

WEST BENGAL STATE UNIVERSITY

Post Graduate Curriculum for the M. Sc. Programme in ANTHROPOLOGY

w.e.f. 2018-19 academic session

Semester	Type of course	Course code	Course name	Total marks	Total credit
I	Core	227101	Biological Anthropology-I	50	4
	Core	227102	Archaeological Anthropology-I	50	4
	Core	227103	Social-Cultural Anthropology-I	50	4
	Core	227104	Practical	100	8
II	Core	227105	Biological Anthropology-II	50	4
	Core	227106	Archaeological Anthropology-II	50	4
	Core	227107	Social-Cultural Anthropology-II	50	4
	Core	227108	Practical/ Fieldwork/ Project	100	8
III	Core	227201	Research Methodology	50	4
	Optional	227202A	Human Evolution	50	4
	(for Gr-A: Biological anthropology)	227203A	Human Biology & Anthropological Demography	50	4
		227204A	Human Genetics	50	4
		227205A	Practical	50	4
	Optional	227202B	Economic, Political and Urban Anthropology	50	4
	(for Gr B: Social-Cultural anthropology)	227203B	Anthropology: Ecology, Gender, Ethnicity and Age	50	4
		227204B	Theoretical Contributions in Cultural Anthropology	50	4
		227205B	Practical	50	4
	IV	Core	227206	Indian Anthropology	50
Optional		227207A	Applied Biological Anthropology	50	4
(for Gr-A: Biological anthropology)		227208A	Practical	50	4
		227209A	Dissertation	100	8

Optional (for Gr B: Social- Cultural anthropology)	227207B	Applied and Development Anthropology	50	4
	227208B	Medical, Organizational Anthropology & Human Rights	50	4
	227209B	Dissertation	100	8
	Total		100	80

Programme 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.

1st SEMESTER

COURSE 227101: BIOLOGICAL ANTHROPOLOGY-I

Full marks 50 (Continuous 10, End Sem 40)

Unit-I: Theories of Evolution: Neo-Darwinism, Synthetic theory, Molecular Evolution; Principles of evolution- Direction: 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 of Primate Behaviour: Prosimians, Monkeys, Apes.

Unit-III: Human variation: Morphological trait- Skin colour, Hair; Quantitative trait- Stature, Head shape; Genetic markerd- Blood group, Hemoglobin variants.

Unit-IV: Physical environment – the potential stressors, the nutritional stress, infections, diseases, modernization and human biological responses. Aclamatization and adaptation; Type of adaptation, Physiologic, Genetic and Cultural adaptation in respect of Thermal Environment, High altitude.

Course 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. 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*. USA: The McGraw Hills Companies.
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 Company.
8. Turnbaugh, W. with R. Jurmain, H. Nelson and L. Kilgore. 1996, *Understanding Physical Anthropology and Archaeology*, 6th ed. St. Paul: West Publishing Company.

COURSE 227102: ARCHAEOLOGICAL ANTHROPOLOGY-I

Full marks 50 (Continuous 10, End Sem 40)

Unit I: Archaeological Anthropology: Aim, scope, historical development; Emerging branches of Archaeology: 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*

Course 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 Biocultural 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 and Company Ltd.

COURSE 227103: SOCIAL-CULTURAL ANTHROPOLOGY-I

Full marks 50 (Continuous 10, End Sem 40)

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: Domestic Group, Social Structure & Social Organization: Definitions & Concepts with Theoretical Approaches by different anthropologists; Society & Culture – Conceptual differences & Interrelationships.

UNIT – III: 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 – IV: Approaches of studying Culture: Culture as Evolutionary perspective; as Historical phenomenon or process; as a Functionally Related system; as Personality Configuration; as Cognitive System; as a Structural System; as Symbolic Systems(as advocated by C.Geertz, D.Schneider); Adaptive Systems; as a Global World System.

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

UNIT – VI: 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.

UNIT – VII: Types of Research in Cultural Anthropology: A Brief Outline of Ethnography, Ethnology, Within Culture Comparison, Regional Culture Comparison, Cross-Cultural Comparison, Ethnohistory.

Course Outcome:

1. The course shares an interest in subject matter, distinguishing features 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. Co.
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

COURSE 227104: PRACTICAL

Full marks 100

MODULE-1: Biological Anthropology

Full marks 50 (Continuous 40, End Sem. 10)

Unit-1: Craniometry: Direct measurements only - 10 marks

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 measurement -10 marks

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: Somatometry: Assessment of health status and growth- 10 marks

Height-for-Age, Weight-for-Age, Weight-for-Height, MUAC, Head

Circumference, BMI. Unit-4: Non-human Primate Behaviour Study -10 marks

Unit-5: Evaluation of Laboratory Note Book and Viva-Voce -10 marks

Course Outcomes

1. From the practical component they will learn how to handle anthropometric instrument.
2. They will also learn craniometric and osteometric measurements to understand human biological evolution and variation.
4. They will learn about primate behavior in respect of evolution.

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.

MODULE-II Archaeological Anthropology

Full marks 25 (Continuous 20, End Sem. 5)

Techno Metric Analysis and Functional Interpretation of Prehistoric Tools and Artifacts

Course outcome:

1. This course reveals the typo-technological evolution of prehistoric tools according to their cultural sequences.
2. It also deals with the scientific interpretation of prehistoric tools.

Text:

1. British Museum 1956. *Flint Implements- An Account of Stone Age Techniques and Cultures*. London: The Trustees of the British Museum
2. Andrefsky, William Jr. 2008. *Lithic Technology*. Cambridge: Cambridge University Press
3. Bhattacharya, DK. 1977. *Old Stone Age Tools*

MODULE-III Social-Cultural Anthropology

Full marks 25 (Continuous 20, End Sem. 5)

Unit-I: The study of crafts and technology through field work among the food gathering or artisan community or shifting hill cultivator or settled agriculturalist.

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-I: Evaluation of report and concept of the field study

(20 marks)

Unit-II: Viva-voce (5 marks)

Course outcome:

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.
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2nd Semester

COURSE 227105: BIOLOGICAL ANTHROPOLOGY-II

Full marks 50 (Continuous 10, End Sem. 40)

Unit-III: Evolutionary approach to variation- Mutation: Chromosomal, Genome and Genic; spontaneous, induced, Genetic hazards of radiation, mutagenesis. Genetic drift, Gene flow, Selection.

Unit-II: Methods of studying human genetics: Mendelian genetics- Pedigree, autosomal, X linked, penetrance and expressivity; Twin study, heritability estimate; Population genetics- Hardy Weinberg equilibrium and its applications. Cytogenetics:chromosomes, karyotype, banding; Chromosomal aberrations and their features; mosaicism. Extension of Mendelian genetics- codominant, multifactorial, polygenes, multiple alleles, polymorphisms, pleiotropy, epistasis, phenocopy, Linkage and mapping.

Unit-III: Mating pattern- Random mating, Assortative mating; Consanguinity and Inbreeding coefficient, Genetic consequences, genetic load; Models of studying population structure- Island model, Isolation by distance model and Stepping stone model.

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

Unit-V: Human Growth and development: definition, concept, stages and factors affecting growth; Nutrition: over and under-nutrition, Obesity.

Course 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.
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COURSE 227106: ARCHAEOLOGICAL ANTHROPOLOGY-II

Full marks 50 (Continuous 10, End Sem. 40)

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- Chattleperonian, 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, 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.

Course 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.

COURSE 227107: SOCIAL-CULTURAL ANTHROPOLOGY-II

Full marks 50 (Continuous 10, End Sem. 40)

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 System.

UNIT V: Social & Cultural Change (Illustrations from Indian Contexts): Definitions & Concepts; Theories & Contributing factors; Concept of Urbanization, Communication, Industrialization, Modernization, & Globalization; Processes Culture Change: Innovation, Diffusion, Acculturation, Assimilation, Transculturation, Syncretism.

UNIT VI: Configuration & Patterns of Culture: Culture & Civilization; Cultural Transmission; Ecology & Culture; Culture & Personality; Cultural Universals; Structural Components of Culture; World View & Culture; Culture & Symbols; Culture & Cognition.

UNIT VII: 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-VIII: 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. Durkheim, M. Mauss, Max Weber.
- (c) Culture Theory in Early 20th.Century:
 - i). Historical Particularism: F. Boas, A.L. Kroeber.
 - ii). Functionalism: B. Malinowski, A.R. Radcliffe Brown, E.E. Evans Pritchard.
 - iii). Culture & Personality: Ruth Benedict, Margaret Mead.

Course Outcome:

- 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. Co.
- 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

Course 227108: PRACTICAL PAPERS/FIELD WORK (Three Branches)

Full marks 100

Module-I: Biological Anthropology

Full marks 25 (Continuous 20, End Sem. 5)

Community/ Population based Field work/ Survey

Field work and Field Report (20 marks), Viva-Voce (5 marks)

Course 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.

Module-II: Archaeological Anthropology

Full marks 25 (Continuous 20, End Sem. 5)

Students are to receive training in field exploration in prehistoric sites of India. They are to submit a typed 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

Field work and Field Report (20 marks), Viva-Voce (5 marks)

Course Outcomes:

1. This practical course will help to understand the geoclimatic background as well as geomorphology of a prehistoric site
2. It will also help to understand the stratigraphic sequences and cultural evidences of a prehistoric site.

Module-III: Social-Cultural Anthropology

Full marks 50 (Continuous 40, End Sem. 10)

Field Work (Application of field methodology and writhing 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 and 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 (40 marks)

Unit-II: Viva-Voce (10 marks)

Course 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

3rd SEMESTER

COURSE-227201: RESEARCH METHODOLOGY

Full marks 50 (Continuous 10, End Sem. 40)

Unit-I: Concept and types of Research, Methodology, Methods and techniques; 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: Sampling Design: Probability Sampling- Simple Random Sampling, Systematic Sampling, Stratified Sampling, Cluster Sampling, Multistage Sampling; Non-Probability Sampling- Quota Sampling, Convenient Sampling, Judgment Sampling.

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

Unit-V: Analysis of Data: Qualitative and Quantitative data; descriptive and inferential statistics Unit-VI: Report Writing: Styles and Steps.

Unit-VII: Ethical issues in Anthropological Research

Course Outcomes

1. The students will learn about fieldwork and its relationship with anthropology.
2. They will learn about preparing for fieldwork and selection of field site.
3. They will also learn about various methods and techniques of data collection.
4. They will learn how to 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

SPECIALIZATION COURSES

GROUP-A:

BIOLOGICAL ANTHROPOLOGY

COURSE 227202A

HUMAN EVOLUTION

Full marks 50 (Continuous 10, End Sem 40)

Unit-I: Genetics and Human Evolution: Evolutionary development: Selection and Human evolution, Evolutionary aspects of Human Chromosomes, Bottleneck effect in Human Evolution.

Unit-II: Modern human origin: Out of Africa and Multiregional theory.

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 and Morphological patterns of present population, Genetic marker and Language.

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

Course Outcomes

1. The students will learn about human evolution with special reference to evolutionary genetics
2. They will learn theory and evidences of human evolution.
3. They will also learn selection process
4. They will learn about 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 Couvering (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.

COURSE 227203A:

HUMAN BIOLOGY & ANTHROPOLOGICAL DEMOGRAPHY

Full marks 50 (Continuous 10, End Sem 40)

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: Reproductive system: spermatogenesis and oogenesis; embryological development of gonads, evolution of male and female gonads, gonadal ducts and external genitalia, adaptations for pregnancy, Male and female hormones.

Unit-III: Analysis of human physique and Body composition: 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: 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.

Course 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.
6. They will learn different demographic rates and ratios and its interpretations.

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. David I. Kertzer, Thomas Earl Fricke 1997. *Anthropological Demography: Toward a New Synthesis*. University of Chicago Press
6. 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.
7. 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.
8. Taylor DJ, Green NPO and Stout GW 1998. *Biological Sciences* Cambridge: Cambridge University Press.

COURSE 227204 A: HUMAN GENETICS**Full marks 50 (Continuous 10, End Sem. 40)**

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

Unit-II: Haemoglobin: Normal-HbA, HbF, HbA₂, 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, florescence; Chromosomal aberrations: Numerical- Turner's, Klinefelter's, Down's, Patau's, Edward's syndrome, Triploidy, Tetraploidy; Structural- Cri-du-chat, Philadelphia chromosome.

Unit-VI: Calculation 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.

Course 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 Fransisco: 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.

COURSE 227205A: PRACTICAL

Full marks 50 (Continuous 40, End Sem. 10)

Unit-I: Craniometry: Measurements on Craniogram- 10 marks

Linear: Cranial quadrilateral, Superior Facial triangle, Calvarial height,

Lambda Calverial height, Frontal perpendicular, Parietal perpendicular, Occipital perpendicular

Angular: Frontal Curvature angle, Parietal Curvature angle, Occipital Curvature angle, facial profile angle, alveolar profile angle.

Unit-II: 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

Unit-III: Skinfold measurement- 10 marks

Biceps, Triceps, Subscapular, Abdominal,

Suprailliac

Unit-IV: Somatotyping: Heath-Carter- 10 marks

Unit-V: Computer applications- 10 marks

Unit-VI: Laboratory Note Book and Viva-Voce - 10 marks

Course 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

SPECIALIZATION COURSES
GROUP-B: SOCIAL-CULTURAL ANTHROPOLOGY

COURSE 227202 B: Economic, Political and Urban Anthropology

Full marks 50 (Continuous 10, End Sem. 40)

UNIT I: Economic Anthropology:

Definition, Scope, Methods & Theoretical Approaches – Formalism vs. Substantivism; Coexistence of tribal, peasant & industrial economies in Indian contexts; Concept & Characteristics of Industrial Economies; Political Economy – Definitions, Concepts & its significance in Anthropological Study; Economic Development & Social Change.

UNIT II: Political Anthropology:

Definitions, Scope and Theoretical approaches; Anthropological significance of the study of Regional Politics, and Identity; Political Symbolism of power and authority; Politics of Nation State – Caste, Class & Power in Rural Indian politics.

UNIT III: Urban Anthropology:

Definitions, Scope and Theoretical approaches of Urban Anthropology; Concept & Characteristics of Urbanization & Urbanism; Folk – Urban Continuum; Social organization of Indian Cities; City in Global perspective; Anthropological perspective of Urban Development & Planning.

Course Outcome:

1. The specialized course contains different major interdisciplinary sub areas of social cultural anthropology like economic, political, and urban anthropology along with their theoretical issues
2. The specialized subareas contain the components of having sound knowledge by which students can take a further step in future researches.
3. In the field of contemporary as well as relevant issues on economy politics and urban society will finally be placed in the broader perspective.

COURSE 227203 B: Anthropology: Ecology, Gender, Ethnicity and Age

Full marks 50 (Continuous 10, End Sem. 40)

UNIT I: Ecological Anthropology:

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 II: Anthropology of Identity: Gender & Ethnicity

Concepts & Approaches of studying Identity; Biological and Cultural construction of Gender in Tribal, Rural and Urban Contexts in India; Definitions, Concepts, and Anthropological approaches to the study of Ethnicity and Ethnocentrism; Ethnic Boundary & Ethnic Mobility; Ethnic movements in India; Future of Ethnicity research in Anthropology.

UNIT III: Anthropology of Aging / Gerontology:

Introducing 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.

Course Outcome:

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. Eriksen, T.H. 2002. *Ethnicity & Nationalism*. London: Pluto Press
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. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
7. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
8. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
9. Mair, L. 1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
10. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
11. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall

12. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
13. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall

COURSE 227204B: Theoretical Contributions in Cultural Anthropology

Full marks 50 (Continuous 10, End Sem. 40)

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.

Course Outcome:

1. This course is consisted of two parts deal with the theoretical issues of the subfield from mid 20th 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. 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. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
7. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
8. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
9. Mair, L.1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
10. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
11. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
12. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
13. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall

COURSE 227205B: PRACTICAL

Full marks 50 (Continuous 40, End Sem. 10)

Students have to prepare a Research (Project) Proposal on any one of the topics as mentioned in the above courses (Unit. I, II, III, IV, V and VI). Empirical data can be collected and used for preparation of the proposal. Evaluation may be on Continuous evaluation

- Proposed Research Project – 20 Marks.
- Seminar Presentation of the proposed research – 10 Marks
- Skills of Computer Application – 10 Marks.
- End Sem. evaluation
- Viva-Voce- 10 Marks

Course Outcomes:

1. Students can conceive the basic issues of project writing along with the computer application
2. This course also deals with the use of primary and secondary data for a project proposal

4th SEMESTER

COURSE-227206: INDIAN ANTHROPOLOGY

Full marks 50 (Continuous 10, End Sem. 40)

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- stature, head shape, blood group (A1A2BO, Rh), Hb, Hp, Molecular markers, Y chromosome, STRs, mt-DNA.

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

Unit-VIII: Regional anthropology with special reference to west Bengal.

Course Outcome

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. Hindu Social Structure
4. Bose, N.K. Tribal Life in India
5. Desai, A.R. Social background of Indian Nationalism
6. Dube, S.C. Indian society
7. Hasnain, N. Indian anthropology
8. Hasnain, N. Tribal India
9. Jha, M. Indian Anthropology
10. Majumdar, D.C. 2009. Social Anthropology in India
11. Mandelbaum, D. Society in India
12. Prabhu, P.H. 2010. Hindu Social Organization
13. Sarana, G. Introducing Anthropology
14. Sharma, B.D. Planning for tribal development
15. Sharma, R.N. Indian Anthropology
16. Singer, M. Traditional India: Structure and Change

SPECIALIZATION COURSES GROUP-A: BIOLOGICAL ANTHROPOLOGY

COURSE-227207A: APPLIED BIOLOGICAL ANTHROPOLOGY

Full marks 50 (Continuous 10, End Sem. 40)

Unit-I: 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.

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

Unit-III: Bio-Medical Anthropology: Health as a Biocultural Synthesis: Concept of Health, Medical Anthropology, Ethnomedicine, 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: 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; definition and concept of Palaeopathology.

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

Unit-VI: Alternative methods of assisted reproduction-IUI, IVF, GIFT, ZIFT; Surrogacy; Concept of STD, HIV & AIDS.

Unit-VII: Gender issues- biological and cultural

Course Outcomes

1. The students will learn about applied biological anthropology and the various fields in which anthropological knowledge can be applied.
2. They will learn about application of anthropological knowledge in the field of human genetics, nutrition, sports, forensic etc.
3. They will also learn about application of anthropological knowledge for the welfare and development of peoples.

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.
7. Thompson J S & Thompson M W, 1986. *Genetics in Medicine*. Philadelphia: W B Saunders Company.
8. Weiner JS and Laurie JA 1969. *Practical Human Biology*. Oxford: Blackwell Scientific

Publications.

COURSE-227208A: PRACTICAL

Full marks 50 (Continuous 40, End Sem 10)

Unit-I: Dermatoglyphics - 10 marks

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-II: Cytogenetics: Sex chromatin, Chromosome Karyotyping -10 marks

(Preparation and identification of slides) Unit-III: PTC Threshold value – 10 marks

Unit-IV: Measurement of Blood pressure- 10 marks

Unit-V: Laboratory Note Book and Viva-Voce- 10 marks

Course outcomes

1. The students will learn about identification on the basis of various biological materials like finger prints.
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. Weiner JS and Laurie JA 1969. *Practical Human Biology*. Oxford: Blackwell Scientific Publications

COURSE-227209A: DISSERTATION

Full marks 100 (Continuous 80, End Sem. 20)

Students are to do field work for at least three weeks. Topics of the dissertation will be

decided by the students in consultation with the concerned Supervisor(s).

Students are to submit two typed/ handwritten report duly forwarded by the supervisor(s) at least three days before examinations.

Course 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.

SPECIALIZATION COURSES

GROUP-B: SOCIAL-CULTURAL ANTHROPOLOGY

COURSE-227207B: Applied and Development Anthropology

Full marks 50 (Continuous 10, End Sem. 40)

UNIT I: Applied and Development Anthropology; 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 approached 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: Anthropology of Globalization:

Globalization- Definitions, Concepts & Anthropological Perspective, Contemporary Global Trends – Demographic, Economic, Political, Ethnic, Religious, Migration, and Displacement

UNIT III: Communication Anthropology : Transmissibility of Culture – Cultural media : Traditional & Modern, Cultural Specialists; Social Communication; Ethnography of Communication – Definition, Subject matters, Concepts & Emergence as a Subfield in Anthropology, Visual Anthropology: Methods/Techniques of Visual Anthropology in India.

Course Outcome:

1. The major part of this course is consisted of the applied dimensions of Anthropology
2. The other two units also throw to other pertinent issues like communication and globalization
3. Students can apply their theoretical knowledge to improve or frame polices programmes in every domain of life including the development, welfare, and social impact issues in order to conduct policy research for Governments and non-governments organization.
4. The other unit also depicts the interconnectedness change of knowledge and information including communication as well as media.
5. The last unit as dominated by another relevant area and modern main stay of ethnography i.e. visual ethnography.
6. Students have to know the basic aims, objectives and historical genesis of visual anthropology

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. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
7. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
8. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
9. Mair, L. 1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
10. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
11. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
12. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
13. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall

COURSE-227208B: Medical, Organizational Anthropology & Human Rights

Full marks 50 (Continuous 10, End Sem. 40)

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; Cultural factors of AIDS.

UNIT II: 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 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.

Course Outcome:

1. The course consists of three relevant and applied areas of this subfield
2. This course deals with the understanding of business and organization as well as rule governed behaviour under the purview of business/organizational anthropology
3. 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
4. The other part of the course consists of the most relevant issue of society i. e. Human rights students can conceptualized the state as the fundamental task to create and effort adequate protection of people along with the realization of human rights.

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. Bates, DG. 1996. *Cultural Anthropology*. Allyn & Bacon, USA
7. Dash, KN. 2004. *Invitation to Social and Cultural Anthropology*. New Delhi: Atlantic Publication
8. Kessing, R. 2000. *Cultural Anthropology*. Chicago: Univ. of Chicago Press
9. Mair, L. 1972. *An Introduction to Social Anthropology*. Oxford: Clarendon Press
10. Millar, Barbara D. 1999. *Cultural Anthropology*. Allyn & Bacon, USA
11. Miller, ES and CA Weitz 1979. *Introduction to Anthropology*. New Jersey: Prentice Hall
12. Nanda, S. and RL Warms 2002. *Cultural Anthropology*. New York: Wadsworth Thomson Learning
13. Scupin, R. and C DeCorse 2005. *Anthropology: A Global Perspectives*. New Delhi: Prentice Hall

COURSE-227209B: DISSERTATION

Full marks 100 (Continuous 80, End Sem 20)

Students have to choose one of the following areas for the topic of Dissertation with the consent of concerned faculties.

1. Agriculture and allied fields of production.
2. Anthropology of Natural Resources: Exploitation and preservation.
3. Culture and Food, Health, Nutrition.
4. Anthropology of Business & Organizations (Office, Industry, Hospital, Clubs, etc.)
5. Anthropology of Childhood and child rearing practices
6. Anthropology of Tribal Culture/ Development & Rural Development
7. Anthropology of Tourism/Eco-tourism
8. Anthropology of Folklore.
9. Anthropology of Crime and Violence
10. Anthropology of Mass Media & Popular Culture
11. Anthropology of Arts/Aesthetics.
12. Visual Ethnography/ Cultural Filming
13. Anthropology of Politics
14. Medical Anthropology / Pharmacology
15. Anthropology of Migration/Immigration; Displacement; Rehabilitation.
16. Anthropology of Education.
17. Anthropology of Gender & Sexuality.
18. Anthropology of Life and Death.
19. Literary Anthropology & Ethnopoetics
20. Anthropology of Globalization.
21. Ethnohistory
22. Expressive cultural forms
23. Anthropology of Human Body
24. Anthropology of Water

Students are to submit two typed/ handwritten report duly forwarded by the supervisor(s) at least three days before examinations.

Course 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.

Evaluation pattern:**A. Theoretical papers:**

- I. Mid-term evaluation (10 marks)- evaluation and assessment will cover regularity and Class test/Group Discussion/ Seminar presentation/ Term paper/ Book review etc
- II. End Sem evaluation (40 marks)-
Descriptive type questions (2 nos X 10 marks = 20 marks)
Short Answer type (2 nos X 5 marks = 10 marks);
Objective type questions (5 nos X 1 marks = 5 marks);
MCQ (5 nos X 1 marks = 5 mark);

B. Practical papers:

- I. Mid-term evaluation (40 marks)- evaluation and assessment will cover regularity and class performances.
- II. End Sem evaluation (10 marks)- based on evaluation of laboratory note book and viva-voce.

C. Dissertation:

- I. Continuous evaluation (80 marks)- evaluation and assessment will cover regularity, progress and performances (40 marks) and seminar presentation (40 marks).
- II. End Sem evaluation (20 marks)- based on evaluation of Report and viva-voce