

Learning Outcomes Based Curriculum Framework (LOCF)

for

Anthropology

Undergraduate Programme



**Department of Anthropology
Cotton University
Panbazar, Guwahati
Assam**

PART I

1.1 Introduction

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

Anthropology is now a global discipline both through engaging in research everywhere (at least in principle) and in having local practitioners everywhere (Ulf Hannerz:2010) Anthropologists are generally thought of as individuals who travel to little known corners of the world to study peoples with simple technology or who dig deep into the earth to uncover the fossil remains or tools of people who lived long ago. Beginning with the earliest humans, who lived millions of years ago, anthropology traces human development from the beginning till the present. In fact, every human population, and not just the tribes and peasants, as is often made out, is of interest to anthropologists. Anthropologists not only study all varieties of people, they also study all aspects of human population. For example, when describing a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, the social organisation, the general features of their language, the group's settlement patterns, political and economic systems, religion, styles of art and dress. Some are of course concerned primarily with biological or physical characteristics of human populations; others are interested principally in what we call cultural or linguistic characteristics. There are also some who study the prehistoric cultures and still others who study the human languages in order to understand their culture and society.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic

programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

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

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

1.3.2 Programme Outcomes (POs) for Undergraduate programme (Honours)

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.
2. **Specialised knowledge and skills:** Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.
3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Research and Innovation:** Demonstrate comprehensive knowledge about current research in the subject of specialisation; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialisation for formulating evidence-based research output.

5. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains.
6. **Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
7. **Career development:** Show proficiency in academic, professional, soft skills and employability required for higher education and placements.
8. **Teamwork:** Work in teams with enhanced interpersonal skills leadership qualities.
9. **Commitment to the society and the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSOs) in Anthropology

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

1. **Basic Concept:** Ability to understand the academic field with its various branches and applications and linkages.
2. **Understanding Society:** An understanding of society and its constituent parts of different cultures by examining inter and intra societal relations across cultures
3. **Understanding Bio-social aspects:** Ability to understand the relationship between biological and cultural dimensions of man.
4. **Field work Traditions:** Conducting field works to gather first-hand information of the people under study, participating in their activities, interviewing the informants and collecting in-depth information regarding the life and works of the people.
5. **Applied Dimensions:** ability to apply one's disciplinary knowledge to new/unfamiliar contexts, to identify and analyse problems and issues with well-defined solutions to issues like Tribes, land and Resources, Environment & Disaster Management, Rural and Urban Development, Displacement and Rehabilitation issues and so on.
6. **Use of Statistical Techniques:** Use of statistical tools and techniques for precise and objective geographic analysis and interpretation of complex phenomena.
7. **Subject-related skills:** Demonstrate subject-related and transferrable skills that are relevant to some of the job trades and employment opportunities

1.4 Teaching-learning process

The department of Anthropology, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Field trips to various parts of the state gives an exposure to various communities living in the Assam. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

1.5 Assessment methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

Programme Specific Outline

The Under Graduate program will provide the students the comprehensive knowledge of the discipline as well as its multidisciplinary and interdisciplinary approaches. The course will enable the students to develop a theoretical base as well as practical application of its various aspects. It will develop the ability to demonstrate the use of knowledge in tackling Anthropology-related problems. The course is designed for the students to recognize the importance of qualitative as well as quantitative data and approaches for fully comprehending the human society. The students will develop professional ethics in their careers.

BROAD OVERVIEW OF THE CURRICULUM CORE +AECC+ DSE COURSES ANTHROPOLOGY

Core: Credits: Papers = 14 (Theory +Practical) = 14X6 = 84

AECC: Credits: Papers 2 (theory)=2+2=4

AECC: Credits: Papers 2 ((Theory) =2 +2= 4

GE: Credits: Papers 4 (Theory) = 4x6=24

SEC 1: Credits = 2

SEC 2: Credits: 2

DSE: Credits: Papers 4 ((Theory +Practical) = 4 X 6= 24

Total credits for UG=140

Year	Sem ester	Courses	Papercode	Paper Title	Credits (L+T+P)		
I	I	Core-1	ANT101C	Introduction to Biological Anthropology	4+0+2=6		
		Core-2	ANT102C	Introduction to Socio-cultural Anthropology	4+0+2=6		
		AECC-1		English/EVS/MIL	2		
		GE1	ANT103GE	Introduction to Anthropology	4+2+0=6		
	II	Core-3	ANT201C	Archaeological Anthropology	4+0+2=6		
		Core-4	ANT202C	Fundamentals of Human Origin & Evolution	4+0+2=6		
		AECC-2		English/EVS/MIL	2		
		GE-2	ANT203GE	Society and Social Institutions	4+2+0=6		
		II	III	Core-5	ANT301C	Tribes and Peasants in India	4+0+2=6
				Core-6	ANT302C	Human Ecology: Biological & Cultural dimensions	4+0+2=6
Core-7	ANT303C			Biological Diversity in Human Populations	4+0+2=6		
SEC-1	ANT001SEC			Anyone of the following to be selected by the department in each year 1. Public Health and Epidemiology 2. Business and Corporate Anthropology	2		
GE-3	ANT304GE			Introduction to Archaeological Anthropology	4+2+0=6		
IV	Core-8		ANT401C	Theories of Culture and Society	4+0+2=6		
	Core-9		ANT402C	Human Growth and Development	4+0+2=6		
	Core-10		ANT403C	Research Methods	4+0+2=6		
	SEC-2		ANT002SEC	Anyone of the following to be selected by the department in each year 1. Media Anthropology 2. Tourism Anthropology	2		
	GE-4		ANT404GE	Introduction to Biological Anthropology	4+2+0=6		
III	V	Core-11	ANT501C	Fundamentals of Human Genetics	4+0+2=6		
		Core-12	ANT502C	Anthropology in Practice	4+0+2=6		
		DSE-1	ANT503DSE1	Indian Archaeology	4+0+2=6		
		DSE-2	ANT504DSE2	Anthropology of Religion, Politics and Economy	4+0+2=6		
	VI	Core-13	ANT601C	Forensic Anthropology	4+0+2=6		
		Core-14	ANT602C	Anthropology of India	4+0+2=6		
		DSE-3	ANT603DSE3	Demographic Anthropology	4+0+2=6		
		DSE-4	ANT604DSE4	Dissertation in Semester VI only	6		
	TotalCredit- 140						

Paper Code: ANT 101C
Paper Title: Introduction to Biological Anthropology
Credit: 4+0+2=6

Objectives:

- This paper aims to provide every aspect of human existence. It is the window into the information of man as a biological being.
- It provides information on different theories of human origin.

Learning outcome of the paper:

- The students will learn about various theories related to human evolution and variations.
- They will learn about the history of Physical Anthropology and its relationship with other disciplines.
- They will also learn about the relationship between non-human and human primates.
- From the practical component they will learn how to measure and study various parts of the human body.

Unit I: History and development of understanding human variation and evolutionary thought. Theories of evolution: Lamarckism, Neo Lamarckism, Darwinism, Synthetic theory, Mutation theory.

Unit II: History of Physical Anthropology and development of Modern Biological Anthropology, aim, scope and its relationship with allied disciplines.

Unit III: Non-human primates in relation to human evolution 1. Classification and characteristics of living primates. 2. Comparative anatomy and behaviour of human and non-human primates. 3. Significance of non-human primate study in Biological Anthropology.

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

Practical Credit: 2

Somatometry:

1. Maximum head length 2. Maximum head breadth 3. Minimum frontal breadth 4. Maximum bizygomatic breadth 5. Bigonialbreadth 6. Nasal height 7. Nasal length 8. Nasal breadth 9. Physiognomic facial height 10. Morphological facial height 11. Physiognomic upper facial height 12. Morphological upper facial height 13. Head circumference 14. Stature 15. Sitting height 16. Body weight

Somatoscopy:

1. Head form 2. Hair form 3. Facial form 4. Eye form 5. Nose form 6. Hair colour 7. Eye colour 8. Skin colour

Suggested Readings:

1. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology. Wadsworth Publ., USA
2. Kroeber A. L. (1948). Anthropology. Oxford & IBH Publishing Co., New Delhi.
3. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.
4. Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press.

Paper Code:ANT102C
Introduction to Socio-Cultural Anthropology
Credit-4+0+2=6

Objectives:

- To provide students with the basic idea about social anthropology and its relation with other disciplines.
- To acquaint the students with the basic concepts related to society and culture.
- To give a preliminary idea about anthropological field work and research.

Learning outcome of this paper are:

- The students will learn the scope and relevance of Social cultural Anthropology, its relationship with other branches of Anthropology.
- They will learn about the concept of Society, culture, social stratification, etc.
- They will also learn about important institution like Family, marriage and Kinship.
- From the practical component they will learn how to follow up some of the commonly used techniques of data collection in social anthropology.

Unit I: Anthropological perspective and orientation; Scope and relevance of Social Anthropology; Relationship of Social Anthropology with other disciplines

Unit II: Concepts of society and culture; Types of society; status and role; groups and institution, social stratification, and civil society

Unit III: Social fact; social action; social conflict; social system: kinship and kin -based groups

Unit IV: Theory and practice of ethnographic fieldwork; survey research; comparative and historical methods

Practical Credit- 2 Methods and Techniques of Social Anthropology: The practical will include the following 6 techniques and methods in collection of data in Social Anthropology. 1. Observation 2. Interview 3. Questionnaire and Schedule 4. Case study 5. Life history

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 Publications.
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. Karen O'reilly. (2012). 'Practical Issues in Interviewing' Ethnographic Methods. Abingdon: Routledge
8. Lang G. (1956). 'Concept of Status and Role in Anthropology: Their Definitions and Use. The American Catholic Sociological Review.17(3): 206-218
9. O'reilly K. (2012). Ethnographic Methods. Abingdon: Routledge.
10. Parsons T. (1968). The Structure of Social Action. New York: Free Press
11. Rapport N. and Overing J. (2004). Key Concepts in Social and Cultural Anthropology. London: Routledge.
12. Royal Anthropological Institute of Great Britain and Ireland (1971). 'Methods' In Notes and Queries on Anthropology. London: Routledge & Kegan Paul Ltd.

Paper Code: ANT 103GE
Paper Title: Introduction to Anthropology
Credit: 4+2+0=6

Objectives:

- To introduce the students to the major branches of anthropology.
- To enable the students to know about the practical applicability of anthropological knowledge.

Learning outcomes of this paper are:

- The students get to learn general idea of all the branches of Anthropology.
- They will know the distinctiveness of the discipline.
- They will also learn the applied aspects of the discipline.

Unit I: Meaning, Scope and development of Anthropology. Uniqueness of Anthropology: Holism (bio-cultural approach and time space dimension), Empiricism (fieldwork), Ethnocentrism and relativism, Comparative method & cross-cultural studies.

Unit II: Social and Cultural Anthropology: Subject matter and scope, relation with allied disciplines.

Unit III: Physical or Biological Anthropology: subject matter and scope, relation with allied disciplines.

Unit IV: Archaeological Anthropology: subject matter and scope, relation with allied disciplines.

Unit V: Linguistic anthropology: subject matter and scope

Unit VI: Applied Anthropology, Action Anthropology, Applications of Applied Anthropology.

Suggested Readings:

1. Beals, R, H. Hoizer, and Beals, 1975. An Introduction to Anthropology, New York, Macmillan Publishing Co.

2. Beattie John. 1964. Other Cultures- Aims, Methods and Achievements in Social Anthropology. London, Routledge.
3. Bhattacharya, D.K., 1987. Pre-Historic Archaeology. Delhi, Hindustan Publishing Corporation.
4. ButtnerJanusch, J., 1969. Origins of Man, Wiley Eastern Pvt. Ltd., New Delhi.
5. Das, B.M. 1998. Outlines of Physical Anthropology. Allahabad, Kitab Mahal.
6. Duranti, Alessandro 1997. Linguistic Anthropology. Cambridge, Cambridge University Press.
7. Ember, C.R., Ember, M.R., Peregrine, P.N., 2008. Anthropology. Noida, Pearson Education Inc. & Dorling Kindersley Publishing, Inc.
8. Hasnain, Nadeem 2016. General Anthropology, Gurgaon, Jawahar Publishers and Distributors.
9. Mair, Lucy. 1972. An Introduction to Social Anthropology. London, Oxford University Press (2nd Edn, Reprint).
10. Majumdar, D.N. & T.N. Madan 1975. An Introduction to Social Anthropology, New Delhi, Asia Publishing House.
11. Rami Reddy, V. 1982, Elements of Prehistory. New Delhi: Mittal Publications.
12. Roy, I.B, 2003. Anthropology The Study of Man. New Delhi, S. Chand & Company Pvt. Ltd.
13. Sarkar, R M. 1997. Fundamentals of Physical Anthropology. Calcutta: Vidyodata Library Pvt. Ltd.

SEMESTER II

Paper Code:ANT 201C

Paper Title:Archaeological Anthropology

Credit: 4+0+2=6

Objectives:

- To provide the students with the basic concept of Archaeological Anthropology and its relation with other disciplines.
- let the students know about geo chronology of Pleistocene epoch.
- To enable the students to understand prehistoric cultures.
- To acquaint the students with earliest evidence of culture in the world.

Learning outcomes of this paper are:

- The students will learn about the Archaeological anthropology and its relationship with other sciences.
- They will learn about How the past is reconstructed.
- They will also learn about the method of understanding the pre-historic culture on the basis of Archaeological finds.
- From the practical component they will learn about the identification and interpretation of pre-historic tools.

Unit I: Introduction: Definition and scope of archaeological anthropology. Relation with other disciplines. Methods of studying Archaeological Anthropology

Unit II: Methods of estimation of time and Reconstruction of the past: Absolute Dating methods: (Radio-Carbon, Potassium Argon, Thermoluminescence, Dendrochronology).
Relative Dating methods: Stratigraphy, Typology, Methods of climatic reconstruction: Palynology, Paleontology and soil pH estimation.

Unit III: Geochronology of Pleistocene Epoch: Geology and Environment • Glacial and Interglacial period. Pluvial and Inter pluvial period. Different types of Geo-climatic events.

Unit IV: Methods of Field Archaeology: Concept of Artefact, Industry, Assemblage, Site
Methods of field archaeology: Exploration and Excavation. Concept of Ethno-archaeology and New-archaeology.

Unit V: Understanding Prehistoric Culture: Typo-technology, Economy and Culture of Palaeolithic (lower, middle, upper) Mesolithic Neolithic

Unit VI: Earliest evidence of Culture in the World: • Konso, Olorgesailie, Olduvai Gorge. Pirro Nord, Dmanisi. Attirampakkam, Isampur. Bhimbetka

Practical Credit-2:

1. Typo-technology of Prehistoric tools: Identification, Description and Interpretation 2. Drawing of following Prehistoric tools:
a. Core tools. b. Flake tools. c. Bone tools. d. Microliths. e. Neolithic tools.
3. Ceramic Technology: Basic concept of Handmade and Wheel made pottery. (Students have to draw one wheel made and one hand made pottery.)

Suggested readings:

1. Allchin and Allchin (1993). The Rise of Civilization of India and Pakistan. Cambridge University Press
2. Bhattacharya D.K. (1978). Emergence of Culture in Europe, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). Old Stone Age Tools and Techniques. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). Palaeolithic Europe. Netherlands, Humanities Press.
5. Champion et al. (1984). Prehistoric Europe. New York, Academic Press.
6. Fagan B.M. (1983). People of Earth: An Introduction. Boston, Little, Brown & Company.
- 7 Fagan B M(2000) : In The Beginning
8. Hole & Heizer An Introduction to Prehistoric Archaeology
9. Phillipson D. W. (2005). African Archaeology. Cambridge, Cambridge University Press.
10. Sankalia H.D. (1964). Stone Age Tools. Poona Deccan College.

Paper Code:ANT 202C

Paper Title:Fundamentals of Human Origin & Evolution

Credit: 4+0+2=6

Objectives:

- This paper aims to trace the evolution of man dealing with both the living and fossil ones.

- It also provides information about the characteristics of fossil man in the process of evolution.

Learning outcomes of this paper are:

- They will learn about the origin of hominoid group in the primates.
- They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.
- The components of the practical paper will help the students to understand how the craniometrics measurements and derived indices are useful in studying the evolutionary changes in modern humans

Unit-I: Primate origins with special reference to Miocene hominoids: Ramapithecus, distribution, features and their phylogenetic relationships.

Unit-II: 1. Australopithecines: distribution, features and their phylogenetic relationships.
2. Appearance of genus Homo (Homo habilis)

Unit-III: Homo erectus from Asia, Europe and Africa: Distribution features and their phylogenetic status.

Unit-IV: The origin of Homo sapiens: Fossil evidences of Neanderthals and Archaic Homo sapiens sapiens

Practical Credit- 2:

Craniometry: Maximum cranial length Maximum cranial breadth Maximum bizygomatic breadth Maximum frontal breadth Minimum frontal breadth Nasal height Nasal breadth Bi-mastoid breadth Greatest occipital breadth Upper facial height Cranial index Nasal index

Osteometry: Measurements of long bones (Femur and Humerus) : lengths, minimum/least circumference and caliberindex 3. : Drawing and comparison and characteristics of fossils of family hominidae

Suggested Readings

1. Buettner-Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons, Inc., New York, London, Sydney.
2. Conroy, G.C. (1997). Reconstructing Human Origins: A Modern Synthesis. W. W. Norton & Company, New York, London.
3. Howell F.C. (1977). Horizons of Anthropology. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.
4. Nystrom P. and Ashmore P. (2011). The Life of Primates. PHI Learning Private Limited, New Delhi.
5. Seth P. K. and Seth S. (1986). The Primates. Northern Book Centre, New Delhi, Allahabad.
6. Singh I. P. and Bhasin M.K. (1989). Anthropometry: A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
7. Standford C.; Allen J.S. and Anton S.C. (2012). Biological Anthropology: The Natural History of Mankind. PHI Learning Private Limited, New Delhi.

8. Swindler D. R. (2009). Introduction to the Primates. Overseas Press India Pvt. Ltd.,

Paper Code: ANT 203GE
Paper Title: Society and Social Institutions
Credit: 4+2+0=6

Objectives:

- To provide basic ideas related to society and culture.
- To let the students know about the scope of socio-cultural anthropology.
- To enable the students to get a clear idea about various basic social institutions.

Learning outcomes of this paper are:

- The students will come to know about Social and Cultural Anthropology.
- They will get to know the basic concepts of Social Anthropology.
- The students will also learn about the various social institution

Unit 1: Definition and scope of Social and Cultural Anthropology. Culture: definition, material and non-material culture, culture trait, culture complex and culture area

Unit 2: Basic concepts: society, social groups, social organization, social structure, association and institution

Unit 3: Institutional overview: Family, concept, types and functions; Marriage, concept, types and functions, Kinship, concept, types and kinship terms

Unit 4: Political Organization: Definitions, Types of political organization: Band, tribe, chiefdom and state.

Unit 5: Economy: Characteristics and types of economy: Foraging, pastoralism, shifting cultivation. Concept of property and inheritance

Unit 6: Religion: Definition and Functions. Animism, animatism, Magic: Types and principles.

Suggested Readings:

Beattie, John. Other Cultures. Routledge
Beals, R&H. Hoiijer. An Introduction to Anthropology
Mair, Lucy. An Introduction to Social Anthropology

SEMESTER III (CORE)

Paper Code: ANT 301C
Paper Title: Tribes and Peasants in India
Credit: 4+0+2=6

Objectives:

- Objective of this paper is to orient the students with the anthropological concepts of tribe focusing on the nomenclature, definition, classification. National tribal policies and developmental schemes would be emphasized.
- The students will also learn about present peasantry, caste system etc.
- The students will be orientated to ethnographic studies.

Learning Outcomes of this paper are:

- The students will learn about the concept of Tribes, their classification and distribution.
- They will also learn about Peasantry and how it is related to tribes.
- From the practical component they will learn to read original ethnographies and extract relevant information from the same.

Unit I: Anthropological Concept of Tribe 1. Problems of nomenclature, definition and classification. 2. Features of tribes in India.

Unit II: Tribes in the Indian Context. 1. The history of tribal administration; Constitutional safeguards 2. Draft National Tribal Policy, Issues of acculturation assimilation and integration. Impact of development schemes and programme on tribal life

Unit III: Anthropological Concept of Village 1. The concept of peasantry. 2. Approaches to the study of peasants – economic, political and cultural. 3. Characteristics of Indian village: social organization; economy and changes. 4. Caste system and changes.

Unit IV: Ethnicity Issues: Tribal and peasant, movements; Identity issues

Practical Credit- 2

Reading of Ethnography: Students are required to read and analyze any two of the ethnographies (as listed below) and prepare a report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.

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

List of Ethnographies: • Walker A. (1986). The Todas. Delhi : Hindustan Publishing Corporation Verrier Elwin (1992). The Muria and their Ghotul. USA: Oxford University Press. • Malinowski M. (1922). Argonauts of the Western Pacific. London: Routledge and Kegan Paul Ltd. • Furer-Haimendorf C.V. (1939). The Naked Nagas. London: Methuen and Co. • Evans-Pritchard E.E. (1940). The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford : Clarendon Press. • Majumdar D. N. (1950). Affairs of tribes. Lucknow: Universal Publishers Ltd. • Dube S.C. (1955). Indian Village. London: Routledge and Kegan Paul Ltd. • Berreman G.D. (1963). Hindus of the Himalayas. Berkeley: California University Press.

Suggested Readings

1. Gupta D. (1991). Social Stratification. Oxford University Press: Delhi.
2. Madan V. (2002). The Village in India. Oxford University Press: Delhi.
3. Nathan D. (1998). Tribe-Caste Question. Simla: IAS.
4. National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Government of India.
5. Patnaik S.M. (1996). Displacement, Rehabilitation and Social change. Inter India Publication, Delhi.
6. Shah G. (2002). Social Movement and the State. Delhi: Sage.
7. Shanin T. (1987). Peasants and Peasantry. 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 Hall.

Paper Code: ANT 302C

Paper Title: Human Ecology: Biological & Cultural dimensions

Credit: 4+0+2=6

Objectives:

- To provide knowledge of biological aspects of ecology and adaptation
- To provide knowledge of the concept, classification, and characteristics of tribe, tribal administration, constitutional safeguards and impact of development on tribes.
- To let the students, know about Indian village life and Caste system.
- To enable the students to know about the practical applicability of anthropological knowledge.

Learning outcomes of this paper are:

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

Unit I: Human Ecology: Definition, Eco sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.

Unit II: Adaptation to various ecological stresses, ecological rules (Bergmann's rule, Allen's rule) and their applicability to human populations. Cultural Dimensions

Unit III: Culture as a tool of adaptation; Various modes of human adaptation in pre-state societies. i. Hunting and food gathering ii. Pastoralism iii. Shifting cultivation, Urbanization and industrialization (Rural society, Urban society and Industrial society)

Unit IV: Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic Civilization

Practical Credit- 2

Biological Dimensions

Size and Shape Measurements

1. Biachromial breadth
2. Biilliac breadth
3. Leg length
4. Arm circumference
5. Waist circumference

Size and Shape Indices

1. Body Mass Index
2. Ponderal Index
3. Relative Sitting Height
4. Relative Upper Extremity Length
5. Relative Total Lower Extremity Length

Suggested Reading

1. Human ecology: biocultural adaptation in human communities. (2006) Schutkowski, H. Berlin. Springer Verlag.
2. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. (1976). Berry, J.B. New York: John Wiley.
3. Human ecology. (1964) Stapledon. Faber & Faber.
4. Studies in Human Ecology. (1961) Theodorson, G.A. Row, Peterson & Company Elmsford, New York.
5. Human ecology: (1973) Problems and Solutions. Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. W.H. Freeman & Company, San Francisco.
6. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
7. Redfield, Robert. (1965). Peasant society and culture an anthropological approach to civilization. Chicago [u.a.]: Univ. of Chicago Press.
8. Symposium on Man the Hunter, Richard B. Lee, and Irven DeVore. 1969. Man the hunter. Chicago: Aldine Pub. Co.

Paper Code: ANT 303C

Paper Title: Biological Diversity in Human Populations

Credit: 4+0+2=6

Objectives:

- This paper aims to understand the varieties of mankind and various markers of variation.

- This paper also aims to provide the basic information on physiological aspects of man.

Learning outcomes of this paper are:

- The students will learn how to use various markers of biological variations
- They will learn about the mechanism of human adaptability.
- They will also learn about the contribution of some anthropologists towards understanding the population diversity in India.
- From the practical component they will learn about the use of blood group antigens and dermatoglyphics traits in measuring biological diversity.

Unit I: Concept of Biological Variability; Race, sources of genetic variation, structuring genetic variation, interpretation of genetic variation, dermatoglyphics, and polymorphism (Serological, Biochemical and DNA Markers).

Unit II: Human Adaptability –Adaptive Mechanisms determining the types of adaptation.

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

Unit IV: Genetic diversity among Indian population.

Practical Credit- 2

1. Determination of A1, A2, B, O and Rh(D) blood groups of ten subjects.
2. Finger and Palm prints: Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index; Finger print classification. (Ten Subjects)

Suggested readings:

1. Baker P.T. and J.S. Weiner (ed.) (1996) The Biology of Human Adaptability. Oxford & New York, Oxford University Press.
2. Bhende A. and T. Kantikar (2006) Principles of Population Studies. Himalayan Publishing House, Mumbai
3. Bogin B. (1999). Pattern of Human Growth. 2nd edition CUP.
4. Cameron Noel and Barry Bogin (2012) Human Growth and development. Second edition, Academic Press Elsevier.
5. Eckhardt R.B.(1979) The Study of Human Evolution. McGrand Hill Book Company, USA.
6. Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan press
7. Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) Human Biology. Oxford University Press.
8. Jurmain Robert Lynn kilgoreWendaTrevathan and Ciochon (2010). Introduction to Physical Anthropology. Wadsworth Publishing, USA.
9. Kapoor A.K. and Satwanti Kapoor (ed) (1995). Biology of Highlanders. Jammu, Vinod Publisher& Distributor.
10. Kapoor A.K. and Satwanti Kapoor (eds) (2004) India's Elderly-A Multidisciplinary Dimension. Mittal Publication, New Delhi.

11. Klepinger L.L. (2006). Fundamentals of Forensic Anthropology. John Wiley & Sons., New Jersey. 12. Malhotra K.C. and B. Balakrishnan (1996) Human Population Genetics in India
13. Malina Robert M., Claude. Bouchard, Oded. Bar-Or. (2004) Growth, and Physical Activity. Human Kinetics.
14. Stanford C., Allen, S.J. and Anton, C.S. (2013): Biological Anthropology. 3rd edition

Paper Code: ANT 304GE

Paper Title: Introduction to Archaeological Anthropology

Credit: 4+2+0=6

Objectives:

- To enable the students to know the framework of prehistoric period.
- To introduce the students to the Pleistocene environment.
- To provide the knowledge of field archaeology and methods of estimation of time and reconstruction of the past.

Learning outcomes of this paper are:

- Students will learn about the pre-historic framework and general characteristics of different pre-historic periods.
- They will learn about the Pleistocene chronology and climate.
- They will learn about bone and lithic industry of the upper palaeolithic period.

Unit 1: Prehistoric framework: Stone age and Metal age (Brief outline of Palaeolithic, Mesolithic and Neolithic period).

Unit 2: Prehistoric-environment: the Great Ice age (glacial-inter glacial, pluvial and inter-pluvial periods)

Unit 3: Field Archaeology: Concept of Artefact, Eco fact, Assemblage, Site, Tool; Methods of data recovery: Exploration and Excavation.

Unit 4: Prehistoric lithic types and technology and bone tool industry of Upper palaeolithic period.

Unit 5: Methods of estimation of time and Reconstruction of the past: Absolute Dating methods: Radio-carbon, Potassium Argon, Thermoluminescence, Dendrochronology. Relative Dating methods: Stratigraphy and Typology.

Unit 6: Concept of Ethnoarchaeology and New-archaeology.

Suggested readings:

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.

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

SEMESTER:IV

Paper Code:ANT 401C
Paper Title: Theories of Culture and Society
Theory Credit- 4+0+2=6

Objectives:

- To orient the students with the classical theories of culture like evolutionism, diffusionism and culture area study
- To enable the students to learn other recent theories.

Learning outcome of this paper are:

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

Unit I: Emergence of Anthropology: Evolutionism, Diffusionism and Culture area theories

Unit II: Comparative Method,Cultural Relativism, Historical Particularism

Unit III: Functionalism and Structural-functionalism

Unit IV: Structuralism: Claude Levi-Strauss and Edmund Leach

Unit V: Symbolic and Interpretative approach

Practical Credit- 2: Theory based assignment

Suggested Readings

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

Paper Code: ANT402C

Paper Title: Human Growth and Development

Credit:-4+0+2=6

Objectives:

- This paper aims to provide information on human growth.
- It also provides basic information on human physique, somatotype and nutritional status

Learning outcomes of this paper are:

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

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

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

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

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

Practical Credit- 2

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

Suggested Readings

1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.

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

Paper Code: ANT 403
Paper Title: Research Methods
Credit- 4+0+2=6

Objectives:

- To orient the students with research methodology- with special emphasis on different research tools and ethics.
- The students will learn about Bio-statistics which is very important for demographic data etc.

Learning outcomes of this paper are:

- The students will learn about the similarities, and differences between technique, Method and Methodology.
- They will learn about field work traditions in anthropology.
- They will also learn about tool and technique of data collection.
- From the practical component they will learn how to construct tables, make observation and conduct interviews.

Unit I: Research, concept and types, qualitative, quantitative and mixed method, Research Design: definition and type of research design; steps in research design-- Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling, data analysis and reporting.

Unit II: Field work tradition in Anthropology, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, key informants, maintenance of field diary and logbook

Unit III: Tools and techniques of data collection Concept of survey, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, Observation - Direct, Indirect, Participant, Non-participant, Controlled Interview - Structured and unstructured, Focussed Group Discussion, key informant Interview Case Study and life history, Genealogy.

Unit IV: Ethics and Politics of Research 1. Ethical issues in the context of human subject research. 2.. Ethical importance of consent, privacy and confidentiality in research 3. Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication

Unit V: Analysis and Writing Up 1. Chapterization, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index. 2. Similarities and differences between qualitative and quantitative data analysis; introduction of software for data analysis.

Unit VI: Bio-Statistics 1. Types of variables, presentation and summarization of data (tabulation and illustration). 2. Descriptive statistics- Measurers of Central Tendency, Variance and standard deviation, Normal and binomial distribution. 3. Tests of Inference- Variance ratio test, Student's 't' tests, Chi-square test and measures of association, Estimation of confidence interval, Correlation, Regression Analysis, Sample size

Practical Credit- 2

1. Construction of Genealogy. 2. Observation: Direct, Indirect, Participant, Non-participant, Controlled 3. Questionnaire and Schedule, Interview- Unstructured, Structured, Key informant interview, Focussed Group Discussion, and Free listing, pile sorting 4. Case study and life history

2. Suggested Readings •

Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. *Journal of Medical Ethics* 2005; 31: 419-23.

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

Ability enhancement elective (skill based) Course

Credits: 1 X 2 =2 [Note : Any of the following two courses will be offered by the Department each year]

**Paper Code:ANT002SEC
Paper Title:Media Anthropology
Credit: 2**

Learning outcomes of this paper are:

- The student will learn about Media Anthropology and Media Technology.
- They will also learn about TV production, journalism and advertisement and social media.

Unit I: Theoretical Foundations: Introduction to Media Anthropology; Intellectual Antecedents

Unit II: Audiences, Consumption and Identity Formation: The Social and Material Life of Cinema; Television and the Cultural Politics of Nation; Gender and Subjectivity; the Nation and Temporality; Media as Material Objects.

Unit III: The Cultural Work of Mass Media Production: Producing “Bollywood”.

Unit IV: The Social Sites of Film and TV Production; the Exigencies of Commercial Filmmaking; the Constraints of Public Television Production.

Unit V: Producing Reality – Journalism and Advertising; News as Social Practice; the Local and the Global in Advertising.

Unit VI: Small Media: Materiality, Circulation, Everyday Life & Social Transformations; Indigenous Media and Cultural Activism; The Social and Material Lives of Cell Phones; Media as Social Infrastructure – The Case of Facebook; Learning from New Media; The Possibilities & Constraints of YouTube

Suggested readings

Rothenbuhler, Eric W; Coman, Mihai. Media anthropology. 2005. California, Sage.

**Paper Code:ANT003SEC
Paper Title:Tourism Anthropology
Credit: 2**

Objectives:

- Students will be oriented with the anthropological approach to tourism in connection with colonial exploration, pilgrimage, and meeting relatives etc.
- They will be made to understand the global and local political economy of contemporary tourism.

Learning outcomes of this paper are:

- The students will learn the various type of tourism and how the anthropologists look at them.
- They will also learn about tourism management, promotion of tourism, local culture and local economy.

Unit I: Tourism and anthropology, Relevance of tourism in Anthropology, Tourism in human societies, Tourist Gaze and Authenticity Issues

Unit II: Origins of tourism, rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism

Unit III: Impacts of Tourism--economic change, social and cultural change, environmental impacts of tourism, tourism and the commodification of culture or cultural degradation

Unit IV: Alternative forms of tourism, Ecotourism and sustainable development

Unit V: New Directions in the Anthropology of Tourism: Globalization, Tourism and Terrorism; Heritage tourism, applied aspects of anthropology in tourism development and planning.

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 MF, Allcock JB, Bruner EM (eds.) International Tourism: Identity and Change. London: Sage. pp. 205-223.
3. Dann GMS, Nash D and Pearce PL. (1988). Methodology in Tourism Research. Annals of Tourism Research. 15:1-28.
4. Gmelch SB. (2004). Tourists and Tourism: A Reader. Long Grove: Waveland.
5. Graburn NHH. (1977). Tourism: The Sacred Journey. Hosts and Guests: The Anthropology of Tourism. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
6. Dann G. (2002). The Tourist as a Metaphor of the Social World. Wallingford: CAB International.
7. Nash D. (1996). Anthropology of Tourism. New York: Pergamon.

Paper Code: ANT404GE

Paper Title: Introduction to Biological Anthropology

Credit: 4+2+0=6

Objectives:

- This paper aims to some basic information on position of man in animal kingdom.
- It also provides information on different theories and stages of human evolution.

Learning outcomes of this paper are:

- The students will learn about various theories related to human evolution and variations.
- They will learn about the history of Physical Anthropology and its relationship with other disciplines.
- They will also learn about the relationship between non-human and human primates.
- From the practical component they will learn how to measure and study various parts of the human body.

Unit 1: Position of man in the animal kingdom. General characteristics of mammal and its classifications.

Primate: Characteristics and classification. A brief outline of living primates and distribution.

Unit 2: Relationship of man with anthropoid apes: A comparative study

Unit 3: Elementary knowledge of genetics and heredity- Mendel's Laws of Inheritance.

Unit 4: Evolutionary stages of man in the light of following fossil evidences Australopithecus Africanus, Pithecanthropus erectus, Neanderthal man and Cro-Magnon

Unit 5: Theories of organic evolution- Darwinism and Lamarckism.

Recommended Readings

1. Buettner-Janusch, John. Origins of Man. Wiley.
2. Buettner-Janusch, John. Physical Anthropology: A Perspective. Wiley.
3. Comas, J. Manual of Physical Anthropology. Charles C Thomas Pub. Ltd.
4. Das, B M. Outline of Physical Anthropology. Kitab Mahal
5. Das, B M & P B Das. PrathmikAbayabikNritattwa.
6. Das B M & R Das. ManabPrajatiPrichaya
7. Ember, C R, M. Ember & P N Peregrine. Anthropology. Pearson.
8. Hootan, E A. Up from the Ape. Macmillan.
9. Laskar, G W. An Introduction to Physical Anthropology. Holt Rinehart and Winston.
10. Montagu, M F A. An Introduction to Physical Anthropology. Nabu Press
11. Sarkar, R M. Fundamentals of Physical Anthropology. Kolkata.
12. Shukla, B R K & Rastogi. Physical Anthropology & Human Genetics. PalakaPrakashan

SEMESTER V
Paper Code:ANT 501C
Paper Title:Fundamentals of Human Genetics
Credit- 4+0+2=6

Objectives:

- This paper aims to provide basic information on human genetics.
- It also aims to provide information on different mechanism for dynamics in gene.

Learning outcomes of this paper are:

- They students will learn about genetics and the principal of Human genetics.
- They will learn about inheritance and the factors influencing inheritance.
- They will also learn about the role of admixture in population structure.
- From the practical component they will learn about haemoglobin variants, identifying colour blindness and PTC testers.

Unit I. Essentials of Genetics: Landmarks in the history of genetics, principles in human genetics, single locus versus multilocus (quantitative/complex) inheritance, chromosome theory of inheritance (segregation and independent assortment).

Unit II: Mendelian inheritance (single factor and multifactorial inheritance, polygenic inheritance), Non-Mendelian inheritance (multiple allelism, Co-dominance, sex linked).

Unit III: Mechanism for dynamics in gene frequency: mutation, selection (pattern and mechanism), Genetic drift (bottle neck and founder effect), Gene flow/migration, inbreeding (inbreeding co-efficient and its genetic consequences). Hardy-Weinberg principle Hardy-Weinberg equilibrium, its applications and exceptions.

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

Practical Credit- 2

1. Colour Blindness test
2. Screening of abnormal haemoglobin variants (eg. Thalassaemia, HbE)
3. PTC tasting ability

Suggested Readings

1. Brooker R.J. (2012). Genetics: analysis & principles. The McGraw-Hill Companies, Inc 4th ed.
2. Cavalli-Sforza, L.L. and Bodmer, W.F (1971). The Genetics of Human Population. San Francisco: Freeman
3. Cooper DN and Kehrer-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.

4. Crawford MH (2007). Anthropological Genetics Theory, Methods and Applications. Cambridge University Press
5. Cummings M.R. (2011). Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning
6. Jobling, M.A. Hurlst M. and Tyler-Smith C. (2004). Human Evolutionary Genetics: Origins, Peoples & Disease. GS. NY

Paper Code:ANT502C
Paper Title: Anthropology in Practice
Credit- 4+0+2=6

Objectives:

- To orient the students with the importance of practicing anthropology in various areas like management, politics, CRM, fashion, visual anthropology etc.
- The students will also learn about bio-social anthropology in practice.

Learning outcomes of this paper are:

- The students will learn about various applications of Anthropological knowledge and technique.
- They will learn about the role of Anthropology in development of practices.
- They will also learn about constitutional provisions that protect Human rights.

Unit I: Applied Anthropology, Action Anthropology and Development Anthropology.

Unit II: Development Anthropology and Public Policy, Anthropology of NGO's, Management Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management

Unit III: Trends in Anthropology: Anthropology in Census; Designing and Fashion, Visual Anthropology

Unit IV: Human Rights, Interrelationships of rights and duties: Protection and enforcement of human rights and duties, National and State Human Rights Commission and other grievance redressal mechanism, Human rights of special category and marginal groups, Emerging trends of human rights respective to terrorism, environment and globalization

Unit V: Biosocial anthropology in practice: Ergonomics, Forensic Anthropology in judicial settings both criminal and civil, Population Dynamics, Kinanthropometry, Bio-social counselling of an individual or population

Practical Credit- 2

1. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.

Suggested Readings

- Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
- 2. Kertzner DI and Fricke T. (1997). Anthropological Demography. University of Chicago Press.
- 3. Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
- 4. Carter A. (1998). Cultural Models and Demographic Behavior. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
- 5. Census of India (2001, 2011) and National Family Health Survey (2006,2010).
- 6. Ervic, Alexander M., (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practice, Boston, MA: Allyn and Bacon.
- 7. Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
- 8. Gupta S and Kapoor AK. (2009). Human Rights among Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
- 9. Willen SS. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. Journal of Human Rights. 11:150–159.
- Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
- 11. Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health – Anthropological Perspectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
- 12. Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston

DSE-1

Paper Code:ANT 503DSE

Paper Title:Indian Archaeology

Credit: 4+0+2=6

Objectives:

- To enable the students to understand different aspects of prehistoric culture.
- Let the students know about Pleistocene chronology of India.
- To provide knowledge of climatic reconstruction of the past.

Learning outcomes of this paper are:

- Students would learn pre- historic lithic technology.
- They will learn about the Pleistocene chronology of India.
- From the practical component they will learn about identification of tools and lithic technology.

Unit I: Understanding culture

- a. Technique of tool manufacture and estimation of their relative efficiency;
- b. Classification of tools: primary and combination fabrication techniques;
- c. Typology and cultural nomenclature.

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

Unit III: Prehistoric India Pleistocene chronology of India: A critical assessment

Unit IV: Character, distribution and interpretation of habitat and economy of: i. Lower palaeolithic ii. Middle palaeolithic iii. Upper palaeolithic iv. Mesolithic culture v. Art, ritual and belief

Practical:

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

Identification of lithic technology.

Suggested reading:

1. D. K. Bhattacharya (1996) An Outline of Indian Prehistory. Delhi, PalikaPrakashan.
2. H. D. Sankalia (1974) Prehistory and Protohistory of India and Pakistan. Poona, Deccan College.
3. H. D. Sankalia (1982) Stone Tool Type and Technology. Delhi, B.R.Publication

DSE-2

Paper Code: ANT 504 DSE

Paper Title: Anthropology of Religion, Politics and Economy

Credit: 4+0+2=6

Objectives:

- The students will be oriented with different anthropological theories of religion and religious practitioners. Emergence of religious sects in global order.
- Orientation to economic evolutionary approaches will also be an important area of study.

Learning outcomes of this paper are:

- The student will learn about the anthropological approach to understanding religion, economy and politics of simple society.
- They will learn about religion, economy, politics interface with each other.
- From the practical component they will learn how to conduct a case study of one of the religious economic or political institution of a given society.

Unit I: Anthropological approaches to understand religion- magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics; Overview of Anthropological Theories of Religion; Religion as the sacrality of ecological adaptation and socialness

Unit II: Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of

exchange: barter, trade and market; Forms of currencies; reciprocities: generalized, balanced and negative.

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

Unit IV: Interrelationship between religion, politics and economy; religious conversion and movements, emergence of new religious sects in the global order. Practical 1. Case study of any of the social institute

Practical : Case study of any of the social institute (religion, economic, political) with respect to culture perspective

Suggested Readings:

- Durkheim E. (1986). The elementary forms of the religious life, a study in religious sociology. New York:Macmillan.
- Benedict A. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso
- Gledhill J. (2000). Power and Its Disguises: Anthropological Perspectives on Politics. 2nd ed. London: Pluto Press.
- Ellis F. (2000). A framework for livelihood analysis. In Rural Livelihoods and Diversity in Developing Countries. Oxford: Oxford University Press.
- Henrich J, Boyd R, Bowles S, Camerer C, Fehr E, Gintis H, McElreath R, Alvard M et al. (2005). 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. Behavior and Brain Science. 28(6):795-815;
- Henrich J. (2002). Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), Theory in Economic Anthropology (pp. 251-295). Walnut Creek, CA: Altamira Press.
- Lambek. M. (2008) A Reader in the Anthropology of Religion. 9. Eller JD. (2007). Introducing Anthropology of Religion. New York: Routledge. 10. Glazier SD. (1997). Anthropology of Religion: A Handbook. Westport

SEMESTER VI

Paper Code:ANT 601C

Paper Title:Forensic Anthropology

Theory Credit- 4+0+2=6

Objectives:

- The aim of this paper is to provide information how forensic anthropology deals with identification of human remains.
- It also deals with different techniques that are use in identification of human remains.

Learning outcomes of this paper are:

- They students will learn about the aim and scope of Forensic anthropology.
- They will learn about identification of Skeletal and nonskeletal human remains.
- They will also learn about various method of identifying living persons
- From the practical components they will learn about identification of individuals on the basis of bones, blood, urine, semen, saliva, finger prints and hand writing.

Unit-I Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications of Forensic Anthropology.

Unit-II Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains, ancestry, age, sex and stature estimation from bones; Discovery and Techniques for recovering skeletonized Human Remains.

Unit-III Personal Identification, Complete and Partial Identification, Methods of Identification in Living Persons: Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

Unit-IV Serology: Identification and Individualization of bloodstain, urine, semen and saliva.

Practical Credit- 2

1. Estimation of age, sex and stature from bones.
2. Somatometric and Somatoscopic Observation on living persons.
3. Examination of latent fingerprints and Minutia or Ridge characteristics

Suggested Readings: 1. Bass W.M. (1971). Human Osteology: A Laboratory and Field manual of the Human Skeleton. Columbia: Special Publications Missouri Archaeological Society. 2. Black S. and Ferguson E. (2011). Forensic Anthropology 2000 to 2010. CRC Press, London. 3. Byers, S. N. (2008). Forensic Anthropology. Boston: Pearson Education LTD. 4. Gunn A. (2009) Essential Forensic Biology (2nd ed). Chichester: Wiley-Blackwell 5. Modi, R. B. J. P. (2013). A Textbook of Medical Jurisprudence and Toxicology. Elsevier. 6. Reddy V. R. (1985). Dental Anthropology, Inter-India Publication, New Delhi. 7. Spencer, C. (2004). Genetic Testimony: A Guide to Forensic DNA Profiling, Pearson, New Delhi. 8. Vats Y., Dhall J.K. and Kapoor A.K. (2011). Gender Variation in Morphological Patterns of Lip Prints among some North Indian Population. J. Forensic Odontology, 4: 11-15. 9. Wilkinson, C. (2004). Forensic facial reconstruction. Cambridge University Press.

Paper Code:ANT 602C

Paper Title:Anthropology of India

Theory Credit- 4+0+2=6

Objectives:

- Objective of this paper will be to orient the students with the origin, history

and development of Anthropology in India covering the Indian social structure and Indian population.

- Critical appraisal by scholars in biological, social and archaeological Anthropology will be an area of importance.
- Indian village study and its various aspects would be a major objective of study.
- Problems of Schedule Caste, Schedule Tribe and Backward Classes will also be taught.
- Racial classification of India, various traits and variables shall also be given priority.

Learning outcomes of this paper are:

- The students will learn about how Anthropology originated and evolved in India.
- They will also learn about Indian Society on the basis of some key concepts developed by various Anthropologist and Sociologist.
- They will also learn about the contribution of some western Anthropologists to understand Indian society and culture.
- From the practical component they will learn to review a book and also about the Indian social structure.

Unit I: 1. Origin, history and development of Anthropology in India, approaches to study Indian society and culture- traditional and contemporary 2. Racial and linguistic elements in Indian population 3. Understanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, gender hierarchies - their economic and cultural impact, origin and evolution of social structures and their underlying philosophies.

Unit II: 1. Critical appraisal of the contributions of Risley, Guha, Rickstett and Sarkar towards understanding ethnic distinctness in the Indian populations 2. Contribution of contemporary biological, social and archaeological anthropologists in India.

Unit III: 1. Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages 2. Tribal situation in India- biogenetic variability, linguistic and socioeconomic characteristics; Problems of tribal peoples, land-alienation, indebtedness, lack of educational facilities, shifting-cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity 3. Developmental projects- tribal displacements and rehabilitation problem 4. Impact of culture-contact, urbanization and industrialization on tribal and rural population

Unit IV: Basic concepts- Great tradition and little tradition, sacred complex, Universalization and parochialization, Sanskritization and Westernization, Dominant

caste, Tribe-Caste continuum, Nature-Man-Spirit complex, pseudotribalism

Unit V: 1. Problems of exploitation and deprivation of Scheduled Caste/ Tribe and Other Backward Classes. 2. Constitutional safeguards for the Scheduled Caste and Scheduled Tribes.

Practical Credit- 2

1. Review a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features. Or Highlight the contributions of any two contemporary Indian anthropologists.

Suggested Reading

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press. 2. Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press. 3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi 4. Lopez DS. (1995). Religions of India in Practice. Princeton University Press 5. Gupta D. Social Stratification. Delhi: Oxford University Press. 6. Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College 7. Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla) 8. Trautmann TR (2011). India: Brief history of Civilization. Oxford University Press : Delhi 9. Vidyarthi LP and Rai BK. (1976). The tribal culture of India. Concept Publishing Co, Delhi. 10. Haddon AC. (1929). Races of man. Cambridge University, London. 11. Kapoor A.K. (1992). Genetic Diversity among Himalayan Human Populations. M/S Vinod Publishers, Jammu 12. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay 13. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi. 14. Dumont L. (1980). Homo Hierachicus. University of Chicagon Press. 15. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla) 16. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution.

DSE 3

Paper Code: ANT 603 DSE

Paper Title:Demographic Anthropology

Credit: 4+0+2=6

Objectives:

- The aim of this paper is to achieve knowledge about human population.
- To study the trends of population growth, population expansion and future demographic evaluation.

Learning outcomes of this paper are:

- The students will learn about demographic anthropology and its importance in anthropology.
- They will learn about the various sources of data in population

studies.

- They will learn about major theories of population.
- From the practical component they will learn how to collect demographic data from various sources and prepare a project report on the same.

Unit I: Demographic Anthropology: Introduction, definition and basic concepts; Relationship between demography, population studies and anthropology; Importance of population studies in Anthropology

Unit II: Population Theories: Thomas R. Malthus, biological theory of population; theory of demographic transition

Unit III: Tools of Demographic Data: Measures of population composition, distribution and growth; Measures of fertility; Measures of mortality; measures of migration.

Unit IV: Population of India: Sources of demographic data in India, Growth of Indian population, Demography of Indian tribal and non-tribal groups, anthropological determinants of population growth, impact of urbanization on the migration of tribal groups.

Practical Credit- 2

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

Suggested Readings

1. Bhende A. and Kaniikar, T. (2006) Principles of Population Studies. Himalaya Publishing House. Mumbai (All Units, It covers most topics)
2. Caldwell J.C. (2006). Demographic Transition Theory. Springer.
3. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
4. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) Population Ecology and Family Planning. Serials publications. New Delhi.
5. Howell N. (1986) Demographic Anthropology. Ann. Rev. Anthropol. 15: 219-246
6. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. Human Ecology special volume 9:229-245.
7. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology. VDM Verlag Dr. Muller GmbH and Co., Germany.
8. Misra BD (1982). An introduction to the study of population. South Asia publ. ltd. New Delhi.
9. National Population Policy <http://populationcommission.nic.in/npp.htm>
10. Park K. (2000) Text book of Preventive and Social Medicine. Banarsidas Bhanot, Jabalpur.
11. Patra P.K. and Kapoor, A.K. (2009) Demography And Development Dynamics in a Primitive Tribe of Himalayas. International Book Distributors, Dehradun
12. Riley N.E. and Mc Carthy, J. (2003) Demography in the Age of the Postmodern. Cambridge University press. UK. Pages 1-13 and 32-98
13. Sharma A.K. (1979) Demographic transition: A Determinant of Urbanization. Social Change 9: 13-17.
14. Srivastava O.S. (1996) Demographic and Population Studies. Vikas Publishing House, India
15. Zubrow E.B.W. (1976) Demographic anthropology. Quantitative approaches. University of New Mexico Press, Albuquerque.
16. <http://human-nature.com/dm/chap3.html>
- 17.

<http://biography.yourdictionary.com/john-graunt>
<http://www.marathon.uwc.edu/geography/demotrans/demtran.htm>

18.

DSE 4
Paper Code: ANT 604 DSE
DISSERTATION
Credit:6

The students will prepare a dissertation based on fieldwork for a period of 15 days on a topic specified by the teacher-in-charge.
