

# WEST BENGAL STATE UNIVERSITY

## LEARNING OBJECTIVE-BASED CURRICULUM FRAMEWORK (LOCF) FOR M.Sc. IN ANTHROPOLOGY UNDER CBCS w.e.f. 2019-20



### A1. Credit distribution for PG in Anthropology

Sl. No	Nature of Courses	Total No. of Course	Credit in Theory/ Practical	Total Credits
1	Core Course	14+1	4/8	64
2	DSE (Discipline Specific Elective)	05	4	20
3	GE (Generic Elective/Interdisciplinary)	01	4	04
4	AECC (Ability Enhancement compulsory Course)	01	2	02
5	SEC (Skill Enhancement Course)	01	2	02
	Total	24		92

### A2. Credit distribution- Semester wise

SEM	CORE		DSE		GE		AECC		SEC		Total Credit
	No	Credit	No	Credit	No	Credit	No	Credit	No	Credit	
I	5	20	0	0	0	0	1	2	0	0	22
II	5	20	0	0	0	0	0	0	1	2	22
III	3	12	2	8	1	4	0	0	0	0	24
IV	1	4	3	12	0	0	0	0	0	0	24
	1	8									

A3. Course distribution for PG in Anthropology

Se me ste r	Core Course	DSE	GE	AECC	SEC
I	CC-1 Biological Anthropology-I (4 credit)			AECC-1 (2 credit)	
	CC-2 Archaeological Anthropology-I (4 credit)				
	CC-3 Social-Cultural Anthropology-I (4 credit)				
	CC-4 Biological and Archaeological Anthropology (Practical) (4 credit)				
	CC-5 Fieldwork in Social-Cultural Anthropology(Practical) (4 credit)				
II	CC-6 Biological Anthropology-II (4 credit)				SEC-1- Anthropology of Social Impact Assessment (2 credit)
	CC-7 Archaeological Anthropology-II (4 credit)				
	CC-8 Social-Cultural Anthropology-II (4 credit)				
	CC-9 Biological and Social-Cultural Anthropology (Practical) (4 credit)				
	CC-10 Fieldwork in Biological and Archaeological Anthropology (Practical) (4 credit)				

III	CC-11 Indian Anthropology (4 credit)	DSE(4 credit) 1A; Human Evolution OR 1B; Theoretical Contributions in Social- Cultural Anthropology	GE-1 (4 credit)		
	CC-12 Research Methodology (4 credit)	DSE(4 credit) 2A; Advanced Biological Anthropology-I (Practical) OR 2B; Advanced Social- Cultural Anthropology-I (Practical)			
	CC-13 Applied Anthropology (4 credit)				
IV	CC-14 Anthropological Approaches to the study of Health (4 credit)	DSE (4 credit) 3A; Human Genetics OR 3B; Ecology, Culture and Society			
	CC-15 Dissertation (8 credit)	DSE (4 credit) 4A; Human Biology OR 4B; Anthropology of Organization and Human Rights			
		DS (4 credit) 5A; Advanced Biological Anthropology-II (Practical)  OR 5B; Advanced Social- Cultural Anthropology-II (Practical)			

**Specialization offered:**

**(I) BIOLOGICAL ANTHROPOLOGY (Group-A)**

**(II) SOCIAL-CULTURAL ANTHROPOLOGY (Group-B)**

**The student will select DSE courses of the respective specialization**

**Programme specific outcome:**

1. Each subfields of Anthropology uses distinctive methods for examining humanity as depicted in the course.
2. For students, anthropology will creates a holistic and global awareness and a deep appreciation of human biology and culture both past and present.
3. By evaluating anthropological issues and data, students will develop critical thinking skills.
4. And the process of anthropological inquiry- exploring other cultures and biology; and comparing their to one's own shades light on one's personal situation as a human being in a particular time and space.
5. All the areas of Anthropology related with job opportunities have been introduced, so that they can proceed for different types of government, non-government jobs as well as entrepreneurship.

## CORE COURSES

### 1<sup>st</sup> SEMESTER

#### CC-1 Biological Anthropology-I (4 credit)

**Unit-I:** Theories of evolution: Neo-Darwinism, Synthetic theory, Molecular evolution; Principles of evolution-Anagenesis, Cladogenesis; Tempo: Gradualism, Punctuated equilibrium; Species concept, isolating mechanism, speciation.

**Unit-II:** Primate evolution with special reference to skull, jaw, dentition, brain, limb; Primate radiation; Primate socio-ecology, sociobiology; evolution of behavior, patterns of social behavior, reproductive behavior, Examples from Prosimians, Monkeys, Apes.

**Unit-III:** Evolution of hominids: Australopithecinae, *Homo erectus*, *Homo habilis*, *Homo neanderthalensis*, Archaic *Homo sapiens* and modern man

**Unit-IV:** Living human populations and diversity: Morphological trait- skin colour, hair; quantitative trait- stature, head shape; genetic marker- blood group, hemoglobin variants.

**Unit-V:** Physical environment – the potential stressors, the nutritional stress, infections, diseases, modernization and human biological responses. Acclimatization and adaptation; Types of adaptation: physiologic, genetic and cultural adaptation with reference to thermal environment, high altitude.

#### Learning Outcomes

The students will learn about -

1. various theories and processes of evolution.
2. primate skeletal and morphological characters and their behavior in respect of evolution.
3. biological evolution of hominids.
4. human variation in respect of morphological and genetic traits of human.
5. how human body adaptations to various ecological conditions.

#### Text:

1. Boaz NT and Almquist AJ 1997. *Biological Anthropology: A Synthetic Approach to Human Evolution*. New Jersey: Prentice Hall.
2. Ember Carol R, with Melvin Ember and Peter N Peregrine 2006. *Anthropology 10th edition*. Delhi: Pearson Education.
3. Jurmain R with H Nelson, L Kilgore and W Trevathan 1999. *Introduction to Physical Anthropology*. Belmont: Wadsworth.
4. Kottak C P, 2011. *Anthropology: Appreciating Human Diversity*. The McGraw Hills Co.
5. Relethford JH 2002. *The Human Species: An Introduction to Biological Anthropology 5th edition*. Boston: McGraw Hill.
6. Scupin R & DeCorse C R, 2012. *Anthropology: A Global Perspective*. USA: Pearson.
7. Stein P L & Rowe B M, 1989. *Physical Anthropology*. New York: McGraw Hill Book Co
8. Turnbaugh, W. with R. Jurmain, H. Nelson and L. Kilgore. 1996, *Understanding Physical Anthropology and Archaeology*, 6th ed. St. Paul: West Publishing Company.

## CC-2 Archaeological Anthropology-I (4 Credit)

**Unit-I:** Archaeological anthropology: Environmental Archaeology, Ethno-archaeology, Settlement Archaeology, Action Archaeology, Marine Archaeology, Aerial Archaeology Experimental Archaeology, Social and Economic approaches to archaeological studies; Multidisciplinary approach of Archaeological anthropology and its relationship to other branches of anthropology, physical sciences, life sciences and social sciences; Periodization in Prehistory.

**Unit II: Chronology:** Scope and methods of dating; differences between Absolute and Relative methods of dating; recent development in dating methods and their application in archaeology; Relative dating methods: Stratigraphy, Typo-technology, Palynology, Paleontology, FUN Trio; Numerical or Absolute dating method: Radiocarbon, Potassium-Argon, Dendrochronology, Thermoluminescence(TL), Obsidian Hydration, Archaeomagnetism, Fission-Track, Uranium series, Amino acid Recimization, Varve analysis; Seriation.

**Unit III: Field Archaeology:** Prehistoric sites: Habitational site, Factory site, Butchering site, Cave site, Burial site, seasonal camp site ; site discovery methods- use of literary source, survey, use of geophysical methods, potentiality of the site ; Method of exploration: Extensive and Intensive survey, use of maps and aerial photographs, use of GIS, Test pits ; Excavation method: surveying the site, actual method of Digging: Datum point, grid system, trial trench (sondage), horizontal and vertical excavation, Quadrant method; Recording and analysis of evidences in terms of time and space, preservation of artifacts.

**Unit IV: Palaeoenvironment:** Geological time scale; Environmental changes during Quaternary period: Climatic, Geomorphic, Faunal and Floral changes : Glacial area, Periglacial area, Tundra, Steppes, Mediterranean, Tropical and Sub-tropical, Arid and semi arid zones; Causes and features of the Ice Age ; Isostatic and Eustatic changes, Sea core analysis ; Geological framework of the Quaternary period ; Zonal concept: Glacial, Periglacial and Pluvial; Pleistocene stratigraphy and geo-morphological evidences for reconstruction of palaeo-environment and chronological framework of prehistoric culture: Glacial Geomorphology: moraine, solifluction; Krast Geomorphology : cave sediments; River Geomorphology: terraces, alluvial plains, deltas; Wind Geomorphology: aeolian sands, loess deposition; Soil types: sands, silt, clay etc.; paleontological, paleobotanical evidences.

**Unit V: Bio-cultural Evolution of Man and Man's capacity for culture:** Important biological determinants of man: erect posture and bipedal locomotion, manual dexterity, visual acuity, development of brain in size and complexity, lengthened gestation period, prolonged infant dependency, increasing complexity of social behaviour, development of articulated speech, language and symbolic communication, development of culture and complex social organisation; Biological preconditions of man's capacity for culture; tools in the context of human evolution; Tools and Intelligence; skill as a human possession.

**Unit VI: Hominization Process:** Structural and Behavioural changes occurred in the hominid line finally leading to Man as recorded from fossil evidences: The oldest Hominids Australopithecine, *Homo habilis*, *Homo erectus*, *Archaic Homo sapiens*, Anatomically modern *Homo sapiens*

### Learning outcomes

1. This course deals with the basic identity of the area of specialization along with its relevant issues
2. It also logically interprets the bio-cultural postulates of human evolution.

## **Text**

1. Buettner-Janusch, J. 1966 Origin of man. New delhi: wily Eastern private ltd.
2. Butzer, K.W. 1966. "*Environmental and Archaeology an Introduction to Pleistocene Geography,*" Chicago.
3. Campbell, B. G. And Loy, J.D. 1996. *Humankind Emerging* (7th Ed.) New York: Harper Collins.
4. Conroy, G. C. 1997 *Reconstructing Human Origin: A Modern Synthesis*, W.W. Norton & Company, New York, London.
5. Day, Michael, 1971, *Guide to Fossil Man- A Handbook of Human Paleontology*. Cassell Company Ltd., London.
6. Fagan, B.M.1999 *Archaeology, A Brief Introduction* (Seventh Edition), Prentice Hall, New Jersey
7. Grant, Jim, Sam Gorin and Neil Fleming 2007, *the Archaeological Course Book*: Routledge, London and New York.
8. *Greene, K 2000 Archaeology an Introduction*, Routledge.
9. Hole,F. and Heizer, R. F. 1969 *Introduction to prehistoric Archaeology*, New York: Holt, Reinhart and Winston.
10. Oakley,K. P. 1961, *Man The Tool Maker*, british Museum, London.
11. Sankalia, H.D.1964, *Stone Age Tools, their techniques and probable functions*. Poona.
12. Seth, P.K, *Understanding Evolution of Man, An Introduction to Palaeoanthropoogy*, 2003,Kalpana publication.
13. Turnbaugh, Willium, R. Jurmain, H. Nelson, L. Kilgore. 1996, *Understanding Physical Anthropology and Archaeology*, 6th ed. West Publishing Company.
14. Zeuner, F.E. 1958. *Dating the past: An Introduction to Geochronology*. London: Methune andCompanyLtd.

### **CC-3 Social-Cultural Anthropology-I (4 Credit)**

**UNIT – I:** Introducing Social-Cultural Anthropology: Definitions; Post-war development & Subfields; Distinctive Features; Approaches of Study; Nature & Position of Social-Cultural Anthropology- Global & Indian Contexts.

**UNIT – II:** Components of Culture: Material & Nonmaterial Culture, Values, Beliefs, Norms, Symbols; Ideal vs. Real Culture - Definitions, Concepts & Illustrations; Concepts of Subculture: Micro & Macro-culture; Levels of Culture: Regional, National, & Global.

**UNIT – III:** Approaches of studying culture: Culture as evolutionary perspective; historical phenomenon or process; functionally related system; personality configuration; acognitive system; structural system; symbolic systems(as advocated by C.Geertz, D.Schneider); adaptive systems; Global World system.

**UNIT- IV:** Multiple Cultural Worlds: Class, Race, Ethnicity, Gender, Age, Region, & Institution-Definitions & Concepts.

**UNIT – V:** The Core Concept of Culture: Brief Outline of the basic characteristics of Culture – How culture is learned, shared, transmitted; Culture vs. Nature; Culture as an adaptive process; integrated mechanism; culture as symbols; and dynamics of culture and globalization.

**UNIT – VI:** Approaches of research in cultural anthropology: a brief outline of ethnography, ethnology, within culture comparison, regional culture comparison, cross-cultural comparison, ethnohistory.

#### **Learning Outcomes:**

1. The course shares an interest in subject matter, distinguishing futures and development of the major sub field
2. It throws light on various components attributes, concepts of the core area of culture
3. The students also have to acquire a sound knowledge on ethnographic approach as the mainstay of the subfield

#### **Text**

1. Ember, CR with M Ember and PN Perigrine 2002. *Anthropology* 12th ed. New Delhi: Pearson Education
2. Ferraro, G. 1995. *Cultural Anthropology: An Applied Perspectives*. New York: West Pub.
3. Herskovits, MJ. 1956. *Cultural Anthropology*. New Delhi: Oxford IBH
4. Kottak, CP. 2004. *Cultural Anthropology*. New York: McGraw Hill
5. Scupin, R. 2004. *Cultural Anthropology: A Global Perspectives*. New Jersey: Prentice Hall
6. Banerjee, BN and A Sarkar 2002. *Fundamentals of Social and Cultural Anthropology*. Kolkata: Firma KLM.
7. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
8. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
9. Doshi, SL. And PC Jain 2001. *Social Anthropology*. New Delhi: Rawat Publication
10. Goody, WJ. 2007. *The Family*. New Delhi: Prentice Hall
11. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
12. Mair, L.1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
13. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
14. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
15. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
16. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall



## **CC-4 Biological- and Archaeological Anthropology (Practical) (4 credit)**

### Unit-1: Craniometry (direct measurements)

Glabella-inion length, Nasion-inion length, Nasion-basion length, Nasion-prosthion length, Bi-mastoid breadth, Greatest Occipital Breadth, Bi-auricular Breadth, Greatest Frontal Breadth, Bi-maxillary Breadth, Outer Biorbital Breadth, Inner Biorbital Breadth, Inner Orbital Breadth, Prosthion-basion length, Symphyseal Height, Height of the Ramus, Minimum breadth of the Ramus.

### Unit-2: Osteometry (direct measurements)

Clavicle: Maximum Length, Breadths, Mid-shaft circumference, Caliber index.

Scapula: Maximum length, Maximum breadth, Spinal axis, Scapular index.

Sacrum: Sacral length, Sacral breadth, Sacral index.

Pelvis: Pelvic height, Pelvic breadth, Breadth-height index.

### Unit-3: Non-human Primate Behaviour Study

Unit-4: Techno metric analysis and functional interpretation of Prehistoric Tools and artifacts.

Unit-5: Any archaeological/ prehistoric Museum visit and writing a report

Unit-6: Evaluation of Laboratory Note Book/ report and Viva-Voce

## **Learning Outcomes**

The students will learn -

1. how to handle anthropometric instrument.

2. to take craniometric and osteometric measurements to understand human biological evolution and variation.

4. about primate behavior in respect of evolution.

5. how to handle and analyze prehistoric tools and artifacts

### **Text:**

1. Mukherji D, Mukherjee D and Bharati P 2009. *Laboratory Manual for Biological Anthropology*. New Delhi: Asian Books Pvt. Ltd.

2. Nath S 2005. *Anthropometry: The Measurement of Body Size, Shape and Form*. New Delhi: Friends Publications.

3. Sen Tulika 1994. *Guide to Anthropometry*. Kolkata: The World Press.

4. Singh Indra P and Bhasin MK 1989. *Anthropometry*. Delhi: Kamla-Raj Enterprises.

5. Weiner JS and Laurie JA 1969. *Practical Human Biology*. Oxford: Blackwell Scientific Publications.

## **CC-5 Fieldwork in Social-Cultural Anthropology (Practical) (4 credit)**

Field Work (Application of field methodology and writing of ethnography)

Students are to undertake intensive field work in a Rural/Urban area / Community. They are to submit two copies of typed report on the work done on certain topics as assigned by the respective supervisor. Plan of work shall be of following in nature:

A. General topographical profile of the area of observation.

B. The profile of the area and its people under study

C. A brief demographic outline of the studied people (through household census)

D. Students are required to carry out an analytical study (through observation, interview and case studies) of any one of the following topics

a. Techno – economic aspects

b. Socio –religious aspects

c. Changing and development aspects

Interpretation of data and analytic tools to be taught during field work

Unit-I: Evaluation of field work, field report and presentation (if necessary) of any topic under study

Unit-II: Viva-Voce

### **Learning Outcomes**

1. In this practical course students can understand the patterns of behavior in cultural contexts of rural and urban society.
2. This course also deals with the data from different levels of culture and its analyses in the field

### **Text:**

1. Banerjee, BN and AK Sarkar 2002, Fundamentals of Social and Cultural Anthropology, Firma KLM, Calcutta
2. Bernard, HR 2006. *Research Methods in Anthropology*, New Delhi: Rawat Publications.
3. Clifford, J and G.E. Marcus 1990. *Writing Culture: The Poetics and Politics of Ethnography*, New Delhi: Oxford University press
4. Kothari CR 2000 *Research Methodology: Methods & Techniques*. New Delhi: Wishwa Prakashan
5. Srinivas, MN. with AN Shah and EA Ramswamy 2008. *The Fieldworker and the Field*. New Delhi: Oxford Univ. Press
6. Yin, R.K. 2009. *Case study research: design and Methods*, New Delhi: Sage Publications.
7. Young, P.V. 1966: *Scientific Social Surveys and Research*, New Delhi: Prentice Hall

## 2<sup>nd</sup> SEMESTER

### CC-6 Biological Anthropology-II (4 credit)

**Unit-I:** Methods of studying human genetics: Mendelian genetics- Pedigree, autosomal, X linked, penetrance and expressivity; OMIM; Extension of Mendelian genetics- codominant, multifactorial, polygenes, multiple alleles, polymorphisms, pleiotropy, epistasis, phenocopy, Linkage and mapping.

Twin study, heritability estimate; Population genetics- Hardy Weinberg equilibrium and its applications.

Cytogenetics: chromosomes, karyotype, banding; Chromosomal aberrations and their features; mosaicism.

**Unit-II:** Mating patterns- Random mating, Assortative mating; Consanguinity and Inbreeding coefficient, Genetic consequences, genetic load; Models of studying population structure.

**Unit-III:** Concept of genetic variation, causes of genetic variation between and within human populations with special reference to the role mutation, selection, genetic drift, isolation and gene flow.

**Unit-IV:** Genetic markers: ABO, Rh, MNSs, Kell and Duffy blood group system; Dermatoglyphics- finger and palmer patterns, Haemoglobin- normal and abnormal.

**Unit-V:** Human Growth and development (overview): definition, concept, stages and factors affecting growth

### Learning Outcomes

1. The students will learn about different methods of human genetics.
2. They will learn about how offspring inherit genetic traits from their parents.
3. They will also learn about concept of human genetic variation with special emphasis on above said genetic markers.
4. They will also learn basics of human growth and development.

### Text:

1. Barua Saumitra 2002. *Human Genetics: An Anthropological Perspective*. Kolkata: Classique Books.
2. Cummings MR 1997. *Human Heredity: Principles and Issues*. Belmont: Wadsworth.
3. Ember Carol R, with Melvin Ember and Peter N Peregrine 2006. *Anthropology 10th edition*. Delhi: Pearson Education.
4. Harrison GA, Tanner JM, Pilbeam DR and Baker PT 1988. *Human Biology: An Introduction to Human Evolution, Variation and Growth and Adaptability*. Oxford: Oxford University Press.
5. Lewis Richi 2003. *Human Genetics: Concepts and Applications 5th edition*. Boston: WCB McGraw Hill.
6. Stern Curt 1973. *Principles of Human Genetic*. San Fransisco: WH Freeman.
7. Strickberger Monroe W 2003. *Genetics 3rd edition*. New Delhi: Prentice Hall.

## **CC-7 Archaeological Anthropology-II (4 Credit)**

**Unit I: Lower Palaeolithic Culture:** Basic raw materials used for tool making by prehistoric men, Sources of raw materials; different techniques of making tools; Thomsen model of Three Age System: Stone Age, Bronze Age and Iron age . Early cultures: Oldwan Culture of Africa and Acheulean culture of Europe; Lower Palaeolithic culture of India: different cultural zones and tool tradition.

**Unit II: Middle Palaeolithic culture;** Characteristic features and distribution of Middle Palaeolithic Culture of Europe (Mousterian Culture); technological and Economic implication of evolution of flake tools, earliest human burials and emergence of rituals, human expansion in temperate region; contextual occurrence of Middle Palaeolithic culture in India.

**Unit III: Advanced Hunter- Gatherers (Upper Palaeolithic);** Emergence of flake-blade technology and its impact on tool typology and culture of man; settlement (Cave and open air) and Economy, hunting; Upper Palaeolithic culture of Europe- Châtelperronian, Perigordian, Gravettian, Aurignacian, Solutrean, Magdalenian cultures; Emergence and evolution of art: Graphic and Plastic art; Home art and cave art; Upper Palaeolithic culture of India: distribution, artefacts, technology and economy.

**Unit IV: Final Hunter-Gatherer and Incipient cultivators (Mesolithic culture):** Post-Pleistocene environment and cultural adaptation of man; development of microlithic technology; composite tools and bow-arrow; Mesolithic cultures of Europe- Azilian, Tardenoisian, Maglemosian, Kitchen Midden and Ertebolle culture; Mesolithic culture in India.

**Unit V: Emergence of Village Farming Way of Life:** Features of Neolithic, different theories of food production; consequences of food production; domestication in different regions of the World including Indo-Ganga Valley: Mehargarh, Koldihwa; diffusion of village farming as a way of life in the Indian subcontinent.

**Unit VI: Development of Chalcolithic culture in India:** Features of Chalcolithic culture; expansion of population due to urban way of life; emergence of town and cities, development of trade and metallurgy, invention of writing; urbanisation and its impact on techno-economic development; expansion of village farming communities in the Indus valley: Amri, Kot Diji; Mature Harappan Culture: Mohenjo-Daro, Harappa, Kalibangan, Lothal etc.; town planning, architecture, metal technology, social life, art and writing; Late Harappan Culture- Expansion into Kutch, Gujrat, Panjab, Haryana, U.P. etc.; decline of the Indus civilization; Copper Hoard culture.

**Unit-VII: Beginning of Iron Age and Second Urbanization:** Introduction of iron technology and its impact on economy and society of man; role of ecology in the urbanization of the Ganga Valley; Black and Red Ware (BRW) culture; Painted Grey Ware culture (PGW) culture; Northern Black Polished Ware (NBPW) culture; Megalithic culture of India: Megalithic types and their distribution; living Megalithic traditions of India

## **Learning Outcomes**

1. This course deals with the cultural sequences of prehistoric context from Palaeolithic to Chalcolithic phase.
2. This course also let the student know about the details of those cultural sequences along with their representative evidences.

## **Text**

1. Agarwal, D.P. 1992 Man and Environment in India through Ages. New Delhi, Books and Books
2. Allchin, B. and R. 1982. Rise of civilization in India and Pakistan, Cambridge University Press, Cambridge
3. Bhattacharya, D.K. 1997 Prehistoric Archaeology (A Comparative Study of Human Succession), Hindustan Publishing Company, India.
4. Clark, G. 1977 World Prehistory: A New Outline, Cambridge University Press.
5. Clark, J.G.D. 1936. Mesolithic settlement of Northern Europe. Cambridge University Press, Cambridge
6. Fagan, B.M. 2004 People of the Earth: An introduction to World prehistory. Eleventh Edition, Pearson Education.
7. Gamble, C. 1986 The Palaeolithic Settlement of Europe, Cambridge university Press.
8. Reddy, V.R. 1991 Neolithic and post Neolithic Cultures, Mittal publication, New Delhi.
9. Possehl, G.L. 2002 the Indus Civilization; A contemporary perspective, Vistaar publication, New Delhi.
10. Sankalia, H.D. 1974 Prehistory and Protohistory of India and Pakistan, Poona, Deccan College.

## **CC-8 Social-Cultural Anthropology-II (4 credit)**

**UNIT I:** Economic System: definitions & concept; Anthropological Approaches: Production, Distribution & Exchange in Preindustrial & Industrial Contexts with reference to Production work, Labour Organization, Capital Societies.

**UNIT II:** Political System: Definitions & Concept; Anthropological Approaches; Types of Political Systems: Bands, Tribes, Chiefdoms, State & Government; Law & Justice –Concepts in Preindustrial & Industrial Societies; Panchayat & Village Organization- Tribal & Rural.

**UNIT III:** Religious System: Definitions & Concept; Anthropological Approaches to the study of Religion: Origin, Functions & Expressions; Religion & Symbolism; Revitalization Movements; Patterns of Religion in Rural (including Tribal) & Urban contexts; Social functions of Religion; Religion & Change.

**UNIT IV:** Village Studies: Definitions & Concepts; Village Communities in India-Definitions, Concepts & Features; Anthropological Significance of Village Studies-Historical Outline, Types of Social systems in Nucleated & Dispersed Village; Theoretical concepts & Emerging Issues in Village Studies; Village Unity; The Caste System in India(Traditional & Modern view); Caste & Factional politics in rural India- Brief outline; Panchayati Raj institution.

**UNIT V:** Language & Culture: Interrelationships; Linguistic Anthropology-Definitions & Subject matters; Structural analysis of Language(Phonology, Morphology, Syntax & Semantics); Language & Cultural analysis: Ethnoscience & Cognitive Anthropology, Sapir-Whorf Hypothesis, Semantic Domains- Brief outline; Sociolinguistics; Ethnography of Communication; Sign System; Mass Communication, Media & Popular Culture.

**UNIT VI:** Theoretical Contributions in Social-Cultural Anthropology - Historical Foundations:

(a) 19th.Century Evolution: Herbert Spencer, E.B. Tylor L.H. Morgan; K. Marx & F. Engels.

(b) The Foundations of Sociological Thoughts: E.Dukheim, M.Mauss, Max Weber.

(c) Culture Theory in Early 20th.Century:

i). Historical Particularism: F.Boas, A.L. Kroeber.

ii). Functionalism: B.Mallinowski, A.R.Radcliffe Brown, E.E.Evans Pritchard.

iii). Culture & Personality: Ruth Benedict, Margaret Mead.

### **Learning Outcomes:**

1. In this course the concepts of culture become more variegated in the form of economy, politics, religion, language and rural society etc. Along with some theoretical models of the subfield.
2. The course is also introduced may areas of culture for the future research.
3. It also covers interdisciplinary collaboration as a hallmark of this subfield.

### **Text:**

1. Ember, CR with M Ember and PN Perigrine 2002. *Anthropology* 12th ed. New Delhi: Pearson Education
2. Ferraro, G. 1995. *Cultural Anthropology: An Applied Perspectives*. New York: West Pub.
3. Herskovits, MJ. 1956. *Cultural Anthropology*. New Delhi: Oxford IBH

4. Kottak, CP. 2004. *Cultural Anthropology*. New York: McGraw Hill
5. Scupin, R. 2004. *Cultural Anthropology: A Global Perspectives*. New Jersey: Prentice Hall
6. Banerjee, BN and A Sarkar 2002. *Fundamentals of Social and Cultural Anthropology*. Kolkata: Firma KLM.
7. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
8. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
9. Doshi, SL. And PC Jain 2001. *Social Anthropology*. New Delhi: Rawat Publication
10. Goody, WJ. 2007. *The Family*. New Delhi: Prentice Hall
11. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
12. Mair, L.1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
13. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
14. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
15. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
16. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall

## CC-9 Biological and Social-Cultural Anthropology (Practical) (4 credit)

Unit-I: Assessment of-

Height-for-Age, Weight-for-Age, Weight-for-Height, MUAC, Head Circumference, BMI, relative sitting height (cormic) index, cephalic index, and nasal index

Unit-II: Identification of mode of inheritance of a trait using Pedigree analysis (Autosomal dominant and recessive traits, sex-linked traits- X-linked recessive, dominant and Y-linked traits).

Unit-III: ABO and Rh blood groups typing and estimation of gene frequency- ABO and Rh blood groups.

Unit-IV: Dermatoglyphics: qualitative and quantitative analysis.

Finger print: Identification of pattern types, calculation of PII, Furuhata's Index, Dankmeijer's index

Palm print: Main line and Main line index, ULC, RLC, TFRC, AFRC, ab ridge count, t-d ridge count, Maximal atd angle,

Unit-V: Students have to prepare a typical Genealogical chart of at least 10 families mentioning the following allied issues: Generation number, Name of the person, Relationship with the Ego, Terms of Reference, Terms of Address, Educational levels, Occupational status.

They have to prepare a report on the kinship issues and the changing patterns of the same with observations & interpretations on education, occupations and other aspects through the genealogy the studied. OR

Students have to go through any book provided by the supervisor, review the book and prepare a report on its review mentioning its objectives, subject matters, analysis and concluding remarks.

Unit-VI: Evaluation of Laboratory Note Book/ Report and Viva-Voce

### Learning Outcomes

1. From the practical component they will learn how to handle anthropometric and other instruments.
2. They will also learn to assess nutritional status, inheritance pattern, ABO and Rh blood type, dermatoglyphics and Colour blind test.
3. They will learn to draw genealogical chart and will identify its importance.
4. They will learn to review the book along with its objectives and subject matters.

### Text:

1. Banerjee, BN and A Sarkar 2002. *Fundamentals of Social and Cultural Anthropology*. Kolkata: Firma KLM.
2. Mukherji D, Mukherjee D and Bharati P 2009. *Laboratory Manual for Biological Anthropology*. New Delhi: Asian Books Pvt. Ltd.
3. Nath S 2005. *Anthropometry: The Measurement of Body Size, Shape and Form*. New Delhi: Friends Publications.
4. Singh Indra P and Bhasin MK 1989. *Anthropometry*. Delhi: Kamla-Raj Enterprises.
5. Srinivas, MN. with AN Shah and EA Ramswamy 2008. *The Fieldworker and the Field*. New Delhi: Oxford Univ. Press
6. Weiner JS and Laurie JA 1969. *Practical Human Biology*. Oxford: Blackwell Scientific Publications.



## **CC-10 Fieldwork in Biological Anthropology and Archaeological Anthropology (Practical) (4 credit)**

### **Unit-I: Biological Anthropology**

Community/ Population based Field work

Fieldwork will be conducted among tribal/ rural/ urban population where any two or more of the CC-9 topic (UNIT I-IV) will be covered. They are to submit a typed/ handwritten report duly forwarded by the concerned Supervisor.

### **Unit-II: Archaeological Anthropology**

Students are to receive training in field exploration in prehistoric sites of India. They are to submit a typed/ handwritten report duly forwarded by the concerned Supervisor on the work done on certain topics that are assigned to them by the Department. The plan of work shall be of following nature.

1. Aim, scope and methods of prehistoric fieldwork. (Data collection and analysis)
2. Geophysical setting and geomorphology of the area
3. Site and stratigraphy
4. Description and analysis of cultural materials. (Typo-technological, Quantitative Methods)
5. Any other topic, suggested by the supervisor.
6. General observation
7. References

### **Unit-III: Evaluation of Report and Viva-Voce**

#### **Learning Outcomes**

1. They will learn to use various fieldwork methods and techniques to collect data.
2. They will also learn how to collate the data, draw tables or charts, interpret the data and draw appropriate generalizations from the same.
3. They will also learn how to communicate how they have done their fieldwork, and what are the implications of their findings.

### 3<sup>rd</sup> SEMESTER

#### CC-11 INDIAN ANTHROPOLOGY (4 credit)

Unit-I: Growth of Anthropology in India: Historical background and development of Biological Anthropology, Archaeological Anthropology, Social- Cultural anthropology in India; Pioneers in Indian Anthropology, contributions of scholars and administrators:- H.H. Risley, E.T. Dalton, Hutton, Haimendorf, Elwin, S.C. Roy, N.K. Bose, B.S. Guha, S.S. Sarkar, L.A.K. Aiyar, G.S. Ghurye, D.N. Majumdar, I. Karve, M.N. Srinivas, S.C. Dube, L.P. Vidyarthi, H.D. Sankalia, T.C. Das, Dharani Sen, Surjit Sinha.

Unit-II: Approaches to the study of Indian Society, Culture and Civilization: Indological, Anthropological, Historical.

Unit-III: Geographical zones of India- glacial, subglacial, arid, coastal and hilly, forest track, emergence and growth of Indian culture from Prehistoric to vedic and later vedic period.

Unit-IV: Tribal situation in India: composition and location of Indian tribal population; tribal identity; ecological settings; techno-economic levels; absorption, integration, tribal problems and related issues (law, alienation, shifting cultivation, poverty, employment, health, housing, education, industrialization and urbanization, migration); forest, tribals and forest policy; constitutions and tribes, role of anthropology in tribal development.

Unit-V: Traditional Indian Social system: concepts and features, four varnas; caste system in India features, functions and changing aspects; dominant caste, caste mobility; impact of Buddhism, Jainism, Islam and Christianity on Indian society; dimension of social change in India.

Unit-VI: Racial, ethnic and linguistic elements and distribution of Indian population, biogenetic diversity

VII: Indian population- unity and diversity: concept; linguistic, political, ethnic and religious dimensions; national integration: problems and prospects.

#### Learning outcomes

1. Students will learn about history and development of Indian Anthropology
2. They will learn tribal situation in India.
3. They will also learn traditional social systems of India.
4. They will also learn about biological diversity of Indian population

#### Text:

1. Bhasin MK, Walter H 2001. *Genetics of Castes and Tribes*. Delhi: Kamla-Raj Enterprises.
2. Bhasin MK, Walter H, Danker-Hopfe H 1994. *People of India: An Investigation of Biological Variability in Ecological, Ethno-economic and Linguistic Groups*. Delhi: Kamla-Raj Enterprises.
3. Bose, N.K. 1994 (revised ed) *The Structure of Hindu Society*, Orient Longman, New Delhi
4. Bose, N.K. 2011 (revised ed) *Tribal Life in India*, National Book Trust, New Delhi
5. Desai, A.R. 2016 (revised ed) *Social background of Indian Nationalism*, Sage Publ, New Delhi
6. Dube, S.C. 2005 (revised ed). *Indian society*, National Book Trust, New Delhi
7. Hasnain, N. 2012. *Indian anthropology*, New Royal Book Co, New Delhi
8. Hasnain, N. 2007, *Tribal India*, New Royal Book Co, New Delhi
9. Jha, M. 1994, *Indian Anthropology*, South Asia Books, New Delhi
10. Majumdar, D.C. 2010 (revised ed). *An Introduction to Social Anthropology*, Asia Publ House
11. Mandelbaum, D. 1975, *Society in India*, Popular Books, New Delhi
12. Prabhu, P.H. 2011. *Hindu Social Organization*, Popular Prakashan, New Delhi
13. Sharma, B.D. 1984, *Planning for tribal development*, Prachi, New Delhi
14. Sharma, R.N. 2009, *Indian Anthropology*, Surjeet Publications, New Delhi
15. Singer, M. 2018, *Traditional India: Structure and Change*, Rawat Publ, Jaipur

## **CC-12 Research Methodology (4 credit)**

Unit-I: Concept and types of Research, Methodology, Methods and techniques; Philosophical foundation; Research process- Research problem, Literature review, Hypothesis, Research design; Sample and Sampling(design and types), Data collection, Analysis, Interpretation and Report writing; Importance and fundamentals of Research methodology in Anthropology.

Unit-II: Research Design: Exploratory, Descriptive and Diagnostic, Hypothesis testing

Unit-III: Methods of Data Collection: Observation, Interview, Case Study, Genealogy, Questionnaire, Schedule, and Post Modern Ethnographic Methods and techniques.

Unit IV: Introduction to Biostatistics: definition, scope and importance of biostatistics, Relationship between biostatistics and anthropology, sampling techniques, collection and classification of data.

Unit V: Statistical analyses: measures of central tendency and dispersion, test of significance and confidence, chi-square, student's t-test, analysis of variance, correlation and regression.

Unit-VI: Analysis of Data: Qualitative and Quantitative data; descriptive and inferential statistics Report Writing: Styles and Steps, Reference styles

Unit-VII: Ethical issues in Research- History, AAA, ICMR, basic principles, Ethics committee, Informed consent, Indigenous and other vulnerable groups; Plagiarism, Authorship

### **Learning Outcomes**

The students will learn about

1. fieldwork and its relationship with anthropology.
2. preparing for fieldwork and selection of field site.
3. various methods and techniques of data collection.
4. use statistics in anthropological research and draw inferences.

### **Text**

1. Bernard, HR 2006. *Research Methods in Anthropology*, New Delhi: Rawat Publications.
2. Clifford, J and G.E. Marcus 1990. *Writing Culture: The Poetics and Politics of Ethnography*, New Delhi: Oxford University press
3. Kothari CR 2000 *Research Methodology: Methods & Techniques*. New Delhi: Wishwa Prakashan
4. Madrigal Lorena 1998 *Statistics for Anthropology*. Cambridge: Cambridge University Press Pvt. Ltd.
5. Yin, R.K. 2009. *Case study research: design and Methods*, New Delhi: Sage Publications.
6. Young, P.V. 1966: *Scientific Social Surveys and Research*, New Delhi: Prentice Hall of India

## CC-13 Applied Anthropology (4 credit)

Unit- I: Applied Policy, Planning Programme; Action Research & development:

Aim & scope of Applied Anthropology; Applied vs. Academic Anthropology; Rise of Applied Anthropology – Historical outline with special reference to India; Concept of Action & Development Anthropology; Anthropological approach to the study of Policy, Planning, & Development; Social Impact Assessment (SIA) or Sociocultural Appraisal; Role of Applied Anthropology in Tribal Development & Welfare. Anthropological Concept of Development; Sustainable Development; Changing perceptions of Development; Development Planning & Projects – Microfinancing; Theoretical models of Development – Modernization Theory, Dependency Theory, and World System Theory.

Human Rights and concept of Applied / Action / Development Anthropology in India.

Unit-II: Applied Human Genetics: Genetic screening- Occupational screening, Genetic counseling; Prenatal testing- Ultrasonography, Fetoscopy, Embryonic blastomeres, Risk and problems; Eugenics; Medico-legal aspects; Ethical, legal and social implications. Human Genome Project.

Unit-III: Nutritional Anthropology: Definition, aim and scope, Nutritional requirements, Nutritional and diet survey methods. Anthropometric indicators, Malnutrition, CED and Obesity. Evaluation of Body Composition.

Unit-IV: Anthropology of Sports: concept of physiological anthropology, Relationship of different types of sports efficiency and different body proportions, Kinanthropometry.

Unit-V: Forensic Anthropology: definition, aims and scope; Personal identification- use of Osteometry, serology and dermatoglyphics; estimation of age and sex; Medico legal aspects; paternity identification, DNA fingerprinting; Application of Dermatoglyphics- personal identification, relationship with diseases/ disorders;

Unit-VI: Gender issues- biological and cultural, Gender and health

### Learning Outcomes

The students will learn about

1. applied anthropology and the various fields in which anthropological knowledge can be applied.
2. application of anthropological knowledge in the field of development, modernisation, industrialisation, urbanisation, human genetics, nutrition, sports, forensic, gender etc.
3. application of anthropological knowledge for the welfare and development of vulnerable groups.

### Text:

1. Ember Carol R, with Melvin Ember and Peter N Peregrine 2006. *Anthropology* Delhi: Pearson Education.
2. Lewis Richi 2003. *Human Genetics: Concepts and Applications 5th edition*. Boston: WCB McGraw Hill.
3. Stern Curt 1973. *Principles of Human Genetic* .San Fransisco: WH Freeman.
4. Strickberger Monroe W 2003. *Genetics 3rd edition*. New Delhi: Prentice Hall.
5. Taylor DJ, Green NPO and Stout GW 1998. *Biological Sciences* Cambridge: Cambridge University Press.
6. Thomas P 2003. *Forensic Anthropology: The Growing Science of Talking Bones*. USA: Facts & File Inc.

## 4<sup>th</sup> SEMESTER

### CC-14 Anthropological Approaches to the study of Health (4 credit)

#### UNIT I: Medical/ Pharmaceuticals Anthropology:

Concepts, Aim & Scope of Medical and Pharmaceutical anthropology; Concepts of Ethno-medicine, Ethno-etiology; Theoretical Approaches to the study of Health, Disease, and Treatment –Ecological/Epidemiological, Interpretative, Critical Medical Anthropological to view Traditional vs. Modern Health Care system; Anthropology in Public Health; Medicine in Culture, Historical use, Role of professionals, Ways peoples take medicine: construction of shared knowledge, system perspective, interface between system & life word, patient-professional interaction/communication, relationship between stakeholders, patient,& public involvement.

Unit-II: Infectious diseases: nature of infectious diseases, cultural evolution and diseases, human adaptability and diseases, co-evolution of people and diseases.

Unit-III: Bio-Medical Anthropology: Health as a Biocultural Synthesis: Concept of Health, Biomedicine, Cultural understanding of Health and Illness; Political and Economic influences on Health; Epidemiology of some communicable and non-communicable diseases- Malaria, TB, Leprosy, STD, HIV/AIDS, Diabetes, Cancer, Cardiovascular diseases, Mental and Emotional disorders; Ethnicity and Health.

Unit-IV: Definition and Concept of Anthropological Demography; Census, Rates and ratios: Fertility and Fecundity, Mortality and Morbidity, differential fertility; CWR, CBR, GFR, ASFR, TFR; CDR, ASDR, IMR, NMR, PNMR, MMR; Role of various factors influencing these phenomena. Demographic theories- Pre Malthusian, Malthusian, Theories of Optimum Population, Demographic Transition.

#### Learning Outcomes

1. The students will learn about basic concepts about health, sickness and disease from anthropological perspectives.
2. They will learn about various ethnomedical practices in India.
3. They will also learn about medical pluralism in India.
4. They will learn different demographic rates and ratios and its interpretations.
5. Medical anthropology is one of the most rapidly growing areas in which students have to acquire their knowledge on health, illness and healing as well as the holistic dimension of health care system cross culturally. It also includes the theoretical approaches of the same which will be benefited to have the empirical dimension to, in their research in future.

#### Text

1. Ember Carol R, with Melvin Ember and Peter N Peregrine 2006. *Anthropology* Delhi: Pearson Education.
2. David I. Kertzer, Thomas Earl Fricke 1997. *Anthropological Demography: Toward a New Synthesis*. University of Chicago Press
3. Nicky, B.2008. *Medicine & Society*.

## **CC 15 Dissertation-I (8 credit)**

Unit-I: Students are to prepare detailed research proposal (**4 credit**) including introducing the problem, review of literatures, aims and objectives, hypothesis/ research questions (if any), research methodology, references etc along with detailed budget proposal.

As per University guidelines 80% of credit will be evaluated by internal faculty members after assessing project proposal and presentation as a part of mid-term evaluation.

Remaining 20% will be evaluated by external examiners during end-semester examination.

Unit-II: Students are to do field work (**4 credit**) for at least three weeks. Topics of the dissertation will be decided by the students in consultation with the concerned Supervisor(s) as proposed by the Departmental committee. Students are to submit two typed/ handwritten report duly forwarded by the supervisor(s) and summary of report (in pdf form) at least three days prior to the date of examinations.

As per University guidelines 80% of credit will be evaluated by concerned supervisor(s) after assessing field work and report as a part of mid-term evaluation.

Remaining 20% will be evaluated by external examiners during end-semester examination.

### **Learning Outcomes**

This practical course helps to study different aspects of biological, archaeological and social cultural issues for future research

The students also can have a skill undertaking different issues as their area of research individually.

## DEPARTMENT SPECIFIC ELECTIVES

### DSE-1A Human Evolution (4 credit)

Unit-I: Evidence of human evolution from chromosomes, proteins, mtDNA and Y-chromosomal DNA haplogroups, neutral theory and its reconciliation to synthetic theory.

Unit-II: Modern human origin: complete replacement model, partial replacement model, regional continuity model

Unit-III: Measuring relatedness: Phylogeny, Molecular clock, Reconstructing Human evolution from Proteins; DNA-DNA hybridization, Application of molecular anthropology to study human evolution.

Unit-IV: Selection: heterozygous, intra-uterine, fitness, differential fertility, selection, relaxation.

Unit-V: Molecular diversity in contemporary population, use of genetic markers and Language.

Unit-VI: Palaeodemography: Estimating Population size, mortality and fertility; Human population before and after the advent of agriculture.

### Learning Outcomes

The students will learn about

1. human evolution with special reference to evolutionary genetics
2. theory and evidences of human evolution.
3. selection process
4. paleodemography of early population.

### Text:

1. Boaz NT and Almquist AJ 1997. *Biological Anthropology: A Synthetic Approach to Human Evolution*. New Jersey: Prentice Hall.
2. Conroy Glenn C 1997. *Reconstructing Human Origins: A Modern Synthesis*. New York: W.W. Norton & Co.
3. Delson E with I. Tattersall and JV Couvring (eds.) 2000. *Encyclopedia of Human Evolution and Prehistory*. New York: Taylor and Francis.
4. Jones Steve, Martin Robert and Pilbeam David 1995. *The Cambridge Encyclopedia of Human Evolution*. Cambridge: Cambridge University Press
5. Kottak C P, 2006. *Physical Anthropology and Archaeology*. USA: The McGraw Hills Companies.
6. Relethford JH 2002. *The Human Species: An Introduction to Biological Anthropology* Boston: McGraw Hill.
7. Scupin R & DeCorse C R, 2012. *Anthropology: A Global Perspective*. USA: Pearson.
8. Strickberger Monroe W 1990. *Evolution*. Boston: Jones and Bartlett Publ.

## **DSE-1B Theoretical Contributions in Cultural Anthropology ( 20<sup>TH</sup> Century & onwards)**

Unit-I: Anthropological theories of Mid-20th Century - Cultural Ecology & Neo-Evolutionary Thoughts of J. Steward, L. White; Neo-Functionalism – V. Turner, M. Douglas; Ecological & Marxist – M. Harris, Roy Rappaport; Structuralism – Claude Levi-Strauss, E. Leach; Cognitive Anthropology – H. Conklin, S. Tyler, Roy D'Andrade.

Unit-II: Recent Trends in Anthropological Theory: Symbolic & Interpretative Anthropology – Geertz; Brief Outline of Critical Theory; Post-Structuralism – Derrida, Foucault; Critics of Colonial anthropology– G. E. Marcus, M. M. I. Fischer; Feminism in anthropology – Michelle Z. Rosaldo, Eleanor B. Leacock.

### **Learning outcomes:**

1. This course is consisted of two parts deal with the theoretical issues of the subfield from mid 20<sup>th</sup> Century along with their proponents and empirical contexts.
2. The students will be benefited by knowing the debates as well as criticisms of the same and also the heart of the basic postulate of theoretical understanding in a trans-disciplinary dimension.

### **Text:**

1. Barnard, A 2005. *History and Theory in Anthropology*, Cambridge University press, Cambridge
2. Ember, CR with M Ember and PN Perigrine 2002. *Anthropology* 12th ed. New Delhi: Pearson Education
3. Erickson, PA and L Murphy 2010 *A history of Anthropological Theory*, University of Toronto press, Toronto
4. Ferraro, G. 1995. *Cultural Anthropology: An Applied Perspectives*. New York: West Pub.
5. Herskovits, MJ. 1956. *Cultural Anthropology*. New Delhi: Oxford IBH
6. Kottak, CP. 2004. *Cultural Anthropology*. New York: McGraw Hill
7. Layton, R 2000, *An introduction to theory in Anthropology*, Cambridge University press, Cambridge
8. McGee, RJ and RL Warms 2010 *Anthropological Theory: An Introductory History*, Rowman and Little Field, London
9. Scupin, R. 2004. *Cultural Anthropology: A Global Perspectives*. New Jersey: Prentice Hall
10. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
11. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
12. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
13. Mair, L.1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
14. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
15. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
16. Moore,JD 2011, *An Introduction to Anthropological theories and theorists*, Rawat, Jaipur
17. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
18. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall



## DSE-2A Practical in Advanced Biological Anthropology-I (4 credit)

1. Linear: Cranial quadrilateral, Superior Facial triangle, Calvarial height, Lambda Calverial height, Frontal perpendicular, Parietal perpendicular, Occipital perpendicular
2. Angular: Frontal Curvature angle, Parietal Curvature angle, Occipital Curvature angle, facial profile angle, alveolar profile angle.
3. Osteometry- Diaptograph tracing and measurement/ calculation of-  
Humerus- Max length, Breadth of Proximal and distal epiphysis, Least girth of shaft, Caliber index  
Ulna- Max length, physiological length, Girth of ulna, Caliber index  
Radius- Max length, Physiological length, Least girth of shaft, Caliber index  
Femur- Max length, Physiological length, least girth of the shaft, caliber index  
Tibia-Max length, Physiological length, sagittal mid-shaft diameter, Transverse mid-shaft diameter, Robusticity index  
Fibula- Max length, Physiological length, Minimum girth of the shaft, Caliber index
4. Skinfold measurement  
Biceps, Triceps, Subscapular, Abdominal, Suprailliac
5. Somatotyping: Heath-Carter
6. Computer applications
7. Laboratory note book and Viva-Voce

### Learning outcomes

- 1.The students will learn about linear and angular measurement of skull as well as measurement of long bones through diaptograph tracing.
2. They will also learn skinfold measurements and Somatotyping.
3. They will also learn computer applications for data entry and analysis

### Text:

1. Mukherji D, Mukherjee D and Bharati P 2009. Laboratory Manual for Biological Anthropology. New Delhi: Asian Books Pvt. Ltd.
2. Nath S 2005. *Anthropometry: The Measurement of Body Size, Shape and Form*. New Delhi: Friends Publications.
3. Sen Tulika 1994. *Guide to Anthropometry*. Kolkata: The World Press.
4. Singh Indra P and Bhasin MK 1989. *Anthropometry*. Delhi: Kamla-Raj Enterprises.
5. Weiner JS and Laurie JA 1969. *Practical Human Biology*. Oxford: Blackwell Scientific Publications.

## **DSE-2B Practical in Advanced Social Cultural Anthropology-I (4 credit)**

Unit-I: The study of traditional/ folk crafts and technology through field work or secondary sources among the rural community.

Students are to submit a report on the field study containing anthropological significance of studying technology; relationship between technology, material culture and culture with structural functional details of the following aspects-

Details of the implements used in hunting or fishing or cultivation/ agriculture or spinning / weaving or basketry or pottery. Parts of the implements and functions of each part.

Unit-II: Laboratory Note Book and Viva-voce

### **Learning outcomes**

1. Students can understand the concept of traditional rural technology along with their structural functional issues
2. They can also conceive the changing patterns of traditional technology with their factors.

### **Text**

1. Srinivas, MN.with AN Shah and EA Ramswamy 2008. *The Fieldworker and the Field*. New Delhi: Oxford Univ. Press
2. Scupin R. 1995. *Cultural Anthropology: A Global Perspective*. New Jersey: Prentice Hall
3. Hammersley, M and P Atkinson 2008. *Ethnography: Principles in Practice*. New York: Routledge
4. Srivastava, VK 2004. *Methodology and Fieldwork*. New Delhi: Oxford Univ. Press
5. Bernard, HR 2008. *Research Methods in Anthropology*. New Delhi: Rawat Publications
6. Kottak, CP 2002. *Cultural Anthropology*. New York: McGraw Hill

### **DSE-3A Human Genetics (4 credit)**

Unit-I: Genetic variation and Polymorphism- G6PD, Phosphoglucomutase, Adenylate Kinase, Adenosine deaminase and Lactate dehydrogenase; Haptoglobins, Transferrins, Immunoglobulins.

Unit-II: Haemoglobin: Normal-HbA, HbF, HbA<sub>2</sub>, Abnormal- HbS, HbC, HbD, HbE, Thalassemia, HbS and Malaria.

Unit-III: Inborn Error of metabolism, Biochemical pathways and heredity of Phenylketonuria, Alkaptonuria, Galactosemia, Albinism

Unit-IV: Techniques for biochemical analysis- Electrophoresis, Immunoelectrophoresis; HLA-subtypes, inheritance, polymorphism, HLA and Disease.

Unit-V: Dermatoglyphics: Finger print pattern- qualitative and quantitative variables; Palmar dermatoglyphics- configurational areas, transversality, main line formula and index, inheritance.

Unit-VI: Techniques for studying chromosomal structure, autoradiography, banding, fluorescence; Chromosomal aberrations: Numerical- Turner's, Klinefelter's, Down's, Patau's, Edward's syndrome,

Triploidy, Tetraploidy; Structural- Cri-du-chat, Philadelphia chromosome.

Unit-VI: Estimation of allele frequencies of haplotype; Genetics of quantitative and measurable characters.

Unit-VII: Population Genetics and Evolution: Partial selection and complete elimination against recessive homozygote; Partial selection and complete elimination against dominant homozygotes; Selection favouring heterozygotes.

Unit-VII: Methods of studying genetic relationship and diversity: Distance measures- morphometric distance, genetic distance; Display methods- cluster analysis, dendrogram and cladogram, principal component analysis.

#### **Learning outcomes**

1. The students will learn about genetic polymorphism and how it is explained by various theories.
2. They will also learn about genetic abnormalities in populations and the reasons thereof.
3. They will also learn about calculation of allele frequencies.

#### **Text:**

1. Cummings MR 1997. *Human Heredity: Principles and Issues*. Belmont: Wadsworth.
2. Cummins H, Midlo C 1961. *Finger Prints, Palms and Soles: An Introduction to Dermatoglyphics*. New York: Dover Publications.
3. Gardner D J & Snustad D P, 2000. *Principles of Genetics*. New York: John Wiley & Sons.
4. Lewis Richi 2003. *Human Genetics: Concepts and Applications 5th edition*. Boston: WCB McGraw Hill.
5. Relethford JH 2002. *The Human Species: An Introduction to Biological Anthropology* Boston: McGraw Hill.
6. Stern Curt 1973. *Principles of Human Genetic*. San Francisco: WH Freeman.
7. Strickberger Monroe W 2003. *Genetics 3rd edition*. New Delhi: Prentice Hall.
8. Thompson J S & Thompson M W, 1986. *Genetics in Medicine*. Philadelphia: W B Saunders Company.

## **DSE-3B Ecology, Culture and Society**

**(4 credit)**

### **Unit-1 Ecological Anthropology/ Environmental Anthropology & Sustainable Development:**

Definitions, Concepts, Theoretical approaches of Cultural Ecology – concepts of Steward, Barth, Rappaport, Vyada; Applications of the Cultural Ecological Method; Concepts of Ethnoecology, Historical & Political Ecology.

### **Unit-2 Rural Anthropology:**

Definitions, Subject matters, Aim & Scope; Concepts of Rural & Folk culture; Village as rural society & culture; Village Community: Definitions, concepts and features; Indian Village Community: Brief outline; Forms of Villages; Rural Stratification: Caste and Class Structure; Panchayati raj: Concepts and Features of Social Structure and Village Panchayats; Impact of Panchayati Raj on Rural India; Rural Society in Transition; Village Studies in India and its Significance; Rural Society and Culture in India; Impact of Market / Industrial Economy on India's Villages; Social Change in Village / Rural India.

### **Unit-3 Urban Anthropology:**

Definitions, Aim & Scope and Theoretical approaches of Urban Anthropology; Concept, Distinctiveness & Characteristics of Urban, Urbanization & Urbanism; The socio-cultural process of urbanization; Folk – Urban Continuum; Urban space as cultural space & settlement system, example with case studies from empirical observation; Comparative Urbanism: The City & culture; Cities & Urban life: concepts, features & socio-cultural issues; Social organization of Indian Cities; City in Global perspective; Anthropological perspective of Urban Development & Planning.

### **Unit-4 Anthropology of Gender & Ethnicity**

Gender: definitions & concepts, Anthropological perspective; Concepts & Approaches of studying Gender; Gender Culture & History: Gender socialization, Gender construction, Family & gender construction; The issues of gender participations in economy, education & politics; Cultural construction of Gender in Tribal, Rural and Urban Contexts in India.

Ethnicity: definitions, concepts, and anthropological perspectives & issues; Anthropological approaches to the study of Ethnocentrism & ethnicity; Ethnic classifications & stereotypes, boundary maintenance, levels, cultural problems & issues; Ethnic Groups & Boundaries; Ethnic identity & ideology: Ethnicity, history & culture; Minorities & the State: Identities & Culture: Ethnic Mobility; The paradox of Multiculturalism, liberal issues & multiethnic societies: anthropological perspectives: Ethnic movements in India; Future of Ethnicity research in Anthropology.

### **UNIT 5: Anthropology of Aging**

Gerontology – History & Development of Gerontological studies in India; Concept of Aging; Anthropological Approaches to the study of Aging and Social Gerontology; Demography of Aging; Socio-Economic and Health Implication of Population Aging in India.

### **Learning outcomes:**

1. This course contains some relevant sociocultural issues of the day to day life like Ecology, Gender, Ethnicity and Aging.
2. The study of interrelationships among human beings, culture in the ecological settings, is the vital as well as thrust area of this course.

3. The course also views the concept of cross cultural variation in gender roles and other spheres of culture.
4. Finally this course will enrich the students about the local and national issues relating to gender, ethnicity and aging

**Texts:**

1. Atal, Yogsh, 2006. *Changing Indian Society*. New Delhi: Rawat Publications
2. Eriksen, T.H. 2002. *Ethnicity & Nationalism*. London: Pluto Press
3. Kathleen Gough, 2008. *Rural Society in Southeast India*. UK: Cambridge University Press.
4. Mandelbaum, D.G. 2010. *Society in India*. Mumbai: Popular Prakashan
5. Singh, Yogendra, 2000, *Modernization of Indian Tradition*. New Delhi: Rawat Publications
6. Srinivas, M. N. (1952) *Religion and Society Amongst the Coorgs of South India* Clarendon Press, Oxford,
7. Srinivas, MN 1976, *The Remembered Village*, University of California Press
8. Srinivas, MN 1987, *The Dominant Caste and Other Essays* (ed.), Oxford University press
9. Srinivas, MN 1995, *Social Change in Modern India*, Orient Longman
10. Srinivas, MN 1998, *Indian Society through Personal Writings*, Oxford Univ press
11. Srinivas, MN 1998, *Village, Caste, Gender and Method: Essays in Indian Social Anthropology*, Oxford Univ press
12. Srinivas, MN 1942, *Marriage and Family in Mysore*, New Book Co, Bombay
13. Srinivas, MN 1962, *Caste in Modern India and other essays* (1962), Asia Publishing House

## **DSE-4A Human Biology (4 credit)**

Unit-I: Phases of growth- prenatal, infancy, childhood, adolescence, maturity, senescence; Factors affecting growth and development: genetic, environmental, hormonal, nutrition and socioeconomic;

Physiological factors in Growth- Haematological, Blood Pressure, Heart rate, Pulse rate; Secular trends in growth, Gerontology.

Methods- longitudinal, cross sectional, mixed longitudinal; Growth curves.

Unit-II: Variation in ovarian function: evolutionary perspective.

Unit-III: Alternative methods of assisted reproduction-IUI, IVF, GIFT, ZIFT; Surrogacy; Ethical and legal issues

Unit-IV: Analysis of human physique: Sheldon, Heath-Carter methods of somatotyping; Kinanthropometry.

Unit-IV: Nutrition in Human: Dietary Reference Values (DRVs) and effect of age, sex and activity on DRVs. Assessment of Nutritional status- anthropometric, biochemical; Malnutrition: Anorexia nervosa, Adiposity, Kwashiorkor, Marasmus.

Unit-V Introduction to fundamentals of biological aging, anthropological perspectives of ageing, phenomenon of aging, chronological age, psychological age, functional age, optimal aging, normal aging, pathological aging and successful aging.

### **Learning Outcomes**

1. The students will learn about the concepts of growth, maturation and development.
2. They will learn about factors responsible for growth.
3. They will also learn about various methods of somatotyping.
4. They will learn about human reproductive systems and reproduction
5. They will learn nutrition and its assessments.

### **Text:**

1. Alaka Malwade Basu and Peter Aaby 1998. *The Methods and Uses of Anthropological Demography*. Claredon press
2. Boaz NT and Almquist AJ 1997. *Biological Anthropology: A Synthetic Approach to Human Evolution*. New Jersey: Prentice Hall.
3. Bogin Barry 1999. *Patterns of Human Growth 2nd edition*. Cambridge: Cambridge University Press.
4. Chiras Daniel D 2002. *Human Biology: Health, Homeostasis and the Environment 4th edition*. Boston: Jones and Bartlett
5. Harrison GA, Tanner JM, Pilbeam DR and Baker PT 1988. *Human Biology: An Introduction to Human Evolution, Variation and Growth and Adaptability 3rd edition*. Oxford: Oxford University Press.
6. Harrison GA, Tanner JM, Pilbeam DR and Baker PT 1988. *Human Biology: An Introduction to Human Evolution, Variation and Growth and Adaptability*. Oxford: Oxford University Press.
7. Taylor DJ, Green NPO and Stout GW 1998. *Biological Sciences* Cambridge: Cambridge University Press.

**UNIT I: Anthropology of Organization / Organizational Anthropology & Business**

**Anthropology:**

Concepts, Aim & Scope of anthropological study of Business Organization; Organizational behaviour / Culture of Business Groups –Structure, Status & Role, hierarchy; Organizational Ethnography; Cultural Audit; Market Consultants.

**UNIT II: Anthropology of Tourism:**

Anthropology of Tourism: Definitions & concepts, Subject matter, Aim & scope; Tourism/ Leisure Travel: Definitions & concepts; Significance of studying tourism in Anthropology; Anthropological interventions in tourism studies Socio-cultural domain of Tourism; Different forms/types of Tourism with special emphasis on Rural tourism, Urban tourism, Cultural Tourism, Art tourism, Ecotourism/Sustainable tourism, Indigenous tourism, Sports/Adventure tourism: basic concepts, subject matters & anthropological perspectives only ; Tourism & Heritage conservation; Eco-tourism/Sustainable tourism: concepts, nature , principles & possibilities; Ecotourism & Sustainable development: Case studies Tourism Impact Analysis: Economic, Social & Environmental.

**UNIT III: Anthropology and Human Rights:**

Definition, Concepts and constitutional dimension of Human Rights; Laws & Institutions, Anthropological approach to study human Rights; Human Rights & Morality; Human Rights of Marginalized Groups; Gender & human Rights; Human Rights Movement in India.

**Learning Outcomes**

1. This course deals with the understanding of business and organization as well as rule governed behaviour under the purview of business/organizational anthropology. In the present day dynamic world students can understand the sociocultural dimension of global business network through discourse along with business issues, business group, organizational structure, change diversity and globalization
2. This course also throws lights on the important area of tourism and its sustainability.
3. The other part of the course consists of the most relevant issue of society i.e. Human rights students can conceptualised the state as the fundamental task to create and effort adequate protection of people along with the realization of human rights.
4. The other two units also throw to other pertinent issues like communication and globalization.

**Texts:**

1. Basu Roy, 2015. Tourism: An Analytical approach. Kolkata: Book Bazar
2. Swain, S.K. & J.M. Mishra.2012. Tourism: Principles & Practices. New Delhi: Oxford University Press.
3. Dodd, J & V. Sharma.Ed.2012.Leisure & Tourism: Cultural Paradigms. New Delhi: Rawat
- 4.Jamal.T & M. Robinson.Ed.2009.The Sage Handbook of Tourism.New Delhi: Sage.
5. Smith.M.et al.2010.Key Concepts in Tourist Studies. New Delhi: Sage.
6. Badan, B.S. H. Bhatt.2007. Ecotourism. New Delhi: Commonwealth Publishers.
7. Singh, A.K.Ed.2008. Tribal Development in India. New Deldi: Serial Publications.
8. Singh, A.K. & P.Patil.Ed. 2007. Man in Biosphere. New Delhi: Gyan Publishing House.
9. Nanjunda,D.C.2010. Contemporary Studies in Anthropology. New Delhi: Mittal Publ
10. Miller. B. 2011. Cultural Anthropology. New Deldi: PHI Learning.
11. Cole, J.B.1988.Anthropology for the Nineties. New York: The Free Press.
12. Barnard, A.2010. The Routledge Encyclopedia of Social & Cutral Anthropology.



## **DSE-5A Advanced Biological Anthropology-II (Practical) (4 credit)**

Unit-I: Recording and classification of fingerprints, development of latent prints by various methods. Comparison of questioned and suspected fingerprints.

Unit-II; Estimation of age, sex and stature from bones; Measurement and observations on living persons.

Unit-III: Identification of blood stains, determination of blood group from dried stains.

Unit-III: Cytogenetics: Sex chromatin, Chromosome Karyotyping  
(Preparation and identification of slides)

Unit-IV: PTC threshold value

Unit-V: Measurement of Blood pressure

Unit-VI: Laboratory Note Book and Viva-Voce

### **Learning outcomes**

1. The students will learn about identification on the basis of various biological materials like finger prints, blood stains etc.
2. They will learn about sex chromatin identification and karyotyping
3. They will also learn preparation and identification of PTC threshold values.
4. They will learn how to measure and interpret blood pressure.

### **Text:**

1. Cummins H, Midlo C 1961. *Finger Prints, Palms and Soles: An Introduction to Dermatoglyphics*. New York: Dover Publications.
2. Mukherji D, Mukherjee D and Bharati P 2009. *Laboratory Manual for Biological Anthropology*. New Delhi: Asian Books Pvt. Ltd.
3. Singh Indra P and Bhasin MK 1989. *Anthropometry*. Delhi: Kamla-Raj Enterprises.
4. Weiner JS and Laurie JA 1969. *Practical Human Biology*. Oxford: Blackwell Scientific Publications.

## **DSE-5B Advanced Social-Cultural Anthropology-II (Practical) (4 credit)**

Unit-I: Students will opt any two of the following

1. The students will be asked to develop a project on application of anthropology in Education/Industry/Fashion/Design/Media/ Health/ Organization/ Institution.
2. The students will be asked to review any one development project implemented recently by local administrative bodies and prepare a report on the same.
3. The students will need to review any two tribal development projects and prepare a detailed report on the objectives, achievements, and failures of the projects concerned.
4. The student will make a social impact assessment of any one development project by using relevant methods of data collection in the field for one week and write a report on the same.

Unit-II: Laboratory Note Book and Viva-Voce

### **Learning outcomes**

The students will learn about how to prepare a project for development and how to review a development project.

### **Text:**

1. Banerjee, BN and AK Sarkar 2002, *Fundamentals of Social and Cultural Anthropology*, Firma KLM, Calcutta
2. Bernard, HR 2006. *Research Methods in Anthropology*, New Delhi: Rawat Publications.
3. Clifford, J and G.E. Marcus 1990. *Writing Culture: The Poetics and Politics of Ethnography*, New Delhi: Oxford University press
4. Kothari CR 2000 *Research Methodology: Methods & Techniques*. New Delhi: Wishwa Prakashan
5. Srinivas, MN. with AN Shah and EA Ramswamy 2008. *The Fieldworker and the Field*. New Delhi: Oxford Univ. Press
6. Yin, R.K. 2009. *Case study research: design and Methods*, New Delhi: Sage Publications.
7. Young, P.V. 1966: *Scientific Social Surveys and Research*, New Delhi: Prentice Hall of

## **ABILITY ENHANCEMENT COMPULSORY COURSE**

### **AECC-1:**

Unit I: What is fieldwork? Importance of fieldwork in social science research, fieldwork and anthropology, selection of fieldwork site, selection of key informants, building rapport, learning the language.

Unit II: Fieldwork and Participant Observation, Genealogical Method, Interview, Case Study Method, Focussed Group Discussion, Rapid Rural Appraisal, Participatory Rural Appraisal.

Unit-III: Use of MS Word, Excel and PowerPoint; Searching of text/ references

### **Learning Outcomes:**

The learning outcomes of this paper are:

1. The students will learn about the importance of fieldwork in social sciences in general and anthropology in particular.
2. They will learn about the steps to be taken before finalising the site of fieldwork.
3. They will also learn about participant observation and how to elicit the native's point of view.
4. They will learn how to use computer and internet.

### **Text:**

1. Bechhofer, Frank and Lindsay Paterson. 2000. Principles of Research Design in the Social Sciences. London: Routledge.
2. Bernard, H. Russell. 1995. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Walnut Creek, CA: AltaMira Press.
3. Beteille, Andre. 1975. Encounter and Experience: Personal Accounts of Fieldwork. Delhi: Vikas Publishing House.
4. Ellen, R. F. 1984. Ethnographic Research: A Guide to General Conduct. London: Academic Press.
5. Foster, George M. et al. 1979. Long-Term Field Research in Social Anthropology. New York: Academic Press.
6. Levinson, D. and M. Ember (eds), Ency. of Cultural Anthropology, Vol.2, New York: Henry, Holt & Co, 1996.
7. Lisa M. Given. 2008. The Sage Encyclopaedia of Qualitative Research Methods. Los Angeles: Sage. Madan (eds), Encounter and Experience: Personal Accounts of Fieldwork. Delhi: Vikas Publishing House.
8. Seshaiyah, S. 1979. Selecting a 'Representative' Village: A Village in Japan. In M. N. Srinivas,
9. A. M. Shah and E.A. Ramaswamy (eds). 1979. The Fieldworker and the Field: Problems and Challenges in Sociological Investigation. Delhi: Oxford University Press.

## **SKILL ENHANCEMENT COURSE**

### **SEC-1- Anthropology of Social Impact Assessment (2 credit)**

Unit I: Social impact assessment: definition, history and approaches to SIA, environmental impact assessment and social impact assessment, development and SIA.

Unit II: Features of SIA: Inclusive development, equity and sustainability, stake holder primacy, participatory planning, mitigation and monitoring.

#### **Learning Outcomes**

1. The students will learn about the concepts and approaches in SIA.
2. The students will learn how to conduct an SIA and write a report on the same.
3. The course will help students regarding employability in government and non government sectors.

#### **Text**

1. Barrow, C. J. 1997. Environmental and Social Impact Assessment: An Introduction. London: Arnold.
2. Barrow, C. J. 2000. Social Impact Assessment: An Introduction. London: Arnold. Becker,
3. Becker, Henk A. and Frank Vanclay (Eds). 2003. The International Handbook of Social Impact Assessment. Cheltenham: Edward Elgar Publishing. Burdge,
4. Rabel J. 2004. A Community Guide to Social Impact Assessment. 3rd Edition. Middleton: Social Ecology Press.
5. Canter, Larry W. 1996. Environmental Impact Assessment. New York: McGraw Hill.
6. Goldman, Laurence. 2000. Social Impact Analysis: An Applied Anthropology Manual. London: Berg.
7. Guidelines and Principles for Social Impact Assessment. 1994. Prepared by the Inter-organizational Committee on Guidelines and Principles for Social Impact Assessment.
8. Sadar, M. Hussain. 1998. Environmental Impact Assessment. 2nd Edition. Ottawa: Carlton University Press.
9. Shell Corporation. 1996. Social Impact Assessment. The Hague. Taylor,
10. Nicholas C. 2004. Social Assessment: Theory, Process and Techniques. Middleton: Social Ecology Press.
11. Waiten, Cathy M. 1981. A Guide to Social Impact Assessment. Ottawa: Research Branch.
12. Wildman, Paul and Geoff Baker. 1985. The Social Impact Assessment Handbook. Lindfield: Social Impacts Publications.

## **GENERIC ELECTIVE**

### **GE-1 (4 credit)**

#### **Will be offered by other departments of WBSU**

Students of Anthropology are free to choose any Generic Elective offered by the University departments, other than Anthropology department. Please follow University regulations in this regard.

## **GENERIC ELECTIVE OFFERED BY ANTHROPOLOGY DEPARTMENT FOR STUDENTS OF OTHER PG COURSES**

### **GE-1 (4 CREDIT)**

**Unit-I:** The essence of anthropology, definitions, development, aim and scope, major subfields; interdisciplinary perspectives, distinctiveness; anthropology and other disciplines.

**Unit-II:** Human Biological evolution from Biological Anthropology perspectives

**Unit-III:** Human cultural evolution from prehistoric perspectives

**Unit-IV:** Human biological Diversity:

**Unit-V:** Human Society and culture from Social-cultural anthropological perspectives.

**Unit-VI:** Field work in anthropology and its uniqueness.

**Unit-VII:** Usefulness of Anthropology in contemporary life.

### **Learning outcomes**

Students will learn basic and holistic dimensions of anthropology and its importance.

Students will correlate anthropological knowledge with their own discipline.

### **Text**

1. Boaz NT and Almquist AJ 1997. *Biological Anthropology: A Synthetic Approach to Human Evolution*. New Jersey: Prentice Hall.
2. Ember Carol R, with Melvin Ember and Peter N Peregrine 2006. *Anthropology 10th edition*. Delhi: Pearson Education.
3. Haviland, W.A. Harald E. L. Prins, Bunny McBride, Dana Walrath. 2010. *Cultural Anthropology: The Human Challenge*. Cengage Learning, USA
4. Jurmain R with H Nelson, L Kilgore and W Trevathan 1999. *Introduction to Physical Anthropology*. Belmont: Wadsworth.
5. Kottak C P, 2011. *Anthropology: Appreciating Human Diversity*. The McGraw Hills Co.
6. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
7. Relethford JH 2002. *The Human Species: An Introduction to Biological Anthropology 5th edition*. Boston: McGraw Hill.
8. Scupin R & DeCorse C R, 2012. *Anthropology: A Global Perspective*. USA: Pearson.
9. Stein P L & Rowe B M, 1989. *Physical Anthropology*. New York: McGraw Hill Book Co
10. Turnbaugh, W. with R. Jurmain, H. Nelson and L. Kilgore. 1996, *Understanding Physical Anthropology and Archaeology*, 6th ed. St. Paul: West Publishing Company.