications.
4. Guha, B.S. (1931) *The racial attributes of people of India*. In: Census of India, 1931, vol I, Part III (BPO, Simla).
5. Haimendorf, F. (1982) *Tribes of India*, Bombay: Oxford University Press.
6. Mahapatra, L. K., (1972) "*Social Movements among the Tribes of India*", (edited by K.S. Singh), Tribal Situation in India, Simla: Indian Institute of Advanced Study.
7. Risley, H. H. (1891) *Tribes and Castes of Bengal* (Vol. 1 and Vol. 2), Calcutta: Bengal secretariat press.
8. Singh, K. S. (1982) *Tribal Movements in India*, Calcutta: Anthropological Survey of India.

9. Vidyarthi, L. P. and Rai B. K. (1976) *Tribal Culture in India*, New Delhi: Concept Publishing Company.
10. Vidyarthi, L. P. and Sahay, B. N. (1980) *Applied Anthropology in India*, New Delhi: National Publishing House.

**DISCIPLINE SPECIFIC ELECTIVE
SEMESTER – VI**

CANDIDATES SHOULD CHOOSE ANY ONE (THEORY-PRACTICAL COMBINED) PAPER
FROM TWO OPTIONS (ANTADSE04T+ANTADSE04P & ANTADSE05T+ANTADSE05P)
(ANTADSE06P MANDATORY)

ANTADSE04T: PHYSIOLOGICAL ANTHROPOLOGY

Theory

Credit: 4

Unit – I: Fundamentals of work physiology: homeostasis, metabolism and energy and Systems, exercise, respiratory system and haemodynamics (blood pressure, pulse rate, heart rate and oxygen-transporting system, blood flow, Hb, heamatocrit, etc).

Unit – II: Cardio-vascular and respiratory endurance, physical working capacity and physical fitness evaluation of response and assessment;

Relationship of body measurements with cardio-vascular and respiratory functions, aerobic and anaerobic exercise training, and health related fitness in sex and ethnic group.

Unit – III: Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory functions; physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease

Unit – IV: Factors affecting physical performance and capacity, relation between physique, body composition, nutrition and performance. Ageing and health related aspects.

ANTADSE04P: PHYSIOLOGICAL ANTHROPOLOGY

Practical

Credit: 2

Unit – I: Cardiovascular function (Measuring Blood pressure, pulse rate) (**at-least 10 subjects**)

Unit – II: Somatotyping: Heath-Carter method (**at-least 10 subjects**)

Unit – III: Measurement of Human Body Composition: general obesity, regional obesity (**at-least 10 subjects**)

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the fundamentals of work physiology.
2. They will learn about physiological adjustments to various environmental stresses.
3. They will also learn about the influence of factors like smoking, drinking and pollution on physiological performance.
4. From the practical component they will learn about how to measure cardiovascular function, respiratory function, somatotyping, etc.

Suggested Readings:

1. Case, R.M. (1985) *Variations in Human Physiology*. Manchester University Press.
2. Damon, A. (1975) *Physiological Anthropology*. London: Oxford University Press.
3. Frisancho. A. R. (1993) *Human Adaptation and Accommodation*. University of Michigan Press.
4. Guyton, A. C. and Hall, J. E. (2011) *Textbook of Medical Physiology*. Elsevier.

5. Hale, T. (2003) *Exercise Physiology*. John Wiley & Sons Inc.
6. McArdle, W. D., Katch, F. I. and Katch, V. L. (1991) *Exercise physiology: energy, nutrition, and human performance*. 3rd ed. Malvern, Pa.: Lea & Febiger.
7. Nageswari, K.S. and Sharma, S. (2006) *Practical workbook of Human Physiology*. Jaypee Brothers.
8. Powers, S. K. and Howley, E. T. 2007. *Exercise Physiology: Theory and Application to Fitness and Performance*. McGraw-Hill.
9. Sherwood, L. (2008) *Human Physiology: From Cells to Systems*. Brooks Cole.
10. Vander, A. J, Sherman, J. H. and Dorothys, L. (1978) *Human Physiology: The Mechanisms of Body Functions*. McGraw-Hill Education.
11. Wilansky, S. and Willerson, J. T. (2002) *Heart diseases in women*. Churchill Livingstone.
12. Wildmaier, E. P., Raff, H. and Strang, K. T. (2014) *Vander's Human Physiology: The Mechanisms of Body*. McGraw-Hill Education.

ANTADSE05T: RURAL AND URBAN ANTHROPOLOGY
Theory **Credit: 4**

Unit – I: RURAL ANTHROPOLOGY

1. Definition, Aim and Scope; Village Studies in India - Village as Unit of Indian Civilization, Historical genesis of Village Studies in India.
2. Village Community: Definition, Features and Changing perspectives;
3. Agrarian Social Structure, Agrarian Unrest & Changing Rural Society: Concept of Agrarian Social Structure, Faction. Meaning of land tenure system and land reforms in India.
4. Peasant Movements in India: Moplah Rebellion (1921); Naxalbari Struggle; Other Contemporary peasant struggles.
5. Changing Rural Society: factors - impact of urbanization, industrialization and modernization; Contemporary Rural – Cultural Changes.

Unit – II: URBAN ANTHROPOLOGY

1. Definition, Aim and Scope; Introducing the Concepts - Urban, Urbanism & Urbanization; Urbanization Process (Primary & Secondary) & Anthropology of Urbanization; Urban Anthropology - Historical discourse & Contemporary situation; Origin & Types of Cities; Cultural Role of Cities.
2. Methodological Issues & New Developments: Urban ethnography - concepts and methods, attribute analysis; Structural and functional paradigm of urban anthropology; Introducing contemporary urban issues - Urban space, Urban poverty, Urban inequality, Urban class; Urban ecology.

ANTADSE05P: RURAL AND URBAN ANTHROPOLOGY
Practical **Credit: 2**

Prepare a Project Report on **any two** of the following (1 Credit / project; Projects should be submitted under individual Mentor / Supervisor)

1. Visit urban / city life in a locality /a single apartment house or a housing community from one's own locality and prepare a brief report on the demography, the social-cultural inter-relationship attributes amongst the neighbours.
2. Prepare a brief report on any Popular Culture performance/ Ritual cum Festival in an urban locality
3. Photographs of events in city life with captions and texts relating to urban attributes.
4. A brief report with photography on any form of Urban Market (From hawker to shopping mall)

N.B. Laboratory Note-Book/ Report duly signed and/or forwarded by the teacher(s) / Mentor / Supervisor / HoD should be submitted before practical examinations for evaluation. The student will be evaluated on the basis of the Laboratory Note-Book/ Report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about urban anthropology and the role of an urban anthropology in planning and design of a city.
2. They will learn about how an urban society is formed.
3. They will also learn about the methodology of studying urban issues like slums and crimes.
4. From the practical component they will learn about studying, documenting and preparing a report on one of the problems of urban society.

Suggested Readings:

1. Childe, V. G. (1950) *Urban Revolution*. Town Planning Review. Liverpool
2. Desai, A. R. (1994) *Rural Sociology in India*. Bombay: Popular Prakashan.

3. Doshi, H. (1974) *Traditional Neighbourhood in a Modern City*. New Delhi: Abhinav Publications.
4. Doshi, S. L. & Jain, P. C. (2009) *Rural Sociology*. Jaipur: Rawat Publication.
5. Fox, R. (1977) *Cities in their Cultural Settings*. New Jersey: Prentice Hall.
6. Giuliana, B. P. & Pardo, I. (2013) *Urban Anthropology* in *Urbanites* Volm No. 3.
7. <http://www.oxfordbibliographies.com/>
8. Kosambi, M. (1994) *Urbanization and Urban Development of India*. New Delhi: ICSSR.
9. Leeds, A. and Sanjek, R. (2017) *Cities, classes and the social order*. Ithaca : Cornell University Press.
10. Louis, W. (1938) *Urbanism as a Way of Life*. In, *American Journal of Sociology*. 44: 1-24.
11. Low, S. M. (1996) *The Anthropology of Cities*. *Ann Rev Anthropol*. 25:383-409.
12. Mandelbaum, D.G. (2016) *Society in India*. Sage Publications.
13. Rao, M. S. A. (1974) *Urban Sociology in India*. Hyderabad: Orient Longman.
14. Rao, M.S.A. (1974) *Traditional Urbanism and Urbanization*. in Rao, M.S.A (ed) 1974, *Urban Sociology in India*. Hyderabad: Orient Longman.
15. Redfield, R. & Singer, M. (1954) *The Cultural Role of Cities in Economic Development and Culture Change*; Volume-III, No-I, pp.53-73. Indianapolis, Ind. : Bobbs-Merrill, College Division
16. Ross, A. D. (1961) *The Hindu Family in its Urban Setting*. Canada: University of Toronto press.
17. Singer, M. (1974) *The Great Tradition in a Metropolitan Centre* in Rao, M.S.A (ed) 1974, *Urban Sociology in India* Hyderabad: Orient Longman.
18. Singer, M. (1991) *Semiotics of Cities, Selves and Cultures - Explorations in Semiotic Anthropology*. New York: Mouton de Gruyter.
19. Singh, Y. (1999) *Modernization of Indian Tradition*. New Delhi: Rawat Publications.
20. Sinha, S. (1972) *Cultural Profile of Calcutta*, Calcutta: Indian Anthropological Society.
21. Southall, A. (1973) *Cross Cultural Studies of Urbanization*. New York: Oxford University Press.
22. Southall, A. (1998) *The City in Time and Space*. Cambridge: Cambridge University Press.

ANTADSE06P: DISSERTATION (MANDATORY)
Practical **Credit: 6**

Each student should undertake compulsory training for fieldwork on any community in any village or locality (tribal or multi-caste / multiethnic village) in India.

Duration: Not less than 12 days (excluding journey dates)

Before proceeding to fieldwork, at-least 18 lectures should be arranged for theoretical preparation and methodological issues on fieldwork.

Students may be allotted supervisor for the dissertation during 5th semester. The College may allot single Supervisor to all students OR alternatively they can allot individual supervisor to each student or group.

Guidelines for preparing the Field Report:

1. Relevance, Genesis and tradition of Field work in Anthropology,
2. Approaches to the preparation of present field work.
3. Aim and Objectives of the present study.
4. Techniques of data collection (as per theory syllabus)
5. General information of the study area.
6. The village and the people (including their Demographic profile).
7. Some aspects of material culture.
8. Subsistence pattern and principal occupations with case studies.
9. Local everyday markets *haat / bazaar*.
10. Some aspects of Social Organization.
11. Political organization (both traditional and modern).
12. Life cycle rituals and ceremonies (with at least two case studies each): Birth, Marriage, Death Rituals.
13. Local festivals.
14. Impact of development/ Welfare programmes: Problems and approaches- economy, health, education, infrastructure etc.

Reference style: Any one standard form e.g., Chicago, APA, Harvard etc., to be followed uniformly throughout the report.

N.B. Report duly signed and/or forwarded by the teacher(s) / Mentor / Supervisor / HoD should be submitted atleast 48 hours prior to the date of Examination at the Centre of Examination. The student will be evaluated on the basis of the report submitted and viva-voce.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how to do fieldwork.
2. They will learn about use of various techniques of data collection.
3. They will learn about classification, interpretation and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

**SKILL ENHANCEMENT COURSE
SEMESTER III**

**ANTSSEC01M: PUBLIC HEALTH AND EPIDEMIOLOGY
(To be chosen in 3rd Semester by students with Anthropology Honours)
Theory Credit: 2**

Unit – I: **Principles of Epidemiology in Public Health:** Definitions and scopes of Public Health and Epidemiology; Social-cultural determinants, policies, and practices associated with public health; Cultural, social, behavioural, psychological and economic factors that influence health and illness

Unit – II: **Health and Culture:** Bio-medical versus naturalistic approaches; limitations of modern health promotion and health care delivery programmes: family planning, child health and nutrition, immunization; Application of concepts of culture in epidemiology and public health, Cultural epidemiology.

Unit – III: **Epidemiology of disease:** understanding etiology of communicable and non-communicable diseases: Malaria, STD, HIV/AIDS, Diabetes, Cancer, Cardiovascular diseases, Mental and emotional disorders, zoonotic disease and pandemic (Ebola and Covid-19); determining change in trend over time: prevalence and incidence; implementation of control measures;

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about how a community health centre works and delivers healthcare to the people.
2. They will also learn how to document the healthcare delivery systems as they exist in actual situations.
3. From the practical component they will learn about collection of data on healthcare delivery and preparation of a report on the same.

Suggested Readings:

1. Aschengrau A and Seage GR. (2008). Essentials of Epidemiology in Public Health. Boston, Massachusetts.
2. Edberg M. (2013). Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition, Jones and Bartlett Publishers.
3. Gordis L. (2004). Epidemiology. Third edition. Philadelphia: Elsevier Saunders.
4. Griffith JR and White KR. (2010). The Well-Managed Healthcare Organization. Health Administration Press: Chicago, IL.
5. Hahn RA and Inhorn MC. (2009). Anthropology and Public Health. 2nd Ed. New York: Oxford University Press.
6. Kovner AR, McAlearney AS, Neuhauser D. (2013). Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
7. Lee LM. (2010). Principles and Practice of Public Health Surveillance. Oxford University Press
8. Merson M, Black RE, Mills A. (2006). International Public Health: Diseases, Programs, Systems and Policies. Jones & Bartlett Learning.
9. Pagano M and Gauvreau K. (2000). Principles of Biostatistics. Belmont, CA: Wadsworth.
10. Remington PL, Brownson RC, and Wegner MV. (2010). Chronic Disease Epidemiology and Control. American Public Health Association.
11. Turnock B. (2011). Essentials of Public Health. Jones & Bartlett Publishers
12. Turnock B. (2011). Public health. Jones & Bartlett Publishers.

SEMESTER IV
ANTSSEC02M: ANTHROPOLOGY OF TOURISM
(To be chosen in 4th Semester by students with Anthropology Honours)
Theory **Credit: 2**

Unit – I: Concept of Anthropology of Tourism: aspects and prospects, anthropological issues and theoretical concerns, tourist as ethnographer; pilgrimage and Authenticity Issues.

Unit – II: Past and present of Anthropology of Tourism: Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys and tourism.

Unit – III: Implications of tourism as a major mechanism of cross-cultural interaction; tourism and the commodification of culture, culture change, Globalization, Tourism and Terrorism.

Unit – IV: New Directions in the Anthropology of Tourism: applied aspects of anthropology in tourism development and planning, Ecotourism and sustainable development, role of museums and other branches of the cultural industries (including music, art, and food) in tourism economies.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various types of tourism and how anthropologists look at them.
2. They will also learn about various aspects of tourism management, promotion of tourism, local culture and local economy.
3. From the practical component they will learn how tourism and travel agencies actually function, how they serve the tourists, and how they make a living not only for themselves but also for many engaged in subsidiary activities like providing transport, guide, etc.

Suggested Readings:

1. Chambers E. (2000). *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.
2. Crick M. (1994). *Anthropology and the Study of Tourism: Theoretical and Personal Reflections*. In Crick M (eds.). *Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism*. Chur, Switzerland: Harwood Publishers.
3. Crick M. (1995). *The Anthropologist as Tourist: An Identity in Question*. In Lanfant MF, Allcock JB, Bruner EM (eds.) *International Tourism: Identity and Change*. London: Sage. pp. 205-223.
4. Dann G. (2002). *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.
5. Dann GMS, Nash D and Pearce PL. (1988). *Methodology in Tourism Research*. *Annals of Tourism Research*. 15:1-28.
6. Gmelch SB. (2004). *Tourists and Tourism: A Reader*. Long Grove: Waveland.
7. Graburn NHH. (1977). *Tourism: The Sacred Journey*. *Hosts and Guests: The Anthropology of Tourism*. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
8. Hitchcock. (1997). *Cultural, Economic and Environmental Impacts of Tourism among the Kalahari*. In Chambers E (eds.) *Tourism and Culture: An Applied Perspective*. SUNY Press.
9. Kirshenblatt-Gimblett B.(1998). *Destination Culture: Tourism, Museums, and Heritage*. University of California Press.
10. Lippard LR. (1999). *On the Beaten Track: Tourism, Art and Place*. New Press.
11. Nash D. (1996). *Anthropology of Tourism*. New York: Pergamon.
12. Picard M and Wood R. (1997). *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.

13. Richard B. (1992). *Alternative Tourism: The Thin Edge of the Wedge*. In Valene Smith and Eadington Tourism (eds.). *Alternatives: Potentials and Problems in the Development of Tourism*. University of Pennsylvania Press.
14. Wood R. (1997). *Tourism and the State: Ethnic Options and the Construction of Otherness*. In Picard and Wood *Tourism, Ethnicity and the State in Asian and Pacific Societies*. University of Hawaii Press.