

Curriculum for BA Anthropology (Honours)


Under Choice Based Credit System (CBCS)
of Learning Outcomes-based Curriculum Framework (LOCF)
for **three years Undergraduate Programme in Anthropology**

Effective from the academic session 2021-22



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05/7/2021
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Preamble

The purpose of a Learning Outcome-based Curriculum Framework is to change the paradigm of higher education from a teacher-centric to learner-centric curriculum. It is hoped that this paradigmatic change will bring about a significant improvement in the quality of higher education and make the learners both competent and confident to face the challenges of a modern competitive world. The philosophy of this new curriculum framework is pragmatism, to realise that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country but also to produce employed graduates and postgraduates. After all, it is not prudent to expect an unemployed youth to cherish values like humanity and responsibility towards the nation; he/she first needs to have a productive employment to nourish such values. Hence, the new curriculum framework for Anthropology seeks to make higher education in India learner-centric so that our graduates and postgraduates not only have a more holistic understanding of their subject but also be able to better serve the humanity with dignity and honour, which can be expected only if they are able to secure productive employment after completing their higher education degrees.

What is worrisome is truly realising the purpose of this new curriculum framework, given the vast differences in the manpower and infrastructure resources of the higher educational institutions in India. If some of them are already over hundred years old and are burdened with their own baggages, some are just about a decade old and have not even found their moorings as yet. The sheer number of colleges and universities that have emerged during the past of couple of decades, often without adequate infrastructure, qualified teachers, decent salary or regular status of teachers, is a challenge for a regulating institution like the UGC which is mandated to maintain quality in higher educational institutions. The purpose may be greatly realised by conducting country-wide orientation to teachers of higher educational institutions, but each institution on its part needs to walk an extra mile for achieving a higher quality of education and better employability of their students.

Introduction to Anthropology

Anthropology poses itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce useful generalisations about people and their behaviour to arrive at the fullest possible understanding of human diversity. Anthropologists try to seek answers to an enormous variety of questions about humans. They are interested in discovering when, where and why humans first appeared on the earth; how and why they have changed since then; how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar/different norms, values, customs, beliefs and practices.

Anthropologists are generally thought of as individuals who travel to little known corners of the world to study people with simple technology or who dig deep into the earth to uncover the fossil remains or tools of people who lived long ago. Beginning with the earliest humans, who lived millions of years ago, anthropology traces human development from the beginning till the present. In fact, every human population, and not just the tribes and peasants, as is often made out, is of interest to anthropologists.

Anthropologists not only study all varieties of people, they also study all aspects of human population. For example, when describing a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, the social organisation, the general features of their language, the group's settlement patterns, political and economic systems, religion, styles of art and dress. Some are of course concerned primarily with biological or physical characteristics of human populations; others are interested principally in what we call cultural or linguistic characteristics. There are also some who study the prehistoric cultures and still others who study the human languages in order to understand their culture and society.

Learning Outcome-based Approach to Curriculum Planning in Anthropology

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is that higher education qualifications such as a Bachelor's Degree programme in Anthropology is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the undergraduates in Anthropology. The National Curriculum Framework for Undergraduate Studies in Anthropology, therefore, is an outcome-based framework. Learning outcomes specify what students completing a particular programme of study are expected to know and be able to do at the end of their programme of study. The learning outcomes indicate the knowledge, skills, attitudes and values that are required to enable the students to effectively participate in knowledge production and in the knowledge economy, improve national competitiveness in a globalized world and foreequipping young people with skills relevant for global and national labour markets and enhancing the opportunities for social mobility.

1. Nature and Extent of the Undergraduate Programme in Anthropology

The National Curriculum Framework for Undergraduate Studies in Anthropology is an outcome-based framework based on the expected learning outcomes and academic standards that are expected to be demonstrated by the holder of a qualification. The key outcomes that

help curriculum planning at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course-level Learning Outcomes.

2. Aims of Bachelor Degree Programme in Anthropology

The overall aims of the LOCF for Anthropology at UG level are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes that are expected to be demonstrated by a graduate;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate student should be capable of demonstrating on successful completion of study;
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate graduate mobility; and
- provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

Graduate Attributes in Anthropology

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as a responsible citizen of the country. The Attributes define the characteristics of a student's degree programme, and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should

acquire/attain and demonstrate. Some of the desirable attributes which a graduate should demonstrate will include the following:

- **Disciplinary Knowledge:** Demonstrate basic knowledge and understanding of one or more disciplines that form a part of the UG programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- **Communication Skills:** Express thoughts and ideas in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical Thinking:** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.
- **Analytical Reasoning:** Demonstrate the ability to evaluate the reliability and relevance of evidence, identify flaws in the arguments of others, draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
- **Research-related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- **Collaboration/Cooperation/Teamwork:** Demonstrate ability to work with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or team in the interests of a common cause and work as a member of a team.

- **Scientific Reasoning using Quantitative/Qualitative Data:** Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data.
- **Reflective Thinking:** Demonstrate sensibility to lived experiences.
- **Information/Digital Literacy:** Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- **Self-Directed Learning:** Demonstrate ability to identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Demonstrate knowledge of the values and beliefs of multiple cultures, effectively engage in a multicultural society, and interact respectfully with diverse groups.
- **Moral and Ethical Awareness/Reasoning:** Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviours such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.
- **Community Engagement:** Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
- **Leadership Readiness/Qualities:** Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout

ut life,throughself-pacedandself-directedlearningaimedatpersonaldevelopment,meeting economic,socialandculturalobjectives,andadaptingtochangingtradesanddemandsof work place through knowledge/skilldevelopment/reskilling.

Qualification Descriptors in Anthropology

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The qualification descriptors also describe the academic standard for a specific qualification in terms of the level of knowledge and understanding and the skills and competencies that the holders of the qualification are expected to attain and demonstrate.

Qualification descriptors include a statement of outcomes, the achievement of which a student should be able to demonstrate at the end of the UG programme of study for the award of the qualification. These descriptors also indicate the national threshold academic standard for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning opportunities and assessment are expected to be designed to provide every student with the opportunity to achieve, and to demonstrate achievement of, the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable outcomes which a graduate should be able to demonstrate are as follows:

The students who complete three years of full-time study of an undergraduate programme of study in Anthropology will be awarded a Bachelor's Degree. Some of the desirable learning outcomes which a student should be able to demonstrate on completion of a Bachelor's Degree will include the following:

- Demonstrate a fundamental or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wider range of sources, and their application, analysis and evaluation using methodologies as

appropriate to the subject(s) for formulating evidence-based solutions and arguments.

- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s).
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

Programme Learning Outcomes for Graduates in Anthropology

The outcomes and attributes described in qualification descriptors are attained by learners through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which specify the intended outcomes from that programme of study which must be achieved for the award of a specific degree. The programme learning outcomes are aligned with the relevant qualification descriptors.

Programme learning outcomes are quite broad and are designed to capture the knowledge, skills, attitudes and values that are acquired through a programme of study. Programme learning outcomes will include disciplinary-area specific skills that a programme cultivates and generic skills, including transferable global skills and competencies, the achievement of which the students of specific programme of study should be able to demonstrate on completion of the UG programme of study for the award of the graduate degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. Programme learning outcomes outline the minimum essential learning required to successfully complete a programme of study. They also help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates/postgraduates of a given programme of study. A programme of study may be mono-disciplinary, multi-disciplinary or inter-disciplinary.

Some examples of desirable learning outcomes (disciplinary-area specific skills, generic skills and attributes) that an undergraduate student of Anthropology should be able to:

- Demonstrate a fundamental or coherent understanding of the academic field of

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Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects; and (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service.

- Demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with Anthropology.
- Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software, and report accurately the findings of the experiment/field investigations.
- Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communications skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) ICT skills; and (v) personal skills such as the ability to work both independently and in a group.
- Demonstrate professional behaviours such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviours such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii) the ability to identify the potential ethical issues in work-related situations; and (iii) promoting a safe learning and working environment.

Duration of Programme

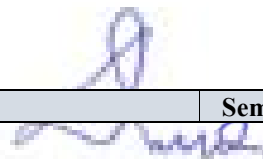
Bachelor of Arts (B.A.) in Anthropology is three years course and include six continuous semesters under LOCF-CBCS.

Programme Structure

1. The syllabus for B.A. in Anthropology is drafted as per the UGC guidelines for Learning Outcomes based Curriculum Framework (LOCF) based approach with an aim to equip the students with knowledge, skill, values and attitude.
2. Usually a course refers to a 'paper' and is a component of an academic programme.
3. The programme includes:
 - 3.1. Core Courses: A core course is a compulsory paper to be studied by all the students to complete the requirements for the undergraduate degree.
 - 3.2. Elective Courses: Elective course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/ subject/ domain or nurtures the candidate's proficiency/ skill is called an Elective course.
 - 3.2.1. Discipline Specific Elective (DSE) Courses: It shall be supportive to the discipline of study, providing an expanded scope, enabling an exposure to some other discipline/ domain, and nurturing student's proficiency/ skill.
 - 3.2.2. Generic Elective (GE) Course: An elective course chosen generally from other discipline(s)/ Subject(s), with an intention to seek exposure is called a Generic Elective.
 - 3.2.3. Ability Enhancement Courses: The Ability Enhancing Courses may be of two kinds:
 - a. Ability Enhancement Compulsory (AEC) Courses: The courses which lead to knowledge enhancement. These courses are mandatory.
 - b. Skill Enhancing Course (SEC): These courses are skill-based and/ or value-based and aimed at providing hands-on-training, competencies, skills, etc. These courses are mandatory and shall be chosen from a pool of such courses prescribed in the syllabi of various subsidiary subject and Arts/ Subjects available in the College/ University.
4. To acquire a B.A. Anthropology degree, a student shall have to study 14 (fourteen) Core Course, 4 (four) Discipline Specific Elective (DSE) courses, 4 (four) Generic Elective (GE) courses, 2 (two) Skill Enhancement Courses (SEC) along with 2 (two) Ability Enhancement Compulsory (AEC) courses (Refer to the Table 1).

Table 1: Course structure for BA in Anthropology

Semester	Core Courses (CC)	Elective Courses	Semester wise
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		DSE	GE	AEC	SEC	credits
I	CC1, CC2	-	GE1	AEC1	-	22
II	CC3, CC4	-	GE2	AEC2	-	22
III	CC5, CC6, CC7	-	GE3	-	SEC1	28
IV	CC8, CC9, CC10	-	GE4	-	SEC2	28
V	CC11, CC12	DSE1, DSE2	-	-	-	24
VI	CC13, CC14	DSE3, DSE4	-	-	-	24
Total Minimum Credits	84	24	24	8	8	148

- The minimum and the maximum credit requirements for BA Anthropology degree shall be 148 and 160 respectively. Students may pursue courses for additional 12 credits on their own (Students Refer to “*Rajiv Gandhi University Regulations for Choice based Credit system for under-graduate courses, 2021*”).
- Semester-wise distribution of courses for B.A. in Anthropology programme under CBCS and the credit distribution, mark allotment and credit hoursdistribution shall be as follows (table 2 to 7):

Table 2: Semester-wise course distribution

Semester	Course Code	Course Name	Credit			
			L	T	P	Total
I	ENG-A-111 or HIN-A-111	Ability Enhancement Compulsory Course (AEC-1)	3	1	0	4
	ANT-C-112	Introduction to Biological Anthropology	4	0	2	6
	ANT-C-113	Introduction to Social- Cultural Anthropology	4	0	2	6
	ANT-G-114	Generic Elective (GE-1)	4	0	2	6
II	EVA-A-121	Environmental Studies (AEC-2)	2	0	2	4
	ANT-C-122	Introduction to Archaeological Anthropology	4	0	2	6
	ANT-C-123	Fundamentals of Human Origin & Evolution	4	0	2	6
	ANT-G-124	Generic Elective (GE-2)	4	0	2	6
III	ANT-C-211	Tribes and Peasants in India	4	0	2	6
	ANT-C-212	Human Ecology: Biological and Cultural Dimensions	4	0	2	6
	ANT-C-213	Biological Diversity in Human Populations	4	0	2	6
	ANT-S-214	Skill Enhancement Course (SEC-1)	2	0	2	4
	ANT-G-215	Generic Elective (GE-3)	4	0	2	6
IV	ANT-C-221	Theories of Culture and Society	4	0	2	6
	ANT-C-222	Human Growth and Development	4	0	2	6
	ANT-C-223	Research Methods	4	0	2	6
	ANT-S-224	Skill Enhancement Course (SEC-2)	2	0	2	4
	ANT-G-225	Generic Elective (GE-4)	4	0	2	6

V	ANT-C-311	Fundamentals of Human Genetics	4	0	2	6
	ANT-C-312	Anthropology of India	4	0	2	6
	ANT-D-313	Discipline Specific Elective (DSE-1)	4	0	2	6
	ANT-D-314	Discipline Specific Elective (DSE-2)	4	0	2	6
VI	ANT-C-321	Forensic Anthropology	4	0	2	6
	ANT-C-322	Anthropology in Practice	4	0	2	6
	ANT-D-323	Dissertation & Viva Voce (DSE-3)	0	3	3	6
	ANT-D-324	Discipline Specific Elective (DSE-4)	4	0	2	6

Note: The number of credits is given above is in form L:T:P, where L,T and P indicates Lecture, Tutorial and Practical laboratory credits respectively. Each lecture credit corresponds to one lecture hour per week, each tutorial credit corresponds to one tutorial hour per week while each laboratory credit corresponds to two laboratory hours per week. For examples, 4:0:2 credits indicate that the course has 4 lectures, no tutorial session and two laboratory hours each week.

7. Selection of the following Elective courses shall be governed by “*Rajiv Gandhi University Regulations for Choice based Credit system for under-graduate courses, 2021*” and students should refer to the provisions mentioned therein.

Table 3: Discipline Specific Elective (DSE)

Semester	Paper type	Course Code	Course Name	Credit			
				L	T	P	Total
V	DSE-1	ANT-D-313a	Palaeoanthropology	4	0	2	6
		ANT-D-313b	Sports and Nutritional Anthropology	4	0	2	6
		ANT-D-313c	Physiological Anthropology	4	0	2	6
	DSE-2	ANT-D-314a	Tribal Cultures of India	4	0	2	6
		ANT-D-314b	Anthropology of Religion, Politics and Economy	4	0	2	6
		ANT-D-314c	Fashion Anthropology	4	0	2	6
		ANT-D-314d	Indian Archaeology	4	0	2	6
VI	DSE-3	ANT-D-323	Dissertation & Viva Voce	0	3	3	6
	DSE-4	ANT-D-324a	Anthropological Demography	4	0	2	6
		ANT-D-324b	Forensic Dermatoglyphics	4	0	2	6
		ANT-D-324c	Human Genetics	4	0	2	6
		ANT-D-324d	Urban Anthropology	4	0	2	6
		ANT-D-324e	Anthropology of Health	4	0	2	6
		ANT-D-324f	Visual Anthropology	4	0	2	6

NOTE: The Students shall select 2 (two) DSE each in V and VI semester

Table 4: Ability Enhancing Compulsory Course (AEC)

Semester	Course Code	Course Name	Credit			
			L	T	P	Total
I	ENG-A-111	Communicative English	3	1	0	4
	HIN-A-111	Hindi Sikshan	3	1	0	4

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II	EVA-A-121	Environmental Studies	4	0	0	6
NOTE: The Students shall select 1 (two) AEC in I semester.						

Table 5: Skill Enhancing Compulsory Course (SEC)

Semester	Course Code	Course Name	Credit			
			L	T	P	Total
III	ANT-S-214a	Public Health and Epidemiology	2	0	2	4
	ANT-S-214b	Business and Corporate Anthropology	2	0	2	4
IV	ANT-S-224a	Media Anthropology	2	0	2	4
	ANT-S-224b	Tourism Anthropology	2	0	2	4
NOTE: The Students shall select 2 (two) SEC, one each in III and IV semester from either his/her own discipline or other allied/ cognate disciplines in order to fulfill the mandatory requirement of minimum 8 credits.						

Table 6: Generic Elective (GE)

Semester	Course Code	Course Name	Credit			
			L	T	P	Total
I	ANT-G-114	Museum and Cultural Resource Management	4	0	2	6
II	ANT-G-124	Anthropology of Tribal Development	4	0	2	6
III	ANT-G-215	Anthropology of Gender	4	0	2	6
IV	ANT-G-225	Tribal cultures of India	4	0	2	6
NOTE:						
<ul style="list-style-type: none"> • GEs given above are for the students of subsidiary disciplines/subjects (Refer to the above-mentioned regulation). They shall select one GE in each semester from I to IV semester, either exclusively from one subsidiary discipline or 2 courses each from two subsidiary disciplines. • Students of Anthropology shall accordingly choose 4 GEC from the available subsidiary disciplines in Arts, Science & Technology, and Commerce, except their own available in the College/University. 						

Table 7a: Course wise mark allotment and credit hour for Semester I

Semester I								
Course Code	Course Name	Marks Allotment			Credit hours			
		IA	ESE	PE	L	T	P	Total
ENG-A-111 HIN-A-111	Communicative English OR Hindi Sikshan	20	80	00	45	15	00	60
ANT-C-112	Introduction to Biological Anthropology	20	60	20	60	0	60	120
ANT-C-113	Introduction to Social- Cultural Anthropology	20	60	20	60	0	60	120
ANT-G-114	Museum and Cultural Resource Management	20	60	20	30	0	60	90

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Table 7b: Course wise mark allotment and credit hour for Semester II

Semester II								
Course Code	Course Name	Marks Allotment			Credit hours			
		IA	ESE	PE	L	T	P	Total
EVA-A-121	Environmental Studies (AEC-2)	20	80	00	60	00	00	60
ANT-C-122	Introduction to Archaeological Anthropology	20	60	20	60	00	60	120
ANT-C-123	Fundamentals of Human Origin & Evolution	20	60	20	60	00	60	120
ANT-G-124	Anthropology of Tribal Development	20	60	20	30	00	60	90

Table 7c: Course wise mark allotment and credit hour for Semester III

Semester III								
Course Code	Course Name	Marks Allotment			Credit hours			
		IA	ESE	PE	L	T	P	Total
ANT-C-211	Tribes and Peasants in India	20	60	20	60	00	60	120
ANT-C-212	Human Ecology: Biological and Cultural Dimensions	20	60	20	60	00	60	120
ANT-C-213	Biological Diversity in Human Populations	20	80	00	60	00	00	60
ANT-S-214a OR ANT-S-214b	Public Health and Epidemiology OR Business and Corporate Anthropology	20	80	00	30	00	60	90
ANT-G-215	Anthropology of Gender	20	60	20	30	00	60	90

Table 7d: Course wise mark allotment and credit hour for Semester IV

Semester IV								
Course Code	Course Name	Marks Allotment			Credit hours			
		IA	ESE	PE	L	T	P	Total
ANT-C-221	Theories of Culture and Society	20	60	20	60	00	60	120
ANT-C-222	Human Growth and Development	20	60	20	60	00	60	120
ANT-C-223	Research Methods	20	80	00	60	00	00	60
ANT-S-224a OR ANT-S-224b	Media Anthropology OR Tourism Anthropology	20	80	00	30	00	60	90
ANT-G-225	Tribal cultures of India	20	60	20	30	00	60	90

Table 7e: Course wise mark allotment and credit hour for Semester V

Semester V								
Course Code	Course Name	Marks Allotment			Credit hours			
		IA	ESE	PE	L	T	P	Total
ANT-C-311	Fundamentals of Human Genetics	20	60	20	60	00	60	120

ANT-C-312	Anthropology of India	20	60	20	60	00	60	120
ANT-D-313 a/b/c	Discipline Specific Elective (DSE-1) (Refer Table 3)	20	60	20	60	00	60	120
ANT-D-314 a/b/c/d	Discipline Specific Elective (DSE-2) (Refer Table 3)	20	60	20	60	00	60	120

Table 7f: Course wise mark allotment and credit hour for Semester VI

Semester VI								
Course Code	Course Name	Marks Allotment			Credit hours			
		IA	ESE	PE	L	T	P	Total
ANT-C-321	Forensic Anthropology	20	60	20	60	00	60	120
ANT-C-322	Anthropology in Practice	20	60	20	60	00	60	120
ANT-D-323	Dissertation & Viva Voce (DSE-3)	20	Report = 50 Viva voice = 30		00	45	90	135
ANT-D-324 a/b/c/d/e/f	Discipline Specific Elective (DSE-4) (Refer Table 3)	20	60	20	60	00	60	120

NOTE: In table 7a to 7f,

IA = internal assessment, ESE = end semester exam, PE = practical exam

Teaching Learning Process

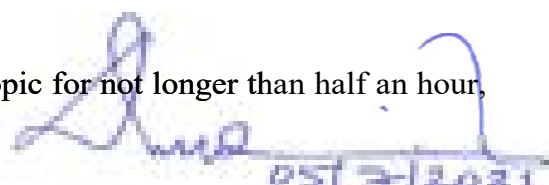
Every discipline and programme of study lends itself to systematic exposition and the ordered and structured acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and data, will constitute an important aspect of the teaching-learning process. Teaching methods may include lectures followed by Q&A session or group discussion, practical work, use of prescribed textbooks, electronic resources and other self-study materials, project work, which may be individual or team-based, activities devoted to subject-specific and interdisciplinary skills development, internship and visits to industrial or other research facilities etc.

One of the reasons why the content of the various courses has been deliberately kept light is to allow teachers to spare enough time to check out if the students have understood what they have read on their own or what they have been taught in the class. There is usually little or no time for this under the semester system, as the semester system keeps everyone on their toes. Hence, the following steps for teaching-learning process are proposed here:

One, a teacher announces the topics of his/her lectures for the entire unit well in advance and also provides references and reading materials for each topic.

Two, if reading materials are not easily available a teacher may circulate the outline of his/her lecture through emails to his/her students and ask them to read the same when they come to class.

Three, a teacher lectures on the pre-determined topic for not longer than half an hour,


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highlighting the main points about the topic and highlighting the point(s) that may be discussed during the next half an hour.

Four, the second half of the class should be devoted to question-answer session. Where students are shy of asking questions, such as in Northeast Indian universities, roster of two/three students per class may be prepared for the question-answer session. This helps the students to prepare themselves mentally about the questions to be asked as well as the structure of the questions to be asked. This may however not be an issue in universities where students ask questions in the class, but even in such cases a teacher should encourage everyone to ask questions rather than a few students asking questions all the time and a majority of them never asking any question. This care should be taken particularly in classes that are large, say about 100, where it is not easy to keep track of who are asking questions and who are not.

Five, if a teacher is not able to elicit any questions from the students who are scheduled to raise questions in a particular class, he/she should instead ask them questions and while doing so the questions must be related to the topic already decided for the class and the questions should be asked to test their knowledge and not their ignorance. Encouraging the students to ask questions should be considered as one of the professional duties of a teacher for it is only through the questions they ask does a teacher get to know whether or not they have learnt what they are supposed to have learnt. Asking questions also helps students to learn better not just about the subject but also about communications skills which are equally important for successful career.

But if a teacher is not in a position to answer the questions satisfactorily, which is quite natural sometimes, he/she should give the answer in the next class before starting a new topic scheduled for that day.

Six, the practice of conducting written tests on predetermined dates, which is the usual practice in most Indian universities today, may be discontinued because generally the students read for a couple of days prior to the test and forget about it soon after the test is over. Instead internal evaluation of students may be based partly or fully on the basis of their performance during the question-answer session.

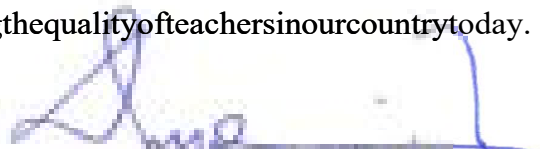
Seven, where conducting written tests is unavoidable, it may be done without prior notice. Their performance at such tests is a better test of what they know than evaluating their performance at pre-announced tests, which only show how much they have read during the past few days. Unannounced tests also compel the students to be more regular and attentive in

their classes. However, the end-term examination may be held on pre-determined dates.

Eight, it may be remembered that there are basically two factors that influence teaching-

learning process and they are reading habit and command in the medium of instruction. If they are not in the habit of reading, which may be due to lack of opportunity or interest, learning becomes that much more difficult. But reading is not something the students most naturally prefer to do. Hence, it has to be incentivised by linking reading with the evaluation process of the university. Similarly, if a student has poor command in the medium of instruction, a teacher he/she will not be able to learn satisfactorily as the one with better command in the same. Therefore, it is suggested that every university should conduct tutorials for those students who lack reading habit and/or command in the medium of instruction. If the students are not empowered in this manner the dream of a learner-centric curriculum framework cannot be materialised. In order to make learning a meaningful and fruitful exercise, enabling conditions must be created for the learners and that should be one of the priorities of every college or university of the twenty-first century India.

Finally, a word on the teachers whose role becomes even more important when education becomes learner-centric than when it is teacher-centric. Incidentally, they become teachers in colleges and universities without any training while even a mason or a barber cannot be what they are without training. Anyone who is appointed as a faculty member in any higher educational institution—whether public or private—must therefore be asked to undergo at least three months 'training on how to teach, how to plan lectures, how to identify standard texts, how to communicate the same ideas in different ways, how to draw appropriate examples, how to make the classes interesting and enjoyable for students, how to evaluate students objectively, how to monitor the progress in their learning abilities, how to encourage students to read, write and speak correctly in the medium of instruction, how to use the ICT facilities to make the learning experience more rewarding, how to access Internet sources for reliable information, and so on and so forth. It is indeed not at all difficult to prepare a training manual for them if the UGC is serious about enhancing quality of higher education in India. The existing HRDCs may be mandated to facilitate this instead of routinely holding RCs and OCs that contribute precious little to improving the quality of teachers in our country today.


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Assessment Methods, Conduct of Examinations, Eligibility Conditions, and Declaration of results

A variety of assessment methods that are appropriate within a given disciplinary area and a programme of study will be used. Priority will be accorded to formative assessment. Learning outcomes will be assessed using techniques such as the following: time-constrained examinations, closed-book and open-book tests, problem-based assignments, practical assignment, laboratory reports, observation of practical skills, individual project reports (case-study reports), team project reports, oral presentations, including seminar presentation, viva voce interviews, computerised adaptive testing, peer and self-assessment, etc. For Core, DSE, GE, AEC and SEC courses the methods of assessment shall include the following:

- i. Unscheduled Written Test
- ii. Unscheduled Oral Test
- iii. Unscheduled Open Book/Article Test
- iv. Problem-solving skill test
- v. Practical assignment
- vi. Laboratory reports
- vii. Observation of practical skills
- viii. Individual project reports
- ix. Group project reports
- x. Term papers
- xi. Seminar presentation
- xii. Computer skill testing
- xiii. Literature research skills
- xiv. Brief report writing tests
- xv. Anthropological GK tests (Name of the author, year of publication, title of the book, subject matter of the book, place of publication of book, name of journal editor, place of publication, current volume number, etc.)
- xvi. Current events awareness
- xvii. Debating skills tests on ethical issues like fabrication, falsification, misrepresentation of data, committing plagiarism, not respecting IPR, environmental sustainability, teamwork, etc.
- xviii. Extempore speech on anthropological topics.

Marks allocation for Internal Assessment and End Semester Examinations, Question paper pattern, Duration of examination for various courses, Attendance and other eligibility conditions

for appearing in the examination, and Declaration of results shall be done in accordance with the relevant provisions as stipulated in the above cited regulation and also the Ordinance(s) of the University.

Core Papers

ANT-C-112 Introduction to Biological Anthropology

Course objectives:

1. To understand the basic concept and historical development of physical anthropology
2. To examine the historical development of different theories of evolution
3. To understand the relationship of human primates and non-human primates
4. To appreciate the scientific concept of race

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various theories related to human evolution and variation.
2. They will learn about history of Physical Anthropology and how it is related to other disciplines.
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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

History and development of understanding human variation and evolutionary thought, theories of evolution, human variation and evolution in ancient times, theories of evolution: Lamarckism, Neo Lamarckism, Darwinism, Synthetic Theory, Mutation and Neo-Mutation theories.

Unit II: (15 Lectures)

History of Physical Anthropology and development of Modern Biological Anthropology; aim, scope and relationship with allied disciplines; differences in modern and traditional approaches in Biological Anthropology.

Unit III: (15 Lectures)

Non-human primates and human evolution, classification and characteristics of living primates, comparative anatomy and behaviour of human and non-human primates,

significance of studying non-human primates in Biological Anthropology.

Unit IV:

(15 Lectures)

Great divisions of humanity: comparative account of various racial classifications (Blumenbach, Hooton, Haddon, Deniker), paradigm shift in racial studies: from typological to population model; UNESCO statement on race, recent understanding of human biological categories in the context of human genome research.

Practical

(60 Lectures)

Somatometry

Maximum headlength, Maximum headbreadth, Minimum frontal breadth, Maximum bizygomatic breadth, Bigonial breadth, Nasal height, Nasal length, Nasal breadth, Physiognomic facial height, Morphological facial height, Physiognomic upper facial height, Morphological upper facial height, Head circumference, Stature, Sitting height, Body weight

Somatoscopy

Headform, Hairform, Facialform, Eyeform, Noseform, Haircolour, Eye colour, Skin colour

Suggested Readings

Das, B.M. 2013. *Outlines of Physical Anthropology*. Allahabad: Kitab Mahal.

Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. *Introduction to Physical Anthropology*. Wadsworth Publ.


Krober, A. L. 1948. *Anthropology*. Oxford & IBH Publishing Co.

Molnar, Stephen. 1975. *Human Variations: Race Types and Ethnic Groups*. London: Routledge.

Stanford, C., Allen, J.S. and Anton, S.C. 2010. *Exploring Biological Anthropology: The Essentials*. Prentice-Hall.

Vokondro H., 2017. *Foundation of Physical Anthropology: Simplified and Analytic*. Akansha Publications New Delhi, India.

Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race 1972. Issued by UNESCO. Oxford University Press.


05/7/2021
राष्ट्रीय मानव विज्ञान संस्थान (राष्ट्रीय एन एम एस)
राष्ट्रीय मानव विज्ञान संस्थान
J. Rajgopal (Hons. & Genl.)
Rajiv Gandhi University
New Delhi, India (A.P.)

ANT-C-113 Introduction to Social-Cultural Anthropology

Course objectives:

1. To introduce the relevance of Social Anthropology and its relevance with other discipline
2. To study the different concepts in relation to society
3. To study different types of institutions in society
4. To teach the students cultural setting of language and its associated concepts.

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Anthropological perspective and orientation, scope and relevance of Social Anthropology, relationship of Social Anthropology with other disciplines.

Unit II: (15 Lectures)

Concepts of society and culture, status and role, social stratification, and civil society.

Unit III: (15 Lectures)

Social-cultural institutions: family, marriage, kinship, religion.

Unit IV: (15 Lectures)

Linguistic Anthropology: cultural setting of language, Sapir-Whorf hypothesis, cultural analysis of colour and kinship terminologies, lingua-franca and language, multilingualism and diglossia.

Practical

(60 Lectures)

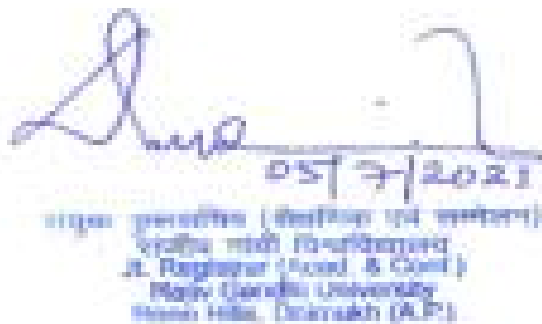
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राष्ट्रीय प्रमुखता (विश्वविद्यालय एवं सम्मेलन)
राष्ट्रीय प्रमुखता विभाग
A. P. Raghav (Head, & Conf.)
Rajawade University
Rajawade, Dindurgh (A.P.)

The practical will include the following techniques and methods in collection of data in Social Anthropology: Observation, Interview, Questionnaire and Schedule, Case study, Life history

Suggested Readings

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



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विद्यापीठ पुस्तकालय (शास्त्राध्ययन विभाग)
विद्यापीठ पुस्तकालय
A. P. J. Abdul Kalam (Acad. & Comm.)
Pune University
Pune Hills, Deccan (A.P.)

ANT-C-122 Introduction to Archaeological Anthropology

Course objectives:

1. To make students understand the human evolution and cultural evolution
2. To understand the extinct cultures of the past
3. To make the students aware about archeology as part of anthropology

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Introduction: definition and scope of archaeological anthropology, relationship with other branches of anthropology and allied disciplines, methods of studying archaeological anthropology.

Unit II:

(15 Lectures)

Methods of Estimation of Time and Reconstruction of the Past: absolute dating methods, relative dating methods, methods of climatic reconstruction: palynology, palaeontology, soil pH estimation.

Unit III:


(15 Lectures)

Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Interpluviation, Different types of geoclimatic events.

Unit IV:

(15 Lectures)

Understanding Culture: technique of tool manufacturing and estimation of their relative efficiency, classification of tools, primary and combination fabrication techniques, typology and cultural nomenclature


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Practical


(60 Lectures)

Identification, interpretation and drawings of at least two artefacts from each tool type given below:

1. Core ToolTypes
2. Flake ToolTypes
3. Blade ToolTypes
4. Microlithic ToolTypes
5. Neolithic ToolTypes

Suggested Readings

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


05/7/2021
संयुक्त कुलसचिव (संशोधन एवं प्रशिक्षण)
राजीव गांधी विश्वविद्यालय,
J. Rajgopal (Hons. & Cont.)
Rajiv Gandhi University
Hons. Hall, Chitrakoot (A.P.)

ANT-C-123 Fundamentals of Human Origin & Evolution

Course objectives:

1. To introduce the origin of hominoid primates to the students
2. To make aware the students of distribution and characteristic features of various extinct hominids
3. To study the origin of *Homo sapiens* and the process of hominization

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 how craniometric measurements and derived indices are useful in studying evolutionary changes in modern humans.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Primate origins and radiation with special reference to Miocene hominoids: *Ramapithecus*, distribution, features and their phylogenetic relationships.

Unit II:

(15 Lectures)

Australopithecines: distribution, features and their phylogenetic relationships; appearance of *genus Homo* (*Homo habilis*) and related finds.

Unit III:

(15 Lectures)

Homo erectus from Asia, Europe and Africa: distribution, features and their phylogenetic status.

Unit IV:

(15 Lectures)

Origin of *Homo sapiens*: fossil evidences of Neanderthals and Archaic *Homo sapiens sapiens* and the process of hominisation.


Practical

(60 Lectures)

Craniology (five norms); Craniometry: Maximum cranial length, Maximum cranial breadth, Maximum bizygomatic breadth, Maximum frontal breadth, Minimum frontal breadth, Nasal height, Nasal breadth, Bi-mastoid breadth, Greatest occipital breadth, Upper facial height, Cranial index and Nasal index

Suggested Readings

- Buettner-Janusch, J. 1966. *Origin of Man: Physical Anthropology*. New York: John Wiley & Sons.
- Campbell, Bernard G. and James D. Loy. 1996. *Human Kind Emerging*. London: Harper & Collins.
- Conroy, G.C. 1997. *Reconstructing Human Origins: A Modern Synthesis*. New York: W.W. Norton & Company.
- Howell, F.C. 1977. *Horizons of Anthropology*. Eds. S. Tax and L.G. Freeman. Chicago: Aldine Publishing House.
- Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. *Laboratory Manual for Biological Anthropology*. Kolkata: Asian Books.
- Nystrom, P. and Ashmore, P. 2011. *The Life of Primates*. New Delhi: PHI Learning Private Limited.
- Seth, P. K. and Seth, S. 1986. *The Primates*. New Delhi: Northern Book Centre.
- Singh, I. P. and Bhasin, M.K. 1989. *Anthropometry: A Laboratory Manual on Biological Anthropology*. Delhi: Kamla-Raj Enterprises.
- Standford, C., Allen, J.S. and Anton, S.C. 2012. *Biological Anthropology: The Natural History of Mankind*. New Delhi: PHI Learning Private Limited.
- Swindler, D. R. 2009. *Introduction to the Primates*. New Delhi: Overseas Press India Pvt. Ltd


05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सामाजिक)
राष्ट्रीय जल विनियंत्रण
A. Registrar (Acad. & Comm.)
Rajiv Gandhi University
Roorkee, Uttarakhand (U.P.)

ANT-C-211 Tribes and Peasants in India

Course objectives:

1. To introduce the students to the discourse relating to tribes and peasant in India
2. To enable the students to have wider understanding on the issues of tribes and peasant in India by addressing the issues of change and continuity
3. The paper also attempts to make aware students about the provisions enshrined in the constitution for the safeguard of tribes in India

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Anthropological concepts of tribe: problems of nomenclature, definition and classification, features of tribes in India.

Unit II: (15 Lectures)

Tribes and the wider world, history of tribal administration, Constitutional safeguards, issues of acculturation, assimilation and integration; impact of development schemes and programmes on tribal life.

Unit III: (15 Lectures)

Anthropological concept of peasantry: concepts of peasantry, approaches to the study of peasants – economic, political and cultural.

Unit IV: (15 Lectures)

Tribal and peasant movements in 20th century India.

Practical (60 Lectures)

Students are required to read and analyze any one of the ethnographies like the ones given below and prepare a report based upon it. The report should clearly link up the study with the concept of tribe/peasant and delineate clearly the following in the text:

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ANT-C-212 Human Ecology: Biological & Cultural Dimensions

Course objectives:

1. Paper attempts to enable students to understand man-nature relationship
2. Paper attempts to enable students to understand the human biological adaptation process to various kind of climatic variation across the globe
3. To enable students to understand the various adaptive strategy by human being to cope up with nature in the form of culture

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Biological Dimensions

Unit I:

(15 Lectures)

Human Ecology: definition, eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.

Unit II:

(15 Lectures)

Adaptation to various ecological stresses, ecological rules and their applicability to human populations.

Cultural Dimensions

Unit III:

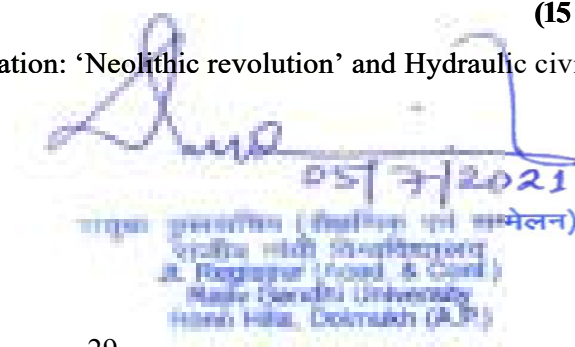
(15 Lectures)

Culture as a tool of adaptation: various modes of human adaptation in hunting and food gathering, pastoralist, and shifting cultivation societies.

Unit IV:

(15 Lectures)

Ecological themes in state formation: 'Neolithic revolution' and Hydraulic civilization.


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राष्ट्रीय मानव विज्ञान विभाग (विश्वविद्यालय एवं सम्मेलन)
राजबाई साहेब अम्बेकर उत्तर महाराष्ट्र विश्वविद्यालय
J. Rajabai (Head & Chair)
Rajabai Saheb Ambedkar North Maharashtra University
Jalgaon, India, Dahanu (A.P.)

Practical

(60 Lectures)

Biological Dimensions

Size and Shape Measurements

1. Biachromialbreadth
2. Biilliacbreadth
3. Leglength
4. Armcircumference
5. Waistcircumference

Size and Shape Indices


1. Body MassIndex
2. PonderalIndex
3. Relative SittingHeight
4. Relative Upper ExtremityLength
5. Relative Total Lower ExtremityLength

Cultural Dimensions

Makearesearchdesignpertainingtoanyenvironmentalproblem andwriteaprojectreport based onit.

Suggested Readings

- Berry, J.B. 1976. *Human ecology and cognitive style: comparative studies in cultural and physical adaptation*. New York: John Wiley.
- Cohen, Yehudi A. 1968. *Man in adaptation: the cultural present*. Chicago: Aldine Pub. Co.
- Lee, Richard B. and Irven DeVore. 1969. *Symposium on Man the Hunter*. Chicago: Aldine Pub. Co.
- PaulR.Ehrlich,AnneH.EhrlichandJohnP.Holdress.1973.*Humanecology:Problemsand Solutions*. San Fransisco: W.H. Freeman &Company.
- Redfield, Robert. 1965. *Peasant society and culture an anthropological approach to civilization*. Chicago: Univ. of Chicago Press.
- Schutkowski,H.2006.*HumanEcology:Bioculturaladaptationinhumancommunities*.Berlin: SpringerVerlag.
- Stapledon. 1964. *Human ecology*. London. Faber & Faber.
- Theodorson, G.A. 1961. *Studies in Human Ecology*. New York: Row, Peterson & Company.


05/7/2021
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H. R. Raghav (Head, A. & C. Div.)
30a, Dolemain (A.P.)

ANT-C-213 Biological Diversity in Human Populations

Course objectives:

1. To introduce different biological markers for understanding variation to the students
2. To make them aware the mechanism of human adaptation
3. To introduce various anthropologists who contribute to the study of human variations

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.
4. From the practical component they will learn about the use of blood group antigens and dermatoglyphic traits in measuring biological diversity.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Concept of biological variability: race, sources of genetic variation, structuring genetic variation, interpretation of human variation, dermatoglyphics, and polymorphism (Serological, Biochemical and DNA Markers).

Unit II:

(15 Lectures)

Human adaptability: adaptive mechanisms determining the types of adaptation.

Unit III:

(15 Lectures)

Appraisal of contribution of Risley, Guha, Eickstedt and Sarkar towards understanding ethnic elements in the Indian populations.

Unit IV:

(15 Lectures)

Genetic diversity among Indian Populations.

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Registrar (Admin. & Control)
Raju Gandhi University
Pondicherry (A.P.)

Practical

(60 Lectures)

1. Determination of A1, A2, B, O; MN; and Rh (Test with five Anti-Rh sera) blood groups of at least 5 subjects.
2. Analysis and interpretation of finger ball pattern types, palm main lines and pattern index for at least 5 subjects.
3. Fingerprint classification and development of chance prints and statistical treatment of the data collected (at least 5 Subjects).

Suggested Readings

- Baker, P.T. and J.S. Weiner (ed.). 1996. *The Biology of Human Adaptability*. Oxford & New York: Oxford University Press.
- Bhende, A. and T. Kantikar. 2006. *Principles of Population Studies*. Mumbai: Himalayan Publishing House.
- Bogin, B. 1999. *Pattern of Human Growth*. 2nd edition. Cambridge University Press. Cameron, Noel and Barry Bogin. 2012. *Human Growth and development*. Second Edition. Academic Press.
- Eckhardt, R.B. 1979. *The Study of Human Evolution*. McGraw Hill Book Company. Frisancho, R. 1993. *Human Adaptation and Accommodation*. University of Michigan Press. Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. *Human Biology*. Oxford University Press.
- Jurmain, Robert Lynn Kilgore Wenda Trevathan and Ciochon. 2010. *Introduction to Physical Anthropology*. Wadsworth Publishing.
- Kapoor, A.K. and Satwanti Kapoor (ed). 1995. *Biology of Highlanders*. Jammu: Vinod Publisher & Distributor.
- Kapoor, A.K. and Satwanti Kapoor (eds). 2004. *India's Elderly-A Multidisciplinary Dimension*. New Delhi: Mittal Publication.
- Klepinger, L.L. 2006. *Fundamentals of Forensic Anthropology*. New Jersey: John Wiley & Sons.
- Malhotra, K.C. and B. Balakrishnan. 1996. *Human Population Genetics in India*.
- Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. *Laboratory Manual for Biological Anthropology*. Kolkata: Asian Books.
- Shukla, B.R. and Sudha Rastogi. 2012. *Physical Anthropology and Human Genetics*. Palaka Prakashan.
- Stanford, C., Allen, S.J. and Anton, C.S. 2013. *Biological Anthropology*. 3rd Edition. Pearson.

ANT-C-221 Theories of Culture and Society

Course objectives:

1. This paper will help in understanding how anthropological knowledge evolve over time to comprehend various aspect of human Societies at large irrespective of their special location.
2. This paper will broaden the horizon of vision and help in interpreting the empirical foundation of the discipline and its expansion at the global level.

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Evolutionary theory and colonialism, changing perspectives on evolutionism, diffusionism and culture area theories.

Unit II: (15 Lectures)

Historical Particularism, Neo-evolutionism.

Unit III: (15 Lectures)

Functionalism and Structural-functionalism.

Unit IV: (15 Lectures)

Structuralism, symbolic interactionism and interpretative anthropology.

Practical (60 Lectures)

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

1. Identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identify variables of a study.
3. Formulate a hypothesis.
5. Test hypothesis.
6. Identify the universe and unit of study with justifications.
7. Choose an appropriate research technique and method in the context of theoretical framework.


Suggested Readings

Applebaum, H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.

Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University.

McGee, R.J. and Warms, R.L. 1996. *Anthropological Theories: An Introductory History*.

Moore, M. and Sanders, T. 2006. *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.


05/7/2021
Vignarajan (Assistant to Professor)
J. Registrar (Acad. & Genl.)
Rajiv Gandhi University
Pondicherry, Orissa (A.P.)

ANT-C-222 Human Growth and Development

Course objectives:

1. To make the students aware of human growth and development
2. To make the students aware of bio cultural factors in growth and development
3. To understand the factors of growth and development in relation to culture

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Concept of human growth and development, differentiation and maturation, significance/applicability of growth studies.

Unit II:

(15 Lectures)

Prenatal (conception till birth) and postnatal (birth till senescence) period of growth, pattern of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), sex differences in growth curves, secular trend.

Unit III:

(15 Lectures)

Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and development, methods and techniques for studying growth.


Unit IV:

(15 Lectures)

Nutritional epidemiology: concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus; assessment of nutritional status.

Practical


(60 Lectures)


05/7/2021
J. Raghav (Asst. & Coord.)
Rajiv Gandhi University
Noida Hills, Dehradun (A.P.)

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age.
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR).
3. Nutritional assessment through dietary pattern and anthropometric indices.

Suggested Readings

- Bogin, B. 1999. *Patterns of human growth*. Cambridge University Press.
- Cameron, N. and Bogin, B. 2012. *Human Growth and Development*. Second Edition. Academic Press.
- Frisancho, R. 1993. *Human Adaptation and Accommodation*. University of Michigan Press.
- Harrison, G.A. and Howard, M. 1998. *Human Adaptation*. Oxford University Press.
- Harrison, G.A., Tanner, J.M., Pibeam, D.R., Baker, P.T. 1988. *Human Biology*. Oxford University Press.
- Kathleen, K. 2008. *Encyclopedia of Obesity*. Sage.
- McArdle, W.D., Katch, F.I., Katch, V.L. 2001. *Exercise Physiology: Energy, Nutrition, and Human Performance*.


 05/7/2021
 Dr. Anand K. Kulkarni (Assistant Prof. & Head)
 Dr. Anand K. Kulkarni (Head & Prof.)
 Maharashtra State University
 Kalyan Hills, Dahanu (A.P.)

ANT-C-223 Research Methods

Course objectives:

1. To introduce the students about fieldwork tradition in Anthropology discipline as it's hallmark
2. To teach students the various methods in the discipline of Anthropology in order to prepare them to carry forward independent research as an academic pursuit in due course of time

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Definition and distinction between technique, method and methodology: review of literature, conceptual framework, formulation of research problem.

Unit II:

(15 Lectures)

Field work tradition in Anthropology: ethnographic approach, contribution of Malinowski, Boas and other pioneers like Haddon and Rivers.

Unit III:


(15 Lectures)

Tools and techniques of data collection: survey, questionnaire and interview schedule, observation, interview, case study.

Unit IV:

(15 Lectures)

Writing up: preface, chapterization and sub-headings, notes (end notes and footnotes), bibliography and references, glossary, appendix.


05/7/2021
A. Registrar (Acad. & Conf.)
Pondicherry University
Mamallapuram, Tamil Nadu (A.P.)

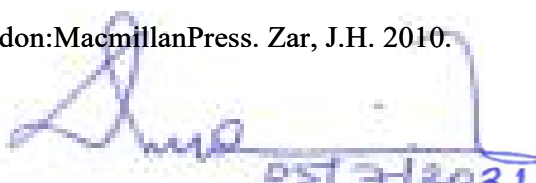
Practical

(60 Lectures)

1. Construction of tables and charts and their interpretation.
2. Observation: Direct, Indirect, Participant, Non-participant, Controlled
3. Questionnaire and Schedule, Interview: Unstructured, Structured, Key informant interview, Focussed Group Discussion.
4. Case study and life history.

Suggested Readings

- Bernard, H.R. 2006. *Research Methods in Anthropology, Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications.
- Bernard, R. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Alta Mira Press.
- Emerson, R.M., Fretz, R.I. and Shaw, L. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- 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.
- Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Madrigal, L. 2012. *Statistics for Anthropology*. Cambridge: Cambridge University Press.
- Michael, A. 1996. *The Professional Stranger*. Emerald Publishing.
- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, P. J. and Pelto, G. H. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press.
- Zar, J.H. 2010. *Biostatistical Analysis*. Prentice-Hall.


05/7/2021
राष्ट्रीय प्रमुखता (विश्वविद्यालय एवं सम्मेलन)
राष्ट्रीय प्रमुखता विभाग
A. Rajgopal (Food & Com.)
Rajiv Gandhi University
Patan Hills, Dehradun (A.P.)

ANT-C-311 Fundamentals of Human Genetics

Course objectives:

1. To introduce the origin of hominoid primates to the students
2. To make aware the students of distribution and characteristic features of various extinct hominids
3. To study the origin of *Homo sapiens* and the process of hominization

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I.

(15 Lectures)

Essentials of Genetics: landmarks in the history of genetics, principles in human genetics, single locus (Mendelian) versus multi locus (quantitative/complex) inheritance, chromosome theory of inheritance (segregation and independent assortment).

Unit II:

(15 Lectures)

Mendelian inheritance (single factor and multifactorial inheritance, polygenic inheritance), non-Mendelian inheritance (multiple allelism, co-dominance, sex-linked, epistasis, penetrance and expressivity, Cytoplasmic inheritance).

Unit III:

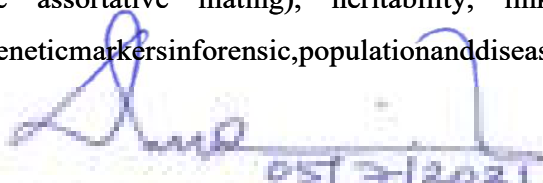
(15 Lectures)

Mechanism for dynamics in gene frequency: mutation, selection (pattern and mechanism), genetic drift (bottle neck and founder effect), gene flow/migration, inbreeding (inbreeding coefficient and its genetic consequences).

Unit IV:

(15 Lectures)

Population structure and admixture in human populations: random & non-random mating (positive and negative assortative mating), heritability, linkage disequilibrium, genetic markers utility of genetic markers in forensic, population and disease association studies.


05/7/2021
Dr. Pooja Singh (Assistant Professor)
Dr. Pooja Singh (Asst. & Coord.)
H. S. G. College, University
H. S. G. College, University (A. P.)


Practical

(60 Lectures)

1. Colour Blindness Test
2. Sickle cell trait identification
3. PTC tasting ability

Suggested Readings

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


05/7/2021
Vignarajan (Assistant Professor)
J. Raghavaram (Asst. & Coord.)
Hanna Gandhi University
Hanna Hills, Coimbatore (A.P.)

ANT-C-312 Anthropology of India

Course objectives:

1. The paper attempts to make students understand the epistemology of Anthropological growth in India
2. To make students understand the dynamics and variation of Indian society and its structure
3. To make students aware and understand the contribution of western and Indian Anthropologists towards the understanding of Indian society and beyond

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Origin, history and development of Anthropology in India, geographical and linguistic elements in Indian population.

Unit II: (15 Lectures)

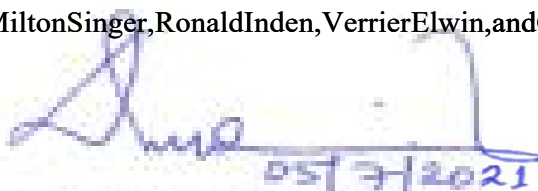
Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purushartha.

Unit III: (15 Lectures)

Basic concepts for understanding Indian society and culture: great tradition and little tradition, universalization and parochialization, sanskritization, dominant caste, tribe-caste continuum, nature-man-spirit complex.

Unit IV: (15 Lectures)

Contribution of western anthropologists to Anthropology of India: W.H.R. Rivers, Scarlet Epstein, Gerald Berreman, Milton Singer, Ronald Inden, Verrier Elwin, and C. von Furer-Haimendorf.


05/7/2021
राष्ट्रीय प्रमुख (विश्वविद्यालय एवं सम्मेलन)
राष्ट्रीय माहिती विभाग
A. Rajaguru (Coord. & Cont.)
Rajiv Gandhi University
Hoshi Sagar, Deoria (A.P.)

Practical

(60 Lectures)

1. Identify various traits/variables which can be used in racial classification and comment on their relevance.
3. Review a book on Indian social structures such as caste, religion, tribe or rural population and give its salient features.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits from secondary sources.
3. Highlight the contributions of any one Indian anthropologist.

Suggested Readings

- Bernard, C.S. 2000. *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
- 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.
- Danda, A.K. and Dipali Danda (eds). 2010. *Anthropology in India: Current Epistemology and Future Challenges*. Jhargram: INCAA.
- Dube, S.C. 1992. *Indian Society*. New Delhi: National Book Trust.
- Dumont, L. 1980. *Homo Hierarchicus*. University of Chicago Press.
- Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol II, Part III.
- Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol II, Part III.
- Haddon, A.C. 1929. *Races of Man*. London: Cambridge University.
- Hasnain, Nadeem. 1991. *Readings in Indian Anthropology*. New Delhi: Harnam Publications.
- Kapoor, A.K. 1992. *Genetic Diversity among Himalayan Human Populations*. Jammu: Vinod Publishers.
- Karve, I. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Lopez, D.S. 1995. *Religions of India in Practice*. Princeton University Press.
- Majumdar, DN. 1901. *Races and Culture of India*. Bombay: Asia Publishing House.
- Malhotra, K.C. 1978. Morphological Composition of people of India. *J. Human Evolution*.
- Nicholas, D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
- Trautmann, T.R. 2011. *India: Brief history of Civilization*. Delhi: Oxford University Press.
- Vidyarthi, L. and Rai, B.K. 1976. *The tribal culture of India*. Delhi: Concept Publishing Co.

ANT-C-321 Forensic Anthropology

Course objectives:

1. To learn on the basic concepts and development of forensic anthropology
2. To learn identification of living persons from different sources
3. To learn identification of human skeletal remains

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, fingerprint and handwriting.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Introduction to Forensic Anthropology: definition, brief history, scope, applications and integration of Forensic Anthropology.

Unit II: (15 Lectures)

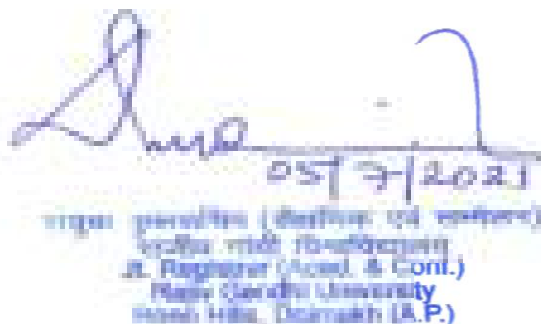
Basic Human Skeletal Biology: identification of human and non-human skeletal remains; ancestry, age, sex and stature estimation from bones; discovery and techniques for recovering skeletonized human remains.

Unit III: (15 Lectures)

Personal identification: complete and partial identification, methods of identification in living persons: bite marks, tattoo marks, fingerprints, lip prints, nails, handwriting, deformities and others.

Unit IV: (15 Lectures)

Serology: identification and individualization of bloodstain, urine, semen and saliva.



05/7/2021
A. Rajawade (Acad. & Cont.)
Rajawade Sanshodhan Sanstha
Mumbai, Maharashtra (A.P.)


Practical

(60 Lectures)

1. Study of human long bones: estimation of age, sex and stature from bones.
2. Identification of bloodstain, urine, semen and saliva.
3. Examination of fingerprints and handwriting.

Suggested Readings

- Bass, W.M. 1971. *Human Osteology: A Laboratory and Field manual of the Human Skeleton*.
Columbia: Missouri Archaeological Society.
- Black, S. and Ferguson E. 2011. *Forensic Anthropology 2000 to 2010*. London: CRC Press.
- Byers, S.N. 2008. *Forensic Anthropology*. Boston: Pearson Education Ltd.
- Gunn A. 2009. *Essential Forensic Biology* (2nd ed). Chichester: Wiley-Blackwell.
- Modi, R.B.J.P. 2013. *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
- Reddy, V.R. 1985. *Dental Anthropology*. New Delhi: Inter-India Publication.
- Spencer, C. 2004. *Genetic Testimony: A Guide to Forensic DNA Profiling*. New Delhi: Pearson.
- Vats, Y., Dhall, J.K. and Kapoor, A.K. 2011. Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. *J. Forensic Odontology*, 4: 11-15.
- Wilkinson, C. 2004. *Forensic facial reconstruction*. Cambridge University Press.



05/7/2021

विद्या प्रविष्टा (विद्यया एव मर्त्यते)

विद्या विद्या विद्याविद्या

A. Rajagopal (Asst. & Asst.)

Madhav Gandhi University

Hydrabad, Deemed (A.P.)

ANT-C-322 Anthropology in Practice

Course objectives:

1. This paper will introduce students about the use of anthropological knowledge and skill in professional.
2. This will also expand horizon of students to understand anthropologists can engage themselves in addressing contemporary and emerging issues of human societies at large.

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 various constitutional provisions that protect human rights.
4. From the practical component they will learn about how to prepare report on an NGO or a project on tourism.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Academics and practitioners: differences between Applied Anthropology, Action Anthropology and Development Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology of Design and Fashion, Visual Anthropology.

Unit II:

(15 Lectures)

Role of Anthropology in Development: Anthropology and Public Policy, Community Development, Anthropology of NGOs, Management Anthropology, Cultural resource management.

Unit III:

(15 Lectures)

Constitutional Perspective and Human Rights: Constitutional Provisions, Human Rights including the rights of special category and marginal groups, protection and enforcement of human rights, national and state human rights commissions and other grievance redressal mechanisms; Emerging trends of human rights in respect of terrorism and environment.

Unit IV:

(15 Lectures)

Biosocial anthropology in practice: Human Development Index, Forensic Anthropology, crime and identification; biology and privacy.

Practical

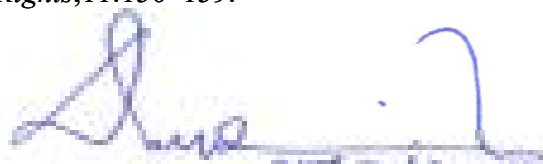
(60 Lectures)

1. The students will visit an NGO or corporate office or census office in the state capital

- and its adjoining areas and write principal observations on the same.
2. Online search of details on HDI across countries.
3. Write a project on Religious Tourism/Tribal Tourism/Health Tourism/Fashion/ Human Rights /Ecotourism.
4. Online searching of articles and books on human rights violation by state and non-state actors.

Suggested Readings

- Basu, A. and P. Aaby. 1998. *The Methods and the Uses of Anthropological Demography*. Oxford: Clarendon Press.
- Bhowmik, P.K. 1990. *Applied-Action-Development Anthropology*. Medinipur: Institute of Social Research and Applied Anthropology.
- Census of India, 2001, 2011 and National Family Health Survey, 2006, 2010.
- Ervic, Alexander M. 2000. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, Boston, MA: Allyn and Bacon.
- Erwin, A. 2004. *Applied Anthropology: Tools and Practice*. Allyn and Bacon.
- Gupta, S. and Kapoor, A.K. 2009. *Human Rights among Indian Populations: Knowledge, Awareness and Practice*. New Delhi: Gyan Publishing House.
- Goodale, M. 2009. *Human Rights: An Anthropological Reader*. Wiley Blackwell.
- Halbar, B.G. and Khan, C.G.H. 1991. *Relevance of Anthropology – The Indian Scenario*. Jaipur: Rawat Publications.
- Margaret, A.G. 2003. *Applied Anthropology: A Career-Oriented Approach*, Boston: Allyn and Bacon.
- Mehrotra, N. and Patnaik, S.M. 2008. Culture versus Coercion: The Other Side of Nirmal Gram Yojna, *Economic and Political Weekly*, 25-27.
- Mishra, R.C. 2005. *Human Rights in a Developing Society*. Delhi: Mittal Publications.
- Noah, R.W. 2002. *Anthropology in Practice: Building a Career outside the Academy*. Lynne Rienner.
- Patnaik, S.M. 1996. *Displacement, Rehabilitation & Social Change*. New Delhi: Inter India Publications.
- Vidyarthi, L.P. and B.N. Sahay. 2001. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.
- Vidyarthi, L.P. 1990. *Applied Anthropology in India – Principles, Problems and Case Studies*. Kitab Mahal.
- Vidyarthi, V. 1981. *Tribal Development and its Administration*. New Delhi: Concept Publishing Company.
- Willen, S.S. 2012. Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. *Journal of Human Rights*, 11: 150–159.


05/7/2021
A. Registrar (Acad. & Coord.)
Maulana Azad University
New Delhi, District (A.P.)

Discipline Specific Elective Papers

ANT-D-313a Paleoanthropology

Course objectives:

1. To understand the geological time scale and dating methods
2. To discuss primate speciation and radiation
3. To examine the early ancestors of human beings and their tool typology
4. To understand primate and non-primate hominid behaviours

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about geological time scale and dating methods.
2. They will learn about primate speciation and evolution.
3. They will also learn about primate and non-primate hominid behaviour.
4. From the practical component they will learn about identification and description of non-human primates, fossil casts, etc.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.

Unit II:

(15 Lectures)

Primate speciation and extinctions: geological perspective, adaptive primate radiation, differential rate of somatic evolution.

Unit III:

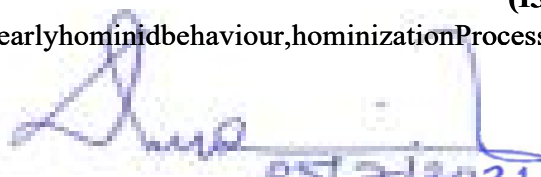
(15 Lectures)

Evolutionary biology: origins and evolution of stone age technology (human origins: development, distribution and fossilized evidence of Australopithecines, Paranthropus (Zinjanthropus), Homo habilis, Homo erectus, Archaic H. sapiens, prehistoric hunter-gatherers, modern pastoral communities, emergence of prehistoric people in Africa).

Unit IV:

(15 Lectures)

Primate and non-primate models for early hominid behaviour, hominization Process: evolution of hominid-human bipedalism.


05/7/2021
जयप्रकाश प्रसाद विद्यापीठ (विश्वविद्यालय एवं संशोधन)
जयप्रकाश प्रसाद विद्यापीठ
J. Rajkumar (Acad. & Coord.)
Rajiv Gandhi University
Noida Hills, Dehradun (A.P.)

(60 Lectures)

- Note: If a college or university does not have facilities for conducting the above practicals it may allow students to prepare a project report, based on secondary literature, on any one of the practical topics.*

Barnes,E.2005.*DiseasesandHumanEvolution*.UniversityofNewMexicoPress.

Boyd,R.andSilk,J.B.2009.*HowHumansEvolved*.London:WWNorton.

Cameron,D.W.andColin,P.,Groves,C.P.2004.*Bone,StonesandMolecules: “OutofAfrica” and Human Origins*. ElsevierInc.

Cela-conde, C.J. and Frisancho, J. 2007. *Human Evolution: Trails from the past*. Oxford University Press.

Hoppa, R.D. and Vaupel, J.W. 2002. *Paleodemography: Age Distributions from Skeletal Samples*. Cambridge University Press.

Lansen,C.S.,Matter,R.M.andGebo,D.L.1998.*HumanOrigin:ThefossilRecord*.Waveland Press.

Napier,J.R.andNapier,P.H.1985.*TheNaturalHistoryofthePrimates*.Cambridge,MA:The MITPress.

Pinhasi,R.andMays,S.2008.*AdvancesinHumanPalaeopathology*.Chichester:JohnWiley & Sons,Inc.

Stringer, C. 2011. *The Origin of Our Species*. London: Allen Lane.

Conroy, G.C. 2005. *Reconstructing Human Origins*. WW Norton and Company.

Tattersall, I. 2009. *The Fossil Trail: How We Know What We Think We Know about Human Evolution*. New York: Oxford University Press.

Waldron, T. 2008:Palaeopathology. Cambridge University Press.

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ANT-D-313b: Sports and Nutritional Anthropology

Course objectives:

1. To understand the basic concepts of sports anthropology
2. To examine the relationship of training and physical performance
3. To understand somatotype and sports selection and performance
4. To understand and examine nutrition and physical performance

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the anthropology of sports and physical conditioning of sports persons.
2. They will learn about body composition and sports selection.
3. They will also learn about human biological variability and its relationship with food.
4. From the practical component they will learn about how to assess nutrient intake and how it is related to physical performance.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Anthropology of sports: physical fitness, component of physical fitness.

Unit II: (15 Lectures)

Physical conditioning, training-techniques and physiological effects; environmental effects on physical performance: effect of heat stress, cold stress and high altitude on physiological response and performance.

Unit III: (15 Lectures)

Body composition and athletes, sports selection and monitoring.

Unit IV: (15 Lectures)


Human biological variability, health and nutrition; doping and performance, cultural constructions and physiologic implications of food across time, space and society; integrated bio-behavioural perspective towards food preference.

Practical (60 Lectures)

1. Assessment of daily nutrient intake
2. Evaluate association of nutritional status and physical performance
3. Demonstrate cultural perspective for preference of specific food of a population

Suggested Readings

- Brughart, R. 1990. The Cultural Context of Diet, Disease and the Body. In *Diet and Disease in Traditional and Developing Societies*. G. A. Harrison and J. C. Harrison.
- Quandt, S. A. 1987. Methods for Determining Dietary Intake. In *Nutritional Anthropology*. F. E. Johnston ed., 67-84. NY.
- Rozin, P. 1987. Psychobiological Perspectives on Food Preferences. In *Food and Evolution: Toward a Theory of Food Habits*. M. Harris and E. B. Ross (eds.). Temple University Press, Philadelphia, pp. 181-205.
- Stinson, S. 1992. Nutritional Adaptation. *Annual Review of Anthropology*, 21:143-170.
- Ulijasek, S. J. and Strickland, S. S. 1993. Introduction. In *Nutritional Anthropology: Prospects and Perspectives*, pp. 1-5. Smithsonian.


05/7/2021
J. Rappaport (Food & Gen.)
Temple University
Temple Hill, Delaware (A.P.)


Practical

(60 Lectures)

1. Cardiovascular function (Blood pressure, heart rate, pulse rate)
2. Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
3. Haemoglobin estimation
4. Step-test
5. Treadmill test

Suggested Readings

- Case, R.M. 1985. *Variations in Human Physiology*. Manchester University Press.
- Hale, T. 2003. *Exercise Physiology*. John Wiley & Sons Inc.
- McArdle, W.D., Katch, F.I. and Katch, V.L. 2010. *Exercise Physiology: Nutrition, Energy, and Human Performance*. Lippincott Williams & Wilkins.
- Nageswari, K.S. and Sharma, S. 2006. *Practical workbook of Human Physiology*. Jaypee Brothers.
- Powers, S.K. and Howley, E.T. 2007. *Exercise Physiology: Theory and Application to Fitness and Performance*. McGraw-Hill.
- Sherwood, L. 2008. *Human Physiology: From Cells to Systems*. Brooks Cole.
- Vander, A.J., Sherman, J.H. and Dorothys, L. 1978. *Human Physiology: The Mechanisms of Body Functions*. McGraw-Hill Education.
- Wildmaier, E.P., Raff, H., Strang, K.T. 2014. *Vander's Human Physiology: The Mechanisms of Body*. McGraw-Hill Education.



05/7/2021

Dr. J. P. Pappas (Head, & Coord.)
Hajar University
Kuala Lumpur, Malaysia (A.P.)

ANT-D-314a: Tribal Cultures of India

Course objectives:

1. To introduce students about various Socio-cultural and economic aspects in the context of Indian Societies at large.
2. To know various categories of Indian tribes based on multiple parameters.
3. To know cultural diversities and emerging constraints of tribal population in globalization world.

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 classification of tribes based on religion, economy, occupation, race, etc.
4. From the practical component they will learn about distribution of various categories of tribes in India and how to write an annotated bibliography and social structure of one of them.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Concepts of tribe and debates centering around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, denotified tribes.

Unit II:

(15 Lectures)

Tribe-caste continuum, constitutional safeguard/provisions, gender and tribe, regional and linguistic distribution of tribes in India.

Unit III:

(15 Lectures)

Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, Scheduled and non-scheduled categories of tribes.

Unit IV:

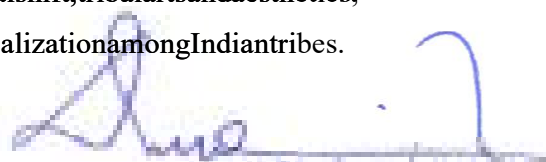
(15 Lectures)

Forest policies and tribes, migration and occupational shift, tribal arts and aesthetics, displacement, rehabilitation and social change, globalization among Indian tribes.

Practical

1. Distribution of Indian Tribes: Denotified & Nomadic Tribes, Vulnerable

(60 Lectures)


05/07/2021
J. Registrar (Acad. & Cont.)
Rajya Gandhi University
Rono Hills, Dolmuhi (A.P.)

Tribes, Scheduled Tribes

2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write an essay on the social structure of any one tribe of India

Suggested Readings

Behera, D.K. and Georg Pfeffer. *Contemporary Society Tribal Studies*, Volume I to VII. New Delhi: Concept Publishing Company.

Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.

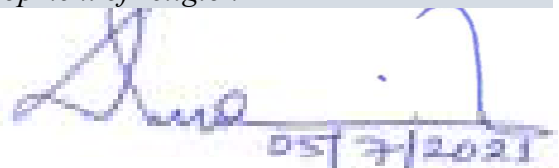
Vidyarthi, L.P. and B.K. Rai. *Applied Anthropology in India*.

Vidyarthi, L.P. and B.N. Sahay. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.

ANT-D-314b: Anthropology of Religion, Politics and Economy

Course objectives:

1. To make the students aware of the origin and development of religion


05/7/2021
Dr. Anil Kumar (Assistant Prof. & Head)
Department of Anthropology
(H-1000) (H-1000) (H-1000)

2. To make the students aware of secularism in relation to religion
3. To make students aware of the fact that politics and state are free from religion

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about anthropological approach to understanding religion, economy and politics of simple societies.
2. They will also learn about how religion, economy and politics interface with each other.
3. From the practical component they will learn how to conduct a case study of one of the religious, economic or political institutions of a given society.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Anthropological approaches to understanding religion: magic, animism, animatism, totemism, naturism; witchcraft and sorcery, Religious specialists: shaman, priests, mystics; overview of anthropological theories of religion, religion as the sacrality of ecological adaptation and socialness.

Unit II:

(15 Lectures)

Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; forms of currencies, reciprocities: generalized, balanced and negative.

Unit III:

(15 Lectures)

Political institutions: concepts of power and authority, types of authority, state and stateless societies, law and justice in simple and complex societies, prospects for democracy and tolerance among and within the world's diverse civilizations, meaning and sources of identity in complex contemporary societies, origins of modern politics, its institutions, and cultures, both Western and non-Western.

Unit IV:

(15 Lectures)

Interrelationship between religion, politics and economy, religious conversion and movements, emergence of new religious sects in the global order.

Practical

(60 Lectures)

Case study of any one of the social institutions (religious, economic, or political).

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पुस्तकालय (सहयोगी एम. कॉलेज)
राष्ट्रीय माध्यमिक शिक्षा बोर्ड
J. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Korchi Hill, Dehradun (A.P.)

Suggested Readings

- Balandier, G. 1972. *Political Anthropology*. Middlesex: Penguin.
- Barbara, M. 2011. *Cultural Anthropology*. New Jersey: Pearson Education.
- Benedict, A. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
- Durkheim, E. 1986. *The elementary forms of the religious life, a study in religious sociology*. New York: Macmillan.
- Ellis, F. 2000. A framework for livelihood analysis. In *Rural Livelihoods and Diversity in Developing Countries*. Oxford: Oxford University Press.
- Eller, J.D. 2007. *Introducing Anthropology of Religion*. New York: Routledge.
- Ember, C.R. 2011. *Anthropology*. New Delhi: Dorling Kindersley.
- Evans-Pritchard, E.E. 1937. *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press.
- Frazer, J.G. 1978. *The Illustrated Golden Bough*. London: Macmillan.
- Gledhill, J. 2000. *Power and Its Disguises: Anthropological Perspectives on Politics*. 2nd ed. London: Pluto Press.
- Glazier, S.D. 1997. *Anthropology of Religion: A Handbook*. Westport, CT: Greenwood Press.
- Henrich, J., Boyd, R., Bowles, S., Camerer, C., Fehr, E., Gintis, H., McElreath, R., Alvard, M. et al. 2005. 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavior and Brain Science*, 28(6):795-815.
- Henrich, J. 2002. Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), *Theory in Economic Anthropology*. Walnut Creek, CA: Alta Mira Press.
- Herskovits, M.J. 1952. *Economic Anthropology: A Study in Comparative Economics*. New York: Alfred A Knopf Inc.
- Lambek, M. 2008. *A Reader in the Anthropology of Religion*.
- Malinowski, B. 1922. *Argonauts of the Western Pacific*. London: Routledge.
- Polyani, K. et al. 1957. *Trade and Market in the Early Empires*. Chicago: Henry Regnery Company.

ANT-D-314c: Fashion Anthropology

Course objectives:

1. To make students learn about fashion and its relationship with anthropology.
2. To make students learn about the practical perspectives on understanding fashion and consumption.
3. To make students learn about the impact of globalization on fashion and dress.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about fashion and its relationship with anthropology.
2. They will learn about theoretical perspectives on understanding fashion and consumption.
3. They will also learn about the impact of globalisation on fashion and dress.
4. From the practical component they will learn about how to do pattern making, garment making and colour.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Introduction: fashion, consumption and Anthropology: from evolution to compassionate consumption, rise and fall of evolution in dress.

Unit II: (15 Lectures)

Theoretical and ethnographic approaches to understanding fashion and consumer society, colonialism, dress and identity, colonialism, consumption and civilising fashion.

Unit III: (15 Lectures)

Gender, fashion and consumption in different societies, application of fashion in understanding traditional and modern societies, role of religion in fashion.

Unit VI: (15 Lectures)

Globalization and dress, leather-cosmetics relationships, relationship of motifs with embroidery, colour and designs among various tribes of India.

Practical (60 Lectures)

1. Identification of pattern-making, garment construction and colour dynamics.
2. Sewing and clothing.
3. Surface ornamentation, textile crafts and accessories design
4. Comparison of computer-aided design versus traditional designs

Suggested Readings

Allman, Jean. 2004. *Fashioning Power: Clothing, Politics and African Identities*.

Tarlo, Emma. 2010. *Visibly Muslim: Fashion, Politics, Faith*. Berg Fashion Library.

1. To make students understand about the glorious past of India
2. To make students aware about Indian archeology
3. To make students aware about the extinct culture and cultural evolution of India from prehistoric period till present

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 identification of tools and lithic technology.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Understanding culture: technique of tool manufacturing and estimation of their relative efficiency, classification of tools: primary and combination fabrication techniques, typology and cultural nomenclature.

Unit II: (15 Lectures)

Methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

Unit III: (15 Lectures)

Prehistoric India: Pleistocene chronology of India.

Unit IV: (15 Lectures)


Character, distribution and interpretation of habitat and economy of:

- i. Lower Palaeolithic
- ii. Middle Palaeolithic
- iii. Upper Palaeolithic
- iv. Mesolithic culture
- v. Art, ritual and belief

Practical

1. Identification of tools:

(60 Lectures)


 प्राध्यापक, पुरातत्व विभाग (विश्वविद्यालय एवं संग्रहालय)
 ज. प्रगतिशील (संस्कृत, हिन्दी, अंग्रेजी)
 ज. प्रगतिशील (संस्कृत, हिन्दी, अंग्रेजी)
 ज. प्रगतिशील (संस्कृत, हिन्दी, अंग्रेजी)
 ज. प्रगतिशील (संस्कृत, हिन्दी, अंग्रेजी)

- (a) Handaxe varieties, chopper/chopping tools
- (b) Cleaver varieties
- (c) Side scraper varieties
- (d) Knives
- (e) Burins
- (f) End scrapers
- (g) Borers
- (h) Microlithic tools
- (i) Bone tools

2. Identification of lithic technology

Suggested Readings

Bhattacharya, D. K. 1996. *An Outline of Indian Prehistory*. Delhi: Palika Prakashan.

Sankalia, H. D. 1974. *Prehistory and Protohistory of India and Pakistan*. Poona: Deccan College.

Sankalia, H. D. 1982. *Stone Tool Type and Technology*. Delhi: B.R. Publication.

ANT-D-323: Dissertation/Project Work/Internship

Course objectives:

1. To orient students how to conceptualise anthropological studies.
2. This will help them in articulating.
3. Students will be oriented towards various field crafts of anthropology.

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 sub-headings, writing references, footnotes, endnotes, etc.

Credit: Lecture = 0, Tutorial = 3, Practical = 3, Total = 6

Credit Hour: Lecture = 00, Tutorial = 45, Practical = 90, Total = 135

Mark Allotment: Internal Assessment = 20, Report = 50, Viva Voice = 30, Total = 100

[Student may opt for dissertation, project work or internship between 4th and 5th semesters but they shall be evaluated for this paper during the 6th semester. Supervisors may be allotted to each student on the completion of the 3rd semester itself.]


05/7/2021
Registrar (Acad. & Cons.)
Rajiv Gandhi University
Korukutla, Dornakur (A.P.)

ANT-D-324a Anthropological Demography

Course objectives:

1. To introduce anthropological demography and its importance to the students
2. To make them aware various demographic theory
3. To teach them different methods of data collection in demography

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about demographic anthropology and its importance in anthropology.
2. They will learn about major theories of population.
3. They will also learn about the various sources of data in population studies.
4. From the practical component they will learn about how to collect demographic data from various sources and prepare a project report on the same.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Demographic Anthropology: introduction, definition and basic concepts, relationship between demography, population studies and anthropology, importance of population studies in Anthropology.

Unit II:

(15 Lectures)

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

Unit III:

(15 Lectures)

Tools of demographic data: measures of population composition, distribution and growth, measures of fertility, measures of mortality, measures of migration.

Unit IV:

(15 Lectures)

Population of India: sources of demographic data in India, growth of Indian population, demography of Indian tribal and non-tribal groups, anthropological determinants of population growth, impact of urbanization on the migration of tribal groups.

Practical

(60 Lectures)

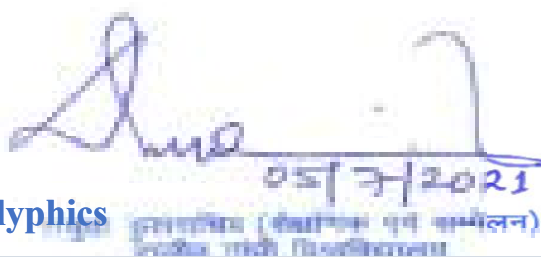
A student will collect and compile demographic data from different secondary sources on any given topic and a project report will be submitted for evaluation against two credits.

Suggested Readings

Abela, Roth Eric. 2004. *Culture, Biology and Anthropological Demography*. Cambridge: Cambridge University Press.

05/7/2021
 J. Rajeshwar (Asst. & Coord.)
 Rajarshi University
 Hoshi Hill, Deematah (A.P.)

- Bhande, A. and Kaniikar, T. (2006) *Principles of Population Studies*. Himalaya Publishing House. Mumbai.
- Caldwell, J.C. 2006. *Demographic Transition Theory*. Springer.
- Census of India, 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.
- Gautam, R.K., Kshatriya, G.K. and Kapoor, A.K. 2010. *Population Ecology and Family Planning*. New Delhi: Serials Publications.
- Howell, N. 1986. Demographic Anthropology. *Ann. Rev. Anthropol.*, 15: 219-246.
- Kshatriya, G.K., Rajesh, G. and Kapoor, A.K. 2010. *Population Characteristics of Desert Ecology*. VDM Verlag.
- Misra, B.D. 1982. *An introduction to the study of population*. New Delhi: South Asia Publ. Ltd.
- Park, K. 2000. *Text book of Preventive and Social Medicine*. Jabalpur: Banarsidas Bhanot. Patra, P.K. and Kapoor, A.K. 2009. *Demography and Development Dynamics in a Primitive Tribe of Himalayas*. Dehradun: International Book Distributors.
- Riley, N.E. and Mc Carthy, J. 2003. *Demography in the Age of the Postmodern*. Cambridge University Press, 1-13 and 32-98.
- Sharma, A.K. 1979. Demographic transition: A Determinant of Urbanization. *Social Change*, 9: 13-17.
- Srivastava, O.S. 1996. *Demographic and Population Studies*. New Delhi: Vikas Publishing House.
- Zubrow, E.B.W. 1976. *Demographic Anthropology: Quantitative Approaches*. Albuquerque: University of New Mexico Press.



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 (सहायक) (सहायक) एवं सम्मेलन)

ANT-D-324b: Forensic Dermatoglyphics

Course objectives:

1. To introduce dermatoglyphic and its applications to the students

2. To make them aware the classification and types of finger print
3. To teach them how to compare the finger print

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about dermatoglyphics, its scope and applications.
2. They will learn about various classifications and types of fingerprints.
3. They will also learn about how fingerprints are compared.
4. From the practical component they will learn about recording, determining and comparing fingerprints.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Introduction to dermatoglyphics: history and development, scope and applications.

Unit II: (15 Lectures)

Formation of fingerprint ridges, pattern types and patterns area, classification of fingerprints- Henry Classification, Vucetich System, Single-Digit Classification.

Unit III: (15 Lectures)

Types of fingerprints: plastic, visible and latent prints, conventional and modern methods for development of latent fingerprints: Silver Nitrate, Ninhydrin, Iodine Fuming, Powder Methods, Metal Deposition Method, Small Particle Reagent and Laser Techniques.

Unit IV: (15 Lectures)

Basis of fingerprint comparison: class characteristics and individual characteristics, determination of identity: fingerprint and palm print recognition, automated fingerprint identification system.

Practical (60 Lectures)

1. Recording and Study of Finger and Palm Prints
2. Determination of palmar main line formula, Ridge count and indices
3. Comparison of Fingerprints and Palmprints on the basis of class and individual ridge characteristics
4. Development of latent fingerprints using different chemical and powder methods.

Suggested Readings

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 05/7/2021
 प्राध्यापक, पुलिस विभाग (विशेषीय एवं सामान्य)
 ज. प्रशासन (महानगर & ग्राम)
 मुंबई विश्वविद्यालय
 मुंबई महानगर, कोरगाव (A.P.)

1. To introduce human genes, their function and structure to the students
2. To teach them how the genetic information is expressed
3. To make them aware the methods of studying human genetics

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about human genes, their structure, replication and function.
2. They will learn about how genetic information is expressed.
3. They will also learn about the methods of studying human genes.
4. From the practical component they will learn about DNA extraction, quantification, gel documentation, etc.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Structure, function and inheritance of the human genome: gene, DNA structure and replication, DNA repair and recombination, gene expression, coding and non-coding region.

Unit II: (15 Lectures)

Expression of genetic information: from transcription to translation, relationship between genes and protein, transcriptions: transcription and RNA processing, encoding genetic information, decoding the codons, the role of transfer RNAs.

Unit III: (15 Lectures)

Methods of genetic study in humans: pedigree analysis and expressivity, chromosomal basis of genetic disorders (Karyotypes and identification of chromosome Variation, nucleic acid hybridization assays, cytogenetic mapping), genetic mapping (Microsatellite and other DNA polymorphisms), LOD score, sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-mendelian inheritance and complex diseases.

Unit IV: (15 Lectures)

Genomic diversity & human evolution: peopling of the Indian subcontinent: evidence from mtDNA and Y-chromosome, evolutionary genetics, molecular evolution, DNA sequence variation and human origins.

Practical

(60 Lectures)

05/7/2021


Koro Hills, Dombivli (A.P.)

1. Blood Collection, transportation and storage in field
2. DNA Extraction from whole blood
3. DNA Quantification, Aliquoting and sample preparation
4. PCR and electrophoresis
5. Gel Documentation

Note: If a college or university does not have facilities for conducting the above practicals, it may allow students to prepare a project report, based on secondary literature, on any one of the practical topics.

Suggested Readings

- Brown, T.A. 2007. *Genomes*. Garland Science.
- Cavalli-sforza, L.L, Menozzi, P., Piazza, A. 1994. *History and Geography of Human Genes*. Princeton University.
- Cummings, M.R. 2011. *Human Heredity: Principles and Issues*. Brooks/Cole, Cengage Learning.
- Giblett, E.R. 1969. *Genetic Markers in Human Blood*. Oxford: Blackwell Scientific.
- Griffiths, A.J.F. 2002. *Modern Genetic Analysis: Integrating Genes and Genomes*. WH Freeman Press.
- Griffiths, A.J.F, Wessler, S.R., Carroll, S.B., Doebley, J. 2011. *An Introduction to Genetic Analysis*. Macmillan Higher Education.
- Jobling, M., Hurl, M. and Tyler-Smith, C. 2004. *Human Evolutionary Genetics: Origins, Peoples & Disease*. New York: Garland Science.
- Lewis, R. 2009. *Human Genetics: Concepts and Application*. McGraw Hill Company, Inc.
- Patch, C. 2005. *Applied Genetics in Healthcare*. Taylor & Francis Group.
- Snustad, D.P. and Simmons, M.J. 2006. *Principles of Genetics*, Fourth Edition, John Wiley & Sons.
- Strachan, T. and Read, A.P. 2004. *Human Molecular Genetics*. Garland Science.
- Vogel, F. and Motulsky, A.G. 1996. *Human Genetics*. Springer, 3rd revised edition.


 05/3/2021
 संयुक्त कुलपति (सहायक एवं सम्मानन)
 राजीव गांधी विमानतट
 J. P. Jaiswal (Hons. & Comm.)
 Master (Genetics) University
 Hons. Hons. Dornbach (A.P.)

ANT-D-324d: Urban Anthropology

Course objectives:

1. To understand the basic concepts of urban anthropology and the role of anthropology in planning a town or city.
2. To learn about urban ethnography.
3. To understand methodology on urban anthropology.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about urban anthropology and the role of an urban anthropologist 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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

- Unit I:** (15 Lectures)
Emergence of urban anthropology: origins of cities, role of urban anthropologist in urban planning and design.
- Unit II:** (15 Lectures)
Rural-urban migration, caste, tribe and kinship in city, problems of urbanisation, poverty and social stratification in urban areas.
- Unit III:** (15 Lectures)
Urban ethnography, urban community, urban natives vs migrants, urban ecology.
- Unit IV:** (15 Lectures)
Methodology of urban anthropology, contemporary urban issues: suburbs, exurbs and urban decline, crime in urban setting.

Practical (60 Lectures)

1. Prepare a report on the problems of urban community in any city/town.
2. Photo-shoot any two inter-related aspects of city life, create captions and texts relating to urban anthropology.

Suggested Readings

- Childe, Gordon. 1950. Urban Revolution. *Town Planning Review*.
- Leeds, Anthony. *Cities, classes and the social order*. Roger Sanjek.
- Low Reader Part V: The Postmodern City in Low pp. 317-377, *Anthropological Fieldwork in Cities, The anthropology of Cities: Some Methodological Issue*

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Dr. Anand K. Sanjek
J. P. Sanjek (Assoc. & Cont.)
Harris-Stanley University
Harris-Stanley, Oklahoma, USA

ANT-D-324e: Anthropology of Health

Course objectives:

1. To learn how anthropological study can contribute in health studies
2. To learn basics of epidemiology of communicable diseases
3. To understand women's health issues
4. To learn different health care systems

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.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Introduction and overview of the field of anthropology and health: competing perspectives on the study of anthropology of health, defining health, illness and disease in cross-cultural perspective, WHO's definition of health.

Unit II:

(15 Lectures)

Morbidity, mortality and epidemiology: meaning, scope and methods, epidemiology of common communicable diseases: malaria, tuberculosis, leprosy, diabetes, cardiovascular disease and sexually transmitted diseases (STDs), HIV/AIDS.

Unit III:

(15 Lectures)

Women's health, family planning and maternal and child health: reproductive life, nursing and early nurture, hyper-menstruation and its corollaries, population variation and its relation to health and disease.

Unit IV:


(15 Lectures)

Variations in health care systems: health promotion and health care delivery programmes, family welfare programmes, child health and nutrition programmes, reproductive health awareness, legal aspects of health care, medico-legal issues related to health administration, medical ethics, important issues in global health.

Practical

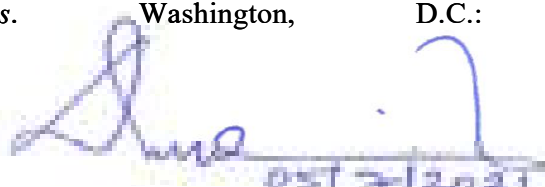
The practical component will include the following:

1. Mapping of major diseases in India
2. Listing of the symptoms of all the major diseases
3. Prevention and treatment of the same


05/7/2021
Dr. P. S. Srinivasan (Assistant Professor)
J. P. S. Srinivasan (Assistant Professor)
J. P. S. Srinivasan (Assistant Professor)
J. P. S. Srinivasan (Assistant Professor)
J. P. S. Srinivasan (Assistant Professor)

Suggested Readings

- Albrecht, Gary L., Ray Fitzparick, and Susan C. Scrimshaw (eds.). 2000. *The Handbook of Social Studies in Health and Medicine*. SAGE Publications.
- Bannerman, Robert, J. Burton, and Ch'en Wen-Chieh (eds.). 1983. *Traditional Medicine and Health Care Coverage*. Geneva: World Health Organization.
- Basch, Paul F. 1999. *Textbook of International Health*. New York: Oxford University Press.
- Chen, Lincoln C., Arthur Kleinman, and Norma C. Ware. 1994. *Health and Social Change in International Perspective*. Harvard University Press.
- Chin, James, M.D., M.P.H. (ed.) 2000. *Control of Communicable Diseases Manual*. 17th Edition. American Public Health Association.
- Coreil, Jeannine and J. Dennis Mull (eds.). 1990. *Anthropology and Primary Health Care*. Boulder: Westview Press.
- Hahn, Robert A. 1999. *Anthropology in Public Health: Bridging Differences in Culture and Society*. New York: Oxford University Press.
- Helman, Cecil G. 2001. *Culture, Health, and Illness*. 4th ed. London: Arnold.
- Inhorn, Marcia C. and Peter J. Brown. 1997. *The Anthropology of Infectious Disease: International Health Perspectives*. Gordon and Breach Publishers.
- Khanna, Rajesh and A.K. Kapoor. 2007. *Ethnic Groups and Health Dimensions*. New Delhi: Discovery Publishing House.
- Koop, C. Everett, Clarence E. Pearson, and M. Roy Schwartz (eds.). 2001. *Critical Issues in Global Health*. San Francisco: Jossey-Bass.
- Mann, Jonathon M., et al. (eds.). 1999. *Health and Human Rights*. New York: Routledge.
- Mayer, Kenneth H. and H.F. Pizer (eds.). 2000. *The Emergence of AIDS. The Impact on Immunology, Microbiology, and Public Health*. Washington, D.C.: American Public Health Association.
- Nichter, Mark and Mimi Nichter. 1996. *Anthropology and International Health: Asian Case Studies*. Gordon and Breach Publishers.
- Paul, Benjamin D. (ed.). 1955. *Health, Culture, and Community: Case Studies of Public Reactions to Health Programmes*.
- Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.). 1997. *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press.


05/7/2021
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A. Registrar (eGangotri.org)
Rajni Kalia, Delhi (A.P.)

ANT-D-324f: Visual Anthropology

Course objectives:

1. To understand the introductory concept of visual anthropology
2. To examine the concept and relationship of theories of representation and ethnography
3. To understand the basic concepts of ethnographic photography and filming

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about Visual Anthropology and its scope.
2. They will learn about the theories of representation in visual media.
3. They will also learn about ethnographic films and photography.
4. From the practical component they will learn about the techniques of making an ethnographic film.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Introduction to Visual Anthropology, visual culture, photographic and digital media: still, interactive and moving.

Unit II:

(15 Lectures)

Theory and representation, Anthropology and images, ethnographic films and mass media, theories of representation, modern media and political advocacy.

Unit III:

(15 Lectures)

Ethnographic photography: conventions and methodologies, paradigms and debates.

Unit IV:

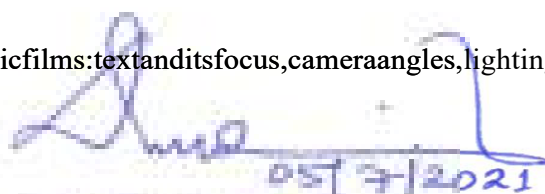
(15 Lectures)

Ethnographic films: theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, interdependency of technology and culture.

Practical

This paper deals with analysis of visual such as photographs and films pertaining to cultural practices dealing with institutions of religion, economy and politics. The students are required to do the following exercises:


1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.


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प्राध्यापक (विभाग के सम्मेलन)
जिला न्याय विभाग
J. Registrar (Civil & Crim.)
Hajipur District University
Hajipur, Bihar, Darbhanga (A.P.)

2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted.
3. Agendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic endpoints.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

Suggested Readings

- Banks, M. and Ruby, J. 2011. *Made to Be Seen: Perspectives on the History of Visual Anthropology*. University of Chicago Press.
- Banks, Marcus and Howard Morphy. 1998. *Rethinking Visual Anthropology*.
- Ember, C.R. et al. 2011. *Anthropology*. New Delhi: Dorling Kindersley. [Unit II, III, IV (Page: 282-321, 430-438, 464, 469-471)]
- Grimshaw, A. and Ravetz, A. 2009. *Observational Cinema: Anthropology, Film, and the Exploration of Social Life*. Indiana University Press.
- Henley, P. 2010. *The Adventure of the Real: Jean Rouch and the Craft of ethnographic Cinema*. Chicago University Press.
- MacDougall, David. 1999. *Transcultural Cinema*. Princeton.
- Pink, S. 2010. *Doing Sensory Ethnography*. Sage Publications.
- Ruby, Jay. 1996. Visual Anthropology. In *Encyclopedia of Cultural Anthropology*, David Levinson and Melvin Ember, editors. New York: Henry Holt and Company, vol. 4: 1345-1351. Ch. 1, "Reading Pictures," pp. 1-12 [From: Banks, Marcus. 2001. *Visual Methods in Social Research*. London: Sage.]
- Schneider, A. and Wright, C. 2010. *Between Art and Anthropology: Contemporary Ethnographic Practice*. Berg Publishers.
- Williams, Cicely D., Naomi Baumslag, and Derrick B. Jelliffe 1994. *Mother and Child Health: Delivering the Services*. 3rd Edition. New York: Oxford University Press.


 05/7/2021
 संयुक्त कुलसचिव (सिद्धान्त एवं सामाजिक)
 राजीव गांधी विनोदविद्यालय
 J. Poddar (Hons. & Comm.)
 Ramji Ghosh University
 Hoshiarpur, Odisha (A.P.)

Interdisciplinary/Generic Elective Course Papers

ANT-G-114: Museum and Cultural Resource Management

Course objectives:

1. To understand the significance of anthropological museum as cultural institution.
2. To know the basic concepts and strategies of museum for preserving and promoting cultural heritage resource.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about history of museums in India and the relationship between museums and anthropology.
2. They will learn about museum collection, documentation and display.
3. They will also learn about security, storage and marketing.
4. From the practical component they will learn about how to document, conserve and prepare a profile of a museum.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

History and Development: definitions and objectives, history of museums in India, relationship between anthropology and museum.

Unit II:

(15 Lectures)

Museum collection, documentation and display: collection: purchase, gift, fieldwork, treasure trove, bequest, exchange, loan; documentation: need, methods of documentation; display: permanent exhibition, temporary exhibition, travelling exhibition.

Unit III:

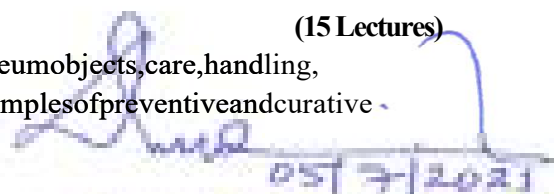
(15 Lectures)

Museum storage, security and marketing: storage: need, various facilities for storage, security against theft, fire and other disaster; marketing: understanding its market, marketing and developing new audience.

Unit IV:

(15 Lectures)

Conservation: causes of decay and deterioration of museum objects, care, handling, packing, cleaning and repairing of museum objects, examples of preventive and curative conservation.


Dr. Rajendra (Head, A. & C. Conf.)
Rajendra Gandhi University
Hoshi Hills, Dornakal (A.P.)


Practical

(60 Lectures)

1. Documentation of five cultural items collected from surrounding communities
2. Methods of conservation of the above items
3. Account of a museum (on the basis of visit)

Suggested Readings

- Ambrose, Timothy and Crispin Paine. 2012. *Museum Basics*. Third Edition. New York: Routledge.
- Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialised Museums in India*. Bhopal & Delhi: IGRMS & Serials Publications.
- Basu, Paul and Wayne Modest (ed). 2015. *Museum, Heritage and International Development*. New York: Routledge.
- Behera, B. K. and S.K. Mohanty. 2007. *Museology and Museum Management in India*. Bhubaneswar: Mayur Publications.
- Dudley, Sandra H. (ed). 2010. *Museum Materialities: Objects, Engagements, Interpretations*. London: Routledge.
- Dudley, Sandra H. (ed). 2012. *Museum Objects: Experiencing the Properties of Things*. New York: Routledge.
- Dutta, Sangeeta. 2010. *Ecomuseum: Perspectives in India*. Delhi: Agam Kala Prakashan.
- French, Ylva and Sue Runyard. 2011. *Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions*. London: Routledge.
- Gupta, S.P. and Mohit Srivastava. 2010. *Modern Museum Management*. New Delhi: Indraprastha Museum of Art and Archaeology & D.K. Printworld (P) Ltd.
- Sandell, Richard and Eithne Nightingale (eds). 2012. *Museums, Equality and Social Justice*. London: Routledge.
- Well, Stephen E. 2002. *Making Museums Matter*. Washington: Smithsonian Institution Press.



05/7/2021

राष्ट्रीय पुस्तकालय (संरक्षित एवं सम्मेलन)
ए. आर. ए. प्रकाशन (पुस्तक एवं कॉपी)
महाराष्ट्र विश्वविद्यालय
महाराष्ट्र, कोल्हापुर (A.P.)

ANT-G-124: Anthropology of Tribal Development

Course objectives:

1. To understand the concept of 'Tribal Development and how various policies evolved to address various constraints faced by the tribes in India.
2. What are constitutional provisions and how various policies are making impact on tribal life.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about concepts and distribution of tribes in India.
2. They will learn about history of tribal policies from colonial to present times.
3. They will also learn about the varieties of their livelihoods.
4. From the practical component they will learn about how to prepare a term paper on any aspect of a tribe.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Concepts of tribe, typologies and distribution of tribes in India.

Unit II: (15 Lectures)

Colonial and post-colonial policies towards the tribes, constitutional safeguards for the Scheduled tribes in V and VI Schedule areas, TSPs, Draft National Tribal Policy of 2006.

Unit III: (15 Lectures)


Economic aspects of the tribes: hunting & gathering, shifting cultivation, pastoralism and trade, and settled agriculture.

Unit IV: (15 Lectures)

Problems of tribes: land alienation, displacement and rehabilitation, health and disease.


Practical (60 Lectures)

The students shall write two term papers on historical, economic, political or religious aspect of any two tribes of India.


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A. Rajaguru (Assistant Professor)
Anthropology Department
A. Rajaguru (Asst. & Cont.)
Rajiv Gandhi University
Kannur Hill, Dornakal (A.P.)

Suggested Readings

- Ao, S. 1967. *Report of the Study Team on Tribal Development Programme*. New Delhi: Govt. of India.
- Chaudhuri, B. (ed). 1990. *Tribal Transformation in India*. New Delhi: Inter-India.
- Danda, A.K. 1990. *Tribal Economy in India*. New Delhi: Inter-India.
- Dhebar, U.N. 1961. *Report of the Scheduled Tribe Commission*. New Delhi: Govt. of India.
- Elwin, V. 1960. *Report of the Committee on Special and Multipurpose Tribal Blocks*. New Delhi: Govt. of India.
- Mishra, S.N. 1998. *Ownership and Control of Resources among Indian Tribes*. New Delhi: Inter-India.
- Nair, M.K.S. 1986. *Tribal Economy in Transition*. New Delhi: Inter-India.
- Roy Burman, B.K. 1994. *Tribes in Perspective*. New Delhi: Mittal Publications.
- Singh, K.S. ed. 1969. *Tribal Situation in India*. Shimla: Indian Institute of Advanced Study.
- Subba, T.B. (ed.) 2012. *North-East India: A Handbook of Anthropology*. New Delhi: Orient Blackswan.



05/7/2021

राष्ट्रिय प्रशासन (संस्कृत) विभाग
ज्योतिष शास्त्र विभाग
A. P. Jaiswal (Asst. & Cont.)
Rajya Sanshodhan Mandal
New Delhi, India (A.P.)

ANT-G-215: Anthropology of Gender

Course objectives:

1. To introduce and help student to understand the concept of gender and gender construction
2. To make students understand the applicability of gender as an analytical tool in anthropological research and beyond
3. To make student understand the emerging issues in the domain of gender discourse

Learning Outcomes

1. The students will learn about the concepts and theories of gender.
2. They will learn about the relationship between gender and anthropology.
3. They will also learn about changing gender roles in societies.
4. From the practical component they will learn about collected gender data and writing a report on a given gender subject.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Introduction: concept of gender, theorizing gender, social and biological theories of gender, psychoanalytical theories, literary theories, theory of gender performativity and Queer theory.

Unit II:

(15 Lectures)

Anthropology and gender: Anthropology and gender studies, Anthropology and feminism, Anthropological approach to gender studies, cultural construction of gender; socialization and gender: agents of socialization: parents, schools, peers; the role of nuclear and extended families in constructing/reproducing gender; gender socialization in patrilineal and matrilineal societies.

Unit III:

(15 Lectures)

Changing genders and recent changes in gender studies: masculinities, femininities and third/ fourth genders in worldwide perspective, gay and trans-sexuality; discourses concerning gender and sexual orientation; feminist movement and gender movement.

Unit IV:

(15 Lectures)

Current gender issues: gender and rights of reproduction, gender discrimination, gender and violence, gender and development, gender and human rights.


Practical

(60 Lectures)

The student shall write a 3000 page report on any topic related to gender and assigned by the teacher concerned. The report may be based on secondary literature or fieldwork.

Suggested Readings

- Connell, R.W. 2002. *Gender*. Cambridge: Polity Press.
- Connell, R.W. 2005. *Masculinities*. Cambridge: Polity Press
- Cormack, C.M and M. Strathern. 1998. *Nature, Culture and Gender*. Cambridge: University Press.
- Croll, E. 2000. *Endangered Daughters: Discrimination and Development in Asia*. London: Routledge.
- Dube, Leela. 1997. *Comparative Perspectives in Gender in South and Southeast Asia*. New Delhi: Vistaar.
- Harris, M. 1991. *Cultural Anthropology*. NY: Harper Collins.
- Mayers, M.J. et.al. 1990. *Gender, Kinship, Power*. NY: Routledge.
- McGee, R.J and R.L. Warms. 1996. *Anthropological Theory*. London: Mayfield Pub.
- Moore, H.L. 1990. *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.
- Moore, H.L. 1994. *A Passion for Difference: Essays in Anthropology and Gender*. Bloomington: Indiana Univ. Press.
- Moser, C. 1993. *Gender, Planning and Development*. London: Routledge.
- Ortner, S.B. and H. Whitehead. 1956. *Sexual Meanings: The Cultural Context of Gender and Sexuality*. Cambridge: University Press.
- Pal, M., P. Pathak, P. Bharati, B. Ghosh, and A. Majumdar. 2012. *Gender Issues and Empowerment of Women*. New York: Nova Science Publishers.
- Rachel Alsop, Annette Fitzsimmons and Kathleen Lennon (eds). 2002. *Theorizing Gender*. Oxford: Polity Press.
- Rappaport, N and J. Overing. 2000. *Social and Cultural Anthropology*. London: Routledge.



05/7/2021

जयप्रकाश (शैक्षणिक एवं सामाजिक)
विकास मन्त्रालय
J. Raghav (Acad. & Social)
Rajiv Gandhi University
Roorkee, Uttarakhand (U.P.)

ANT-G-225: Tribal Cultures of India

Course objectives:

1. To introduce students about various Socio-cultural and economic aspects in the context of Indian Societies at large.
2. To know various categories of Indian tribes based on multiple parameters.
3. To know cultural diversities and emerging constraints of tribal population in globalization world.

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 classification of tribes based on religion, economy, occupation, race, etc.
4. From the practical component they will learn about distribution of various categories of tribes in India and how to write an annotated bibliography and social structure of one of them.

Credit: Lecture = 4, Tutorial = 0, Practical = 2, Total = 6

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 60, Total = 120

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Concepts of tribe and debates centering around the various concepts of tribe, general and specific characteristics of tribes, tribes in India: antiquity, historical, academic, administrative and anthropological importance, denotified tribes.

Unit II:

(15 Lectures)

Tribe-caste continuum, constitutional safeguard/provisions, gender and tribe, regional and linguistic distribution of tribes in India.

Unit III:

(15 Lectures)

Classification of tribes based on their economy, occupation and religion, racial elements among the tribes, Scheduled and non-scheduled categories of tribes.

Unit IV:

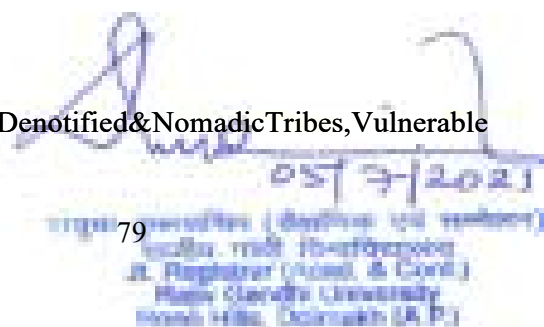
(15 Lectures)

Forest policies and tribes, migration and occupational shift, tribal arts and aesthetics, displacement, rehabilitation and social change, globalization among Indian tribes.

Practical

(60 Lectures)

1. Distribution of Indian Tribes: Denotified & Nomadic Tribes, Vulnerable


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J. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Korutla Hills, Odisha (A.P.)

Tribes, Scheduled Tribes

2. Location of different tribes on the map of India
3. Write an annotated bibliography on any one tribe
4. Write an essay on the social structure of any one tribe of India

Suggested Readings

Behera, D.K. and Georg Pfeffer. *Contemporary Society Tribal Studies*, Volume I to VII. New Delhi: Concept Publishing Company.

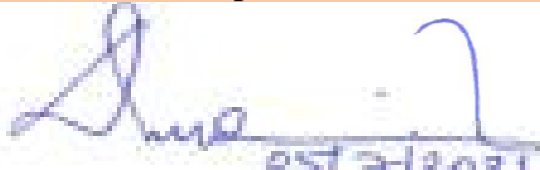
Georg Pfeffer. *Hunters, Tribes and Peasant: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.

Vidyarthi, L.P. and B.K. Rai. *Applied Anthropology in India*.

Vidyarthi, L.P. and B.N. Sahay. *Applied Anthropology and Development in India*. New Delhi: National Publishing House

Ability Enhancement Course Papers

ENG-A-111 Communicative English


05/7/2021
80
Dr. Rajendra Kumar (Author of course)
J. Rajendra Kumar (Acad. & Cont.)
Rajendra Kumar University
Rajendra Kumar, Dalmajh (A.P.)

The course aims to train learners to be more effective at communicating successfully in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations. The learner also imbibes the fundamentals of communication and the art of persuasive speaking and writing which depends crucially on clarity of thought and contextual understanding expressed through appropriate vocabulary.

After completion of the course, learners will be able to master the art of persuasive speech and writing, the art of listening, reading, and analysing; spend the bulk of their time in class in practical exercises of reading and writing; develop critical thinking skills; and they will be introduced to established principles of academic reading and writing.

1. Identify deviant use of English both in written and spoken forms
2. Recognize the errors of usage and correct them and write simple sentences without committing errors of spelling and grammar
3. Developing own competence in using the language
4. Understand and appreciate English spoken by others
5. Use language for speaking with confidence in an intelligible and acceptable manner
6. Understand the importance of reading for life and develop an interest for reading
7. Read independently unfamiliar texts with comprehension
8. Understand the importance of writing in academic life and career.

Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Total = 100

(45 Lectures)

William Shakespeare – All the World is a stage; William Wordsworth – I wondered lonely as a Cloud; Ralph Waldo Emerson – The Mountain and the Squirrel; Emily Dickinson – Success is Counted Sweetest; Robert Frost - Stopping by Woods on a Snowy Evening; Rabindranath Tagore – Where the Mind is without Fear; A. K. Meherotra – Songs of the Ganga.

R.K. Narayan – Lawly Road; Mulk Raj Anand – Barbar’s Trade Union; Somerset
Mangham – The Luncheon; Guy De. Maupassant – The Necklace; Anton Chekhov –
The Lament; O’ Henry – The Last Leaf; Manoj Das – The Submerged Valley.

(a) Norman Mckinnell - The Bishop's Candle Sticks; Anton Chekov – A Marriage Proposal; Eugene Lonesco – The Lesson; August Strandberg – Miss Jullie; Fritz

Sticks; Anton Chekov – A Marriage
August Strandberg – Miss Jullie; Fritz

Karinthy– Refund; (b) Harper Lee – To kill a Mocking Bird, (Or) R. K. Narayan – Vendor of Sweets.

Module 04: Fundamentals of Grammar:

Parts of speech, Articles and Intensifiers, use of tense forms, Use of Infinitives, Conditionals, Adjectives and Adverbs, Prepositions, Making Affirmative, Negative and Interrogative, Making Question Tag.

Module 05: Composition Practice:

(a) Comprehension, Précis Writing, Paragraph Writing (150 words), Letter writing – Personal, Official, Demi-official, Business, Public speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings and Academic) writing; (b) Communication Practice – Introducing yourself, Introducing people to others, Meeting People, Exchanging Greetings, Taking Leave, Answering the Telephone, Asking Someone for Some Purpose, Taking and Leaving Messages, Call for help in emergency.

Practical Exercises

(30 Lectures)

The students are required to:

1. know dictionary and its types, mapping a dictionary to locate words, and multiple uses of dictionary/ies
2. know the uses of Thesaurus/Lexicon/Activator/Encyclopaedia
3. know Note making/taking
4. know information transfer exercises
5. know the usage library resources properly
6. know citing references or developing a bibliography
7. edit a piece of self and peer writing, writing and revising the drafts and preparing the final draft
8. understand and appreciate the principle of politeness in relation to the speaker/ listener, debating, ex-tempore speeches, and other discourses.


Module	Marks	Theory	Practical
Module 01	20%	✓	
Module 02	20%	✓	
Module 03	20%	✓	
Module 04	20%	✓	✓
Module 05	20%	✓	✓

Suggested Readings


1. For reading the texts available sources of texts and help of the Web source may be taken.
2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.

3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4. Bakshi, R. N. A course in English Grammar, Orient Longman
5. Krishnaswamy, N. Modern English – A Book of Grammar, Usage and Composition. MacMillan India Ltd.
6. Bailey, Stephen (2003). Academic Writing. London and New York, Routledge.
7. Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Skills. New York, CUP
8. Hedge, T. (2005). Writing. London, OUP
9. Kumar, S and Pushp Lata (2015). Communication Skills. New Delhi, OUP
10. Lazar, G. (2010). Literature and Language Teaching. Cambridge, CUP
11. Nuttall, C (1996). Teaching Reading Skills in a Foreign Language. London, Macmillan
12. Raman, Meenakshi and Sangeeta Sharma (2011). Technical Communication: Principles and Practice. New Delhi, OUP

Note: Students are advised to use latest edition of text books.


 05/7/2021
 राजेश कुमार सिंह (सहायक एवं सम्पादन)
 (राष्ट्रीय विश्व विद्यालय)
 A. Bhagatpur (Road, B. Canal)
 Raigarh (Sardar University)
 Raigarh Hills, Dhamra (A.P.)

HIN-A-111: Hindi Sikshan


05/7/2021
అధ్యక్షుడు, ప్రజాసంఘం (సామాజికం & పరిరక్షణ)
ఆంధ్రప్రదేశ్ విశ్వవిద్యాలయం
A. Rajaguru (Acad. & Comm.)
MADR (Jawahar) University
Bhadrachalam, Drachalam (A.P.)

EVA-A-121: Environmental Studies

Course Objective:

The objective of this paper is to provide basic concept of on Environment, Ecology, Natural Resources, Importance of biodiversity and need for their conservation along with various environmental issues and Govt. policies, and Environmental movements.

Learning outcomes

1. Learners will be able to understand environment science and its importance.
2. Learners will understand the various types of pollution and hazards caused by them.
3. Learners will understand ways to monitor environment and the various green technologies.
4. Learners will know the various Acts enacted for the protection of the environment.

Credit: Lecture = 4, Tutorial = 0, Practical = 0, Total = 4

Credit Hour: Lecture = 60, Tutorial = 00, Practical = 00, Total = 60

Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Total = 100

Key Words: Environment, Ecosystem, Natural Resources, Biodiversity, Environmental Issues and Policies

Unit I : Basic Concept of Environment

(12 Lectures)

Environment: Definition, scope and importance; Multidisciplinary nature of environmental studies. Concept of sustainability and sustainable development.

Ecosystem – Concept, Structure and function; Energy flow in an ecosystem: food chains, food webs, ecological pyramid. Ecological succession. Ecosystem services.

Unit II : Natural Resources

(12 Lectures)

Land as a resource, Land use patterns, land degradation, soil erosion and desertification.

Forest Resources, Use and over-exploitation; Deforestation - causes and impacts on environment. Water Resources, Use and over-exploitation of surface and ground water; floods, droughts, Case studies on conflicts over water (international & inter-state).

Energy Resources, Renewable and non-renewable energy sources, growing energy needs, use of alternate energy sources. Traditional ecological knowledge.

Unit III: Biodiversity and Conservation

(12 Lectures)

Biodiversity: Definition, levels (genetic, species and ecosystem diversity) and values; Biogeographic zones of India; Biodiversity hot spots. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.

Conservation of biodiversity: *In-situ* and *Ex-situ* conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit IV: Environmental Issues and Policies

(24 Lectures)

[Handwritten signature and date 05/7/2022]
राष्ट्रीय प्रौद्योगिकी विश्वविद्यालय
A. P. J. Abdul Kalam Institute of Technology
Main Building, Delhi
New Delhi, India, Delhi (A.P.)

Environmental pollution: types, causes, effects and controls of Air, water, soil, noise, solid waste and nuclear pollution.

Global environmental issues: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Salient features of Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Paris agreement, Nagoya Protocol.


Human Communities and the Environment: Human population growth: Impacts on environment, human health and welfare.

Disaster management: Floods, Earthquake, Cyclones and Landslides.

Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.

Suggested readings

1. Bharucha, E. 2020. Textbook for Environmental Science for undergraduate students. University Grants Commission, New Delhi.
2. Gupta Abhik and Gupta Susmita. 2021. Environmental Studies: Principles and Practices. 344 pages, SAGE Texts.
3. Ahluwalia, V.K.. Environmental Studies. 2nd Ed. TERI Press.
4. Kaushik Anubha and Kaushik, C.P. 2018. Perspectives in Environmental Studies. 6th Ed. New Age International Pvt. Ltd.
5. Krishnamurthy, K. V. 2020. An advanced textbook on Biodiversity: Principles and Practice. CBS Publisher and Distributors
6. Ambasht, R. S. and Ambasht, P.K. 2017. Environment and Pollution an Ecological Approach 5th Ed. CBS Publisher and Distributors.
7. Ambasht, R. S. and Ambasht, N.K. 2017. A textbook of Plant Ecology. 15th Ed. CBS Publishers and Distributors, New Delhi.
8. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Del


05/7/2021
राष्ट्रीय पुस्तकालय (संस्कृत एवं सामाजिक)
राष्ट्रीय विश्वविद्यालय
Jt. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Rono Hills, Dehra Dun (A.P.)

Skill Enhancement Elective Course Papers

ANT-S-214a: Public Health and Epidemiology

Course objectives:

1. To introduce the basic principles of epidemiology to the students
2. To teach them how to document the healthcare delivery system

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.

Credit: Lecture = 2, Tutorial = 0, Practical = 2, Total = 4

Credit Hour: Lecture = 30, Tutorial = 00, Practical = 60, Total = 90

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

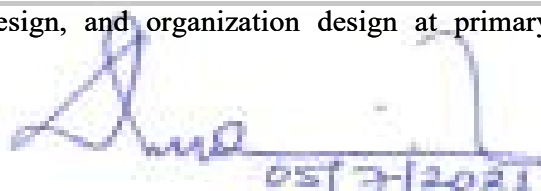
(15 Lectures)

Principles of epidemiology in public health: overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems

Unit II:

(15 Lectures)

Management of health care programmes and service organizations: techniques and procedures for monitoring achievement of a programme's objectives, generating evidence of programme effectiveness, assessing impacts in public health settings, evaluating frameworks that lead to evidence-based decision-making in public health, organizational principles and practices including organizational theory, managerial role, managing groups, work design, and organization design at primary, secondary, and tertiary levels of healthcare.


05/7/2021
Signature: [Handwritten Signature]
Dr. Rajagopal (Asst. Prof. & Head)
Public Health, Government Medical College
87


Practical

(60 Lectures)

Study a community health centre or hospital for 15 days and prepare a report on healthcare delivery systems practised by it.

Suggested Readings

- Aschengrau, A. and Seage, G.R. 2008. *Essentials of Epidemiology in Public Health*. Boston, Massachusetts.
- Edberg, M. 2013. *Essentials of Health Behavior: Social and Behavioral Theory in Public Health*. Second Edition. Jones and Bartlett Publishers.
- Gordis, L. 2004. *Epidemiology*. Third Edition. Philadelphia: Elsevier Saunders.
- Griffith, J. and White, K.R. 2010. *The Well-Managed Healthcare Organization*. Chicago, IL: Health Administration Press.
- Kovner, A.R., McAlearney, A.S., Neuhauser, D. 2013. *Health Services Management: Cases, Readings, and Commentary*. 10th Ed. Chicago, IL: Health Administration Press.
- Lee, L.M. 2010. *Principles and Practice of Public Health Surveillance*. Oxford University Press.
- Merson, M, Black, R, Mills, A. 2006. *International Public Health: Diseases, Programs, Systems and Policies*. Jones & Bartlett Learning.
- Pagano, M. and Gauvreau, K. 2000. *Principles of Biostatistics*. Belmont, CA: Wadsworth.
- Remington, P.L, Brownson, R.C., and Wegner, M.V. 2010. *Chronic Disease Epidemiology and Control*. American Public Health Association.
- Turnock, B. 2011. *Essentials of Public Health*. Jones & Bartlett Publishers.



05/7/2021

डा. प्रदीप कुमार (सामाजिक एवं सार्वजनिक स्वास्थ्य)
ज्योतिष गौरी विश्वविद्यालय
J. Pradyumn (Food & Cont.)
Rajiv Gandhi University
Rono Hills, Dimaasahi (A.P.)

ANT-S-214b: Business and Corporate Anthropology

Course objectives:

1. To make students aware about the exploitation in business and corporate sectors
2. To make students aware about the exploitation of employees in corporate sector
3. To find solutions of the above mentioned problems so that employees get better behavior and treatment in corporate offices

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the corporate and business world and what anthropology can do to understand this world better.
2. They will also learn about consumer behaviour, globalisation, and methods of conducting research in business world.
3. From the practical component the students will learn how an industry or business organisation functions, how it decides its priorities, how it links itself with the market and also prepare a detailed report on the same.

Credit: Lecture = 2, Tutorial = 0, Practical = 2, Total = 4

Credit Hour: Lecture = 30, Tutorial = 00, Practical = 60, Total = 90

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)

Business and corporate Anthropology: history and subject matter, applied anthropology in industry, application of the ethnography in business management.

Unit II: (15 Lectures)

Anthropology and consumer behaviour, globalization, international trade and anthropology, techniques for conducting fieldwork for business organizations.

Practical (60 Lectures)

The practical for this paper will be based on internship with one of the industries manufacturing food items for one month and preparation of detailed report on how the industry decides how much to produce, how it advertises and markets its product, how it offsets the losses, if any, etc.

Suggested Readings

Denny, Rita M. *Handbook of Anthropology in Business*.

Gardner, Burleigh B. 1978. Doing Business with Management. In *Applied Anthropology in America*, Elizabeth M. Eddy and William Partridge (Eds.). New York: Columbia University Press, 245-260.

Jordan, Ann T. *Business Anthropology*. Long Grove, Illinois: Waveland Press.

Tian, Robert Guang, Daming Zhu, Alfons van Marrewijk. *Advanced reading in Business Anthropology*.

Whyte, W.F. 1948. Incentives for Productivity: The Case of the Bundy Tubing Company. *Applied Anthropology*, 7(2):1-16.

05/7/2021
J. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Korwa Hills, Deoria (A.P.)

ANT-S-224a: Media Anthropology

Course objectives:

1. To introduce media Anthropology along with its scope, objectives and its history of evolution
2. To introduce the students to social sites associated with filming and TV production along with the constraints faced by media house and its activities as a whole.
3. To teach the students how to prepare detailed report after internship with media station (Radio and TV)

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about media anthropology and mediatechnology.
2. They will also learn about film and TV production, journalism and advertising, and social media.
3. From the practical component they will learn how a radio or TV station actually functions, how the programmes are prepared, edited, advertised and finally broadcast or aired.

Credit: Lecture = 2, Tutorial = 0, Practical = 2, Total = 4

Credit Hour: Lecture = 30, Tutorial = 00, Practical = 60, Total = 90

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I: (15 Lectures)


Introduction to Media Anthropology: its objectives and scope, history and evolution of media, technology and media, media and production of material object.

Unit II: (15 Lectures)

Social sites of film and TV production, exigencies of commercial filmmaking, constraint of television production, journalism and advertising, indigenous media and cultural activism, social media and youths.


Practical (60 Lectures)

The practical component of this paper will include internship with a radio or television station for one month and prepare a detailed report on how the programmes are prepared, edited, advertised, and finally aired for public consumption.


05/7/2023
Head of Department (Department of Anthropology)
Faculty of Social Sciences
J. 190
Rajawade Sanshodhan Mandal
Rajawade Sanshodhan Mandal (Rajawade Sanshodhan Mandal)
Rajawade Sanshodhan Mandal (Rajawade Sanshodhan Mandal)

Suggested Readings

- Briggs, A. and Burke, P. 2013. *A social history of the media*. 3rd Ed. Cambridge: Polity.
- Durham, M. and Keller, D. 2012. *Media and cultural studies*, 2nd Ed. Malden: Wiley-Blackwell.
- Escobar, A. 1994. Welcome to Cyberia: Notes on the Anthropology of Cyberculture. *Current Anthropology*, 35(3):211-232.
- Fromm, U., Kohn, S., Fox, S., Terry, M. (eds). 2017. *Digital Environments: Ethnographic perspectives across global online and offline spaces*. Berlin: Deutsche Nationalbibliografie.
- Horst, H. and Miller, D. 2012. *Digital anthropology*. London: Berg.
- Madianou, M. and Miller, D. 2012. *Migration and New Media: Transnational Families and Polymedia*. Cambridge: Polity Press.
- Miller, D. (ed). 2009. *Anthropology of the Individual*. Oxford: Berg.
- Miller, D. 2016. *How the world changed social media*. London. University College London Press.
- Miller, D. 2018. Digital Anthropology. *The Cambridge Encyclopedia of Anthropology*. Retrieved from <http://www.anthroencyclopedia.com/entry/digital-anthropology>.
- Pink, S. 2016. *Digital Ethnography*. Los Angeles: Sage.
- Rothenbuhler, Eric W., Coman, Mihai. 2005. *Media Anthropology*. California: Sage.
- Tacchi, J. and Chandola, T. 2015. Complicating connectivity: women's negotiations with smartphones in an Indian slum. *Routledge Handbook of New Media in Asia*. Abingdon: Routledge, 179-188.
- Venkatraman, S. 2017. *Social media in South India*. London: University College London Press.
- Wesch, M. and Whitehead, N. 2012. *Human more*. Boulder: University Press of Colorado.


 05/7/2021
 J. P. R. (J. P. R. & Co.)
 Rono Hills, Coimbatore (A.P.)

ANT-S-224b: Tourism Anthropology

Course objectives:

1. To introduce to the students the basics of tourism in Anthropological aspects
2. To teach the students tourism management and promotion through anthropological perspective
3. To make the students have internship with travel and tourism agencies and make them aware of how the whole process operates in both personal and public level of business.

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.

Credit: Lecture = 2, Tutorial = 0, Practical = 2, Total = 4

Credit Hour: Lecture = 30, Tutorial = 00, Practical = 60, Total = 90

Mark Allotment: Internal Assessment = 20, End Semester Exam = 60, Practical Exam = 20, Total = 100

Theory

Unit I:

(15 Lectures)

Tourism: anthropological aspects, ethnographer as tourist, pilgrimage tourism, eco-tourism, adventure tourism, sports tourism, and food tourism.

Unit II:

(15 Lectures)

Anthropology of tourism management, tourism and promotion/protection of local culture and heritage, tourism and local economy, tourism and commodification of culture, Internet and tourism.

Practical

(60 Lectures)


The practical component of this paper will include internship with one of the tourism and travel agencies or a detailed study of one tourism site and those who make a living out of that site.

Suggested Readings

Chambers, E. 2000. *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.

Crick, M. 1995. The Anthropologist as Tourist: An Identity in Question. In Lanfant, M.F., Allcock, J.B., Bruner, E.M. (eds.) *International Tourism: Identity and Change*. London: Sage,

- pp.205-223.
- Crick, M. 1994. *Anthropology and the Study of Tourism: Theoretical and Personal Reflections*. In Crick, M. (ed.). *Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism*. Chur: Harwood Publishers.
- Dann, G. 2002. *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.
- Dann, G.M.S., Nash, D. and Pearce, P.L. 1988. Methodology in Tourism Research. *Annals of Tourism Research*, 15:1-28.
- Gmelch, S.B. 2004. *Tourists and Tourism: A Reader*. Long Grove: Waveland.
- Graburn, N.H.H. 1977. Tourism: The Sacred Journey. *Hosts and Guests: The Anthropology of Tourism*. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press, 33-47.
- Hitchcock. 1997. Cultural, Economic and Environmental Impacts of Tourism among the Kalahari. In Chambers, E. (ed.) *Tourism and Culture: An Applied Perspective*. SUNY Press.
- Kirshenblatt-Gimblett, B. 1998. *Destination Culture: Tourism, Museums, and Heritage*. University of California Press.
- Lippard, L.R. 1999. *On the Beaten Track: Tourism, Art and Place*. New Press.
- Nash, D. 1996. *Anthropology of Tourism*. New York: Pergamon.
- Picard, M. and Wood, R. 1997. *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.
- Richard, B. 1992. Alternative Tourism: The Thin Edge of the Wedge. In Valene Smith and Eadington (eds) *Tourism Alternatives: Potentials and Problems in the Development of Tourism*. University of Pennsylvania Press.
- 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 Hawai Press.


 05/7/2021
 संतुलन प्रकाशना (प्रादेशिक एवं राष्ट्रीय)
 ज. पणवतकर (अर्थ, & ग्रामीण)
 भास्कराजी विश्वविद्यालय
 हंगी हिल, दोलमठ (अ.प्र.)

