

**CURRICULUM FRAMEWORK FOR  
UNDERGRADUATE PROGRAMME IN ANTHROPOLOGY**

**AS PER NATIONAL EDUCATION POLICY (NEP)-2020**



**WITH EFFECT FROM ACADEMIC YEAR 2023-24**

**DEPARTMENT OF ANTHROPOLOGY  
RAJIV GANDHI UNIVERSITY (A CENTRAL UNIVERSITY)  
RONO HILLS, DOIMUKH  
ARUNACHAL PRADESH-791112**

## **THE PREAMBLE**

The 4 Years Undergraduate Programme in Anthropology (BANTH) is designed for students to grow as competent, self-reflective learners with relevant academic and professional skills who can contribute to the growing discipline of Anthropology. The academic significance of Anthropology is on the rise and so are its contributions towards the welfare of human society. The discipline of Anthropology in itself is known for its holistic study of mankind with noticeable advances in human genetics, forensics, human growth and development, tribal studies, development, urban anthropology, prehistoric archaeology, art & culture, religious beliefs and indigenous knowledge & practices, etc. Anthropology is a discipline known for its methodology for conducting social research, the methods like the ethnographic method, which includes observation, participant observation, interviews and the thick descriptive analysis make the discipline unique. The art of conducting ethnographic fieldwork makes the discipline a skilled discipline for the students. This program will train the skills of the students in a qualitative direction where they learn to explore and employ their growing expertise in real-life situations. Moreover, the discipline will develop a sense of oneness and will also teach the students to respect the cultural variation in a country having diverse cultural practices.

BANTH is a Four-year (eight semesters) programme of credits including major courses, minor courses, multidisciplinary courses, skills enhancement courses, value added courses and ability enhancement courses. In each semester the students will be offered theory and practical courses (credit structure and the number of courses in each semester has been given in the following detailed syllabus). The students will be offered several major courses throughout four years as per UGC guidelines.

This programme will adopt a flexible curricular structure in order to enable creative combinations of disciplinary areas. The undergraduate degree programme of 4-year duration, with multiplex exit points with appropriate certifications such as: a UG certificate after completing 1 year (2 semesters) and additional 4 credits training/internship, a UG diploma after 2 years (4 semesters) of study and additional 4 credits training/internship, a bachelor's degree after a 3-year (6 semesters) of study and UG degree with Honours and UG degree with Research with Honours degree after 4 years (8 semesters) of study.

The evaluation and examination procedures shall be as per the regulations and guidelines of Rajiv Gandhi University examination ordinance.

### **AIMS/OBJECTIVES OF THE UNDER GRADUATE PROGRAMME IN ANTHROPOLOGY**

The Under Graduate Programme in Anthropology (BANTH) aims at the following goals:

1. This programme is providing learning scopes to orient the students towards scientific study of human beings in a holistic way; culturally, biologically and from the perspective of pre-historic Archaeology
2. Developing knowledge of basic Anthropological concepts and methods, and developing ability to negotiate the challenges in field situation.
3. Help shape the abilities of students for building responsible professionals and researchers in the field of Anthropology.
4. Facilitating acquisition of basic skills in major areas of application.
5. Promoting self-understanding, reflexivity and personal growth of the students.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

### **Programme Outcomes?????**

#### **PROGRAM SPECIFIC OUTCOMES (PSO) of BA Anthropology**

**PSO 1.** Graduate will be able to understand human adaptability in different geographical areas thereby understanding existing culture and practices and vice-versa.

**PSO 2.** Graduate will be able to understand Human evolution and cultural diversity which throws light on the human origin and its reasons for variability.

**PSO 3.** Graduate will be able to apply Anthropological Knowledge in Contemporary social issues such as health, education, development and human rights. Thereby participate in policy making and advocacy in influencing public policies and programs

**PSO 4:** Graduates will have critical and insightful understanding of existing anthropological methods and methodology to address social issues. Thereby, encourage students for personal growth and self-reflection to develop as informed, responsible and engaged global citizens.



## Structure for Four-Year Undergraduate Programme in Anthropology (Choice Based Credit System)

### Semester I

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-1110	<b>Introduction to Social &amp; Cultural Anthropology</b>	20	80	100	3:0:1	4	75
XXX-MC-1110	Should be opted from other discipline	20	80	100	3:1:0	4	75
XXX-MD-1110	Should be opted from other discipline	20	80	100	2:1:0	3	60
AE-CC-1110*	Ability Enhancement Compulsory Course	20	80	100	3:1:0	4	75
XXX-SE-1110	Should be opted from other discipline	20	80	100	2:1:0	3	60
EVS-VA-1110	Should be opted from other discipline	20	80	100	2:0:0	2	30
Total Credit of Semester I						20	

### Semester II (UC Certificate)

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-1210	<b>Introduction to Biological Anthropology</b>	20	80	100	3:0:1	4	75
XXX-MC-1210	Should be opted from other discipline	20	80	100	3:1:0	4	75
XXX-MD-1210	Should be opted from other discipline	20	80	100	2:1:0	3	60
AE-CC-1210*	Ability Enhancement Compulsory Course	20	80	100	3:1:0	4	75
XXX-SE-1210	Should be opted from other discipline	20	80	100	2:1:0	3	60
EVS-VA-1120	Should be opted from other discipline	20	80	100	2:0:0	2	30
Total Credit of Semester II						20	

### Semester III

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-2110	<b>Introduction to Archeological Anthropology</b>	20	80	100	3:0:1	4	75
ANT-CC-2120	<b>Family, Kinship, Marriage</b>	20	80	100	3:1:0	4	75
XXX-MC-2110	Should be opt from other discipline	20	80	100	3:1:0	4	75
XXX-MD-2110	Should be opt from other discipline	20	80	100	2:1:0	3	60
XXX-SE-2110	Should be opted from other discipline	20	80	100	2:1:0	3	60
XYZ-VA-1130	Should be opted from other discipline	20	80	100	2:0:0	2	30
Total Credit of Semester III						20	

### Semester IV (UG Diploma)

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-2210	<b>Paleoanthropology</b>	20	80	100	3:0:1	4	75
ANT-CC-2220	<b>Anthropology of Practice</b>	20	80	100	3:1:0	4	75
ANT-CC-2230	<b>Environmental Anthropology</b>	20	80	100	3:1:0	4	75
ANT-CC-2240	<b>Anthropology of Religion</b>	20	80	100	3:1:0	4	75
XXX-MC-2210	Should be opted from other discipline	20	80	100	3:1:0	4	75
Total Credit of Semester IV						20	

### Semester V

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-3110	<b>Indian Archeology</b>	20	80	100	3:1:0	4	75
ANT-CC-3120	<b>Human Genetics</b>	20	80	100	3:1:0	4	75
ANT-CC-3130	<b>Society and Economic System</b>	20	80	100	3:1:0	4	75
ANT-CC-3140	<b>Biological Anthropology Practicum</b>	20	80	100	0:0:2	2	60
ANT-IN-3110	<b>Fieldwork</b>	20	80	100	0:0:2	2	60
XXX-MC-3110	Should be opted from other discipline	20	80	100	3:1:0	4	75
Total Credit of Semester V						20	

### Semester VI (UG Degree)

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-3210	<b>Political Anthropology</b>	20	80	100	3:1:0	4	75
ANT-CC-3220	<b>Anthropology in India</b>	20	80	100	3:1:0	4	75
ANT-CC-3230	<b>Tribes and Peasants of India</b>	20	80	100	3:1:0	4	75
ANT-CC-3240	<b>Primatology</b>	20	80	100	3:0:1	4	75
XXX-MC-3210	Should be opted from other discipline	20	80	100	3:1:0	4	75
Total Credit of Semester VI						20	

### Semester VII

Paper Code	Paper Title	Maximum Marks			Credit Distribution L:T:P	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total			
ANT-CC-4110	<b>Theories of Anthropology</b>	20	80	100	3:1:0	4	75
ANT-CC-4120	<b>Anthropological Methods</b>	20	80	100	3:1:0	4	75
ANT-CC-4130	<b>Human Growth and Development</b>	20	80	100	3:0:1	4	75
ANT-CC-4140	<b>Medical Anthropology</b>	20	80	100	3:1:0	4	75
XXX-MC-4110	Should be opted from other discipline	20	80	100	3:1:0	4	75
Total Credit of Semester VII						20	

### Semester VIII (UG Degree with Honours)

Paper Code	Paper Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal marks	Semester Exam	Total	L:T:P		
ANT-CC-4210	<b>Fieldwork and Report Writing</b>	20	80	100	0:0:4	4	120
ANT-CC-4220	<b>Physiological Anthropology</b>	20	80	100	3:0:1	4	75
ANT-CC-4230	<b>Demographic Anthropology</b>	20	80	100	3:0:1	4	75
ANT-CC-4240	<b>Forensic Anthropology</b>	20	80	100	3:0:1	4	75
ANT-CC-4250	<b>Development Anthropology</b>	20	80	100	3:1:0	4	75
ANT-CC-4260	<b>Food and Culture</b>	20	80	100	3:0:1	4	75
ANT-CC-4270	<b>Anthropology of Gender</b>	20	80	100	3:1:0	4	75
ANT-MC-4210	Research Publication Ethics	20	80	100	3:1:0	4	75
Total Credit of Semester VIII						20	

\*ANT-CC-4210 is compulsory; student should select 3 from the remaining core courses. Students may opt either 4220, 4230 and 4240 or 4250, 4260 and 4270.

### Semester VIII (UG Degree with Honours and Research)

Paper Code	Paper Title	Maximum Marks			Credit Distribution	Credits	Contact Hours
		Internal marks	Semester Exam	Total	L:T:P		
ANT-CC-4210	<b>Dissertation</b>	20	80	100	0:0:12	12	360
ANT-CC-4220	<b>Recent trends in Anthropology</b>	20	80	100	3:0:1	4	75
ANT-MC-4210	Research Publication Ethics	20	80	100	3:1:0	4	75
Total Credit of Semester VIII						20	

**Minor Course/ Multi-disciplinary Course/ Skill Enhancement Course offered by the  
Department for four years degree programme**

**List of Minor Courses (MC) offered by the department of Anthropology**

Sem	Paper Code	Paper Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
			Internal marks	Semester Exam	Total	L:T:P		
I	ANT-MC-1110	Society and Culture	20	80	100	3:1:0	4	60
II	ANT-MC-1210	Human Evolution	20	80	100	3:1:0	4	60
III	ANT-MC-2110	Prehistoric Archeology	20	80	100	3:1:0	4	60
IV	ANT-MC-2210	Human Ecology and Adaptation	20	80	100	3:1:0	4	60
V	ANT-MC-3110	Economy and Polity	20	80	100	3:1:0	4	60
VI	ANT-MC-3210	Tribes, Peasant and State	20	80	100	3:1:0	4	60
VII	ANT-MC-4110	Research Methodology	20	80	100	3:1:0	4	60
VIII	ANT-MC-4210	Research Publication Ethics	20	80	100	3:1:0	4	60

**List of Multi-Disciplinary Courses (MDC) offered by the department of Anthropology**

Sem	Paper Code	Paper Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hour
			Internal marks	Semester Exam	Total	L:T:P		
I	ANT-MD-1110	Tourism Anthropology	20	80	100	2:1:0	3	45
II	ANT-MD-1210	Material Culture and Museum	20	80	100	2:1:0	3	45
III	ANT-MD-2110	Tribes of India	20	80	100	2:1:0	3	45

**List of Skill Enhancement Courses (SEC) offered by the department of Anthropology**

Sem	Paper Code	Paper Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hour
			Internal marks	Semester Exam	Total	L:T:P		
I	ANT-SE-1110	Media Anthropology	20	80	100	2:1:0	3	45
II	ANT-SE-1210	Public Health	20	80	100	2:1:0	3	45



# **SEMESTER-1**

**SI ANT-CC-1110: Introduction to Social and Cultural Anthropology**

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]

Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75

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

**Learning Objectives***LO1: To introduce the relevance of Social Anthropology and its relevance with other discipline**LO2: To study the different concepts in relation to society and institutions in society**LO3: To teach the students cultural setting of language and its associated concepts.***Course Outcomes***CO 1: The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.**CO 2: They will learn about concepts of society, culture, social stratification, etc.**CO 3: They will also learn about important institutions like family, marriage, and kinship.**CO 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.***Course Content: Theory**

Module	Content	Contact Hours	CO
1	<b>Emergence and Historical Development of Social Anthropology Early writings:</b> Colonial accounts of travelers and administrators; Ethnography, Ethnology, and Social Anthropology; Scope and Relevance; Relationship with other disciplines.	15	1
2	<b>Concept of Culture</b> Culture and its attributes, enculturation, Ethnocentrism, Cultural Relativism, Paradoxes of Culture, Cultural Change, Cultural Trait, Culture Complex, Culture Area, Tangible and Intangible Culture.	15	1, 2
3	<b>Concept of Society</b> Concept of Society, Status and Role, Group, Association, Communities and Institutions, Social Fact, Social Action, Social Conflict.	15	2, 3
4	<b>Fieldwork Tradition in Anthropology</b> History of fieldwork tradition in Anthropology with special reference to British, American and Indian Tradition; Basic techniques of fieldwork Relevance of fieldwork; Ethics in fieldwork.	15	4

**Course Content: Practicum**

Module	Content	Contact Hours	CO
P1	Tools and techniques in collection of data in Social Anthropology – Observation, Interview, Questionnaire and Schedule, Case study, Life history, genealogy	30	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings:

1. Beattie, J. 1964. *Other Cultures*. London: Cohen & West Limited.
2. Bernard, H.R. 1940. *Research Methods in Cultural Anthropology*. Newbury Park: Sage.
3. Davis, K. 1981. *Human Society*. New Delhi: Surjeet Publications.
4. Ember, C. R. et al. 2011. *Anthropology*. New Delhi: Dorling Kindersley.
5. Ferraro, G. and Andreatta S. 2008. In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
6. Hickerson, NP. 1980. *Linguistic Anthropology*. New York: Holt, Rinehart and Winston.
7. Parsons, T. 1968. *The Structure of Social Action*. New York: Free Press.
8. Rapport, N. and Overing J. 2004. *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
9. Royal Anthropological Institute of Great Britain and Ireland. 1971. Methods. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

## SI ANT-MC-1110: Society and Culture

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]  
 Credit Hour: Lecture = 45, Tutorial = 30, Practical = 00, Total = 75  
 Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

**LO1:** To introduce the relevance of Social Anthropology and its relevance with other discipline

**LO2:** To study the different concepts in relation to society and institutions in society

**LO3:** To teach the students cultural setting of language and its associated concepts.

### Course Outcomes

**CO 1:** The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.

**CO 2:** They will learn about concepts of society, culture, social stratification, etc.

**CO 3:** They will also learn about important institutions like family, marriage, and kinship.

**CO 4:** They will learn how to follow up some of the commonly used techniques of data collection in Social-Cultural Anthropology.

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Emergence and Historical Development of Social Anthropology Early writings:</b> Colonial accounts of travelers and administrators; Ethnography, Ethnology, and Social Anthropology; Scope and Relevance; Relationship with other disciplines.	15	1
T2	<b>Concept of Culture:</b> Culture and its attributes, enculturation, Ethnocentrism, Cultural Relativism, Paradoxes of Culture, Cultural Change, Cultural Trait, Culture Complex, Culture Area, Tangible and Intangible Culture.	15	1, 2
T3	<b>Concept of Society:</b> Concept of Society, Status and Role, Group, Association, Communities and Institutions, Social Fact, Social Action, Social Conflict.	15	2, 3
T4	<b>Fieldwork Tradition in Anthropology:</b> History of fieldwork tradition in Anthropology with special reference to British, American and Indian Tradition; Relevance of fieldwork; Ethics in fieldwork.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	2	1	2	3	-	-	1	-	-	1	-	3	3	1
<b>CO2</b>	-	-	2	2	-	-	3	2	-	1	-	2	2	3
<b>CO3</b>	2	2	2	2	3	3	-	2	2	3	-	1	2	3
<b>CO4</b>	1	1	2	2	3	2	-	1	2	3	1	-	3	3
<b>Average</b>	<b>1.25</b>	<b>1</b>	<b>2</b>	<b>2.25</b>	<b>1.5</b>	<b>1.25</b>	<b>1</b>	<b>1.25</b>	<b>1</b>	<b>2</b>	<b>0.25</b>	<b>1.5</b>	<b>2.5</b>	<b>2.5</b>

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Beattie, J. 1964. *Other Cultures*. London: Cohen & West Limited.
2. Bernard, H.R. 1940. *Research Methods in Cultural Anthropology*. Newbury Park: Sage.
3. Davis, K. 1981. *Human Society*. New Delhi: Surjeet Publications.
4. Delaney, C. 2004. Orientation and disorientation. In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
5. Ember, C. R. et al. 2011. *Anthropology*. New Delhi: Dorling Kindersley.
6. Ferraro, G. and Andreatta S. 2008. In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
7. Parsons, T. 1968. *The Structure of Social Action*. New York: Free Press.
8. Rapport, N. and Overing J. 2004. *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
9. Royal Anthropological Institute of Great Britain and Ireland. 1971. Methods. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

## SI ANT-MD-1110: Tourism Anthropology

Credit: 3 [Lecture = 2, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 30, Tutorial = 15, Practical = 00, Total = 45

Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 00

### Learning Objectives

**LO1:** To introduce to the students the basics of tourism in Anthropological aspects

**LO2:** To teach the students tourism management and promotion through anthropological perspective

**LO3:** 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.

### Course Outcomes

**CO 1:** The students will learn about various types of tourism and how anthropologists look at them.

**CO 2:** They will also learn about various aspects of tourism management, promotion of tourism, local culture and local economy.

**CO 3:** From this course 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.

**CO 4:** The students will learn and explore how tourism and local economy is interrelated and how tourism plays an important role in commodification of culture.

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	Tourism: anthropological aspects, ethnographer as tourist, pilgrimage tourism, ecotourism, adventure tourism, sports tourism, and food tourism.	15	1,2
T2	Anthropology of Tourism Management, Tourism and Promotion/Protection Of Local Culture And Heritage, Sustainable Tourism.	15	1, 2
T3	Tourism and local economy, tourism and commodification of culture, Internet and tourism.	15	2, 3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Chambers, E. 2000. *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.
2. 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
3. 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.
4. Dann, G. 2002. *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.
5. Dann, G.M.S., Nash, D. and Pearce, P.L. 1988. *Methodology in Tourism Research*. *Annals of Tourism Research*
6. Gmelch, S.B. 2004. *Tourists and Tourism: A Reader*. Long Grove: Waveland.
7. 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
8. Lippard, L.R. 1999. *On the Beaten Track: Tourism, Art and Place*. New Press. Nash, D. 1996. *Anthropology of Tourism*. New York: Pergamon.

## SI ANT-SE-1110: Media Anthropology

Credit: 3 [Lecture = 2, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 30, Tutorial = 15, Practical = 00, Total = 45

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

### Learning Objectives

**LO1:** To introduce media Anthropology along with its scope, objectives and its history of evolution

**LO2:** 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

**LO3:** To teach the students how to prepare detailed report after internship with media station (Radio and TV)

### Course Outcomes

**CO 1:** They will also learn about film and TV production, journalism and advertising, and social media.

**CO 2:** The students will learn about media anthropology and media technology

**CO 3:** From the course they will learn how a radio or TV station actually functions, how the programmes are prepared, edited, advertised and finally broadcast or aired.

**CO 4:** The students will be able to learn and explore media and communication and the importance of communication for development of social media and youths.

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	Introduction to Media Anthropology: its objectives and scope, history and evolution of media, language and communication, models of communication, culture and communication, technology and media, media and production of material object.	15	1,2
T2	Social sites of film and TV production, exigencies of commercial filmmaking, Journalism and advertising.	15	1, 2
T3	Indigenous Media, types of Indigenous Media and communication and communication for development social media and youths.	15	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]



### **Suggested Readings:**

1. 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.
2. Escobar, A. 1994. Welcome to Cyberia: Notes on the Anthropology of Cyber culture. *Current Anthropology*, 35(3): 211-232.
3. Fromming, U., Kohn, S., Fox, S., Terry, M. (eds). 2017. Digital Environments: Ethnographic perspectives across global online and offline spaces. Berlin: Deutsche National bibliografie.
4. Horst, H. and Miller, D. 2012. Digital anthropology. London: Berg. 90
5. Madianou, M. and Miller, D. 2012. Migration and New Media: Transnational Families and Polymedia. Cambridge: Polity Press.
6. Miller, D.(ed).2009. Anthropology of the Individual. Oxford: Berg.
7. Miller, D. 2018. Digital Anthropology. The Cambridge Encyclopedia of Anthropology.
8. Rothenbuhler, Eric W., Coman, Mihai. 2005. Media Anthropology. California: Sage.

## **SEMESTER-II**

## SII ANT-CC-1210: Introduction to Biological Anthropology

<b>Credit:</b> 4 [Lecture = 3, Tutorial = 0, Practical = 1]
<b>Credit Hour:</b> 90 [Lecture = 45, Tutorial = 00, Practical = 30] Total = 75
<b>Mark Allotment:</b> Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 100

### Learning Objective (LO)

*To understand the basic concept and historical development of Biological Anthropology, theories of evolution, human skeleton, and the concept of race.*

### Course Outcomes (CO)

*CO 1: Student will learn about history of Biological Anthropology and its relation to other disciplines.*

*CO 2: Student will learn about various theories of human evolution.*

*CO 3: Student will also learn about the human skeleton and how it changes due to erect posture.*

*CO 4: Student will learn about the concept of human race.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>History, Concepts, Aim and Scope:</b> <ol style="list-style-type: none"> <li>i. Definition, Scope, History and Development of Biological Anthropology.</li> <li>ii. Relationship of Biological Anthropology with other branch of Anthropology and other allied Disciplines.</li> </ol>	15	1
T2	<b>Theory of Evolution:</b> <ol style="list-style-type: none"> <li>i. Concept of micro and macro evolution; Process and principles of evolution – convergence, parallelism, adaptive radiation, speciation and irreversibility</li> <li>ii. Theory of Organic evolution – Lamarkism, Neo-Lamarkism, Darwinism and Synthetic theory of Evolution</li> </ol>	15	2
T3	<b>Human Skeleton</b> <ol style="list-style-type: none"> <li>i. Definition and Function of human skeleton; Types of bones.</li> <li>ii. Osteology: Cranium, vertebral column, pectoral girdle, thoracic cage, pelvic girdle, upper and lower extremity bones –features of the constituent bones.</li> <li>iii. Human dentition (basic structural features) and dental formula (deciduous and permanent) and evolutionary significance.</li> <li>iv. Modifications of human skeleton as consequences of evolution-erect posture &amp; bipedal gait.</li> </ol>	15	2, 3
T4	<b>Human Variation and Concept of Race:</b> <ol style="list-style-type: none"> <li>i. Concept of population diversity: Race to Ethnic Group; Geographical distribution and features of major races/ population of mankind (Caucasoid, Negroid and Mongoloid).</li> <li>ii. UNESCO statement of race (1950, 1952).</li> <li>iii. Racial/ ethnic composition of the population of undivided India by H.H. Risley, B.S. Guha and S. S. Sarkar.</li> </ol>	15	2, 4

### Course Content: Practicum

Module	Content	Contact Hours	CO
P1	<b>Cranial osteology:</b> Five different views of human skull – Frontal, Lateral, Occipital, Basal and Vertex view; features of the constituent bones	10	3
P2	<b>Post-cranial osteology:</b> Vertebral column, scapula, clavicle, humerus, radius, ulna, innominate, femur, tibia, fibula, Foot and Hand bones; Determination of side of the bones	20	3

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	3	-	-	-	-	3	2	3	3	1	-
CO2	3	3	2	3	1	2	1	-	2	1	3	3	2	-
CO3	-	3	2	2	1	3	1	-	1	-	2	3	2	3
CO4	-	1	3	1	1	3	2	2	-	-	2	3	2	3
Avg	1.5	1.75	1.75	2.25	0.75	2.0	1.0	0.5	1.5	0.75	2.5	3.0	1.75	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Das, B.M. 2013. Outlines of Physical Anthropology. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. Introduction to Physical Anthropology. Wadsworth Publ.
3. Molnar, Stephen. 1975. Human Variations: Race Types and Ethnic Groups. London: Routledge.
4. Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
5. Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race 1972. Issued by UNESCO. Oxford University Press.

## SII ANT-MC-1210: Human Evolution

<b>Credit:</b> 4 [Lecture = 3, Tutorial = 1, Practical = 0]
<b>Credit Hour:</b> 90 [Lecture = 45, Tutorial = 15, Practical = 00 Total = 60]
<b>Mark Allotment:</b> Internal Assessment = 20, End Semester Exam = 80

### Learning Objective (LO)

*To understand the basic concept and historical development of Biological Anthropology, theories of evolution, human skeleton, and the concept of race.*

### Course Outcomes (CO)

*CO 1: Student will learn about history of Biological Anthropology and its relation to other disciplines.*

*CO 2: Student will learn about various theories of human evolution.*

*CO 3: Student will also learn about the Non-Human Primates and relation with human.*

*CO 4: Student will learn about the concept of human race.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>History, Concepts, Aim and Scope:</b> Definition, Scope, History and Development of Biological Anthropology. Relationship of Biological Anthropology with other branch of Anthropology and other allied Disciplines.	15	1
T2	<b>Theory of Evolution:</b> Concept of micro and macro evolution; Process and principles of evolution – convergence, parallelism, adaptive radiation, speciation and irreversibility Theory of Organic evolution – Lamarkism, Neo-Lamarkism, Darwinism and Synthetic theory of Evolution	15	2
T3	<b>The Primates</b> Classification and characteristics of living primates, Primate radiation, Primate Locomotion, Comparative anatomy and behaviour of human and non-human primates, Significance of non-human primate study in biological anthropology	15	2, 3
T4	<b>Human Variation and Concept of Race:</b> Concept of population diversity: Race to Ethnic Group; Geographical distribution and features of major races/ population of mankind (Caucasoid, Negroid and Mongoloid). UNESCO statement of race (1950,1952). Racial/ ethnic composition of the population of undivided India by H.H. Risley, B.S. Guha and S. S. Sarkar.	15	2, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	3	-	-	-	-	3	2	3	3	1	-
CO2	3	3	2	3	1	2	1	-	2	1	3	3	2	-
CO3	-	3	2	2	1	3	1	-	1	-	2	3	2	3
CO4	-	1	3	1	1	3	2	2	-	-	2	3	2	3
Avg	1.5	1.75	1.75	2.25	0.75	2.0	1.0	0.5	1.5	0.75	2.5	3.0	1.75	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## **Suggested Readings**

1. Das, B.M. 2013. *Outlines of Physical Anthropology*. Allahabad: Kitab Mahal.
2. Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R.L. 2012. *Introduction to Physical Anthropology*. Wadsworth Publ.
3. Molnar, Stephen. 1975. *Human Variations: Race Types and Ethnic Groups*. London: Routledge.
4. Stanford, C., Allen, J.S. and Anton, S.C. 2010. *Exploring Biological Anthropology: The Essentials*. Prentice-Hall.
5. *Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race 1972*. Issued by UNESCO. Oxford University Press.

## SII ANT-MD-1210: Material Culture & Museum

<b>Credit:</b> 3 [Lecture = 2, Tutorial = 1, Practical = 0]
<b>Credit Hour:</b> 90 [Lecture = 30, Tutorial = 15, Practical = 00 Total = 45]
<b>Mark Allotment:</b> Internal Assessment = 20, End Semester Exam = 80

### Learning Objective (LO)

*L1: To understand the significance of anthropological museum as cultural institution.*

*L2: To know the basic concepts and strategies of museum for preserving and promoting cultural heritage resource.*

### Course Outcomes (CO)

*CO1: The students will learn about history of museums in India and the relationship between museums and anthropology.*

*CO2: They will learn about museum collection, documentation and display.*

*CO3: They will also learn about security, storage and marketing.*

*CO4: From the practical component they will learn about how to document, conserve and prepare a profile of a museum.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>History and Development:</b> Definitions and objectives, history of museums in India, relationship between anthropology and museum	15	1
T2	<b>Museum collection, documentation and display:</b> Collection: purchase, gift, fieldwork, treasure trove, bequest, exchange, loan; documentation: need, methods of documentation; display: permanent exhibition, temporary exhibition, travelling exhibition.	15	2
T3	<b>Museum storage, security, and marketing:</b> Storage: need, various facilities for storage, security against theft, fire and other disaster; marketing: understanding its market, marketing and developing new audience; Causes of decay and deterioration of museum objects, care, handling, packing, cleaning and repairing of museum objects	15	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	3	-	-	-	-	3	2	3	3	1	-
CO2	3	3	2	3	1	2	1	-	2	1	3	3	2	-
CO3	-	3	2	2	1	3	1	-	1	-	2	3	2	3
CO4	-	1	3	1	1	3	2	2	-	-	2	3	2	3
Avg	1.5	1.75	1.75	2.25	0.75	2.0	1.0	0.5	1.5	0.75	2.5	3.0	1.75	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Suggested Readings:**

1. Appadurai, Arjun. (1986). *The Social life of things*. New York: Cambridge University Press
2. Gell, Alfred. (1998). *Art and Agency: An anthropology theory*. Clarendon Press
3. Ingold, Tim. (2002). *Companion Encyclopedia of Anthropology*. London: Routledge
4. Miller, Daniel. (1997). *Material Cultures: Why some things matter?* London: Routledge.
5. Marwah, I.S. and V.K. Srivastava. (1987). Khel gate and social structure: a study of their relationship and a note on the place of material culture in anthropology. *Indian Anthropologist*, 17 (2): 63-99



## SII ANT-SE-1210: Anthropology of Public Health

<b>Credit:</b> 3 [Lecture = 2, Tutorial = 1, Practical = 0]
<b>Credit Hour:</b> 90 [Lecture = 30, Tutorial = 15, Practical = 00 Total = 45]
<b>Mark Allotment:</b> Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

**LO1:** This paper attempts to highlight and introduce the basic principles of anthropology of public health.

**LO2:** The students will be able to understand the inter linkages between health and culture, insight into the dynamics of disease outbreaks, differentiating between pandemics, epidemics, and endemic diseases.

**LO3:** Students will develop a comprehensive understanding of various health care issues along with critical environmental issues that impact public health, such as the need for a clean environment, including air and water quality, and effective solid waste management.

### Course Outcomes

**CO 1:** Students will be able to define and articulate the scope of public health, tracing its historical evolution and examining the relationship between culture and health. They will understand the fundamental concepts of health and disease, the classification of diseases, and the multifaceted determinants of health.

**CO 2:** Students will gain insight into the dynamics of disease outbreaks, differentiating between pandemics, epidemics, and endemic diseases. They will learn strategies for the prevention of communicable diseases and the control of non-communicable diseases, along with understanding the challenges associated with disease prevention and control.

**CO 3:** Students will understand the critical environmental issues that impact public health, such as the need for a clean environment, including air and water quality, and effective solid waste management. They will appreciate how environmental factors contribute to health outcomes and the importance of sustainable practices in public health.

**CO 4:** Students will develop a thorough understanding of the health care system in India, including its organization, governance, and health financing mechanisms. They will be able to critically assess the strengths and weaknesses of the Indian health care system and propose improvements based on evidence and best practices.

### Course Content: Theory

Module	Content	Contact Hours	CO
1	Definition and scope of public health, history of public health, culture and health; Concept of health and disease; classification of diseases; determinants of health – physical environment, social environment, genetic inheritance.	15	1, 3
2	Disease outbreak – pandemic, epidemic and endemic; prevention of communicable diseases; control of non-communicable diseases; challenges in prevention and control of diseases	15	2, 3
3	Environmental issues in public health – clean environment, air, water, solid waste, Health Care system in India – organization, governance and health financing	15	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Suggested Readings:**

1. Selvaraj S, Karan AK, et al., 2022. India Health System Review, Asia Pacific Observatory on Health Systems and policies, World Health organization.
2. Chokshi M, Patil B, Khanna R, Neogi SB, Sharma J, Paul VK, Zodpey S. Health systems in India. *J Perinatol.* 2016 Dec;36(s3): S9-S12. doi: 10.1038/jp.2016.184.
3. Goldsteen RL, Goldsteen K and Graham DG. 2011. Introduction to Public Health, Springer publishing company, New York
4. Schneider MJ and Schneider HS. 2017. Introduction to Public Health, 5th Ed. Jones and Bartlett Learning
5. Shultz J M, Sullivan LM and Galea S. 2021. An Introduction to the Science and Practice of population Health, Springer Publishing Company, New York
6. Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publisher

## **SEMESTER-III**

### SIH ANT-CC-2110: Introduction to Archeological Anthropology

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]

Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75

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

#### Learning Objectives

*The course aims to focus the anthropological perspectives of archaeological materials. This will provide a brief idea about the origin, development and distribution of mankind with a sense of chronology, typo-technology and culture in the course of reconstruction of human evolution.*

#### Course Outcomes

CO 1: Demonstrate the understanding of the lithic industry.

CO 2: Identify prehistoric tools in situ.

CO 3: Describe the stratigraphic context of the tools.

CO 4: Describe the concept of Museum Methods and CRM and interdisciplinary approaches of History and Archeology.

#### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> Definition, aims and objectives of archeological anthropology; relation with other branches of anthropology; allied subjects: History, Geography, Geology and Paleontology. Major Fields of archeological anthropology – Ethnoarcheology, Environmental Archeology and New Archeology.	15	1
T2	<b>Geological Time Scale and Dating Methods</b> Basic concept of geological knowledge in archeology: Geological Time Scale, Pleistocene and Holocene epoch; Dating methods in archeology (relative and absolute dating) – Stratigraphy, Fluorine Test, Radiocarbon, Potassium Argon, Thermoluminescence and Dendrochronology.	15	2
T3	<b>Reconstruction of the archeological period</b> The Lithic Era: (Paleolithic, Mesolithic and Neolithic) – Tools and technology of Paleolithic Period (Lower, Middle and Upper Paleolithic Periods), Mesolithic Period, Neolithic Period; The Neolithic Revolution (Emergence of agriculture and other major developments). Pottery Traditions, Megalithic Traditions, Chalcolithic Period, Iron Age. Beads.	15	3
T4	<b>Modern Trends in Archeology</b> Cultural Resource Management, Heritage studies and interdisciplinary approach; Museum Methods, Historical Approach, Numismatics, fieldwork methods in archeological anthropology: exploration and excavation. Latest developments in archeological discovery.	15	4

#### Course Content: Practicum

Module	Content	Contact Hours	CO
P1	Identification, description and drawing of stone tools: Upper Paleolithic, Middle Paleolithic and Lower Paleolithic tools. Mesolithic and Neolithic tools.	15	3
P2	Identification, reconstruction, description and drawing of potsherds	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	4	3	2	1	1	1	2	3	3	1	2	2	2	2
CO2	3	2	2	2	2	1	2	2	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2	2	1	3	2	2	2	2
CO4	1	2	1	2	3	2	2	2	1	2	2	2	2	2
Avg	2.5	2.25	1.5	1.75	2	1.5	2	2.25	1.75	2	2	2	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Bhattacharya, D. K (2006). *An outline of Indian Prehistory*. Palaka Prakashan Delhi.
2. Bhattacharya, D.K. (1977). *Palaeolithic Europe*. Netherland: Humanities press.
3. Chaudhuri, SK, SS Chaudhuri. (2018). *Beads of Arunachal Pradesh: Emerging Cultural Contexts*. Nyogi Books, New Delhi.
4. Hazarika, Manjil. 2017. *Prehistory and Archaeology of Northeast India: Multidisciplinary Investigation in an Archaeological Terra Incognita*. New Delhi: Oxford University Press.
5. Milan Kumar Chauley and Manjil Hazarika (Eds). 2021. *Archaeology in Northeast India – Recent Trends and Future Prospects – Essays Celebrating 150 Years of Research*. New Delhi: Research India Press.
6. Sankalia, H.D. (1982). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poon: Deccan College.

### **SIH ANT-CC-2120: Kinship, Marriage and Family**

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60

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

#### **Learning Objectives**

**LO1:** Demonstrate understanding of key anthropological debates and approaches to family, marriage and kinship.

**LO2:** Differentiate between different kinds of marriage rules, kinship system and family types.

**LO3:** Students will be able to understand the recent changes in the family, marriage and kinship system.

#### **Course Outcomes**

**CO 1:** Students will gain a comprehensive understanding of various kinship systems and terminologies across different cultures. They will learn to identify and analyze kinship patterns, including descent, lineage, and clan structures, and understand how these systems influence social organization and individual roles within societies.

**CO 2:** Students will be able to analyze diverse marriage practices and theories of marital alliances, such as endogamy, exogamy, polygamy, and monogamy. They will explore how marriage functions as a social institution, shaping social, economic, and political relationships within and between groups.

**CO 3:** Students will develop an understanding of the various forms and functions of family structures, including nuclear families, extended families, and joint families. They will study the roles and responsibilities within family units, the dynamics of family relationships, and the impact of cultural, economic, and social changes on family systems.

**CO 4:** Students will acquire knowledge in understanding the recent changes in kinship, marriage and family system.

#### **Course Content**

Module	Content	Contact Hours	CO
1	<b>Understanding the Institution of Kinship</b> The Concept of Kinship: Descent, Alliance and Cultural theories; Principle of Descent: Unilineal, Double Descent, parallel descent, Bilateral and Cognatic. Types of Kinship groups; moiety and phratry, lineage and clan. Function of Kinship: Biological, Social, Economic, Religious and Political and Kinship Terminology.	15	1
2	<b>Understanding the Institution of Marriage</b> The concept of alliance and marriage: Definition, Problems of Universal Definition of Marriage, Nature and Functions of Marriage, Types and Rules of Marriage: Preferential and Prescribed Rules. Marriage Payments: Bride Price/Bride Wealth, Dowry.	15	2
3	<b>Understanding the Institution of Family</b> Meaning and Problems of definition; Approaches to the study of Family; Domestic Group and Household; Characteristics, Functions and Types of Family,	15	3
4	<b>Changes and transformation in kinship, family and marriage</b> Recent changes in kinship, marriage and family system: impact of westernization and modernization, globalization, feminism and new technologies.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings:

1. Fortes, Meyer, and Evans-Pritchard. (1950) (4th edition). *African Political Systems*. London: Oxford University Press
2. Harris, C. C. (1990). *Kinship. Concepts in social thought*. Minneapolis: University of Minnesota Press.
3. Karve, Irawati. (1968). *Kinship organization in India*. London: Asia Publ. House.
4. Lévi-Strauss, Claude. (1969). *The elementary structures of kinship*. Boston: Beacon Press
5. Shah, A.M (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman
6. Stone, Linda and Diane E King. (2019). *Kinship and Gender: An Introduction* (6th edition). New York: Routledge.
7. Uberoi, Patricia (1994) *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

### SIH ANT-MC-2110: Prehistoric Archeology

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60

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

#### Learning Objectives

*The course aims to focus the anthropological perspectives of archaeological materials. This will provide a brief idea about the origin, development and distribution of mankind with a sense of chronology, typo-technology and culture in the course of reconstruction of human evolution.*

#### Course Outcomes

*CO 1: Demonstrate the understanding of the lithic industry.*

*CO 2: Identify prehistoric tools in situ.*

*CO 3: Describe the stratigraphic context of the tools.*

*CO 4: Describe the concept of Museum Methods and CRM and interdisciplinary approaches of History and Archeology.*

#### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> Definition, aims and objectives of archeological anthropology; relation with other branches of anthropology; allied subjects: History, Geography, Geology and Paleontology. Major Fields of archeological anthropology – Ethnoarcheology, Environmental Archeology and New Archeology.	15	1
T2	<b>Geological Time Scale and Dating Methods</b> Basic concept of geological knowledge in archeology: Geological Time Scale, Pleistocene and Holocene epoch; Dating methods in archeology (relative and absolute dating) – Stratigraphy, Fluorine Test, Radiocarbon, Potassium Argon, Thermoluminescence and Dendrochronology.	15	2
T3	<b>Reconstruction of the archeological period</b> The Lithic Era: (Paleolithic, Mesolithic and Neolithic) – Tools and technology of Paleolithic Period (Lower, Middle and Upper Paleolithic Periods), Mesolithic Period, Neolithic Period; The Neolithic Revolution (Emergence of agriculture and other major developments). Pottery Traditions, Megalithic Traditions, Chalcolithic Period, Iron Age. Beads.	15	3
T4	<b>Modern Trends in Archeology</b> Cultural Resource Management, Heritage studies and interdisciplinary approach; Museum Methods, Historical Approach, Numismatics, fieldwork methods in archeological anthropology: exploration and excavation. Latest developments in archeological discovery.	15	4



### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	4	3	2	1	1	1	2	3	3	1	2	2	2	2
CO2	3	2	2	2	2	1	2	2	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2	2	1	3	2	2	2	2
CO4	1	2	1	2	3	2	2	2	1	2	2	2	2	2
Avg	2.5	2.25	1.5	1.75	2	1.5	2	2.25	1.75	2	2	2	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Bhattacharya, D.K (2006). *An outline of Indian Prehistory*. Palaka Prakashan Delhi.
2. Bhattacharya, D.K. (1977). *Palaeolithic Europe*. Netherland: Humanities press.
3. Chaudhuri, SK, SS Chaudhuri. (2018). *Beads of Arunachal Pradesh: Emerging Cultural Contexts*. Nyogi Books, New Delhi.
4. Hazarika, Manjil. 2017. *Prehistory and Archaeology of Northeast India: Multidisciplinary Investigation in an Archaeological Terra Incognita*. New Delhi: Oxford University Press.
5. Milan Kumar Chauley and Manjil Hazarika (Eds). 2021. *Archaeology in Northeast India – Recent Trends and Future Prospects – Essays Celebrating 150 Years of Research*. New Delhi: Research India Press.
6. Sankalia, H.D. (1982). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poona: Deccan College.

### SIH ANT-MD-2110: Tribes of India

Credit: 3 [Lecture = 2, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 30, Tutorial = 15, Practical = 00, Total = 45
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

#### Learning Objective:

The course is designed to help students understand the contested and problematic nature of the term 'tribe' and its definitional attributes. It also seeks to elucidate pressing issues faced by the tribes in India by focusing on the contemporary issues, challenges and crisis that confront the rural and tribal communities in India.

#### Course Outcomes:

CO 1: Comprehend the nature and concepts of tribe and indigenous communities considering their classification and distribution.

CO 2: Understand critical issues, problems and challenges related to tribal societies both in historical and comparative perspective

CO 3: Understand the challenges of tribal development and associated solutions

CO 4: Understand socio-economic and religious world view of tribal communities

#### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>On the concept of tribe:</b> Concept and approaches to the study of tribes; classification, distribution and cosmogeny of tribes in India; Scheduled Tribes, Adivasi and Indigenous people; Particularly Vulnerable Tribal Groups, De-notified and other nomadic communities.	15	1, 2
T2	<b>Tribes and institutions</b> Kinship system, types of family, rules of marriage, customary law and governance, subsistence economy and tribal market, tribal religion: nature-man-spirit complex, Gender and Tribe	15	4,1
T3	<b>Issues in Tribal Development</b> Problems of tribal communities in different parts of India; Displacement and Rehabilitation. Protest movements; impact of Modernization and Globalization, Tribal policies and programme; 5 <sup>th</sup> and 6 <sup>th</sup> schedule of the Constitution, Forest Rights Act, 2006 and PESA.	15	2, 3

#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	3			2			2	3	3	2	2
CO2	2	3	3	2	2	2	2	2	2	2	2	2	3	3
CO3	2	3	3	3	2	2	2	2	2	2	3	2	3	2
CO4	3	3	3	3	2	3	2	2	2	2	3	3	2	2
Avg	2.5	2.5	2.5	2.75	1.5	1.75	2	1.5	1.5	2	2.75	2.5	2.5	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Bailey, F.G. (1960). *Tribes, Caste and Nations*. Manchester University Press
2. Bhandari, J. S., and Subhadra Channa. (1997). *Tribes and government policies*. New Delhi: Cosmo Publications.
3. Channa, Subhadra Mitra. (2020). *Anthropological Perspectives on Indian Tribes*. New Delhi: Orient Black swan Private Limited.
4. Chaudhury, Sukant K, and Patnaik, Soumendra Mohan. (2008.) *Indian Tribes and the Mainstream*. New Delhi. Rawat Publications.
5. Fürer-Haimendorf, Christoph von. (1985). *Tribal populations and cultures of the Indian subcontinent*. Handbook of Studies Oriental Leiden: E.J. Brill.
6. Miri, Mrinal. (2003). *Identity and the moral life*. New Delhi: Oxford University Press.
7. Xa-xa, Virginius. (2008). *State, Society, And Tribes: Issues In Post-Colonial India*. New Delhi: Dorling Kindersley (India)

## **SEMESTER-IV**

## SIV ANT-CC-2210: Paleoanthropology

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objective (LO)

To understand the primate evolution and dispersion of human with reference to geological time scale.

### Course Outcomes (CO)

CO 1: They will learn about the problems and challenges in studying fossil records.

CO 2: They will learn about evolution of non- human primates.

CO 3: They will also learn about various stage of hominin evolution.

CO 4: They will also learn about the theory of human dispersion.

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Chronology and Fossils</b> i. Taphonomy and interpretation of the paleontological and archaeological records ii. Taxonomic and chronological problems of fossils records; Geological Time Scale	10	1
T2	<b>Fossil Primates</b> i. Oligocene anthropoids – Chronology, environmental background, distribution, anatomical features and phylogeny of <i>Apidium</i> , <i>Propliopithecus</i> and <i>Aegyptithecus</i> ii. Miocene anthropoids – Chronology, environmental background, distribution, anatomical features and phylogeny of <i>Proconsul</i> , <i>Dryopithecus</i> , <i>Sivapithecus</i> , <i>Ramapithecus</i> and <i>Gygantopithecus</i>	10	2
T3	<b>Proto-hominids of Pliocene and Pleistocene</b> i. Characteristics, distribution and phylogenetic position of Australopithecine - <i>Sahelanthropus Tchadensis</i> , <i>OrrorinTugenensis</i> , <i>Ardipithecus</i> ii. Characteristics, distribution and phylogenetic position of Australopithecine – <i>anamensis</i> , <i>afarensis</i> , <i>africanus</i> , <i>boisei</i> and <i>robustus</i>	15	3
T4	<b>Emergence and Dispersion of Genus Homo</b> i. Characteristics, distribution and phylogenetic position of <i>Homo habilis</i> , <i>Homo erectus</i> , <i>Homo naledi</i> , <i>Homo denisova</i> and Neanderthal man and Archaic H. sapiens. ii. Theory of human dispersion: Neanderthal admixture, Out of Africa theory, Multi-regional theory; Recent advancement in human evolution studies	10	4

### Course Content: Practicum

Module	Content	Contact Hours	CO
P1	Drawing and identification of different fossils primates	10	2
P2	Drawing and identification of different hominins fossils – <i>Australopithecine</i> and <i>Homo</i>	20	3

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	3	-	3	2	3	-	3	3	1	1
CO2	3	2	-	2	2	3	2	2	1	-	3	2	2	1
CO3	3	1	3	1	1	2	1	1	2	3	3	3	2	3
CO4	3	1	1	-	1	1	-	1	-	3	3	2	3	3
Avg	3.0	1.5	1.0	1.5	1.75	1.5	1.5	1.5	1.5	1.5	3.0	2.5	2.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Boyd, R. and Silk, J.B. 2009. *How Humans Evolved*. London: WW Norton.
2. Cameron, D.W. and Colin, P., Groves, C.P. 2004. *Bone, Stones and Molecules: "Out of Africa" and Human Origins*. Elsevier Inc.
3. Cela-conde, C.J. and Frisancho, J. 2007. *Human Evolution: Trails from the past*. Oxford University Press.
4. Lansen, C.S., Matter, R.M. and Gebo, D.L. 1998. *Human Origin: The fossil Record*. Waveland Press.
5. Napier, J.R. and Napier, P.H. 1985. *The Natural History of the Primates*. Cambridge, MA: The MIT Press.
6. Stringer, C. 2011. *The Origin of Our Species*. London: Allen Lane.
7. Conroy, G.C. 2005. *Reconstructing Human Origins*. WW Norton and Company.
8. Tattersall, I. 2009. *The Fossil Trail: How We Know What We Think We Know about Human Evolution*. New York: Oxford University Press.

**SIV ANT-CC-2220: Anthropology in Practice**

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60

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

**Learning Objective (LO)***To learn about the theoretical frameworks and methodological relationships in anthropology.***Course Outcomes (CO)***CO1: The students will learn about various applications of anthropological knowledge and techniques.**CO2: They will learn about the role of anthropology in development practices.**CO3: They will also learn about various constitutional provisions that protect human rights.**CO4: They will learn about how to prepare report on an NGO or a project on tourism.***Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Academics and practitioners:</b> Differences between Applied Anthropology, Action Anthropology and Development Anthropology; Trends in Anthropology: Anthropology of Tourism, Anthropology of Design and Fashion, Visual Anthropology.	15	1
T2	<b>Role of Anthropology in Development:</b> Anthropology and Public Policy, Community Development, Anthropology of NGOs, Management Anthropology, Cultural resource management.	15	2
T3	<b>Constitutional Perspective and Human Rights:</b> 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.	15	3
T4	<b>Biosocial anthropology in practice:</b> Human Development Index, Forensic Anthropology, crime and identification; biology and privacy.	15	4

**Suggested Readings**

1. Basu, A. and P. Aaby. 1998. *The Methods and the Uses of Anthropological Demography*. Oxford: Clarendon Press.
2. Bhowmik, P.K. 1990. *Applied-Action-Development Anthropology*. Medinipur: Institute of Social Research and Applied Anthropology.
3. *Census of India*, 2001, 2011 and *National Family Health Survey*, 2006, 2010.
4. Ervic, Alexander M. 2000. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, Boston, MA: Allyn and Bacon.
5. Erwin, A. 2004. *Applied Anthropology: Tools and Practice*. Allyn and Bacon.
6. Goodale, M. 2009. *Human Rights: An Anthropological Reader*. Wiley Blackwell.
7. Halbar, B.G. and Khan, C.G.H. 1991. *Relevance of Anthropology – The Indian Scenario*. Jaipur: Rawat Publications.
8. Margaret, A.G. 2003. *Applied Anthropology: A Career-Oriented Approach*, Boston: Allyn and Bacon.

## SIV ANT-CC-2230: Environmental Anthropology

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60

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

### Learning Objectives

**LO1:** Identify the importance of bio-social perspectives in human evolution and adaptation.

**LO2:** Identify the primary human adaptive strategies and indigenous ecological knowledge.

**LO3:** Understand the importance and relationship between cultural and natural systems.

### Course Outcomes

**CO 1:** Students will gain a comprehensive understanding of how human societies interact with and impact their environments. Different approaches to understand cultural ecology.

**CO 2:** Students will be able to critically analyze key ecological and environmental concepts and theories within anthropology.

**CO 3:** Students will develop the ability to evaluate contemporary environmental issues, such as climate change, biodiversity loss, and pollution, from an anthropological perspective.

**CO 4:** Students will acquire knowledge in understanding the concept of bio-diversity conservation and ecological knowledge systems.

### Course Content: Theory

Module	Content	Contact Hours	CO
1	<b>Introduction</b> Meaning, aim and scope of Ecological Anthropology; approaches in ecological Anthropology cultural ecology (Leslie White, Julian Steward, Marshal Sahlins), system approach, processual approach and deep ecology	15	1,2
2	<b>Ecological adaptation</b> Eco-sensitivity adaptation, acclimation, acclimatization, biotic & abiotic components. Adaptation to various ecological stresses; ecological rules and their applicability to human populations.	15	2
3	<b>Emerging Ecological Issues and Movements</b> Emerging issues and environmental movements: global warming, climate change; Movements: Chipko movements, Narmada Bachao movement, Silent Valley movements. Emerging ecological issues in North East India.	15	3
4	<b>Bio-diversity, conservation and sustainability</b> Concept of bio-diversity conservation and sustainability, implications for human population; conservation strategies; indigenous ecological knowledge system; sacred ecology	15	4



## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	-	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	-
CO4	1	1	2	2	3	2	-	1	2	2	1	-	-	-
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	1.75	0.25	1.5	1.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings

1. Bhasin, V. 1989. *Ecology, culture and change: Tribals of Sikkim*. Inter-India, New Delhi
2. Bresler, J.B. 1996. *Human Ecology: Collected Readings*. Addison-Wesley, Massachusetts
3. Butzer, K.W. 1982. *Archaeology as Human Ecology*. Cambridge University Press
4. Guha, R. 1994. *Social Ecology*, OUP, New Delhi.
5. Hardesty, L.L 1977. *Ecological Anthropology*. Wiley Eastern, London.
6. Kothari, A., Pathak N., Anuradha R.V. and Taneja, B. 1998. *Communities and conservation: Natural Resource Management in South and Central Asia*, Sage Publication, New Delhi.
7. Negi, S.S. 1991. *Environmental degradation and crisis in India*. Indus publication, Delhi.
8. Rama Krishnan, P.S. 2000. *Maurtain Bio-diversity, Land use Dynamies and Traditional Ecological knowledge*. OUP, Calcutta.

## SIV ANT-CC-2240: Anthropology of Religion

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]  
 Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60  
 Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

**LO1:** Demonstrate understanding of various dimensions of religion, the rituals activities, etc.

**LO2:** Identify the economic activities among traditional societies.

**LO3:** Analyze the factors of changes regarding religious and economic life spheres.

### Course Outcomes

**CO 1:** Students will gain an understanding of the major theoretical frameworks and concepts used in the anthropological study of religion.

**CO 2:** Students will learn to analyze and compare religious practices, beliefs, and institutions across different cultures.

**CO 3:** Students will develop insights into how religion influences and is influenced by other aspects of social life, including identity, power dynamics, conflict, and cohesion. They will explore how religions shape and are shaped by social, economic, political, and environmental factors.

**CO 4:** Students will be able to understand the basic philosophies of different religious practices in India and its impact on human society.

### Course Content: Theory

Module	Content	Contact Hours	CO
1	Concept and Meaning of Religion; Religious Symbols; Approaches to the study of religion	15	1
2	Concept of: animism, fetishism, naturism, totemism, monotheism, polytheism and atheism. Magic, religion and science; revivalism, conversions, syncretism, religious pluralism and social harmony.	15	2
3	Religious specialists, belief and practices: Shamans, Priest, medicine man, Yogis, religious specialist (Nyibu, Miri, Igu etc); Witchcraft and Sorcery.	15	3
4	Basic philosophy of Hinduism, Buddhism, Jainism, Christianity, Islam, Indigenous religions; Impact of various religions on tribal societies; New religious movements	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	3	2	1	2	1	-	1	-	1	3	2
CO2	2	-	-	3	2	1	3	2	-	1	1	3	3	3
CO3	3	-	1	3	-	1	3	-	-	-	3	2	2	3
CO4	3	-	-	3	-	-	3	1	-	1	1	3	3	3
Average	2.5	00	0.25	3	1	0.75	2.75	1	00	0.75	1.25	2.25	2.75	2.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Suggested Readings:**

1. Bielo, James. S. (2015). *Anthropology of Religion: The Basics*. Routledge Publishing.
2. Gottlieb, R. (2004). *This sacred earth: religion, nature, environment*. Routledge
3. King, E. Francis. (2009). *Material Religion and Popular Culture*. Routledge
4. Lambek, Michel. (2008). *A reader in Anthropology of Religion*. Wiley Blackwell, UK
5. Madan, T.N. (2011). *India's Religions: Perspectives from Sociology and History*. Oxford University Press.
6. Prabhu P. H. (2019). *Hindu Social Organization: A Study of the Socio-Psychological and Ideological Foundations*. Sage Publication.

## SIV ANT-MC-2210: Human Ecology and Adaptation

Credit: [Lecture = 3, Tutorial = 1, Practical = 0, Total = 4]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 60

### Learning Objective (LO):

*Paper attempts to enable students to understand the basic concept of human ecology, biological and cultural aspects of ecological adaptation and man-nature relationship.*

### Course Outcomes (CO):

*CO1: The students will learn about the basic concepts of Human Ecology.*

*CO2: The students will learn about biological aspects of ecology and adaptation.*

*CO3: They will learn about cultural aspects of ecology and adaptation.*

*CO4: They will also learn about the relationship between ecology and human.*

### Course Content: Theory

Module	Content	Contact Hours	CO
1	<b>Human Ecology:</b> Definition, eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.	15	1
2	<b>Adaptation to various ecological stresses:</b> Adaptation to different Ecology - Cold, Heat and high Altitude, ecological rules and their applicability to human populations.	15	2, 3
3	<b>Culture as a tool of adaptation:</b> Various modes of human adaptation in hunting and food gathering, pastoralist, and shifting cultivation societies.	15	3, 4
4	<b>Ecological themes in state formation:</b> 'Neolithic revolution' and Hydraulic civilization.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	-	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	-
CO4	1	1	2	2	3	2	-	1	2	2	1	-	-	-
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	1.75	0.25	1.5	1.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Berry, J.B. 1976. *Human ecology and cognitive style: comparative studies in cultural and physical adaptation*. New York: John Wiley.
2. Cohen, Yehudi A. 1968. *Man in adaptation: the cultural present*. Chicago: Aldine Pub. Co.
3. Lee, Richard B. and Irven DeVore. 1969. *Symposium on Man the Hunter*. Chicago: AldinePub. Co.
4. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. 1973. *Human ecology: Problems and Solutions*. San Fransisco: W.H. Freeman & Company.
5. Redfield, Robert. 1965. *Peasant society and culture an anthropological approach to*

- civilization*. Chicago: Univ. of Chicago Press.
6. Schutkowski, H. 2006. *Human Ecology: Biocultural adaptation in human communities*. Berlin: Springer Verlag.
  7. Stapledon. 1964. *Human ecology*. London. Faber & Faber.
  8. Theodorson, G.A. 1961. *Studies in Human Ecology*. New York: Row, Peterson & Company.

## **SEMESTER-V**

**SV ANT-CC-3110: Indian Archeology**

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]

Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75

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

**Learning Objectives**

The course is designed to teach the students the concept of archeology as part of anthropology in Indian perspectives. It also aims to introduce the Indian archeological sites of India, from all corners, so that the students are trained up theoretically to find out the concept of archeological sites in their areas.

**Course Outcomes**

CO 1: Demonstrate the understanding of the lithic industry.

CO 2: Identify prehistoric tools in situ.

CO 3: Describe the stratigraphic context of the tools.

CO 4: Describe the concept of Museum Methods and CRM and interdisciplinary approaches of History and Archeology.

**Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Introduction to Paleolithic Culture of India</b> Characteristics: Chronology, Important Sites and Artifacts. Paleolithic Sites: Soan, Madrasian, Attirampakkam, Didwana, Belan, Chirki Nevasa, Hunsgi, Krishna Valley, Hathnora and Belan	10	1
T2	<b>Mesolithic Culture of India:</b> Characteristics: Chronology, Important Sites: Bhimbetka, Ganga Valley, Bagor, Adamgarh, Sarai Nahar Rai	10	2
T3	<b>Neolithic Culture of India</b> Characteristics: Chronology: Important sites: Daojali Hading, Parsi Parlo, Burzahom, Saru Taru	10	3
T4	<b>The Archeological Sites in North East India: Important sites: Bismak Nagar, Malinithan, Itafort, Rensangri, Nartiang, Ukhrul.</b> Pottery and Megalithic Sites. Current scenario of Research in Archeology in India with special reference to North East India: Brahmaputra Valley civilization. Rock Art and Beads tradition.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	4	3	2	1	1	1	2	3	3	1	2	2	2	2
CO2	3	2	2	2	2	1	2	2	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2	2	1	3	2	2	2	2
CO4	1	2	1	2	3	2	2	2	1	2	2	2	2	2
Avg	2.5	2.25	1.5	1.75	2	1.5	2	2.25	1.75	2	2	2	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Bhattacharya, D.K.(2006).*An outline of Indian Prehistory*. Palaka Prakashan, Delhi.
2. Bhattacharya, D.K. (1979). *Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis*. Calcutta: K. P. Bagchi and Company
3. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. (1999). *Technology and terminology of Knapped Stone*. Nanterre: CREP.
4. Oakley, K.P. (1972). *Man the Tool Maker*. London. Trustees of the British Museum of Natural History.
5. Renfrew Colin and Bahn Paul. (2012). *Archaeology: Theories, Methods and Practice*. New York: Thames & Hudson, 6th Edition.
6. Sankalia, H.D. (1982). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poona: Deccan College.



**SV ANT-CC-3120: Human Genetics**

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]

Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75

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

**Learning Objective (LO)**

*To introduce the basic concept of human genetics, methods of studying genetics in human and its application.*

**Course Outcomes (CO)**

*CO 1: The students will learn about heredity materials, their structure and function.*

*CO 2: They will learn about inheritance of genes and its relation with environment.*

*CO 3: They will also learn about the methods of studying human genetics.*

*CO4: They will learn about structure of chromosome and chromosomal aberration.*

**Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> i. Cell, Cell Divisions, Chromosome, Gene and Allele, Genotype and Phenotype ii. Structure and Function of DNA; Replication and Protein Synthesis iii. Types and Function of RNA	10	1
T2	<b>Inheritance</b> i. Mendelian Principles of inheritance ii. Patterns of inheritance – autosomal dominant, autosomal recessive, Sex-linked iii. Gene-environment interaction, Concept of non-mendelian inheritance and complex diseases.	10	2
T3	<b>Methods of studying genetics in human</b> i. 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), ii. Genetic mapping (Microsatellite and other DNA polymorphisms), sequencing strategies (PCR based Sanger sequencing to Exome sequencing), iii. Metabolic error: PKU; Alkaptonuria; Albinism; Lysch-Nyhan Syndrome	15	2, 3
T4	<b>Chromosome</b> i. Structure and type of chromosome; Karyotype ii. Chromosome aberration: type and causes; Cri-du-chat syndrome; Philadelphia chromosome; Down Syndrome; Patau's Syndrome; Edward's syndrome; Turner's Syndrome; Klinifelter syndrome	10	4

**Course Content: Practicum**

Module	Content	Contact Hours	CO
P1	DNA extraction from whole blood; Aliquoting and sample preparation; PCR and electrophoresis. <i>(If a college or university does not have facilities for conducting the above practical it may allow students to prepare a project report, based on secondary literature, on any one of the practical topics.)</i>	30	2, 3

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	2	3	2	-	1	2	3	2	3	3	1
CO2	2	2	2	3	3	1	2	1	3	2	3	3	2	2
CO3	1	1	1	-	-	3	2	3	1	1	2	1	2	3
CO4	1	1	3	-	-	-	2	2	-	-	2	2	2	3
Avg	1.5	1.75	1.5	1.25	1.5	1.5	1.5	1.75	1.5	1.5	2.25	2.25	2.25	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Cavalli-sforza, L.L, Menozzi, P., Piazza, A. 1994. *History and Geography of Human Genes*. Princeton University.
2. Cummings, M.R. 2011. *Human Heredity: Principles and Issues*. Brooks/Cole, Cengage Learning.
3. Giblett, E.R. 1969. *Genetic Markers in Human Blood*. Oxford: Blackwell Scientific.
4. Griffiths, A.J.F, Wessler, S.R., Carroll, S.B., Doebley, J. 2011. *An Introduction to Genetic Analysis*. Macmillan Higher Education.
5. Jobling, M., Hurls, M. and Tyler-Smith, C. 2004. *Human Evolutionary Genetics: Origins, Peoples & Disease*. New York: Garland Science.
6. Lewis, R. 2009. *Human Genetics: Concepts and Application*. McGraw Hill Company, Inc.
7. Snustad, D.P. and Simmons, M.J. 2006. *Principles of Genetics*, Fourth Edition, John Wiley & Sons.
8. Vogel, F. and Motulsky A.G.1996. *Human Genetics*. Springer, 3<sup>rd</sup> revised edition.

## SV ANT-CC-3130: Society and Economic System

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]  
 Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60  
 Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

**LO1:** This paper attempts to highlight the relevance of different economic relations in the simple societies and their implications from theoretical and empirical perspectives.

**LO2:** To understand the inter linkages between culture, market and emerging economic system.

**LO3:** Students will develop a comprehensive understanding of various economic systems and theories, including subsistence economies, market economies, and mixed economies.

### Course Outcomes

**CO 1:** Students will gain a thorough understanding of the fundamental concepts, nature, and scope of economic anthropology.

**CO 2:** Students will be able to analyze the nature of the division of labor based on age, sex, and specialization in different societies. They will understand concepts of property and wealth, and examine property relations and inheritance patterns.

**CO 3:** Students will develop an understanding of diverse subsistence strategies such as hunting and gathering, pastoralism, shifting cultivation, and agriculture. They will also explore different types of economic exchanges, including reciprocity, redistribution, barter, and market exchange.

**CO 4:** Students will acquire skills in conducting anthropological research on contemporary economic issues, including entrepreneurship, organizational and business cultures, informal economic systems, industrialization, globalization, and tribal economies. They will learn to apply anthropological methods to analyze the impacts of these factors on different societies.

### Course Content

Module	Content	Contact Hours	CO
1	Definition, nature and scope of Economic Anthropology; Approaches- Formalist, Substantivist and Marxist Approach.	15	1
2	Division of labour – Nature (age, sex, specialization); Concept of Property and Wealth, Property relations and inheritance, Land relations and management. Hunting gathering, Pastoralism, Shifting cultivation, Agriculture.	15	2
3	Types of Reciprocity, Redistribution, Barter and Market Exchange; Gift Exchange –the Kula, Potlatch, Jajamani system.	15	3
4	Anthropological research on Entrepreneurship, Organizations and Business Culture, Informal Economic Systems, Industrialization, Globalization and Tribal economy.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Belshaw, C 1975. *Traditional Exchange and Modern Markets*. Prentice Hall, New Jersey.
2. Cashdan, Elizabeth. (ed). 1990. *Risk, Uncertainty in Tribal and Peasant Economics*. Westview Press, London.
3. Dalton, G. 1961. *Economic Theory and Primitive Society*; in *American Anthropologist*, volume 63(1).
4. Dalton, G. 1971. *Primitive, Archaic and Modern Economics:Essays of Karl Polayi*, Little Brown Boston.
5. Dalton, George. 1967. *Tribal and Peasant Economies*. The Natural History Press, New York.
6. Danda, A.K. 1991. *Tribal Economy in India, Inter India*. N. Delhi.
7. Firth, B. (ed). 1975. *Themes in Economic Anthropology*.Tavistolk, London.
8. Herskovitz, M.J. 1975. *Economic Anthropology*.Eurasia Publication, N. Delhi.
9. Singh, K.S. (ed). 1982. *Economics of Tribes and Their Transformation*. Concept Publishing House, New Delhi.

**SV ANT-CC-3140: Biological Anthropology Practicum**

Credit: 2 [Lecture = 0, Tutorial = 0, Practical = 2]
Credit Hour: Lecture = 00, Tutorial = 00, Practical = 60, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

**Learning Objectives (LO)**

*To introduce the various anthropometric and dermatoglyphic markers for studying human variation.*

**Course Outcomes (CO)**

*CO 1: They will familiar with the different instruments used in anthropometric measurements.*

*CO 2: They will be able to take somatometric measurements.*

*CO 3: They will also able to make somatoscopic observation.*

*CO 4: They will be able understand the finger and palm print pattern.*

**Course Content: Practicum**

Module	Content	Contact Hours	CO
P1	<b>Descriptive study of Instruments</b> i. Anthropometric Rod, Spreading Caliper, Sliding Caliper, Measuring Tape, Weighing Machine	10	1
P2	<b>Somatometry</b> i. Maximum Head Length; Maximum Head Breadth; Minimum Frontal Breadth; Breadth of Bizygomatic Arch; Bigonial Breadth; Nasal Height; Nasal Length; Nasal Breadth; Physiognomic Facial Height; Morphological Facial Height; Physiognomic Upper Facial Height; Morphological Upper Facial Height; Head Circumference; Head Vertex; Sitting Height Vertex; Body Weight ii. Calculation all the relevant indexes from the above measurements.	20	1, 2
P3	<b>Somatосcopy</b> i. Head Form, Hair form, Hair Texture, Eye Form, Nasal Profile, Hair Colour, Eye Colour, Skin Colour	10	3
P4	<b>Dermatoglyphics</b> i. Finger Print ii. Palmar Print	20	4

**Mapping of POs/PSOs with COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	2	3	2	-	1	2	3	2	3	3	1
CO2	2	2	2	3	3	1	2	1	3	2	3	3	2	2
CO3	1	1	1	-	-	3	2	3	1	1	2	1	2	3
CO4	1	1	3	-	-	-	2	2	-	-	2	2	2	3
Avg	1.5	1.75	1.5	1.25	1.5	1.5	1.5	1.75	1.5	1.5	2.25	2.25	2.25	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Suggested Readings:**

1. Deka R and Das BM. 2005. Physical Anthropology Practical. Kitab Mahal, Delhi
2. Singh IP and Bhasin MK. A Manual of Biological Anthropology. Kamla-Raj Enterprises
3. Soluri KE and Agarwal SC. 2019. Biological Anthropology. WW Norton & Co. Inc.
4. Mukherjee D. Mukherji D and Bharti P. 2009. Laboratory Manual for Biological Anthropology. Asian Books.

## SV ANT-IN-3110: Ethnographic Fieldwork

Credit: 2 [Lecture = 0, Tutorial = 0, Practical = 2]

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

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

### Learning Objective (LO)

*To orient students how to conceptualise, conduct, analyse and present an anthropological field studies.*

### Course Outcomes (CO)

*CO1: The students will be able to conceptualise research problem and research design.*

*CO2: They will be familiar with various techniques of data collection.*

*CO3: They will be able to classify, interpret and present data.*

*CO4: They will be able to write a compile and write a systematic report combining qualitative and quantitative data.*

### Guideline

Students will carry out an ethnographic fieldwork in a nearby community/ village/ urban set-up/ or any other convenient setting as decided by the concern teacher for a minimum of 7 days under the supervision of respective supervisors assigned. After the fieldwork they will prepare a report for evaluation. Finally, the field report will be examined by the external expert and accordingly mark will be credited.

### Course Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	1	3	-	-	-	3	3	3	2	3
CO2	3	3	3	2	1	2	-	1	2	2	3	2	2	3
CO3	1	3	3	2	2	2	1	2	1	1	3	2	3	2
CO4	3	2	3	2	2	1	1	3	1	2	3	1	1	1
Avg	1.75	2.75	3.0	2.25	1.5	2.0	0.5	1.5	1.0	2.0	3	2.0	2.0	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Srivastav VK. 2004. Methodology and Fieldwork Oxford University Press.
2. Sarantakos S. 2005. Social Research. Palgrave Macmillan
3. Watson CW. 1999. Being There: Fieldwork in Anthropology. Pluto Press

## SV ANT-MC-3110: Economy and Polity

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]  
 Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60  
 Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

**LO1:** This paper attempts to highlight the relevance of different economic relations in the simple societies and their implications from theoretical and empirical perspectives.

**LO2:** To understand the inter linkages between culture, market and emerging economic system.

**LO3:** Students will develop a comprehensive understanding of various economic and political systems and theories, including subsistence economies, market economies, and mixed economies and descent and political systems.

### Course Outcomes

**CO 1:** Students will gain a thorough understanding of the fundamental concepts, nature, and scope of economic anthropology.

**CO 2:** Students will be able to analyze the nature of the division of labor based on age, sex, and specialization in different societies. They will understand concepts of property and wealth, and examine property relations and inheritance patterns.

**CO 3:** Students will develop an understanding of diverse subsistence strategies such as hunting and gathering, pastoralism, shifting cultivation, and agriculture. They will also explore different types of economic exchanges, including reciprocity, redistribution, barter, and market exchange.

**CO 4:** Students will be able to learn and explore various political systems like descent and political systems and various approaches to the study of Political Anthropology.

### Course Content

Module	Content	Contact Hours	CO
1	Definition, nature and scope of Economic Anthropology; Approaches- Formalist, Substantivist and Marxist Approach.	15	1
2	Division of labour – Nature (age, sex, specialization); Concept of Property and Wealth, Property relations and inheritance, Land relations and management. Hunting gathering, Pastoralism, Shifting cultivation, Agriculture.	15	2
3	Types of Reciprocity, Redistribution, Barter and Market Exchange; Gift Exchange –the Kula, Potlatch, Jajamani system.	15	3
4	Descent and Political Systems; Approaches to the study of Political Anthropology; Power, Authority and Legitimacy; State and stateless societies	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]



### **Suggested Readings:**

1. Belshaw, C 1975. Traditional Exchange and Modern Markets. Prentice Hall, New Jersey.
2. Cashdan, Elizabeth. (ed). 1990. Risk, Uncertainty in Tribal and Peasant Economics. Westview Press, London.
3. Dalton, G. 1961. Economic Theory and Primitive Society; in American Anthropologist, volume 63(1).
4. Danda, A.K. 1991. Tribal Economy in India, Inter India. N. Delhi.
5. Firth, B. (ed). 1975. Themes in Economic Anthropology. Tavistock, London.
6. Bohannan P. and G. Dalton. 1962. Markets in Africa. American Museum of Natural History Series, Washington.
7. Mauss. M. 1990 [1923]. The Gift: The form and Reason for exchange in archaic societies. London, Routledge.
8. Nash, M. 1974. Primitive and Peasant Economic System. Chandler Publication, San Francisco.
9. Sahlins, M. 1974 [1972]. Stone Age Economics. London: Tavistock Publications.

## **SEMESTER-VI**

**SVI ANT-CC-3210: Political Anthropology**

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

**Learning Objective:**

The course will help student to understand the nuances of human political behavior in different kind of political system and also the interplay of politics at interpersonal level in private space which has larger implication in public space.

**Course Outcomes:**

CO1: Comprehend politics and its effect on human behavior in everyday life from personal to inter-personal level.

CO2: Comprehend evolution of political system in non-state/pre-industrial society.

CO3: Elucidate the mechanism of social control operating within different social context

CO4: Understand intersectional framework of gender, ethnicity, caste and state

Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> Meaning, aim and scope of Political Anthropology; Development of Political Anthropology (evolutionary and Functionalism and structural-functionalism, conflict theory, power and authority Structure)	15	1
T2	<b>Nature and Types of Political System in Pre-Industrial Societies</b> Band, Chiefdom, Village and Clan council, Segmentary and lineage organization.	15	2
T3	<b>Mechanism of Social Control</b> Social Sanction, Internal and External Social Control; Gender perspective in understanding customary laws, Customary Laws and its relevance in present context	15	3
T4	<b>State and Politics</b> Nation State, Concept of Democracy and Electoral Politics, Panchayati Raj system, Caste, kinship and women in Politics	15	4, 2

**Mapping of POs/PSOs with COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	3	3	2	2	2	1	2	2	2	2	3	2
CO2	2	2	2	3	2	2	2	1	1	2	3	3	1	1
CO3	2	2	2	2	2	1	2	1	1	2	2	2	1	2
CO4	2	2	2	1	1	2	3	2	2	2	2	2	3	3
Avg	2	2	2.25	2.25	1.75	1.75	2.25	1.25	1.5	2	2.25	2.25	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Fortes, Meyer and Evans-Pritchard. (1950) (4<sup>th</sup>edition). *African Political Systems*. London: Oxford University Press
2. Freeman, M and David Napier. (2009). *Law and Anthropology*. Oxford University Press
3. Gluckman, Max. (1971). *Politics, Law and Ritual in Tribal Society*. Basil Blackwell, Oxford.
4. Leach, E.R. 1964. *Political Systems of Highland Burma: A Study of Kachin Social Structure*. Athlone, London.
5. Lévi-Strauss, Claude. (1969). *The elementary structures of kinship*. Boston: Beacon Press
6. Radcliffe-Brown, A.R. (1952). *Structure and Function in Primitive Society*. Routledge and Kegan Paul, London.
7. Stone, Linda and Diane, E. King. (2019). *Kinship and Gender: An Introduction* (6<sup>th</sup>edition). New York: Routledge.
8. Swartz, M.J. (1996). *Political Anthropology*. Aldine, Chicago
9. Vincent, Joan (ed.) (2002). *The Anthropology of Politics: A reader in ethnography, theory and critique*. Blackwell publisher

**SVI ANT-CC-3220: Anthropology in India**

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

**Learning Objectives:**

The objective of this course is to help students understand the growth of Anthropology in India based on the study of Indian society and culture. The focus is on the contribution of Anthropologists and social thinkers in India transcending the disciplinary boundaries who have contributed to the body of Anthropological knowledge in India.

**Course Outcomes**

CO1: Comprehend various Anthropological thoughts and concept developed in India

CO2: Comprehend evolution of Anthropology as body of knowledge system in India

CO3: Elucidate the contribution of Anthropologists and other social thinkers for understanding Indian society and culture

CO4: Understand social structure and its changing dynamics in tribal and caste dominated Societies in India

**Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Origin and Growth of Anthropology in India</b> The position of Anthropology as a body of knowledge in India and beyond. Anthropology in pre and post Independent India; British Legacy; Critical Perspective on Indian Anthropology.	15	1, 2, 3
T2	<b>Social structure and Process of change in India</b> Caste structure, Sanskritization, Westernization, Tribal Social Structure Detribalization; Retribalization; Great and Little Traditions; Universalization and Parochialization; Sacred Complex	15	4, 2, 1
T3	<b>Village Studies in India</b> Social organization of Indian villages; Significance of village studies in India; Contributions of SC Dube, Andre Beteille, McKim Marriott, Weiser, Scarlett Epstein, M. N Srinivas, FG Bailey, Robbins Burling	15	4, 1,2
T4	<b>Contribution of Indian Anthropologists and other Social Thinker</b> L.K. AnanthkrishnaIyer, S.C. Roy, N.K. Bose, Verrier Elwin, D.N. Majumdar, C.V.F. Haimendorf, B.S Guha, B.M Das, H.D.Sankalia, Mahatma Gandhi, B. R Ambedkar, VaidyanathSaraswati, Irawati Karve, Leela Dube, Surajit Sinha, LP Vidyarthi,	15	3

**Mapping of POs/PSOs with COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	3	3	2	2	2	1	1	1	2	2	2	1
CO2	2	2	2	3	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	3	2	2	2	2	2	2	2	2	3	3
CO4	2	2	2	2	2	2	2	2	1	2	3	3	1	2
Avg	2	2	2.25	2.75	2	2	2	1.75	1.5	1.75	2.25	2.25	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings:

1. Andre, B. (2012). *Caste, Class and Power*. Delhi: Oxford University Press
2. Chakrabarti, S.B. (1986). *Around the Plough*. Anthropological Survey of India, Calcutta.
3. Danda, A. K, K.K. Basa and K.K. Mishra. (2012). *Plural Nature of Anthropology*. INCAA, Kolkata.
4. Danda, A. K. 1995. *Foundation of Anthropology: India*. Inter-India Publications, New Delhi.
5. Dube, S.C. (1955). *Indian Village*. Routledge and Kegan Paul, London.
6. Dube, S.C. (1962). *India's Changing Village*. Allied, Bombay.
7. Gupta, D (Ed.). (1993). *Social Stratification*. Oxford University Press, Delhi.
8. Hutton J.H. (1963). *Caste in India: Its Nature, Function and Origin*. Oxford University Press, Bombay.
9. Lewis, Oscar. 1958. *Village Life in Northern India*. University of Illinois Press, Urbana.
10. Srinivas M. N. (Ed.). (1960). *India's village*. Media Promoters and Publisher Pvt. Ltd.

## SVI ANT-CC-3230: Tribes and Peasants in India

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives:

The course will help student to understand the tribes and peasants as a social category and their world view including challenges and concern in the changing course of time, especially with the intervention of state in the way to development.

### Course Outcomes:

CO 1: Comprehend nuances involved in defining tribes and peasant in changing course of time

CO 2: Comprehend constitutional provisions for tribals in India

CO 3: Elucidate approaches to tribal developments in the context of India

CO 4: Understand origin and history of Tribal and peasant movements in India

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Approaches to the study of Tribes</b> Anthropological concepts of tribe: problems of nomenclature, definition and classification, features of tribes in India.	15	1
T2	<b>Tribe and State</b> Tribes and the wider world, history of tribal administration, Constitutional safeguards, issues of acculturation, assimilation and integration; impact of development schemes and programme on tribes and their way of life.	15	2, 3
T3	<b>Approaches to the study of Peasant</b> Anthropological concept of peasantry: approaches to the study of peasants – economic, political and cultural.	15	1, 4
T4	<b>Tribe and Peasant Movement in 20<sup>th</sup> century India</b> History and evolution of tribal and peasant movement in India; Colonial and Post-Colonial, ethnic identity movements in North East India.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	3	2	2	2	2	1	2	2	2	2	2
CO2	2	2	2	3	2	2	3	2	2	2	2	2	3	2
CO3	2	3	3	3	1	2	3	2	2	2	2	2	3	2
CO4	2	2	2	3	2	2	2	2	3	2	2	2	2	1
Avg	2	2.25	2.25	3	1.75	2	2.25	2	2	2	2	2	2.25	1.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings

1. Gupta, D.1991. *Social Stratification*. Delhi: Oxford University Press
2. Madan, V. 2002. *The Village in India*. Delhi: Oxford University Press
3. Nathan, D.1998.*Tribe-Caste Question*. Shimla: IAS.
4. National Tribal Policy. 2006. Ministry of Tribal Affairs. Delhi: Government of India
5. Patnaik, S.M. 1996. *Displacement, Rehabilitation and Social Change*. Delhi: Inter India, Publications.
6. Shah, G. 2002. *Social Movement and the State*. Delhi: Sage.
7. Shanin, T. (1987). *Peasants and Peasant Societies*. New York: Blackwell.
8. Vidyarthi, L.P. and Rai B.K. 1985. *Tribal Culture in India*. New Delhi: Concept Publishing Company.
9. Wolf, E. 1966. *Peasants*. NJ: Prentice Hal



**SVI ANT-CC-3240: Primatology**

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 60, Tutorial = 00, Practical = 30, Total = 100
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

**Learning Objectives (LO)**

*To understand the distribution and morphological feature of living primate, their social behavior.*

**Course Outcomes (CO)**

*CO 1: Will be able to understand the distribution of living primates and their morphological features.*

*CO 2: They will also understand the anatomical modification, serological and genetics of primates.*

*CO 3: They will also understand the basic primate behaviors.*

*CO 4: They will be able to provide analytical solution to primate conservation.*

**Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> i. Aim and scope of primatology; Classification, Salient Anatomical Features and Distribution of living non-human Primates; Primate Locomotion ii. Significance of non-human Primate Study in Biological Anthropology	10	1
T2	<b>Primate Biology</b> i. Trends in early primate radiation: dentition, postural modifications in shoulder girdle, pelvic girdle, limbs, hand and foot with special reference to their arboreal habitat ii. Serological and Chromosomal aspects	10	2
T3	<b>Primate Behavior</b> i. Socioecological Model of Primate Behavior ii. Primate Societies: Social Group, Hierarchical, etc. iii. Patterns of Social Behavior: Leadership, inter and intra group encounters, Dominance, Aggression, and Grooming	15	3
T4	<b>Primate Conservation</b> i. Breeding and husbandry of non-human primates ii. Conservation of Non-Human Primate iii. Use of Non-Human Primate in biomedical research	10	4

**Course Content: Practicum**

Module	Content	Contact Hours	CO
P1	Comparative study of human and great ape skulls and other skeletons	20	2
P2	Review of Primate behavior from Documentary movies.	10	3

**Course Mapping**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	3	-	-	-	-	3	2	3	3	1	-
CO2	3	3	2	3	1	2	1	-	2	1	3	3	2	-
CO3	-	3	2	2	1	3	1	-	1	-	2	3	2	3
CO4	-	1	3	1	1	3	2	2	-	-	2	3	2	3
Avg	1.5	1.75	1.75	2.25	0.75	2.0	1.0	0.5	1.5	0.75	2.5	3.0	1.75	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested readings:**

1. Strier, K. B. 2006. *Primate Behavioral Ecology* (3rd edition). Allyn and Bacon
2. Bernard Chapais and Carol M. Berman. 2004. *Kinship and Behaviour in Primates*. Oxford University Press.
3. Linda Marie Fedigan 1992. *Primate Paradigms: Sex Roles and Social Bonds*. University of Chicago Press.
4. Russell L. Ciohon and Richard A. Nisbett 1997. *The Primate Anthology: Essays on Primate Behaviour, Ecology and conservation from National History*. Prentice Hall.
5. Russell Tuttle. 2007. *The functional and Evolutionary Biology of Primates*. Aldine Transaction.
6. Wood, B.A., Martin, L.B., Andrews, P. 2009. *Major topics in Primate and Human Evolution*. Cambridge University Press
7. Friderun Ankel-Simons. 2007. *Primate Anatomy: An Introduction*. Academic Press.
8. John G. Fleagle. 1998. *Primate Adaptation & Evolution*. Academic Press

**SVI ANT-MC-3210: Tribes, Peasants and State**

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

**Learning Objectives:**

The course will help student to understand the tribes and peasants as a social category and their world view including challenges and concern in the changing course of time, especially with the intervention of state in the way to development.

**Course Outcomes:**

CO 1: Comprehend nuances involved in defining tribes and peasant in changing course of time

CO 2: Comprehend constitutional provisions for tribals in India

CO 3: Elucidate approaches to tribal developments in the context of India

CO 4: Understand origin and history of Tribal and peasant movements in India

**Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Concept of tribe</b> Concept and approaches to the study of tribes; classification, distribution and cosmogeny of tribes in India; Scheduled Tribes, Adivasi and Indigenous people; Particularly Vulnerable Tribal Groups, De-notified and other nomadic communities.	15	1, 2
T2	<b>Tribe and State</b> Tribes and the wider world, history of tribal administration, Constitutional safeguards, issues of acculturation, assimilation and integration; impact of development schemes and programme on tribes and their way of life.	15	3, 2
T3	<b>Approaches to the study of Peasant</b> Anthropological concept of peasantry: approaches to the study of peasants – economic, political and cultural.	15	1, 4
T4	<b>Tribe and Peasant Movements in India</b> History and evolution of tribal and peasant movement in India; Colonial and Post-Colonial, ethnic identity movements in North East India.	15	4

**Mapping of POs/PSOs with CO**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	3	2	2	2	2	1	2	2	2	2	2
CO2	2	2	2	3	2	2	3	2	2	2	2	2	3	2
CO3	2	3	3	3	1	2	3	2	2	2	2	2	3	2
CO4	2	2	2	3	2	2	2	2	3	2	2	2	2	1
Avg	2	2.25	2.25	3	1.75	2	2.25	2	2	2	2	2	2.25	1.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Gupta, D. (1991). *Social Stratification*. Delhi: Oxford University Press.
2. Madan, V. (2002). *The Village in India*. Delhi: Oxford University Press.
3. Nathan, D. (1998). *Tribe-Caste Question*. Shimla: IAS.
4. National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Delhi: Government of India.
5. Patnaik, S.M. (1996). *Displacement, Rehabilitation and Social Change*. Delhi: Inter India, Publications.
6. Shah, G. (2002). *Social Movement and the State*. Delhi: Sage.
7. Shanin, T. (1987). *Peasants and Peasant Societies*. New York: Blackwell.
8. Sunder, N. (2016). *Scheduled tribes and their India: Politics, Identities, Policies and Work*. Oxford University Press
9. Vidyarthi, L.P. and Rai, B.K. (1985). *Tribal Culture in India*. New Delhi: Concept Publishing Company.

## **SEMESTER-VII**

## SVII ANT-CC-4110: Theories of Anthropology

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

*This paper highlights on the development of different Anthropological theories in a chronological perspective.*

### Course Outcomes

*The learning outcomes of this paper are:*

1. *Students will be able to demonstrate the theories of anthropology*
2. *Students will be able to conduct research works on the basis of the theories*
3. *Students will be able to understand the concept of culture, personality and materialism*
4. *Students will be able to understand the concept of symbolic interpretation and post modernism*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Rise of Anthropological theories</b> <b>Colonialism and Evolutionary approaches</b> – contribution of E. B. Taylor, Herbert Spencer and L. H. Morgan; Diffusionism – British, German and American Schools; Neo-evolutionists – V G. Childe, J. Steward and L. White. Historical particularism (Franz Boas)	15	CO 1
T2	<b>The Nature and structure of Society</b> Functionalism (Bronislaw Malinowski). Structural -Functionalism (Radcliffe Brown). Structuralism (Claude Levi Strauss, Edmund Leech).	15	CO 2
T3	<b>Culture, Personality and Materialism</b> Culture and Personality -Contributions of Ruth Benedict, Margaret Mead, EE Evans Pritchard, Cultural Materialism - Marvin Harris, Edward Sapir	15	CO 1 AND 2
T4	<b>Symbolic Interpretation and Post modernism</b> Symbolic Anthropology - Victor Turner, Mary Douglas; Clifford Geertz. Post modernism in Anthropology	15	CO 4

### Mapping of POs/PSOs with CO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	4	3	2	1	1	1	2	3	3	1	2	2	2	2
CO2	3	2	2	2	2	1	2	2	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2	2	1	3	2	2	2	2
CO4	1	2	1	2	3	2	2	2	1	2	2	2	2	2
Avg	2.5	2.25	1.5	1.75	2	1.5	2	2.25	1.75	2	2	2	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Barnard, A. 2004. *History and Theory in Anthropology*. Cambridge University Press, Cambridge.
2. Harris, M. 1968. *Rise of Anthropological Theory*. Thomas Y. Crowell Company, New York
3. Levi-Strauss, C. 1963. *Structural Anthropology*. Basic Book, New York.
4. Moore, J. D. 1997. *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Walnut Creek, CA: Alta Mira Press.
5. Radcliff-Brown, A. R. 1952. *Structure and Function in Primitive Society*. Routledge and Kegan Paul, London.
6. Tylor, E. B. 1871. *Primitive Culture: Researches into the development of Mythology, Philosophy, Religion, Language, Art and Customs*. J. Murry, London.
7. Upadhyay, V.S and Gaya Pandey. 1997. *History of Anthropological Thought*. Concept Publishing Company, New Delhi.
8. Anderson, S. (ed.). 1971. *Herbert Spencer: Structure, Function and Evolution*. Thomas Nelson and Sons, London.
9. Denzin, N. K. 1997. *Interpretive Ethnography: Ethnographic Practices for the 21<sup>st</sup> Century*. Thousand Oaks, CA, Sage Publication.
10. Sahay, VS. 2024. *Symbolic Interpretation and Post modernism Symbolic Anthropology - Victor Turner, Mary Douglas; Clifford Geertz. Post modernism in Anthropology*, Rawat Publications

## SVII ANT-CC-4120: Anthropological Methods

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objective (LO)

*To orient the students about fieldwork tradition in Anthropology and teach them various research methods in the Anthropology.*

### Course Outcomes (CO)

*CO1: The students will learn about the similarities and differences between technique, method and methodology.*

*CO2: They will learn about fieldwork traditions in Anthropology.*

*CO3: They will also learn about tools and techniques of data collection.*

*CO4: They will learn about how to analyze and present the research finding.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> <ol style="list-style-type: none"> <li>i. Fieldwork tradition in Anthropology – British, American and Indian tradition;</li> <li>ii. History of fieldwork tradition in Anthropology;</li> <li>iii. Ethics of Anthropological Fieldwork</li> </ol>	15	2
T2	<b>Preparing for fieldwork/ research</b> <ol style="list-style-type: none"> <li>i. Types of research; research problem; statement of problem; hypothesis; formulation of research questions; review of literature; research design; pilot study; sampling</li> </ol>	15	1, 3
T3	<b>Methods, technique and tools:</b> <ol style="list-style-type: none"> <li>i. Observation, Interview, Schedule, Questionnaire, use of field guide, key informants, genealogical method; Case study, Biographical method (life history), Audio-visual, participatory methods.</li> </ol>	15	1, 3
T4	<b>Analysis of data and report writing:</b> <ol style="list-style-type: none"> <li>i. Classification and analysis of field data; tabulation, diagrammatic representation (histogram, frequency polygon, pie-chart, bar chart, column chart), measures of Central Tendency (Mean, Mode, Median), measures of dispersions (variation and standard deviation); references and bibliography; appendices</li> </ol>	15	4

### Course Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	3	-	3	2	3	-	3	3	1	1
CO2	3	2	-	2	2	3	2	2	1	-	3	2	2	1
CO3	3	1	3	1	1	2	1	1	2	3	3	3	2	3
CO4	3	1	1	-	1	1	-	1	-	3	3	2	3	3
Avg	3.0	1.5	1.0	1.5	1.75	1.5	1.5	1.5	1.5	1.5	3.0	2.5	2.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]



**Suggested Readings:**

1. Bernard, R. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. AltaMira Press.
2. Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*.
3. O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
4. Bernard, H.R., 1988. Research methods in cultural anthropology (p. 117). Newbury Park, CA: Sage.
5. Ember, CR, & Ember M. 2009 '*Cross-cultural Research Methods*', Altamira Press, USA.
6. Fetterman, D. 1989 '*Ethnography Step by Step*', Sage Publication.
7. Fischer, M. 1994 '*Applications in Computing for Social Anthropologists*', Routledge. London.
8. Garson, J. G., & Read, C. H. (Eds.). (1899). *Notes and queries on anthropology*. Anthropological Institute.
9. Kothari, C.R., 2004. *Research methodology: Methods and techniques*. New Age International
10. Lorena, M. 1998. *Statistics for Anthropology*. Cambridge University Press.

## SVII ANT-CC-4130: Human Growth and Development

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 60, Tutorial = 00, Practical = 30, Total = 100
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objective (LO)

*To introduce the students to the concept of human growth and development, methods of studying growth, and technique of somatotyping*

### Course Outcomes (CO)

*CO 1: They will learn about the concepts and different stages of human growth and development.*

*CO 2: They will also learn about various bio-cultural factors that influence growth.*

*CO 3: They will learn about how to assess growth, obesity and nutritional status.*

*CO 4: They will also learn about the different techniques of somatotyping.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> <ol style="list-style-type: none"> <li>i. Concept of human growth, difference between growth development</li> <li>ii. Stages of human growth - prenatal, infancy, childhood, adolescence, developmental age and maturity</li> </ol>	10	1
T2	<b>Growth Factors</b> <ol style="list-style-type: none"> <li>i. Role of endocrines and hormones, ethnic variation, nutrition and socioeconomic factors, secular trend,</li> <li>ii. Concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus</li> </ol>	15	2
T3	<b>Measurement of growth</b> <ol style="list-style-type: none"> <li>i. Growth curve (its variation and evolution), assessment of growth and nutritional status, catch up growth.</li> <li>ii. Methods and techniques of studying growth and development,</li> </ol>	10	3
T4	<b>Human physique and somatotype</b> <ol style="list-style-type: none"> <li>i. Viola, Kretschmer, Sheldon and Health-Carter</li> <li>ii. Techniques for estimating body composition - anthropometry, metabolic balance technique, energy balance and water displacement</li> </ol>	10	4

### Course Content: Practicum

Module	Content	Contact Hours	CO
P1	Obesity assessment: General (BMI, body fat%, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR).	15	3, 4
P2	Nutritional assessment through dietary pattern and anthropometric indices.	10	2, 3

## Course Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	3	-	3	2	3	-	3	3	1	1
CO2	3	2	-	2	2	3	2	2	1	-	3	2	2	1
CO3	3	1	3	1	1	2	1	1	2	3	3	3	2	3
CO4	3	1	1	-	1	1	-	1	-	3	3	2	3	3
Avg	3.0	1.5	1.0	1.5	1.75	1.5	1.5	1.5	1.5	1.5	3.0	2.5	2.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings

1. Bogin, B. 1999. *Patterns of human growth*. Cambridge University Press.
2. Cameron, N. and Bogin, B. 2012. *Human Growth and Development*. Second Edition. Academic Press.
3. Frisancho, R. 1993. *Human Adaptation and Accommodation*. University of Michigan Press.
4. Harrison, G.A. and Howard, M. 1998. *Human Adaptation*. Oxford University Press.
5. Harrison, G.A., Tanner, J.M., Pibeam, D.R., Baker, P.T. 1988. *Human Biology*. Oxford University Press.
6. Kathleen, K. 2008. *Encyclopedia of Obesity*. SAGE.

## SVII ANT-CC-4140: Medical Anthropology

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]  
 Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60  
 Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objectives

**LO1:** To explore various dimensions of health and issues related to illness and disease.

**LO2:** To familiarize the students with various demographic measuring methods and their applications.

**LO3:** Aims to provide knowledge about the cultural dimensions of illness, disease, and health in Indian context.

### Course Outcomes

**CO 1:** Students will learn to recognize and explain how health and illness are perceived and experienced differently across various cultures. Development, concept and theoretical understanding of medical anthropology.

**CO 2:** Students will be able to analyze how factors such as socio-cultural dimensions, socioeconomic status, gender, ethnicity, and environment influence health outcomes and access to healthcare.

**CO 3:** Students will gain proficiency in using anthropological research methods, such as ethnographic fieldwork, participant observation, and qualitative interviewing, to study health-related issues.

**CO 4:** Students will develop the ability to critically assess global health initiatives, policies, and practices. They will learn to evaluate the impact of these policies on different populations and consider ethical implications and cultural appropriateness in diverse settings.

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Anthropology and health:</b> Medical Anthropology and its scope; Approaches, Development of Medical Anthropology; Concept and Definition of Health and its relation with culture; Theoretical Approaches in Medical Anthropology	15	1
2	<b>Disease and Illness:</b> Concept of disease and illness; socio-cultural dimensions of health; ethno-psychiatry; cultural concept of normalcy and abnormalcy; culture-bound syndromes; occupational and life-style ailments	15	2
3	<b>Health Care:</b> Culture and Mental Health, Concept of wellbeing and quality of life; Happiness Life Index. Personalistic and naturalistic approaches of disease etiology; Health care system: Popular, Folk, and Professional sectors; medical pluralism; Shamanistic healing practices; faith healing	15	2, 3
4	<b>Application:</b> Anthropology in Public Health Policy making; Anthropology of infectious diseases; Endemics, Epidemics, and Outbreaks; Pandemics and Communicable diseases; Health and Environment; Doctor-Patient relation; Health Care Programmes in India, Programs and objectives.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	2	1	2	3	-	-	1	-	-	1	-	3	3	1
<b>CO2</b>	-	-	2	2	-	-	3	2	-	1	-	2	2	3
<b>CO3</b>	2	2	2	2	3	3	-	2	2	3	-	1	2	3
<b>CO4</b>	1	1	2	2	3	2	-	1	2	3	1	-	3	3
<b>Average</b>	<b>1.25</b>	<b>1</b>	<b>2</b>	<b>2.25</b>	<b>1.5</b>	<b>1.25</b>	<b>1</b>	<b>1.25</b>	<b>1</b>	<b>2</b>	<b>0.25</b>	<b>1.5</b>	<b>2.5</b>	<b>2.5</b>

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Farmer, Paul, Jim Yong Kim, Arthur Kleinman and Matthew Basilio (2013) *Reimagining Global Health*, University of California Press
2. Gaur, Mokshika and Soumendra. Patnaik (2011). "Who is healthy among the Korwa?" *Liminality in the experiential health of the displaced Korwa of Central India*, *Medical Anthropology Quarterly*, Mar; 25(1):85-102.
3. Hahn, Robert A. 1999. *Anthropology in Public Health. Bridging Differences in Culture and Society*. New York: Oxford University Press.
4. Helman, Cecil G. 1994. *Culture, Health, and Illness*. 3rd ed. Oxford.
5. Inhorn, Marcia C; Wentzell, Emily A (2012). *Medical Anthropology at the Intersections: Histories, Activisms and Futures*. Duke University Press Books
6. Mehrotra, Nilika & Mahima Nayar (2015). *Isliye dard hota hai: Women's Mental Health Issues in Poor Households of India*, *Psychology and Developing Societies*, vol. 27 no. 1 104- 124.
7. Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) (1997). *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press.
8. Winkelmann M (2008). *Culture and Health: Applying Medical Anthropology*. Jossey-Bass

## SVII ANT-MC-4120: Anthropological Methods

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objective (LO)

*To orient the students about fieldwork tradition in Anthropology and teach them various research methods in the Anthropology.*

### Course Outcomes (CO)

*CO1: The students will learn about the similarities and differences between technique, method and methodology.*

*CO2: They will learn about fieldwork traditions in Anthropology.*

*CO3: They will also learn about tools and techniques of data collection.*

*CO4: They will learn about how to analyze and present the research finding.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> iv. Fieldwork tradition in Anthropology – British, American and Indian tradition; v. History of fieldwork tradition in Anthropology; vi. Ethics of Anthropological Fieldwork	15	2
T2	<b>Preparing for fieldwork/ research</b> ii. Types of research; research problem; statement of problem; hypothesis; formulation of research questions; review of literature; research design; pilot study; sampling	15	1, 3
T3	<b>Methods, technique and tools:</b> ii. Observation, Interview, Schedule, Questionnaire, use of field guide, key informants, genealogical method; Case study, Biographical method (life history), Audio-visual, participatory methods.	15	1, 3
T4	<b>Analysis of data and report writing:</b> ii. Classification and analysis of field data; tabulation, diagrammatic representation (histogram, frequency polygon, pie-chart, bar chart, column chart), measures of Central Tendency (Mean, Mode, Median), measures of dispersions (variation and standard deviation); references and bibliography; appendices	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	3	-	3	2	3	-	3	3	1	1
CO2	3	2	-	2	2	3	2	2	1	-	3	2	2	1
CO3	3	1	3	1	1	2	1	1	2	3	3	3	2	3
CO4	3	1	1	-	1	1	-	1	-	3	3	2	3	3
Avg	3.0	1.5	1.0	1.5	1.75	1.5	1.5	1.5	1.5	1.5	3.0	2.5	2.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Suggested Readings:**

1. Bernard, R. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. AltaMira Press.
2. Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*.
3. O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
4. Bernard, H.R., 1988. Research methods in cultural anthropology (p. 117). Newbury Park, CA: Sage.
5. Ember, CR, & Ember M. 2009 '*Cross-cultural Research Methods*', Altamira Press, USA.
6. Fetterman, D. 1989 '*Ethnography Step by Step*', Sage Publication.
7. Fischer, M. 1994 '*Applications in Computing for Social Anthropologists*', Routledge. London.
8. Garson, J. G., & Read, C. H. (Eds.). (1899). *Notes and queries on anthropology*. Anthropological Institute.
9. Kothari, C.R., 2004. *Research methodology: Methods and techniques*. New Age International
10. Lorena, M. 1998. *Statistics for Anthropology*. Cambridge University Press.

## **SEMESTER-VIII**



## SVIII ANT-CC-4210: Fieldwork and Report Writing

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 00, Tutorial = 00, Practical = 120, Total = 120
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objective (LO)

*To orient students how to conceptualise, conduct, analyse and present an anthropological field study.*

### Course Outcomes (CO)

*CO1: The students will be able to conceptualise research problem and research design.*

*CO2: They will be familiar with various techniques of data collection.*

*CO3: They will be able to classify, interpret and present data.*

*CO4: They will be able to write a compile and write a systematic report combining qualitative and quantitative data.*

### Guideline

Students will be taken for fieldwork in different parts of India for a minimum of 18 days and for that students will be accompanied by faculty member(s) as a field supervisor. They will carry out an ethnography study with a special topic. After the completion of fieldwork, each student will have to prepare a field report under the supervision of field supervisor. Finally, the field report will be examined by the external expert and accordingly mark will be credited.

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	1	3	-	-	-	3	3	3	2	3
CO2	3	3	3	2	1	2	-	1	2	2	3	2	2	3
CO3	1	3	3	2	2	2	1	2	1	1	3	2	3	2
CO4	3	2	3	2	2	1	1	3	1	2	3	1	1	1
Avg	1.75	2.75	3.0	2.25	1.5	2.0	0.5	1.5	1.0	2.0	3	2.0	2.0	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Srivastav VK. 2004. Methodology and Fieldwork Oxford University Press.
2. Sarantakos S. 2005. Social Research. Palgrave Macmillan
3. Watson CW. 1999. Being There: Fieldwork in Anthropology. Pluto Press

## SVIII ANT-CC-4220: Physiological Anthropology

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objective (LO)

*To learn about the basics of body physiology, how body adjusted at different stresses and how to measure basic physiological functions*

### Course Outcomes (CO)

*CO 1: The students will learn about the fundamentals of work physiology.*

*CO 2: They will learn about physiological adjustments to various environmental stresses.*

*CO3: They will also learn about the influence of factors on physiological performance.*

*CO 4: They will learn about how to measure cardiovascular function, respiratory function, etc.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Fundamentals of physiology</b> Homeostasis, Metabolism and energy and Systems, exercise, respiratory system and haemo dynamics (blood pressure, pulse rate, heart rate and oxygen-transporting system, blood flow, Hb, heamatocrit, etc.).	15	1
T2	<b>Homeostasis</b> Acute physiological adjustments during transition from resting homeostasis to sub- maximal and maximal exercise, Chronic physiological adaptations to exercise training, age, sex and population variation in the physiological characteristics.	15	1
T3	<b>Exercise Physiology</b> Cardio-vascular and respiratory endurance, physical working capacity and physical fitness, evaluation of response and assessment, relationship of body measurements with cardio-vascular and respiratory functions, aerobic and anaerobic exercise training, health related fitness in gender and ethnic group.	15	2
T4	<b>Substance abuse and physical performance</b> Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory Functions, physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease.	15	3

### Course Content: Practicum

Module	Content	Contact Hours	CO
P1	Cardiovascular function (Blood pressure, heart rate, pulse rate)	5	4
P2	Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.); Step-test; Treadmill test	20	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	3	-	3	2	3	-	3	3	1	1
CO2	3	2	-	2	2	3	2	2	1	-	3	2	2	1
CO3	3	1	3	1	1	2	1	1	2	3	3	3	2	3
CO4	3	1	1	-	1	1	-	1	-	3	3	2	3	3
Avg	3.0	1.5	1.0	1.5	1.75	1.5	1.5	1.5	1.5	1.5	3.0	2.5	2.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

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

## SVIII ANT-CC-4230: Demographic Anthropology

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objective (LO)

*To introduce anthropological demography and its importance to the students, make them aware about various demographic theory, source of data and methods of data collection in demography*

### Course Outcomes (CO)

*CO 1: The students will learn about demographic anthropology and its importance in anthropology.*

*CO 2: They will learn about major theories of population.*

*CO 3: They will also learn about the various sources of data in population studies.*

*CO 4: They will learn about how to collect demographic data from various.15*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> Demographic Anthropology: Introduction, definition and basic concepts, relationship between demography, population studies and anthropology, Importance of population studies in Anthropology.	15	1
T2	<b>Population Theories</b> Contributions of John Graunt, Thomas R. Malthus, Biological theory of population, Theory of demographic transition.	15	2
T3	<b>Tools of Demographic Data</b> Measures of Population Composition, Distribution and Growth, measures of Fertility, measures of Mortality, measures of Migration.	15	3, 4
T4	<b>Population of India</b> 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.	15	4

### Course Content: Practical

Module	Content	Contact Hours	CO
P1	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.	30	4

### Course Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	3	3	-	3	2	3	-	3	3	1	1
CO2	3	2	-	2	2	3	2	2	1	-	3	2	2	1
CO3	3	1	3	1	1	2	1	1	2	3	3	3	2	3
CO4	3	1	1	-	1	1	-	1	-	3	3	2	3	3
Avg	3.0	1.5	1.0	1.5	1.75	1.5	1.5	1.5	1.5	1.5	3.0	2.5	2.0	2.0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Suggested Readings:**

1. Abela, Roth Eric. 2004. *Culture, Biology and Anthropological Demography*. Cambridge: Cambridge University Press.
2. Bhande, A. and Kaniikar, T. (2006) *Principles of Population Studies*. Himalaya Publishing House. Mumbai.
3. Caldwell, J.C. 2006. *Demographic Transition Theory*. Springer.
4. Misra, B.D. 1982. *An introduction to the study of population*. New Delhi: South Asia Publ.Ltd.
5. Riley, N.E. and Mc Carthy, J. 2003. *Demography in the Age of the Postmodern*. Cambridge University Press, 1-13 and 32-98.
6. Srivastava, O.S. 1996. *Demographic and Population Studies*. New Delhi: Vikas Publishing House.

## SVIII ANT-CC-4240: Forensic Anthropology

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 60, Tutorial = 00, Practical = 30, Total = 100
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objective (LO)

*To learn the basic concepts and development of forensic anthropology, identification of living persons from different sources and identification of human skeletal remains.*

### Course Outcomes (CO)

*CO 1: The students will learn about the aims and scope of forensic anthropology and Criminology.*

*CO 2: They will learn about identification of skeletal and non-skeletal human remains.*

*CO 3: They will also learn about various methods of identifying living persons.*

*CO 4: They will learn about identification of individuals on the basis of bones, blood, urine, semen, saliva, fingerprint and handwriting.*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction to Forensic Anthropology</b> Definition, brief history, scope, applications and integration of Forensic Anthropology. Criminology and theories of crime, concept of evidence and jurisprudence, community forensics.	15	1
T2	<b>Basic Human Skeletal Biology</b> Identification of human and non-human skeletal remains; Ancestry, age, sex and stature estimation from bones; Discovery and techniques for recovering skeletonized human remains.	15	2
T3	<b>Personal identification</b> Complete and partial identification, methods of identification in living persons: bite marks, tattoo marks, fingerprints, lip prints, nails, handwriting, deformities and others.	15	3, 4
T4	<b>Serology</b> Identification and individualization of bloodstain, urine, semen and saliva.	15	4

### Course Content: Practical

Module	Content	Contact Hours	CO
P1	Study of human long bones: estimation of age, sex and stature from bones.	10	2, 4
P2	Identification of bloodstain, urine, semen and saliva.	10	4
P3	Examination of fingerprints and handwriting.	10	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	2	3	2	-	1	2	3	2	3	3	1
CO2	2	2	2	3	3	1	2	1	3	2	3	3	2	2
CO3	1	1	1	-	-	3	2	3	1	1	2	1	2	3
CO4	1	1	3	-	-	-	2	2	-	-	2	2	2	3
Avg	1.5	1.75	1.5	1.25	1.5	1.5	1.5	1.75	1.5	1.5	2.25	2.25	2.25	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings

1. Bass, W.M. 1971. *Human Osteology: A Laboratory and Field manual of the Human Skeleton*. Columbia: Missouri Archaeological Society.
2. Byers, S.N. 2008. *Forensic Anthropology*. Boston: Pearson Education Ltd.
3. Gunn A. 2009. *Essential Forensic Biology* (2<sup>nd</sup> ed). Chichester: Wiley-Blackwell.
4. Modi, R.B.J.P. 2013. *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
5. Reddy, V.R. 1985. *Dental Anthropology*. New Delhi: Inter-India Publication.
6. Spencer, C. 2004. *Genetic Testimony: A Guide to Forensic DNA Profiling*. New Delhi: Pearson.
7. Wilkinson, C. 2004. *Forensic facial reconstruction*. Cambridge University Press.

## SVIII ANT-CC-4250: Development Anthropology

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]

Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60

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

### Learning Objectives

**LO1:** Learn to analyze development from a critical understanding.

**LO2:** Understanding developmental implications on local communities, culture and environment.

**LO3:** Learn the importance of incorporating local knowledge and community participation in development initiatives

### Course Outcomes

**CO 1:** Students will gain a comprehensive understanding of the fundamental concepts, definitions, and indices of growth and development. They will explore the history and growth of development anthropology, and learn about the role of anthropology in the development process.

**CO 2:** Students will be able to critically analyze major theories of development. They will explore the relationship between culture and development, and engage with critical perspectives on development. Students will understand the debates and implications of different development paradigms.

**CO 3:** Students will develop an understanding of the approaches to development planning in India, including the Five Year Plans, Tribal Sub Plan, community development, and Panchayati Raj. They will explore the government's vision for development, such as the idea of *Viksit Bharat@2047*.

**CO 4:** Students will be able to evaluate the issues of sustainability in development, understanding the concept of sustainable development and its importance. They will learn about key frameworks and explore participatory approaches in development.

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction</b> Definition, meaning and concept of growth and development; History and Growth of Development Anthropology; Indices of Development; Role of anthropology in development process.	15	1
T2	<b>Theories of Development</b> Modernization, Dependency and World System theory: Culture and development. Development as colonization (Escobar), Anthropological critic of development (Robert Chambers and Majiid Rahnema, Post development reader)	15	2
T3	<b>Development planning in India</b> Approaches to development in India; Five year plans, development planning in India; Tribal Sub Plan, Community development and Panchayati Raj; Idea of <i>Viksit Bharat@ 2047</i> .	15	3
T4	<b>Development and sustainability</b> Issues of sustainability in development, concept of sustainable development, Brundtland Commission, Rio convention, participatory approaches in development, recent advances in anthropology of development.	15	4



## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	-	-	1	-	-	1	-	3	3	1
CO2	-	-	2	2	-	-	3	2	-	1	-	2	2	3
CO3	2	2	2	2	3	3	-	2	2	3	-	1	2	3
CO4	1	1	2	2	3	2	-	1	2	3	1	-	3	3
Average	1.25	1	2	2.25	1.5	1.25	1	1.25	1	2	0.25	1.5	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

## Suggested Readings

1. Chaudhuri, S.K. 2004. Constraints of Tribal Development. New Delhi. Mittal Publications.
2. Chaudhuri, B. 1990. Tribal development in India; Problems and Prospects, Inter-India, New Delhi.
3. Cochrane, G. 1971. Development Anthropology, OUP, New York.
4. Dubey, S.C. 1988. Modernisation and Development. The search for alternative paradigms. Moduled Nations University, London
5. Halbar, B.G and C.G. Uussain Khan. 1991. Relevant of Anthropology, the Indian scenario, Rawat Publications, Jaipur.
6. Lewis, D and K. Gardner. 1996. Anthropology, Development and Postmodern Challenge. London: Pluto Press
7. Pathy, J. 1987. Anthropology of Development. Gyan Publication, Delhi.
8. Pitt-David, C. 1976. Development from below: Anthropologists and development situation, Monton, The Hague.

**SVIII ANT-CC-4250: Food and Culture**

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]

Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75

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

**Course Objective**

*The objective of the paper is to introduce the concept of food as part of culture and society from an Anthropological perspective.*

**Learning Outcomes**

*CO1: Able to analyze the concept of food in terms of culture.*

*CO2: Able to rationalize concepts behind the concept of taboo foods.*

*CO3: Able to incorporate local knowledge of food and nutrition from anthropological perspectives.*

*CO4: Able to understand the change of food habit among the people at present.*

**Course Content: Theory**

Module	Content	Contact Hours	CO
T1	<b>Module I: Introduction</b> Meaning, approach and evolution of food in the context of society and culture: Food, culture, environment and society.	15	1
T2	<b>Module II: Food and Identity</b> Concept of food culture and beverages; Food, folklore and identity; Concept of food taboo in different societies: Reasons, rationalization, and changing scenario in relation to India, world and North East India.	15	2
T3	<b>Module III: Food and Practices</b> Food and health, Food and class, food and gender, food and labor, food and social structure, food security and Government policies	15	1, 2
T4	<b>Module IV: Change in Food Habit</b> Changing scenario in traditional food, impact of modernization and globalization at present, impact of religion on food.	15	4

**Course Content: Practicum**

Module	Content	Contact Hours	CO
P1	Prepare a project on food habit of the people of state.	10	4
P2	Prepare a report on 3 specific recipes of a particular community in relation to culture.	10	4
P3	Prepare a report on food and folklore.	10	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	4	3	2	1	1	1	2	3	3	1	2	2	2	2
CO2	3	2	2	2	2	1	2	2	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2	2	1	3	2	2	2	2
CO4	1	2	1	2	3	2	2	2	1	2	2	2	2	2
Avg	2.5	2.25	1.5	1.75	2	1.5	2	2.25	1.75	2	2	2	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings:

1. Chaudhuri, S.K. and D. Sarma. 2024. Food Cultures of India. Manohar, New Delhi
2. Mukherjee, K. 2022. Food Power: Expressions of Food Politics in South Asia. Sage Publications, New Delhi
3. Swaminathan, M. 2015. Advanced Textbook on Food and Nutrition. The Bangalore Press
4. Rengarajan, A. 2021. The Washington Manual of Medical Therapeutics. University of St Louis.
5. Srilakshmi, B. 2021. Nutrition Science. New Age International Publishers.
6. Srilakshmi, B. 2018. Food Science. New Age International Publishers.
7. Ramaswami, A. 2010. Food Preservation. Oxford University Press.
8. Ghosh, Suniti. 2007. Fast Food Cooking. Oxford University Press

## SVIII ANT-CC-4270: Gender and Society

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]
Credit Hour: Lecture = 60, Tutorial = 00, Practical = 30, Total = 100
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80, Practical Exam = 20

### Learning Objectives:

*This course will expose the students to a fundamental understanding of gender and the related phenomena in historical and contemporary context. Using anthropological lens, the students will explore, interpret, analyze and deal with gender concerns in everyday life.*

### Course Outcomes

*CO 1: Elucidate the theories on the social construction of gender categories.*

*CO 2: Comprehend gender rights, gender justice in Indian and beyond*

*CO 3: Describe the contemporary gender issues in its various manifestation*

*CO 4: Understand gender and gender relation acts as structuring element in human societies*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Understanding concepts</b> Basic understanding on Sex and Gender; Cultural Construction of gender in time and space; Gender identity and expression; Subordination model (Nature Vs Culture and Private Vs Public dichotomy)	15	1, 4
T2	<b>Gender in different societies</b> Dynamics of Gender in matrilineal and patrilineal societies; gender in foraging societies; gender in pastoral and agricultural societies.	15	2, 4
T3	<b>State, Development and Gender</b> Feminist movements and Feminist Anthropology; Mainstreaming of Gender in development; Gender Development Index (GDI); Gender Empowerment (GEM); Women in Development (WID); Women and Development (WAD)	15	2, 3
T4	<b>Emerging issues in Gender Study</b> Deconstruction in Gender studies; Voices of different gender and their concern, Gender Issues in Field Research; Tribal women and Feminism/Representation of tribal women in text and visual.	15	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2	2	3	2	2	2	2	2	3	2
CO2	2	2	2	3	2	2	3	2	2	2	2	2	3	2
CO3	2	2	2	3	2	2	3	2	2	2	2	2	3	2
CO4	2	2	2	3	2	2	2	2	2	2	3	3	3	2
Avg	2.25	2.25	2.25	3	2	2	2.75	2	2	2	2.25	2.25	3	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### **Suggested Readings:**

1. Aneja, Anu. (2019). *Women's and Gender Studies in India: Crossings*. Routledge
2. Channa, Subhadra Mitra. (2013). *Gender in South Asia: Social Imagination and Constructed Realities*. Cambridge University Press.
3. Connell, R.W. (2002). *Gender*. Polity Press, Cambridge
4. Cormack, C. M and M. Strathern. (1998). *Nature, culture and Gender*. University Press, Cambridge.
5. Dube, Leela. 1997. *Women and Kinship: Comparative Perspective on gender in South and South-East Asia*. United Nation University Press, Tokyo.
6. Dube, Leela (Ed.) (2001). *Anthropological explorations in gender: Intersecting Fields*. New Delhi: Sage Publications.
7. Gupta, A.K.1986. *Women and Society: The development Perspective*. Criterion Publication, New Delhi.
8. Kelkar, G and D. Nathan. 1991. *Gender and Tribe*. Zed Books, New Delhi.
9. McGee, R. J and R.L. Warms. 1996. *Anthropological Theories*. Mayfield Publishing, London.

## SVIII ANT-MC-4210: Research Publication Ethics

Credit: 4 [Lecture = 3, Tutorial = 0, Practical = 1]

Credit Hour: Lecture = 45, Tutorial = 00, Practical = 30, Total = 75

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

### Learning Objective (LO)

*This course aims in introducing the students to basic concept on philosophy, ethics, scientific conduct, aids and tools for research, databases and metrics*

### Course Outcomes (CO)

*CO 1: Students will understand the foundation of philosophy and ethics.*

*CO 2: Students can understand scientific conduct.*

*CO 3: Students can access modern research technology tools for research and publication.*

*CO 4: Students will be able to understand research databases and metrics*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Philosophy and Ethics</b> Introduction to Philosophy: definition, nature, scope, concept, branches. Ethics: definition, moral philosophy, nature of moral judgements and reactions.	15	1
T2	<b>Scientific Conduct</b> Ethics with respect to science and research. Intellectual honesty and research integrity. Scientific misconducts: falsification, fabrication and plagiarism (FFP). Redundant publications: duplicate and overlapping publications, salami slicing. Selective reporting and misrepresentation of data.	15	2
T3	<b>Publication Ethics</b> i. Publication ethics. definition, introduction and importance. Best practices and setting initiatives and guidelines: COPE, WAME. Conflicts of interest. ii. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types. Violation of publication ethics, authorship and contributorship. Identification of publication misconduct, complaints and appeals. Predatory publishers and journals.	15	2, 3
T4	<b>Databases and Research Metrics</b> i. Databases: Indexing databases; Citation databases - Web of Science, Scopus ii. Research metrics: Impact factor of journals as per journal citation report, SNIP, SJR, IPP, Cite score, h index, g index, i10 index, Almetrics	15	4

### Course Content: Practical

Module	Content	Contact Hours	CO
P1	<b>Module 4: Open Access Publishing</b> 1. Open access publications and initiatives 2. SHERPA/ RoMEO online resource to check publisher copyright and self-archiving policies 3. Software tools to identify predatory publications developed by SPPU 4. Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer journal suggester	15	3, 4

P2	<b>Module 5: Publication Misconduct</b> <b>1. Group discussions</b> a. Subject specific ethical issues, FFP, authorship b. Conflicts of interest c. Complaints and appeals: examples of fraud from India and abroad <b>2. Software tools</b> a. Use of plagiarism software like Turnitin, iThenticate and other open source software tools	15	1, 2, 3
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### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	2	3	2	-	1	2	3	2	3	3	1
CO2	2	2	2	3	3	1	2	1	3	2	3	3	2	2
CO3	1	1	1	-	-	3	2	3	1	1	2	1	2	3
CO4	1	1	3	-	-	-	2	2	-	-	2	2	2	3
Avg	1.5	1.75	1.5	1.25	1.5	1.5	1.5	1.75	1.5	1.5	2.25	2.25	2.25	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings:

Basu D., Chakraborty S, and Sinha A. 2022. Research and Publication Ethics: A Textbook. Concept Publishing Company, Delhi.

## SVIII ANT-CC-4280: Linguistic Anthropology

Credit: 4 [Lecture = 3, Tutorial = 1, Practical = 0]
Credit Hour: Lecture = 45, Tutorial = 15, Practical = 00, Total = 60
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objective (LO)

*To introduce the general linguistics and basic concepts of grammatical analysis, socio-linguistics and ethnolinguistics.*

### Course Outcomes (CO)

*CO 1: Students will learn about the basic concepts in linguistic anthropology.*

*CO 2: They will also learn about the linguistic diversity.*

*CO 3: They will also learn the relationship of linguistic and culture.*

*CO 4: They will also understand about the linguistic diversity of Arunachal Pradesh*

### Course Content: Theory

Module	Content	Contact Hours	CO
T1	<b>Introduction:</b> Scope of Linguistics anthropology; Linkages with other disciplines of humanities and social sciences; Theoretical concerns; Language Practices; Language behavior and language systems; Spoken and written languages; synchronic and diachronic approaches to language studies.	15	1
T2	<b>Communities and Languages:</b> Linguistic diversity; Language families; Multi –Lingualism; Diglossia; Language Contact; language shift; language variation; Convergence and diffusion; <i>Lingua franca</i> ; Pidgin and Creole.	15	2
T3	<b>Pluralistic worldview:</b> Language and culture; Linguistic relativity; Language and Landscape; Language and gender; Semantic composition and cultural aspects of kinship and colour terms; pronouns of addresses.	15	3
T4	<b>Languages of Arunachal Pradesh:</b> Classification of languages of Arunachal; Status of the languages; convergence and diffusion; Ethnic and Linguistic Identities; Language problems.	15	4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	2	3	2	-	1	2	3	2	3	3	1
CO2	2	2	2	3	3	1	2	1	3	2	3	3	2	2
CO3	1	1	1	-	-	3	2	3	1	1	2	1	2	3
CO4	1	1	3	-	-	-	2	2	-	-	2	2	2	3
Avg	1.5	1.75	1.5	1.25	1.5	1.5	1.5	1.75	1.5	1.5	2.25	2.25	2.25	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Suggested Readings

1. Burling, Robbins 1969. Linguistics and Ethnographic Description, *American Anthropologist, New Series, Vol. 71, No. 5 (Oct., 1969)*. Blackwell Publishing on behalf of the American Anthropological Association, pp. 817-827.



2. Burling, Robbins 2005. *The Talking Ape, How Language Evolved*, Oxford University Press, New York.
3. Duranti, A. 1997. *Linguistic Anthropology*, Cambridge University Press, New York.
4. Hymes, Dell. 2015. *Ethnography, Linguistics, Narrative Inequality: Toward an Understanding of Voice*. Routledge
5. Jourdan, Christine, Kevin Tube (eds), 2006. *Language, Culture and Society, studies in Social and Cultural Foundations of Language*, Cambridge University Press.
6. Levinson, Stephen C. 2008. *Language and landscape: a cross-linguistic perspective*, *Language and Cognition*, Max Planck Institute for Psycholinguistics, Netherlands, Language Science

## SVIII ANT-CC-4290: Dissertation

Credit: 12 [Lecture = 0, Tutorial = 0, Practical = 12]
Credit Hour: Lecture = 00, Tutorial = 00, Practical = 00, Total = 360
Mark Allotment: Internal Assessment = 20, End Semester Exam = 80

### Learning Objective (LO)

*To train the application of research methodology, tools, and techniques and report writing.*

### Course Outcomes (CO)

*CO 1: Students will learn how to conceptualise research problem.*

*CO 2: They will also learn about research design.*

*CO 3: They will also learn to apply research tools and techniques*

*CO 4: They will also learn how to analyse and write research report*

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	2	3	2	-	1	2	3	2	3	3	1
CO2	2	2	2	3	3	1	2	1	3	2	3	3	2	2
CO3	1	1	1	-	-	3	2	3	1	1	2	1	2	3
CO4	1	1	3	-	-	-	2	2	-	-	2	2	2	3
Avg	1.5	1.75	1.5	1.25	1.5	1.5	1.5	1.75	1.5	1.5	2.25	2.25	2.25	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

### Guideline

Under this course each student shall carry out the research work under an assigned faculty member as supervisor based on area of interest and specialization. Student shall finalize their topic and research methodology in consultation with their respective supervisor. The present course shall comprise of four components:

#### I. Preparation of Research Proposal/ Synopsis:

Student will finalize their topic for research after consultation with their respective supervisor. During the process student will remain engage in book review based on area of interest. Student shall consult their supervisor regularly through group conference (GC) and individual conference (IC) during the preparation of research proposal. Accordingly, students will have to place the synopsis for approval in the 'synopsis approval seminar' (first seminar) conducted by the department.

#### II. Fieldwork/ Collection of Data:

During the process of synopsis approval student shall be made to visit their chosen field site for pilot survey. So that accordingly student can modify their synopsis to consider the feasibility of study. Student will also be asked to test their Questionnaire/ Schedule during pilot survey before finalization of the same. Once the synopsis is approved by the department board, student will conduct their fieldwork for the collection of data for the stipulated period as decided by the department.

### **III. Preparation of Project report/ Dissertation:**

After the completion of fieldwork student shall remain engage in data transcription, tabulation and analysis part. During this period too, student shall consult their supervisor regularly through group conference (GC) and individual conference (IC). The minutes of each conference should be incorporated in the dissertation as annexure (format attached). Minimum of one GC and five IC of not less than one hour are mandatory for final submission of dissertation. Student need to present their work progress in the ‘work-in-progress seminar’ (2nd Seminar) conducted by the department. At the end part, ‘pre-submission seminar’ (3rd Seminar) shall be conducted by the department for which each student shall be credited mark as a part of internal assessment for this course.

### **IV. Assessment of Final Project Report/ Dissertation:**

For the final assessment of dissertation, viva voce shall be conducted by the external examiner and for the same date will be notified by the department. Each student needs to submit a hard copy of their dissertation to the department at least three days before the viva voce date. It is also to be ensured by the students that dissertation is free from plagiarism (max of 10% similarity acceptable). Plagiarism check should be done using standard/ RGU approved software/ website. The certificate of plagiarism duly signed by the student and respective supervisor should be included in the dissertation. Student need to make two/ three copies of their dissertation: one for self, one for submission to the department for examination, one for supervisor (optional). The dissertation should be printed on both sides. It should be hard/ paper back bound but not spiral binding.

### **Suggested Readings**

1. Srivastav VK. 2004. Methodology and Fieldwork Oxford University Press.
2. Sarantakos S. 2005. Social Research. Palgrave Macmillan
3. Watson CW. 1999. Being There: Fieldwork in Anthropology. Pluto Press