

Syllabus for
Bachelor's Degree with Honours in Anthropology
in view of
National Educational Policy 2020, Government of India
and
the University Grants Commission's Guidelines for the
Learning Outcomes-based Curriculum Framework (LOCF)
under the Choice Based Credit System (CBCS)



MANIPUR UNIVERSITY

1. Introduction to Anthropology

Anthropology poises itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce valid 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, and how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar/different norms, values, customs, beliefs and practices.

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

Anthropologists not only study all varieties of people, but they also study all aspects of the 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 concerned primarily with human populations' biological or physical characteristics; others are interested principally in what we call cultural or linguistic characteristics. Some prehistoric study cultures, and others study human languages to understand their culture and society.

2. Aims of Bachelor Degree Programme in Anthropology

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

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

3. Programme Learning Outcomes for Graduates in Anthropology

- Demonstrate a fundamental or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects; and procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service.
- Demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of the issues associated with Anthropology.
- Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software, and report the findings of the experiment/field investigations accurately.
- Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined

solutions and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) ICT skills; and (v) personal skills such as the ability to work both independently and in a group.

- Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviour such as fabricating, falsifying or misrepresenting data or committing plagiarism; (ii) the ability to identify the potential ethical issues in work-related situations; and (iii) promoting safe learning and working environment.

4. Courses of Undergraduate Programmes:

The undergraduate course in Anthropology will be of four years duration having eight semesters with multiple entry-exit options within this period with appropriate certifications, namely,

- (a) **Bachelor's Certificate in Anthropology** upon the successful completion of the First Year (Two Semesters);
- (b) **Bachelor's Diploma in Anthropology** upon the successful completion of the Second Year (Four Semesters);
- (c) **Bachelor's Degree in Anthropology** at the successful completion of the Third Year (Six Semesters);
- (d) **Bachelor's Degree with Honours in Anthropology** at the successful completion of the Four Year (Eight Semesters).

The undergraduate programmes in Anthropology contain the following course components:

- A. Core Course:** This is a course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline/subject of study. Each of the Core Courses shall contain two components: Theory and Practical/Tutorial. Theory Paper having Practical shall carry 4 Credits, so that Practical carries 2 Credits.
- B. Elective Course:** Generally, an elective course is a course which can be chosen from a pool of courses which may be very specific or specialized or advanced or supportive to the discipline/subject of study, provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill.
An elective course may be three types:
 - (a) Discipline Specific Elective (DSE) Course:** Elective courses offered by the main discipline/subject of study are referred to as Discipline Specific Elective Courses. This course is to advance knowledge and skill in the core domain. Each of the DSE courses shall contain two components: Theory and Practical/Tutorial. Theory Paper having Practical shall carry 4 Credits, so that Practical carries 2 Credits.
 - (b) Dissertation/Project/Internship:** An elective course designed to acquire special/advanced knowledge is termed a dissertation/project. This is considered a special course involving the application of knowledge in solving/ analyzing/ exploring a real-life situation/ difficult problem.
 - (c) Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek a wide exposure, is called a Generic Elective. Each of the GEC Courses shall contain two components: Theory and Practical/Tutorial. Theory Paper having Practical shall carry 4 Credits, so that Practical carries 2 Credits.
- C. Ability Enhancement Course:** The Ability Enhancement Course may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC).

AECC courses are mandatory courses based upon the content that leads to Knowledge enhancement: (i) Environmental Science and (ii) English/MIL Communication.

SEC courses are value-based and/or skill-based and are aimed at providing hands-on training, competencies, skills, etc. These may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Each of the AECC and SEC courses shall carry 4 Credits.

- D. Value Addition Courses (VAC):** These are courses that will help develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. It includes subjects like Yoga, Sports, Health Care, NCC, NSS, Ethics, Culture etc. VAC courses may be chosen from a pool of courses. Each VAC course shall carry 2 Credits.

Each unit of theory papers in each course will be treated as 25 credits

5. Definitions of Key Words:

1. Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.
2. Semester: Each semester will consist of 15-16 weeks of academic work equivalent to 90 actual teaching days.
3. Credit: Credit defines the quantum of workload for a course. Generally, one hour of theory or one hour of tutorial or two hours of laboratory work per week for a duration of a semester results in the award of one credit. Credits for internship shall be one credit per week of internship, subject to a maximum of six credits.
4. Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
5. Letter Grade: It is an index of the performance of students in a course. Grades are denoted by the letters O, A+, A, B+, B, C, P, F and Ab.
5. Credit Point: It is the product of grade point and the number of credits for a course.
6. Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester to the total course credits taken during that semester. It shall be expressed up to two decimal places.
7. Cumulative Grade Point Average (CGPA): It is a measure of the overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters to the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

6. Course Structure

Level (Year)	Sem	CC (Credit)	DSEC (Credit)	SEC (Credit)	GEC (Credit)	AECC (Credit)	VAC (Credit)	Semester Credit
5 (Year I)	I	AN 501 (6) Fundamental Biological Anthropology		AN 521 (4) Public Health and Epidemiology		AECC 1 (4) English/ MIL	VAC 1 (2)	24
		AN 502 (6) Fundamental Social-Cultural Anthropology			VAC 2 (2)			
	II	AN 503 (6) Fundamental Prehistoric Anthropology		AN 522 (4) Tourism Anthropology		AECC 2 (4) Environmental Science	VAC 3 (2)	24
		AN 504 (6) Human Origin & Evolution			VAC 4 (2)			
Exit option with Bachelor's Certificate in Anthropology on completion of courses equal to minimum of 46 credits								
6 Year II)	III	AN 601 (6) Tribes and Peasants in India			AN 631 (6) General Anthropology		VAC 5 (2)	26
		AN 602 (6) Human Ecology: Biological & Cultural Dimensions						
		AN 603 (6) Biological Diversity in Human Populations						
	IV	AN 604 (6) Theories of Culture and Society			AN 632 (6) Anthropology of Tribal Development		VAC 6 (2)	26
		AN 605 (6) Human Growth and Development						
		AN 606 (6) Anthropological Demography						
Exit option with Bachelor's Certificate in Anthropology on completion of courses equal to minimum of 96 credits								
7 Year III)	V	AN 701 (6) Fundamentals of Human Genetics	AN 711 (A/B/C) (6) A. Physiological Anthropology B. Anthropology of Religion, Politics and Economics C. Museology		AN 731 (6) Anthropology of NE India		VAC 7 (2)	26
		AN 702 (6) Anthropology of India						
	VI	AN 703 (6) Forensic Anthropology	AN 712 (A/B/C) (6) A. Sports and Nutritional Anthropology B. Visual Anthropology C. Prehistory of India		AN 732 (6) Museum and Cultural Resource Management		VAC 8 (2)	26
		AN 704 (6) Gender Anthropology						
Exit option with Bachelor's Certificate in Anthropology on completion of courses equal to minimum of 140 credits								
8 Year IV)	VII	AN 801 (6) Medical Anthropology	AN 811 (A/B/C) (6) A. Human Genetics and Variation B. Urban Anthropology C. Prehistory of Europe		AN 831 (6) Anthropology of Visual Arts			24
		AN 802 (6) Human Population Genetics						
	VIII	AN 803 (6) Applied & Action Anthropology	AN 812 (6) Dissertation		AN 832 (6) Anthropology of Health			24
		AN 804 (6) Research Methodology						

Award of Bachelor's Degree with Honours in Anthropology on completion of courses equal to minimum of 182 credits

7. Course Details

	Year I (1 st Semester)	Credit
Core	AN 501: Fundamental Biological Anthropology	6
Course	AN 502: Fundamental Social-Cultural Anthropology	6
SEC	AN 521: Public Health and Epidemiology	4
AECC	AECC 1	4
	VAC 1	2
VAC	VAC 2	2
	Year I (2 nd Semester)	
Core	AN 503: Fundamental Prehistoric Anthropology	6
Course	AN 504: Human Origin & Evolution	6
SEC	AN 522: Tourism Anthropology	4
AECC	AECC 2	4
	VAC 3	2
VAC	VAC 4	2
	Year II (3 rd Semester)	
Core	AN 601: Tribes and Peasants in India	6
Course	AN 602: Human Ecology: Biological & Cultural Dimensions	6
	AN 603: Biological Diversity in Human Populations	6
GEC	One elective course from other department	6
VAC	VAC 5	2
	Year II (4 th Semester)	
Core	AN 604: Theories of Culture and Society	6
Course	AN 605: Human Growth and Development	6
	AN 606: Anthropological Demography	6
GEC	One elective course from other department	6
VAC	VAC 6	2
	Year III (5 th Semester)	
Core	AN 701: Fundamentals of Human Genetics	6
Course	AN 702: Anthropology of India	6
DSEC	AN 711(A/B/C) One elective course from A, B and C	6
	AN 711A: Physiological Anthropology	
	AN 711B: Anthropology of Religion, Politics and Economics	
	AN 711C: Museology	
GEC	One elective course from other departments	6
VAC	VAC 7	2
	Year III (6 th Semester)	
Core	AN 703: Forensic Anthropology	6
Course	AN 704: Gender Anthropology	6
DSEC	AN 712(A/B/C) One elective course from A, B and C	6
	AN 712A: Sports and Nutritional Anthropology	
	AN 712B: Visual Anthropology	
	AN 713C: Prehistory of India	
GEC	One elective course from other department	6
VAC	VAC 8	2

	Year IV (7 th Semester)	Credit
Core Course	AN 801: Medical Anthropology	6
	AN 802: Human Population Genetics	6
DSEC	AN 811 (A/B/C) One elective course from A, B and C	6
	AN 811A. Human Genetics and Variation	
	AN 811B. Urban Anthropology	
	AN 811C. Prehistory of Europe	
GEC	One elective course from other departments	6
	Year IV (8 th Semester)	Credit
Core Course	AN 803: Applied & Action Anthropology	6
	AN 804: Research Methodology	6
DSEC	AN 812: Dissertation	6
GEC	One elective course from other department	6
General Elective Course (GEC) offered (to be opted by the students of other disciplines)		
	3 rd Semester	
	AN 631: General Anthropology	6
	4 th Semester	
	AN 632: Anthropology of Tribal Development	6
	5 th Semester	
	AN 731: Anthropology of NE India	6
	6 th Semester	
	AN 732: Museum and Cultural Resource Management	6
	7 th Semester	
	AN 831: Anthropology of Visual Arts	6
	8 th Semester	
	AN 832: Anthropology of Health	6

8. Marks Distribution and Evaluation:

Total marks for each course shall be based on internal assessment (25%) and semester-end examination (75%). The internal assessment of 25% shall be distributed as under:

- (i) Test/Assignment/Seminar/Field Work/Project Work/Case Study : 20%;
- (ii) Attendance: 5%.

9. Letter Grade and Grade Point:

The 10-point grading system of the UGC, as described below, will be adopted for the assessment and examination of the performance of students in various courses of the undergraduate programmes. Letter Grade is used to signifying the level of qualitative/quantitative academic achievement of a student in a Course, while the Grade Point is used to indicate the numerical weight of the Letter Grade on a 10-point scale. Letter Grades 'O' to 'P' indicates successful course completion, while Letter Grades 'F' and 'Ab' indicate 'fail' and 'Absent', respectively.

Table : Letter Grades and Grade Points

Letter Grade	Grade Point	% of Marks	SGPA/CGPA	Description
O (Outstanding)	10	90 – 100	9.0 – 10.0	Outstanding
A+ (Excellent)	9	80 – 89	8.0 – 8.9	First Class Exemplary
A (Very Good)	8	70 – 79	7.0 – 7.9	First Class Distinction
B+ (Good)	7	60 – 69	6.0 – 6.9	First Class
B (Above Average)	6	55 – 59	5.5 – 5.9	High Second Class
C (Average)	5	50 – 54	5.0 – 5.4	Second Class
P (Pass)	4	40 – 49	4.0 – 4.9	Pass
F (Fail)	0	00 - 39	0.0 - 3.9	Fail
Ab	0	---	---	Absent

10. Computation of SGPA and CGPA

The Semester Grade Point Average (SGPA) of a student in a Semester is the weighted average of the Grade Points secured by the student in all the Credit Courses that he/she registered in that Semester, irrespective of whether he/she could or could not complete the Courses. The SGPA of a student in a Semester shall be calculated on the UGC's 10-point scale by finding the ratio of the sum of the product of the number of credits with the grade points scored by the student in all the courses in that semester and the sum of the number of credits of all the courses undergone by the student, i.e.,

$$SGPA = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i th course, and G_i is the grade point scored by the student in the i th course. Conventionally, SGPA is rounded off to 2 decimal points.

The Cumulative Grade Point Average (CGPA) of a student in a Programme is the accumulated weighted average of the Grade Points secured by the student in all the Credit Courses that he/she registered over all semesters of the programme. The CGPA of a student shall be calculated on the UGC's 10-point scale by finding the ratio of the sum of the product of the number of credits with the SGPA of the student over all the semesters and the sum of the number of credits over all the semesters, i.e.,

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester. Conventionally, CGPA is rounded off to 2 decimal points.

Syllabus Details

1st Semester

AN501 Fundamental to Physical Anthropology

150 marks

Theory

100 marks

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

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

Unit III: Non-human primates and human evolution, classification and characteristics of living primates, comparative anatomy and behaviour of human and non-human primates, significance of studying non-human primates in Physical 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 populational model; UNESCO statement on race, recent understanding of human biological categories in the context of human genome research.

Practical

50 marks

Somatometry

- | | |
|--------------------------------------|---------------------------------------|
| 1. Maximum head length | 2. Maximum head breadth |
| 3. Minimum frontal breadth | 4. Maximum bizygomatic breadth |
| 5. Bigonial breadth | 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 |

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various theories related to human evolution and variation.
2. They will learn about history of Physical Anthropology and how it is related to other disciplines.
3. They will also learn about the relationship between non-human and human primates.
4. From the practical component, they will learn about how to measure and study various parts of the human body.

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- Krober, A. L. 1948. Anthropology. Oxford & IBH Publishing Co.
- Molnar, Stephen. 1975. Human Variations: Race Types and Ethnic Groups. London: Routledge.
- Stanford, C., Allen, J.S. and Anton, S.C. 2010. Exploring Biological Anthropology: The Essentials. Prentice-Hall.
- Statement on Race: Annotated Elaboration and Exposition of the Four Statements on Race 1972. Issued by UNESCO. Oxford University Press.

AN 502 Fundamental Social-Cultural Anthropology

150 marks

Theory

100 marks

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, status and role, social stratification, and civil society.

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

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

Practical

50 marks

The practical will include the following techniques and methods in collection of data in Social

Anthropology:

1. Observation
2. Interview
3. Questionnaire and Schedule
4. Case study
5. Life history

Learning Outcomes

The learning outcomes of this paper are:

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

References

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- Royal Anthropological Institute of Great Britain and Ireland. 1971. *Methods*. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.

AN 521: Public Health and Epidemiology

100 marks

Theory

50 marks

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

Unit II: Epidemiology of common communicable diseases and non-communicable diseases - malaria, tuberculosis, leprosy, diabetes, cardiovascular disease and sexually transmitted diseases (STDs), HIV/AIDS.

Practical

50 marks

Study the healthcare practices of a community/knowledge attitude practices of communicable or non communicable diseases for 15 days and prepare a report on it.

Learning Outcomes

The learning outcomes of this paper are:

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

References

- Aschengrau, A. and Seage, G.R. 2008. Essentials of Epidemiology in Public Health. Boston, Massachusetts.
- Edberg, M. 2013. Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Second Edition. Jones and Bartlett Publishers.
- Gordis, L. 2004. Epidemiology. Third Edition. Philadelphia: Elsevier Saunders.
- Griffith, J.R and White, K.R. 2010. The Well-Managed Healthcare Organization. Chicago, IL: Health Administration Press.
- Kovner, A.R, McAlearney, A.S., Neuhauser, D. 2013. Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
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- Turnock, B. 2011. Essentials of Public Health. Jones & Bartlett Publishers.

2nd Semester

AN 503: Fundamental Prehistoric Anthropology

150 marks

Theory

100 marks

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

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

Unit III: Geochronology of Pleistocene Epoch: Glacial and Interglacial Pluviation and Inter Pluviation, Different types of geoclimatic events.

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

Practical 50 marks

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

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Types
5. Neolithic Tool Types

Learning Outcomes

The learning outcomes of this paper are:

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

References

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Bhattacharya, D.K. 1996. Palaeolithic Europe. Humanities Press.

Champion et al. 1984. Prehistoric Europe. New York: Academic Press.

Fagan, B.M. 1983. People of Earth: An Introduction. Boston: Little, Brown & Company.

Phillipson, D. W. 2005. African Archaeology. Cambridge: Cambridge University Press.

Sankalia, H.D. 1964. Stone Age Tools. Poona: Deccan College.

AN 504: Human Origin & Evolution 150 marks

Theory 100 marks

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

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

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

Unit IV: Origin of Homo sapiens: fossil evidences of Neanderthals and Archaic Homo sapiens sapiens and the process of hominization, changes occurred in hominization.

Practical

50 marks

Craniology (five normas)

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

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- Swindler, D. R. 2009. *Introduction to the Primates*. New Delhi: Overseas Press India Pvt. Ltd.

AN 521: Tourism Anthropology

100 marks

Theory

50 marks

Unit I: Tourism: anthropological aspects, ethnographer as tourist, pilgrimage tourism, ecotourism, adventure tourism, sports tourism, and food tourism.

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

Practical

50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

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

Crick, M. 1995. *The Anthropologist as Tourist: An Identity in Question*. In Lanfant, M.F.,

Allcock, J.B., Bruner, E.M. (eds.) *International Tourism: Identity and Change*. London: Sage, pp. 205-223.

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Gmelch, S.B. 2004. *Tourists and Tourism: A Reader*. Long Grove: Waveland.

Graburn, N.H.H. 1977. *Tourism: The Sacred Journey. Hosts and Guests: The Anthropology of Tourism*. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press, 33-47.

Hitchcock. 1997. *Cultural, Economic and Environmental Impacts of Tourism among the Kalahari*. In Chambers, E. (ed.) *Tourism and Culture: An Applied Perspective*. SUNY Press.

Kirshenblatt-Gimblett, B. 1998. *Destination Culture: Tourism, Museums, and Heritage*. University of California Press.

Lippard, L.R. 1999. *On the Beaten Track: Tourism, Art and Place*. New Press.

Nash, D. 1996. *Anthropology of Tourism*. New York: Pergamon.

Picard, M. and Wood, R. 1997. *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.

Richard, B. 1992. *Alternative Tourism: The Thin Edge of the Wedge*. In Valene Smith and Eadington (eds) *Tourism Alternatives: Potentials and Problems in the Development of Tourism*. University of Pennsylvania Press.

Wood, R. 1997. *Tourism and the State: Ethnic Options and the Construction of Otherness*. In Picard and Wood, *Tourism, Ethnicity and the State in Asian and Pacific Societies*. University of Hawaii Press.

3rd Semester

AN 601: Tribes and Peasants in India

150 marks

Theory

100 marks

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

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

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

Unit IV: Tribal and peasant movements in 20th century India.

Practical

50 marks

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

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

Sample List of Ethnographies:

Berremen, G.D. 1963. *Hindus of the Himalayas*. Berkeley: California University Press.

Dube, S.C. 1955. *Indian Village*. London: Routledge and Kegan Paul Ltd.

Elwin, Verrier. 1992. *The Muria and their Ghotul*. Oxford: Oxford University Press.

Malinowski, B. 1922. *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul Ltd.

Evans-Pritchard, E.E. 1940. *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Clarendon Press.

Furer-Haimendorf, C.V. 1939. *The Naked Nagas*. London: Methuen and Co.

Majumdar, D. N. 1950. *Affairs of Tribes*. Lucknow: Universal Publishers Ltd.

Walker, A. 1986. The Todas. Delhi: Hindustan Publishing Corporation.

Learning Outcomes

The learning outcomes of this paper are:

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

References

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

AN 602: Human Ecology: Biological & Cultural Dimensions **150 marks**

Theory 100 marks

Biological Dimensions

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

Unit II: Adaptation to various ecological stresses, ecological rules and their applicability to human populations; Allen's and Bergman's rule, Gloger's Rule, and Thompson and Boxton rule.

Cultural Dimensions

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

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

Practical 50 marks

Biological Dimensions:

Size and Shape Measurements

1. Stature

2. Sitting Height

- 3. Body Weight
- 4. Total Upper Extremity Length
- 5. Total Lower Extremity Length
- 6. Nasal Breadth
- 7. Nasal Height

Size and Shape Indices

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

Cultural Dimensions

Make a research design pertaining to any environmental problem and write a project report based on it.

Learning Outcomes

The learning outcomes of this paper are:

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

References

Berry, J.B. 1976. Human ecology and cognitive style: comparative studies in cultural and physical adaptation. New York: John Wiley.

Cohen, Yehudi A. 1968. Man in adaptation: the cultural present. Chicago: Aldine Pub. Co.

Lee, Richard B. and Irven DeVore. 1969. Symposium on Man the Hunter. Chicago: Aldine Pub. Co.

Paul R. Ehrlich, Anne H. Ehrlich and John P. Holdress. 1973. Human ecology: Problems and Solutions. San Fransisco: W.H. Freeman & Company.

Redfield, Robert. 1965. Peasant society and culture an anthropological approach to civilization. Chicago: Univ. of Chicago Press.

Schutkowski, H. 2006. Human Ecology: Biocultural adaptation in human communities. Berlin: Springer Verlag.

Stapledon. 1964. Human ecology. London. Faber & Faber.

Theodorson, G.A. 1961. Studies in Human Ecology. New York: Row, Peterson & Company.

AN 603: Biological Diversity in Human Populations	150 marks
Theory	100 marks

Unit I: Concept of biological variability: race, sources of genetic variation, structuring genetic variation, interpretation of human variation, dermatoglyphics, and genetic variation

Unit II: Human adaptability: adaptive mechanisms determining the types of adaptation.

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

Unit IV: Genetic diversity among Indian Populations.

Practical

50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the use of various markers of biological variation.
2. They will learn about the mechanisms of human adaptability.
3. They will also learn about the contribution of some anthropologists towards understanding the population diversity in India.
4. From the practical component they will learn about the use of blood group antigens and dermatoglyphic traits in measuring biological diversity.

References

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

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

Bogin, B. 1999. *Pattern of Human Growth*. 2nd edition. Cambridge University Press. Cameron, Noel and Barry Bogin. 2012. *Human Growth and development*. Second Edition. Academic Press.

Eckhardt, R.B. 1979. *The Study of Human Evolution*. McGraw Hill Book Company.

Frisancho, R. 1993. *Human Adaptation and Accommodation*. University of Michigan Press.

Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. *Human Biology*. Oxford University Press.

Jurmain, Robert Lynn Kilgore Wenda Trevathan and Ciochon. 2010. *Introduction to Physical Anthropology*. Wadsworth Publishing.

Kapoor, A.K. and Satwanti Kapoor (ed). 1995. *Biology of Highlanders*. Jammu: Vinod Publisher & Distributor.

Kapoor, A.K. and Satwanti Kapoor (eds). 2004. *India's Elderly-A Multidisciplinary Dimension*. New Delhi: Mittal Publication.

Klepinger, L.L. 2006. Fundamentals of Forensic Anthropology. New Jersey: John Wiley & Sons.

Malhotra, K.C. and B. Balakrishnan. 1996. Human Population Genetics in India.

Mukherji, Dipak, Debaprasad Mukherji and Premananda Bharati. 2009. Laboratory Manual for Biological Anthropology. Kolkata: Asian Books.

Shukla, B.R. and Sudha Rastogi. 2012. Physical Anthropology and Human Genetics. Palaka Prakashan.

Stanford, C., Allen, S.J. and Anton, C.S. 2013. Biological Anthropology. 3rd Edition. Pearson.

4th Semester

AN 604: Theories of Culture and Society

150 marks

Theory

100 marks

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

Unit II: Historical Particularism, Neo-evolutionism.

Unit III: Functionalism and Structural-functionalism.

Unit IV: Structuralism, symbolic interactionism and interpretative anthropology.

Practical

50 marks

Review two books on any Anthropological thought and theories, and make a report on them.

Learning Outcomes

The learning outcomes of this paper are:

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

References

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

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

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

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

AN 605: Human Growth and Development

150 marks

Theory

100 marks

Unit I: Concept of human growth and 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 (canalization, 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

50 marks

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age.

2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR).

3. Nutritional assessment through dietary pattern and anthropometric indices.

Learning Outcomes

The learning outcomes of this paper are:

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

References

Bogin, B. 1999. *Patterns of human growth*. Cambridge University Press. Cameron, N. and Bogin, B. 2012. *Human Growth and Development*. Second Edition. Academic Press.

Frisancho, R. 1993. *Human Adaptation and Accommodation*. University of Michigan Press.

Harrison, G.A. and Howard, M. 1998. *Human Adaptation*. Oxford University Press.

Harrison, G.A., Tanner, J.M., Pibeam, D.R., Baker, P.T. 1988. *Human Biology*. Oxford University Press.

Kapoor, A.K. and Kapoor, S. 1995. *Biology of Highlanders*. Vinod Publisher and Distributor.

Kathleen, K. 2008. *Encyclopedia of Obesity*. Sage.

McArdle, W.D., Katch, F.I., Katch, V.L. 2001. Exercise Physiology: Energy, Nutrition, and Human Performance.

Sinha, R. and Kapoor, S. 2009. Obesity: A multidimensional approach to contemporary global issue. Delhi: Dhanraj Publishers.

AN 606: Anthropological Demography **150 marks**

Theory 100 marks

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: John Graunt, 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 50 marks

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.

Learning Outcomes

The learning outcomes of this paper are:

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

References

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

Bhende, A. and Kaniikar, T. (2006) Principles of Population Studies. Himalaya Publishing House. Mumbai.

Caldwell, J.C. 2006. Demographic Transition Theory. Springer.

Census of India, 2001, 2011, SRS bulletin 2013, NFHS 2006, CRS, NSSO.

Gautam, R.K., Kshatriya, G.K. and Kapoor, A.K. 2010. Population Ecology and Family Planning. New Delhi: Serials Publications.

Howell, N. 1986. Demographic Anthropology. Ann. Rev. Anthropol., 15: 219-246.

Kshatriya, G.K., Rajesh, G. and Kapoor, A.K. 2010. Population Characteristics of Desert Ecology. VDM Verlag.

Misra, B.D. 1982. An introduction to the study of population. New Delhi: South Asia Publ. Ltd.

Park, K. 2000. Text book of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot.

Patra, P.K. and Kapoor, A.K. 2009. Demography and Development Dynamics in a Primitive Tribe of Himalayas. Dehradun: International Book Distributors.

Riley, N.E. and Mc Carthy, J. 2003. Demography in the Age of the Postmodern. Cambridge University Press, 1-13 and 32-98.

Sharma, A.K. 1979. Demographic transition: A Determinant of Urbanization. Social Change, 9: 13-17.

Srivastava, O.S. 1996. Demographic and Population Studies. New Delhi: Vikas Publishing House.

Zubrow, E.B.W. 1976. Demographic Anthropology: Quantitative Approaches. Albuquerque: University of New Mexico Press.

5th Semester

AN 701: Fundamentals of Human Genetics

150 marks

Theory

100 marks

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

Unit II: Methods of studying human genetics, Cell division: mitosis and meiosis, Human Chromosomes and Karyotyping, chromosomal aberrations: structure and numerical - Cri-du-cat, Down Syndrome, Patau's Syndrome, Turners syndrome, Klinefelter syndrome.

Unit III: Concept of gene, allelomorph, heterozygote, homozygote, phenotype, genotype. Nucleic Acid: DNA and RNA -structure and function, DNA replication

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

Practical

50 marks

1. Colour Blindness Test
2. PTC tasting ability
3. Karyotyping (One normal male, One normal female, two different disorders of your choice)
4. Pedigree Analysis (Two genetic traits of your choice)

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about genetics and the principles of human genetics.
2. They will learn about inheritance and the factors influencing inheritance.
3. They will also learn about the role of admixture in population structure.
4. From the practical component they will learn about identifying colour blindness and PTC tasters, and also karyotyping and pedigree analysis.

References

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

AN 702: Anthropology of India

150 marks

Theory

100 marks

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

Unit II: Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purusartha.

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

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

Practical

50 marks

1. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
2. Highlight the contributions of any one Indian anthropologist.
3. Make an Atlas of India based on the linguistic elements of the Indian Population.

Learning Outcomes

The learning outcomes of this paper are:

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

References

- Bernard, C.S. 2000. India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
- Bhasin, M.K., Watter, H. and Danker-Hopfe, H. 1994. People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Delhi: Kamla-Raj Enterprises.
- Danda, A.K. and Dipali Danda (eds). 2010. Anthropology in India: Current Epistemology and Future Challenges. Jhargram: INCAA.
- Dube, S.C. 1992. Indian Society. New Delhi: National Book Trust.
- Dumont, L. 1980. Homo Hierachicus. University of Chicago Press.
- Guha, B.S. 1931. The racial attributes of people of India. In: Census of India 1931, vol I, Part III.
- Guha, B.S. 1931. The racial attributes of people of India. In: Census of India 1931, vol I, Part III.
- Haddon, A.C. 1929. Races of Man. London: Cambridge University.
- Hasnain, Nadeem. 1991. Readings in Indian Anthropology. New Delhi: Harnam Publications.
- Kapoor, A.K. 1992. Genetic Diversity among Himalayan Human Populations. Jammu: Vinod Publishers.
- Karve, I. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
- Lopez, D.S. 1995. Religions of India in Practice. Princeton University Press.
- Majumdar, DN. 1901. Races and Culture of India. Bombay: Asia Publishing House.
- Malhotra, K.C. 1978. Morphological Composition of people of India. J. Human Evolution.

Nicholas, D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.

Trautmann, T.R. 2011. *India: Brief history of Civilization*. Delhi: Oxford University Press.

Vidyarthi, L.P and Rai, B.K. 1976. *The tribal culture of India*. Delhi: Concept Publishing Co.

AN 711(A/B/C) One elective course from A, B and C

AN 711A: Physiological Anthropology **150 marks**

Theory 100 marks

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

Unit II: Acute physiological adjustments during transition from resting homeostasis to submaximal and maximal exercise, chronic physiological adaptations to exercise training, age, sex and population variation in the physiological characteristics.

Unit III: 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.

Unit IV: Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory Functions, physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease.

Practical 50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

Case, R.M. 1985. *Variations in Human Physiology*. Manchester University Press.

Hale, T. 2003. *Exercise Physiology*. John Wiley & Sons Inc.

McArdle, W.D., Katch, F.I. and Katch, V.L. 2010. Exercise Physiology: Nutrition, Energy, and Human Performance. Lippincott Williams & Wilkins.

Nageswari, K.S. and Sharma, S. 2006. Practical workbook of Human Physiology. Jaypee Brothers.

Powers, S.K. and Howley, E.T. 2007. Exercise Physiology: Theory and Application to Fitness and Performance. McGraw-Hill.

Sherwood, L. 2008. Human Physiology: From Cells to Systems. Brooks Cole.

Vander, A.J, Sherman, J.H. and Dorothys, L. 1978. Human Physiology: The Mechanisms of Body Functions. McGraw-Hill Education.

Wildmaier, E.P., Raff, H, Strang, K.T. 2014. Vander's Human Physiology: The Mechanisms of Body. McGraw-Hill Education.

AN 711B: Anthropology of Religion, Politics and Economics **150 marks**

Theory **100 marks**

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

Unit II: 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, prospects for democracy and tolerance among and within the world's diverse civilizations, meaning and sources of identity in complex contemporary societies, origins of modern politics, its institutions, and cultures, both Western and non-Western.

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

Practical **50 marks**

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

Balandier, G. 1972. Political Anthropology. Middlesex: Penguin.

Barbara, M. 2011. Cultural Anthropology. New Jersey: Pearson Education.

Benedict, A. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.

Durkheim, E. 1986. *The elementary forms of the religious life, a study in religious sociology*. New York: Macmillan.

Ellis, F. 2000. A framework for livelihood analysis. In *Rural Livelihoods and Diversity in Developing Countries*. Oxford: Oxford University Press.

Eller, J.D. 2007. *Introducing Anthropology of Religion*. New York: Routledge.

Ember, C.R. 2011. *Anthropology*. New Delhi: Dorling Kinderslay.

Evans-Pritchard, E.E. 1937. *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press.

Frazer, J.G. 1978. *The Illustrated Golden Bough*. London: Macmillan.

Gledhill, J. 2000. *Power and Its Disguises: Anthropological Perspectives on Politics*. 2nd ed. London: Pluto Press.

Glazier, S.D. 1997. *Anthropology of Religion: A Handbook*. Westport, CT: Greenwood Press.

Henrich, J., Boyd, R., Bowles, S., Camerer, C., Fehr, E., Gintis, H., McElreath, R., Alvard, M. et al. 2005. 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavior and Brain Science*, 28(6):795-815.

Henrich, J. 2002. Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), *Theory in Economic Anthropology*. Walnut Creek, CA: AltaMira Press.

Herskovits, M.J. 1952. *Economic Anthropology: A Study in Comparative Economics*. New York: Alfred A Knopf Inc.

Lambek, M. 2008. *A Reader in the Anthropology of Religion*.

Malinowski, B. 1922. *Argonauts of the Western Pacific*. London: Routledge.

Polyani, K. et al 1957. *Trade and Market in the Early Empires*. Chicago: Henry Regnery Company.

AN 711C: Museology **150 marks**

Theory 100 marks

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

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

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

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

Practical 50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

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- Dudley, Sandra H. (ed.). 2012. *Museum Objects: Experiencing the Properties of Things*. New York: Routledge.
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6th Semester

AN 703: Forensic Anthropology

150 marks

Theory

100 marks

Unit I: Introduction to Forensic Anthropology: definition, brief history, scope, applications and integration 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, lip prints, nails, handwriting, deformities and others.

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

Practical 50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

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- Black, S. and Ferguson E. 2011. Forensic Anthropology 2000 to 2010. London: CRC Press.
- Byers, S. N. 2008. Forensic Anthropology. Boston: Pearson Education Ltd.
- Gunn A. 2009. Essential Forensic Biology (2nd ed). Chichester: Wiley-Blackwell.
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- Spencer, C. 2004. Genetic Testimony: A Guide to Forensic DNA Profiling. New Delhi: Pearson.
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- Wilkinson, C. 2004. Forensic facial reconstruction. Cambridge University Press.

AN 704: Gender Anthropology

150 marks

Theory

100 marks

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

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

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

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

Practical

50 marks

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

Learning Outcomes

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

References

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Croll, E. 2000. Endangered Daughters: Discrimination and Development in Asia. London: Routledge.

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Mayers, M.J. et.al. 1990. Gender, Kinship, Power. NY: Routledge.

McGee, R.J and R.L. Warms. 1996. Anthropological Theory. London: Mayfield Pub.

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Moser, C. 1993. Gender, Planning and Development. London: Routledge.

Ortner, S.B. and H. Whitehead. 1956. Sexual Meanings: The Cultural Context of Gender and Sexuality. Cambridge: University Press.

Pal, M., P. Pathak, P. Bharati, B. Ghosh, and A. Majumdar. 2012. Gender Issues and Empowerment of Women. New York: Nova Science Publishers.

Rachel Alsop, Annette Fitzsimmons and Kathleen Lennon (eds). 2002. Theorizing Gender. Oxford: Polity Press.

Rappaport, N and J. Overing. 2000. Social and Cultural Anthropology. London: Routledge.

AN 712(A/B/C) One elective course from A, B and C

AN 712A: Sports and Nutritional Anthropology **150 marks**

Theory **100 marks**

Unit I: Anthropology of sports: scope and importance of sports and nutritional anthropology, physical fitness, component of physical fitness.

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

Unit III: Body composition and athletes, sports selection and monitoring, importance of nutrition in sports.

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

Practical **50 marks**

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

Brughart, R. 1990. The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies. G.A. Harrison and J.C. Harrison.

Quandt, S.A. 1987. Methods for Determining Dietary Intake. In Nutritional Anthropology. F.E. Johnston ed., 67-84. NY.

Rozin, P. 1987. Psychobiological Perspectives on Food Preferences. In *Food and Evolution: Toward a Theory of Food Habits*. M. Harris and E.B. Ross (eds.). Temple University Press, Philadelphia, pp. 181-205.

Stinson, S. 1992. Nutritional Adaptation. *Annual Review of Anthropology*, 21:143-170.

Ulijasek, S.J. and Strickland, S.S. 1993. Introduction. In *Nutritional Anthropology: Prospects and Perspectives*, pp. 1-5. Smith Gordon.

AN 712B: Visual Anthropology

150 marks

Theory

100 marks

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

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

Unit III: Ethnographic photography: conventions and methodologies, paradigms and debates.

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

Practical

50 marks

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

1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.
2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic end points.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

Learning Outcomes

The learning outcomes of this paper are:

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

References

Banks, M. and Ruby, J. 2011. *Made to Be Seen: Perspectives on the History of Visual Anthropology*. University of Chicago Press.

- Banks, Marcus and Howard Morphy. 1998. Rethinking Visual Anthropology.
- Ember, C.R. et al. 2011. Anthropology. New Delhi: Dorling Kinderslay. [Unit II, III, IV(Page: 282-321, 430-438, 464, 469-471)]
- Grimshaw, A. and Ravetz, A. 2009. Observational Cinema: Anthropology, Film, and the Exploration of Social Life. Indiana University Press.
- Henley, P. 2010. The Adventure of the Real: Jean Rouch and the Craft of ethnographic Cinema. Chicago University Press.
- MacDougall, David. 1999. Transcultural Cinema. Princeton.
- Pink, S. 2010. Doing Sensory Ethnography. Sage Publications.
- Ruby, Jay. 1996. Visual Anthropology. In Encyclopedia of Cultural Anthropology, David Levinson and Melvin Ember, editors. New York: Henry Holt and Company, vol. 4: 1345- 1351. Ch. 1, "Reading Pictures," pp. 1-12 [From: Banks, Marcus. 2001. Visual Methods in Social Research. London: Sage.]
- Schneider, A. and Wright, C. 2010. Between Art and Anthropology: Contemporary Ethnographic Practice. Berg Publishers.

AN 713C: Prehistory of India

150 marks

Theory

100 marks

Unit I: General Introduction to Indian prehistory: Definition and scope, Concept of prehistoric culture, History of Development of Prehistoric Archaeology in India – contributions of Alexander Cunningham, John Marshall, Robert Bruce Foote, Mortimer Wheeler, H.D.Sankalia, Pleistocene chronology and development of prehistoric culture in India.

Unit II: Pleistocene Prehistoric culture: Nomenclatural problem of Indian prehistoric culture, Lower Palaeolithic: important characters of Sohanian and Madrasian industries, Middle Palaeolithic: Nevasian - Geographical distribution and typo-technological characters, Upper Palaeolithic: Distribution and salient features of Blade and burin industries

Unit III: Holocene Prehistoric Culture: Early Holocene environment and Mesolithic culture in India, Mesolithic culture - regional distribution, typo-technology and economy of major Mesolithic sites (Langnaj, Bagor, and Damdama); Mesolithic Rock Art. Neolithic culture – concept and salient features of Neolithic Revolution, General features of Indian Neolithic culture, and salient characters of the following major Neolithic sites – Burzhom, Sangankallu, Koldihava, Sohgaora & Daojali Hading

Unit IV: Post-Neolithic Cultures: Salient Features of Ahar, Malwa and Maski Chalcolithic culture, Harappa Civilization - Origins, Town Planning, Economy, Religion and Causes of decline, Megalithic Culture complex in India - Regional development and salient features

Practical

50 marks

Practical Knowledge on the systematic classification and typo-technological identification of the following prehistoric tools -

- A. Core tools – Chopper, Chopping Tool, Handaxe, Cleaver
- B. Flake tools – Scraper, Point, Borer
- C. Blade tools – Simple blade, Backed blade, Knife blade, Simple point on blade, and tanged point
- D. Ground tools – Celts, Chisel, Shoulder tool

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about prehistoric culture of India through the technique of manufacturing tools, history of Indian Archaeology
2. They will learn about the methods of climatic reconstruction.
3. They will also learn about Pleistocene, Holocene and post Holocene chronology of India.
4. From the practical component they will learn about identification of tools and lithic technology.

References

- Agrawal, D. P- The Archaeology of India, Curzon Press, London. 1982
- Agrawal, D.P and D.K.Chakrabarti- Essays in Indian Protohistory, B.R.Publishing Co, Delhi, 1979
- Allchin, B.R.and D.K.Chakrabarti- A Source Book on Indian Archaeology, M.M Publishers Pvt. limited, New Delhi , 1979
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- Rami Reddy, V. Palaeolithic and Mesolithic Cultures. New Delhi: Mittal Publications. 1987.
- Rami Reddy, V. Neolithic and Post-Neolithic Cultures. New Delhi: Mittal Pub. 1991.
- Sankalia, H.D.- Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 1974
- Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Probable Functions, Deccan College, Pune, 1982
- Semenov, S.A. Prehistoric Technology - an experimental study of the oldest tools and artifacts from traces of manufacture and wear. London: Moonraker Press. 1974.

Wheeler, R E M- Early India and Pakistan, Thames and Hudson, London,, 1959

7th Semester

AN 801: Medical Anthropology

150 marks

Theory

100 marks

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

Unit II: Healing and Healers in Cross-Cultural Perspectives. Ethnomedicine: Naturalistic and Personalistic Etiology. Shaman, Priest, Sorcerer, Witchcraft and Folk Healers, Medical Pluralism and Health Seeking Behaviour. Tribal Health and Medicines.

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

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

Practical

50 marks

The practical component will include the following:

1. Make a Schedule on Health Dimensions and Health Seeking Behaviour, collect the data using the schedule and make a report on it.
2. Collect the data on the ethnomedicine of a community and make a report on it.

Learning Outcomes

The learning outcomes of this paper are:

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

References

Albrecht, Gary L., Ray Fitzparick, and Susan C. Scrimshaw (eds.). 2000. *The Handbook of Social Studies in Health and Medicine*. SAGE Publications.

Bannerman, Robert, J. Burton, and Ch'en Wen-Chieh (eds.). 1983. *Traditional Medicine and Health Care Coverage*. Geneva: World Health Organization.

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Chen, Lincoln C., Arthur Kleinman, and Norma C. Ware. 1994. Health and Social Change in International Perspective. Harvard University Press.

Chin, James, M.D., M.P.H. (ed.) 2000. Control of Communicable Diseases Manual. 17th Edition. American Public Health Association.

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Helman, Cecil G. 2001. Culture, Health, and Illness. 4th ed. London: Arnold.

Inhorn, Marcia C. and Peter J. Brown. 1997. The Anthropology of Infectious Disease: International Health Perspectives. Gordon and Breach Publishers.

Khanna, Rajesh and A.K. Kapoor. 2007. Ethnic Groups and Health Dimensions. New Delhi: Discovery Publishing House.

Koop, C. Everett, Clarence E. Pearson, and M. Roy Schwartz (eds.). 2001. Critical Issues in Global Health. San Francisco: Jossey-Bass.

Mann, Jonathon M., et al. (eds.). 1999. Health and Human Rights. New York: Routledge.

Mayer, Kenneth H. and H.F. Pizer (eds.). 2000. The Emergence of AIDS. The Impact on Immunology, Microbiology, and Public Health. Washington, D.C.: American Public Health Association.

Nichter, Mark and Mimi Nichter. 1996. Anthropology and International Health: Asian Case Studies. Gordon and Breach Publishers.

Paul, Benjamin D. (ed.). 1955. Health, Culture, and Community: Case Studies of Public Reactions to Health Programmes.

Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.). 1997. Reproductive Health in Developing Countries. Washington, D.C.: National Academy Press.

Williams, Cicely D., Naomi Baumslag, and Derrick B. Jelliffe 1994. Mother and Child Health: Delivering the Services. 3rd Edition. New York: Oxford University Press.

AN 802: Human Population Genetics

150 marks

Theory

100 marks

Unit I: Concept and scope of Population genetics, Microevolution, Mendelian Population, Hardy Weinberg equilibrium: assumption and deviation, calculation of allelic and genotypic frequency.

Unit II: 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).

Unit III: Population structure and admixture in human populations: random & non-random mating (positive and negative assortative mating), heritability, linkage disequilibrium, Genetic polymorphism: basic concept and natural selection.

Unit IV: Genetic markers: concepts, utility of genetic markers in forensic, population and disease association studies. Archaeogenetic: understanding human evolution through genetic evidences.

Practical

50 marks

Collection of genetic data (ABO/Rh/Colour blindness/PTC) from a community or two community and analyse the population structure, and make a report on it.

Course Learning Outcomes

1. Student will have basic understanding of genetic principles of human populations
2. Should able to appreciate the concept of polymorphisms and its applications in understanding genetic structure of human populations
3. Should understand different types of evolutionary forces and how these forces shapes population structure
4. Student should understand the role of genetic variation in studying human populations and human evolution
5. From the practical, the students will learn genetic data collection and analysing population structure

References

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- Brooker, R.J. 2012. Genetics: analysis & principles. McGraw-Hill Companies, Inc. 4th ed.
- Cavalli-Sforza, L.L. and Bodmer, W.F. 1971. The Genetics of Human Population. San Francisco: Freeman.
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- Patch, C. 2005. Applied Genetics in Healthcare. Taylor & Francis Group.
- Relethford, J.H. 2012. Human Population Genetics. Wiley-Blackwell.
- Snustad, D.P. and Simmons, M.J. 2006. Principles of Genetics, Fourth Edition. John Wiley & Sons, Hoboken NJ.
- Strachan, T. And Read, A.P. 2004. Human Molecular Genetics. Garland Science/Taylor & Francis Group.
- Vogel, F. and Motulsky, A.G. 1996. Human Genetics. Springer, 3rd revised edition.

AN 811 (A/B/C) One elective course from A, B and C

AN 811A. Human Genetics and Variation

150 marks

Theory

100 marks

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

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

Unit III: Variation, nucleic acid hybridization assays, cytogenetic mapping), genetic mapping (Microsatellite and other DNA polymorphisms), LOD score, sequencing strategies (PCR based Sanger sequencing to Exome sequencing), concept of non-mendelian inheritance and complex diseases.

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

Practical

50 marks

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

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

Brown, T.A. 2007. Genomes. Garland Science.

Cavalli-sforza, L.L, Menozzi, P., Piazza, A. 1994. History and Geography of Human Genes. Princeton University.

Cummings, M.R. 2011. Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning.

Giblett, E.R. 1969. Genetic Markers in Human Blood. Oxford: Blackwell Scientific.

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Vogel, F. and Motulsky A.G. 1996. Human Genetics. Springer, 3rd revised edition.

AN 811B. Urban Anthropology

150 marks

Theory

100 marks

Unit I: Emergence of urban anthropology: origins of cities, role of urban anthropologist in urban planning and design.

Unit II: Rural-urban migration, caste, tribe and kinship in city, problems of urbanisation, poverty and social stratification in urban areas.

Unit III: Urban ethnography, urban community, urban natives vs migrants, urban ecology.

Unit IV: Methodology of urban anthropology, contemporary urban issues: suburbs, exurbs and urban decline, crime in urban setting.

Practical

50 marks

1. Prepare a report on the problems of urban community in any city/town.

2. Photo-shoot any two inter-related aspects of city life, create captions and texts relating to urban anthropology.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about urban anthropology and the role of an urban anthropology in planning and design of a city.

2. They will learn about how an urban society is formed.

3. They will also learn about the methodology of studying urban issues like slums and crimes.

4. From the practical component they will learn about studying, documenting and preparing a report on one of the problems of urban society.

References

Childe, Gordon. 1950. Urban Revolution. Town Planning Review.

Leeds, Anthony. Cities, classes and the social order. Roger Sanjek.

Low Reader Part V: The Postmodern City in Low pp. 317-377, Anthropological Fieldwork in Cities, The anthropology of Cities: Some Methodological Issues.

AN 811C. Prehistory of Europe

150 marks

Theory

100 marks

Unit I: General Introduction to European prehistory: Origin and growth of European Prehistory, Early contributions- Antiquarianism, Renaissance, Enlightenment, Contributions of Earth- and Biological sciences, Contributions of Boucher de Perthes, C.J. Thomsen, Mortimer Wheeler, Vere Gordon Childe, Quaternary background/basis of European prehistory

Unit II: Palaeolithic Period: Classification of Palaeolithic culture – concept and bases, Important features of the following Palaeolithic industries: Abbevillian, Acheulian, Clactonian, Levalloisian (Lower Palaeolithic), Mousterian (Middle Palaeolithic), Aurignacian, Solutrean and Magdalenian (Upper Palaeolithic), General characters of Palaeolithic art in Europe

Unit III: Mesolithic and Neolithic Europe: Post-glacial climate and environmental changes a overview, Important characters of extent, typo-technology, habitat and economy of the following Mesolithic sites – Azilian, and Tardenoisean (Western Europe), Kitchen-midden, and Sauveterrian (Northern Europe), Neolithic Revolution – concept and characters, Neolithic Beginnings of productive economy (examples from Jericho and Nemrik), Significant features of: Early Neolithic (Linear Pottery Culture), Middle Neolithic (Funnel Beaker Culture), and Late Neolithic (the Bell Beaker Culture)

Unit IV: Bronze and Iron Age Periods: Beginnings of metallurgy in Central and Eastern Europe Important characters of the following Bronze age cultures - Otomani Culture, Pre-Lusatian Culture and Urnfield Cultures, Characteristics, extent and territorial differences of European Iron Age cultures - Important features of Hallstatt and Lusatian Cultures, Megaliths and Megalithism: Typology and chronology of main megalithic structures in Europe

Practical:

50 marks

Practical Knowledge on systematic classification, illustration and typo-technological identification of the following prehistoric tools -

- A. Core tools –Handaxes, Cleavers
- B. Flake tools – Scraper, Point, Borer
- C. Blade tools – Simple blade, Backed blade, Knife blade, Simple point on blade, and tanged and leaf points,
- D. Neolithic Ground tools – Celts, Chisel, Shoulder tool

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about prehistoric culture of India through the technique of manufacturing tools, history of Indian Archaeology
2. They will learn about the methods of climatic reconstruction.
3. They will also learn about Pleistocene, Holocene and post Holocene chronology of Europe.

4. From the practical component they will learn about identification of tools and lithic technology.

References

- Agrawal, D. P- The Archaeology of India, Curzon Press, London. 1982
- Agrawal, D.P and D.K.Chakrabarti- Essays in Indian Protohistory, B.R.Publishing Co, Delhi, 1979
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- Rami Reddy, V. Palaeolithic and Mesolithic Cultures. New Delhi: Mittal Publications. 1987.
- Rami Reddy, V. Neolithic and Post-Neolithic Cultures. New Delhi: Mittal Pub. 1991.
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- Sankalia, H.D. Stone Age Tools: Their Techniques, Names and Probable Functions, Deccan College, Pune, 1982
- Semenov, S.A. Prehistoric Technology - an experimental study of the oldest tools and artifacts from traces of manufacture and wear. London: Moonraker Press. 1974.
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8th Semester

AN 803: Applied & Action Anthropology

150 marks

Theory

100 marks

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

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

Unit III: Constitutional Perspective and Human Rights: Constitutional Provisions, Human Rights including the rights of special category and marginal groups, protection and enforcement of human

rights, national and state human rights commissions and other grievance redressal mechanisms; Emerging trends of human rights in respect of terrorism and environment.

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

Practical

50 marks

1. The students will visit an NGO or corporate office or census office in the state capital and its adjoining areas and write principal observations on the same.
2. Online search of details on HDI across countries.
3. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Fashion / Human Rights / Ecotourism.
4. Online searching of articles and books on human rights violation by state and non-state actors.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about various applications of anthropological knowledge and techniques.
2. They will learn about the role of anthropology in development practices.
3. They will also learn about various constitutional provisions that protect human rights.
4. From the practical component they will learn about how to prepare report on an NGO or a project on tourism.

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AN 804: Research Methodology

150 marks

Theory

100 marks

Unit I: Concept of Research, Hypothesis framing, formulation of research problem Definition and distinction between technique, method and methodology: review of literature, conceptual framework.

Unit II: Field work tradition in Anthropology: ethnographic approach, contribution of Malinowski, Boas and other pioneers like Haddon and Rivers, Tools and techniques of data collection: survey, questionnaire and interview schedule, observation, interview, case study.

Unit III: Data analysis: qualitative data analysis – deductive, inductive, grounded theory, content analysis, narrative analysis, and quantitative data analysis: sampling, descriptive and analytical statistics.

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

Practical

50 marks

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

1. Identify a topic relating to contemporary issue and formulate research questions
2. Identify variables of a study.
3. Formulate a hypothesis.
5. Test the hypothesis.
6. Identify the universe and unit of study with justifications.

Learning Outcomes

The learning outcomes of this paper are:

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

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AN 812: Dissertation

150 marks

The students will be required to conduct a research of their own interest in consultation with the supervisor.

They will be required to learn to collect the data, manage the data, analyze the data and interpret the data in the light of existing knowledge from a critical perspective.

Learning Outcomes

The learning outcomes of this paper are:

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

General Elective Course (GEC) offered (to be opted by the students of other discipline)

AN 631: General Anthropology (3rd Semester)

150 marks

Theory

100 marks

Unit I: Definition, Growth of Anthropology and its branches, Aim, scope and relationship with allied disciplines.

Unit II: Human as biological species: Man's place in animal kingdom, Human origin, evolution and variation

Unit III: Concepts of society and culture, status and role, social stratification, and civil society, social-cultural institutions.

Unit IV: Understanding Prehistoric Culture: Tools and Artefacts, Stone Age Cultures, Tool Typology, Dating techniques: Relative and Absolute

Practical

50 marks

Somatometry

- | | |
|--------------------------------------|---------------------------------------|
| 1. Maximum head length | 2. Maximum head breadth |
| 3. Minimum frontal breadth | 4. Maximum bizygomatic breadth |
| 5. Bigonial breadth | 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 |

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

- | | |
|-------------------------|---------------------------|
| 1. Core Tool Types | 2. Flake Tool Types |
| 3. Blade Tool Types | 4. Microlithic Tool Types |
| 5. Neolithic Tool Types | |

AN 632: Anthropology of Tribal Development (4th Semester)

150 marks

Theory

100 marks

Unit I: Concepts of tribe, typologies and distribution of tribes in India.

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

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

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

Practical

50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

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

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AN 731: Anthropology of NE India (5th Semester)

150 marks

Theory

100 marks

Unit I Origin and History of Anthropology in North-East India: Colonial and post-colonial ethnographies, Growth and development of anthropology as a discipline, Trends and future dynamics, ethnic elements in northeast India

Unit II Prehistoric Archaeology of North-East India: Prehistoric Culture of Northeast India; Major prehistoric researches, Important excavated archaeological sites of northeast India: Arunachal Pradesh (Parsi Parlo), Assam (Daojali Hading, Bambooti, Ambari, Sarutaru), Garo Hills, Meghalaya (Selbalgre), Manipur (Khangkhui Cave, Tharon Cave, Napachik)

Unit III Social and Cultural Anthropology of North-East India: Tribes of North-East India: Language, culture, customary law, family, kinship, folk tradition, ethnicity, religion, social organization; Ethnic classes: Issues and problems of identity, insurgency, migration, inner-line permits.

Unit IV Physical Anthropology of North-East India: Contemporary physical anthropological research in Northeast India: anthropometric assessment of body composition, dermatoglyphics, population genetics, demography (fertility, mortality, migration), nutrition and health, reproductive and child health, bio-cultural implications of obesity and co-morbidities.

Practical

50 marks

Make an Atlas of North East India based on the socio-cultural and physical variation of the North East Indian Population.

Learning Outcomes

The learning outcomes of this paper are:

1. The students will learn about the origin of Anthropology in North East India
2. They will learn about the prehistoric archaeology of North East India.
3. They will learn about social cultural issues of North East India.
4. They will also learn the physical anthropological studies in North East India.
4. They will also learn about mapping and identification of the various traits of the North East Indian population.

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AN 732: Museum and Cultural Resource Management (6th Semester) 150 marks

Theory 100 marks

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

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

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

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

Practical 50 marks

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

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AN 831: Anthropology of Visual Arts (7th Semester)

150 marks

Theory

100 marks

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

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

Unit III: Ethnographic photography: conventions and methodologies, paradigms and debates.

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

Practical

50 marks

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

1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.
2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic end points.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.

Learning Outcomes

The learning outcomes of this paper are:

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

References

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Theory

100 marks

Unit I: Introduction and overview of the field of anthropology and health, Illness and Disease. Defining health and its determinants, dimensions and indicators, WHO's definition of health.

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

Unit III: Population variation and its relation to health and disease, Variations in health care systems: health promotion and health care delivery programmes, medical ethics, important issues in global health.

Unit IV: Health policies and programmes in India: National Population Policy, National Health Policy

Practical

50 marks

The practical component will include the following:

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

Learning Outcomes

The learning outcomes of this paper are:

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

References

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11. Teaching Learning Process

Classroom teachings followed by discussion. Students will be given relevant articles on media; they are to read and come to class for debate and discussion. For practical exercises, every student is expected to work in a team; this will further enhance their ability to work with different kinds of people. It is mandatory for students to make presentation in the classroom; the presentation topics may be identified by the teacher and relevant reading materials may be suggested for preparation. Students will also be visiting big media companies in Delhi for observation of any dimension identified by the teacher-in-charge.

12. Assessment Methods

Students will be assessed continuously from the beginning of the semester. Each participation in discussion and presentation shall be awarded with points. At the end of semester, students are expected to seat for theory and practical examinations.