

CORRECTED VERSION (06/04/2024)



Department of Anthropology and Tribal Development

School of Studies of Life Sciences

Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)
(A Central University)

B.A./B. Sc. Four Years Degree Program

Syllabus -2023
(Date of DRC-28.02.2024)

विभागाध्यक्ष/H.O.D.
मानव विज्ञान एवं जनजातीय विकास विभाग
Department of Anthropology & T.D.
गुरु घासीदास विश्वविद्यालय, बिलासपुर (छ.ग.)
Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

Course Structure

Anthropology

B.A./B. Sc. Four Years Degree Course

Department of Anthropology and Tribal Development

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Semester- I

CATEGORY	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			L	T	P	IA	ES	SUB-TOTAL	
Major	AAUATT1/ ASUATT1	Introduction to Socio-cultural Anthropology		3		30	70	100	3
Minor	AAUATT2/ ASUATT2	Introduction to Biological Anthropology		3		30	70	100	3
Multi/Interdisciplinary	MDAA01/ MDAS01	Basics of Biological Anthropology		2		30	70	100	2
AEC		Hindi		2		30	70	100	2
SEC	SECAA01/S ECAS01	Basics of SPSS		3		30	70	100	3
VAC-1	FOUAVL1	Environmental Education		2		30	70	100	2
VAC-2	FOUAVL2	Bharat Bodh- Understanding India) A Socio- Cultural Pursuit		2		30	70	100	2
TOTAL						150	350	600	17

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Practicals									
Major	AAUALT1/ ASUALT1	Practical in Social Anthropology	1	-	-	30	70	100	1
Minor	AAUALT2/ ASUALT2	Practical in Biological Anthropology	1	-	-	30	70	100	1
Inter- discipli nary	AAUALG1/ ASUALG1	Practical based on GE-1	1	-	-	30	70	100	1
TOTAL			-	-	6	90	210	300	3
GRAND TOTAL			14	5	6	240	560	900	17+3=20

Total Credits: 20

Total Contact Hours: 22

Total Marks: 900

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.



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Semester- II

S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDIT S
			T	L	P	IA	ES E	SUB-TOTAL	
Major	AAUBTT3 / ASUBTT3	Introduction to Archaeological Anthropology		3		30	70	100	3
Minor	AAUBTT4 / ASUBTT4	Fundamentals of Human Origin & Evolution		2		30	70	100	2
Inter-disciplinary	AAUBTG 2/ ASUBTG2	Social Cultural Anthropology : Theoretical Perspective		3		30	70	100	3
AEC		English		2		30	70	100	2
SEC	AAUBTS2 / ASUBTS2	Disaster Management		2		30	70	100	2
VAC		To be selected from the pool		2		30	70	100	2
TOTAL				14		150	350	600	14
Practicals									
Major	AAUBLT3 / ASUBLT3	Practical on Archaeological Anthropology			2	30	70	100	1
Minor	AAUBLT4 / ASUBLT4	Practical on Human Origin & Evolution			2	30	70	100	1
Interdisciplinary	AAUBLG 2/ ASUBLG2	Practical based on GE-2			1	30	70	100	1
TOTAL					5	90	210	300	3
GRAND TOTAL				14	5	240	560	900	14+5= 19

Total Credits: 17

Total Contact Hours: 22

Total Marks:

900L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.



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Semester- III

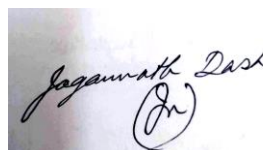
S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	AAUCTT5/ ASUCTT5	Indian Prehistory		3		30	70	100	3
Minor	AAUCTT6/ ASUCTT6	Human Ecology		3		30	70	100	3
Inter-Disciplinary	AAUCTT7/ ASUCTT7	Biological Diversity in Human Populations		3		30	70	100	3
AEC	AAUCTG3/ ASUCTG3	Culture & Development		2		30	70	100	2
SEC	AAUCTA3/ ASUCTA3	Museum Anthropology		2		30	70	100	2
TOTAL				15		150	350	500	13
Practical									
Major	AAUCLT5/ ASUCLT5	Practical on Indian Prehistory			1	30	70	100	1
Minor	AAUCLT6/ ASUCLT6	Practical in Human Ecology			1	30	70	100	1
Inter-Disciplinary	AAUCLT7/ ASUCLT7	Practical in Biological Diversity in Human Populations			1	30	70	100	1
TOTAL				-	5	90	210	300	3
GRAND TOTAL				15	5	240	560	800	13+3=16

Total Credits: 16

Total Contact Hours: 20

Total Marks: 800

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Semester- IV

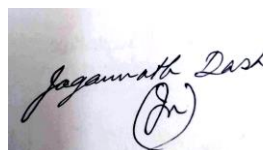
S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	AAUDTT8/ ASUDTT8	Theories of Culture and Society		3		30	70	100	3
Major	AAUDTT9/ ASUDTT9	Prehistory of Europe		3		30	70	100	3
Minor	AAUDTT10/ ASUDTT10	Basics of Research Methods		2		30	70	100	2
Minor	AAUDTG4/ ASUDTG4	Human Evolution		2		30	70	100	2
AEC	AAUDTA4/ ASUDTA4	Tribal Policy and development in India		2		30	70	100	2
TOTAL				12		150	350	500	12
Practicals									
1	AAUDLT8/ ASUDLT8	Practical on Theories of Culture and Society			1	30	70	100	1
2	AAUDLT9/ ASUDLT9	Practical on Prehistory of Europe			1	30	70	100	1
3	AAUDLT10/ ASUDLT10	Practical on Basics of Research Methods			1	30	70	100	1
4	AAUDLG4/ ASUDLG4	Practical on Human Evolution			1	30	70	100	1
TOTAL					4	120	280	400	4
GRAND TOTAL				12	4	270	630	900	12+4=16

Total Credits: 16

Total Contact Hours: 26

Total Marks: 900

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Semester- V

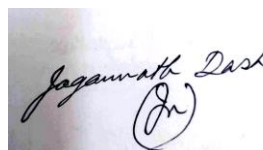
S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ES E	SUB-TOTAL	
Major	AAUETT1 1/ ASUETT11	Human Genetics		3		30	70	100	3
Major	AAUETT1 2/ ASUETT12	Human Growth & Development		3		30	70	100	3
Minor	AAUETD1/ ASUETD1	Development Anthropology		2		30	70	100	2
Minor	AAUETD2/ ASUETD2	Urban Anthropology		2		30	70	100	2
Field-work								150	5
TOTAL				10	-	120	280	550	15
Practicals									
1	AAUELT11/ ASUELT11	Practical on Human Genetics	-	-	1	30	70	100	1
2	AAUELT12/ ASUELT12	Practical on Human Growth & Development	-	-	1	30	70	100	1
3	AAUELDT1/ ASUELDT1	Practical on Development Anthropology	-	-	1	30	70	100	1
4	AAUULD2/ ASUULD2	Practical on Urban Anthropology	-	-	1	30	70	100	1
TOTAL					4	120	280	400	4
GRAND TOTAL				10	4	240	560	950	15+4=19

Total Credits: 19

Total Contact Hours: 18

Total Marks: 950

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Semester- VI

S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major	AAUFTT13/ ASUFTT13	Applied Biological Anthropology		3		30	70	100	3
Major	AAUFTT14/ ASUFTT14	Indian Anthropology		3		30	70	100	3
Minor	AAUFTD3/ ASUFTD3	Applied & Action Anthropology		3	-	30	70	100	2
Minor	AAUFLF1/ ASUFLF1	Ethnographic Anthropology		3	-	30	70	100	3
		TOTAL		12	-	120	280	400	12
Practicals									
Major	AAUFLT13/ ASUFLT13	Practical on Applied Biological Anthropology	-	-	1	30	70	100	1
Major	AAUFLT14/ ASUFLT14	Practical on Indian Anthropology	-	-	1	30	70	100	1
Minor	AAUFLD3/ ASUFLD3	Practical on Applied & Action Anthropology	-	-	1	30	70	100	1
Minor		Practical on Ethnographic Anthropology			1	30	70	100	1
TOTAL					4	120	280	400	4
GRAND TOTAL				12	4	240	560	800	12+4=16

Where; SI*= Summer Internship

Total Credits: 16

Total Contact Hours: 16

Total Marks: 800

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.



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Semester- VII

S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major		Anthropological Theories & Thoughts		3	-	30	70	100	3
Major		Human Population Genetics		3	-	30	70	100	3
Minor		Research Methodology		3	-	30	70	100	3
Minor		Ecological Anthropology		3	-	30	70	100	3
TOTAL				12	-	120	280	400	12
Practicals									
Major		Practical on Anthropological Theories & Thoughts	-	-	1	30	70	100	1
Major		Practical on Human Population Genetics	-	-	1	30	70	100	1
Minor		Practical on Research Methodology	-	-	1	30	70	100	1
Minor		Practical on Ecological Anthropology			1	30	70	100	1
TOTAL			-	-	4	120	280	400	4
GRAND TOTAL				12	4	240	560	800	12+4=16

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.

Total Credits: 16

Total Contact Hours: 16

Total Marks: 800



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Semester- VIII

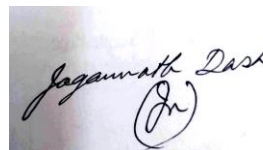
S.NO.	COURSE NO.	SUBJECT	PERIOD			EVALUATION SCHEME			CREDITS
			T	L	P	IA	ESE	SUB-TOTAL	
Major		Medical Anthropology		3	-	30	70	100	3
Minor		Application of Bio-Statistics in Anthropology		3	-	30	70	100	3
Dissertation				12					12
TOTAL				18	-	120	280	400	18
Practical									
Major		Practical on Medical Anthropology	-	-	1	30	170	100	1
Minor		Practical on Application of Bio-statistics in Anthropology	-	-	1	30	70	100	1
TOTAL			-	-	2	120	280	400	2
GRAND TOTAL				18	2	240	560	800	18+2=20

L: LECTURE, T: TUTORIAL, P: PRACTICAL, IA: INTERNAL ASSESSMENT, ESE: END SEMESTER EXAMINATION *INTERNAL ASSESSMENT - Two Class Test of 15 Marks each will be conducted.

Total Credits: 20

Total Contact Hours: 20

Total Marks: 800


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Anthropology and Tribal Development

Programme Outcomes: Graduates will be able to:

PO 1: The students will have a fundamental and systematic or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects;

PO 2: The students will have knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public services;

PO 3: A skilful group of students with different specialisations of Anthropology and emerging developments in the field of Anthropology will be available in the market.

PO 4: Students will demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with human society.

PO 5: All the stakeholders including the students will recognise the importance of qualitative as well as quantitative data and approaches/methods in comprehending the human society.

PO 6: Students will plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and report accurately the findings of the experiment/field investigations while relating to the conclusions/findings to relevant theories of Anthropology.

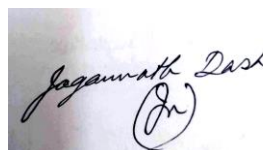
PO 7: The students will demonstrate relevant generic skills and global competencies such as:

PO 8: Students will possess problem solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may crossdisciplinary-area boundaries;

PO 9: Students will be competent enough in investigating skills, related to Anthropology-related issues and problems;

PO 10: Students will be equipped with communication skills involving the ability to listen carefully, to read text and research papers analytically and to present complex information in a concise manner to different groups/audiences;

PO 11: Analytical skills of the students will be increased and ability to construct logical arguments using correct technical language related to Anthropology;




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PO 12: Personal skills ability of the students will be increased to work both independently and in a group.

Programme Specific Outcomes:

The students will demonstrate professional behavior such as:

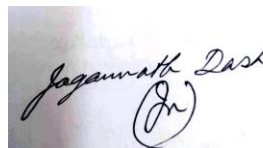
P.S.O.1. Being objective, unbiased and truthful in all aspects of work and avoiding unethical behavior such as fabricating, falsifying or misrepresenting data or to committing plagiarism;

P.S.O.2. Demonstrate varying types of ethnographic data are collected, analyzed, synthesized and interpreted to achieve the goals.

P.S.O.4. Communicate anthropological knowledge effectively through written, oral and data collection and presentation, varying formats for diverse audiences.

P.S.O.5. Will appreciate the intellectual, environmental and sustainability issues; and

P.S.O.6. Students will apply research skills- Field-work, Ethnography, comparative methods of Data collection, data analysis and interpretation.

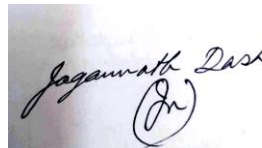


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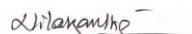
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DETAIL SYLLABUS

1st Semester



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B.A./B.Sc. Ist Semester
AAUATT1/ ASUATT1: Introduction to Social - Cultural Anthropology
(Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATT1/ ASUATT1	3	1	-	4 hours	30	70	100	3

Course Objectives:

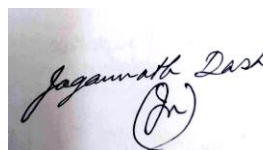
- C.O.-1. To provide brief concept, meaning and definitions of Social anthropology
- C.O-2. To provide scope of Social anthropology
- C.O-3. To introduce briefly the concept of social institution like family, kinship and marriage.
- C.O-4. To enhance the basic knowledge of the students on the functioning of political institutions.
- C.O-5. To appraise students on the functioning of various social and economic organizations in the society.

Syllabus Contents

- Unit I:** Social and Cultural Anthropology: Meaning, Scope and development of social and cultural anthropology; Relationship with other social sciences.
- Unit II:** Basic Concepts in Cultural Anthropology: Concept of culture, characteristics of culture; Attributes of culture: culture trait, culture complex, cultural area; age-area hypothesis.
- Unit III:** Basic Concepts in Social Anthropology: Social group: Primary and secondary Group; Social structure and social organization; Culture and Civilization; social stratification.
- Unit IV:** Social Institutions: Family – Definition, characteristics, typology, functions, changes in the concept; Marriage – Definition, typology of marriage, ways of acquiring mates, bride price and dowry; Kinship: definition; Types of kinship terms: classificatory and descriptive, Kinship Behaviour – Joking and avoidance relationship.
- Unit V:** Economic Organization: Concept and scope, characteristics of primitive and peasant economy; Religion, Magic and Science: Concept and meaning of primitive religion: Animism & Animatism, Manaism, Magic – Types, Sorcery, Witchcraft, Shamanism, Taboo; Political Organization: Types – Band, tribe, chiefdom, state.

Suggested Readings

1. Davis, Kingsley. (1949). Human Society. New York: Macmillan Co.
2. Metcalf, Peter. (2005). Anthropology: the Basics. Abingdon [England]: Routledge.
3. Barnard, Alan. (2000). History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press.
4. Nadel, S. F. (1951). The Foundations of Social Anthropology. Glencoe, III: Free Press.
5. Harris, C. C. 1990. Kinship Concepts in Social Thought. Minneapolis: University of Minnesota Press.
6. Levi-Strauss, Claude. 1969. The elementary structures of kinship. Boston: Beacon Press.

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7. Goody, Jack, and Meyer Fortes. 1973. The Character of kinship. Cambridge [Eng.]: University Press.
8. Trautmann, Thomas R. 1981. Dravidian Kinship. Cambridge studies in social anthropology. Cambridge: Cambridge University Press.
9. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African systems of kinship and marriage. London: Published for the International African Institute by the Oxford University Press.
10. Farber, Bernard. 1966. Kinship and family organization. New York: Wiley.
11. Barnes, J. A. 1971. Three styles in the study of kinship. Berkeley: University of California Press.
12. Karve, Irawati. 1968. Kinship organization in India. London: Asia Publication House.

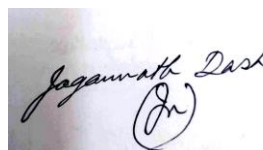
Course Outcome

- P.O- 1.** Students have the knowledge on the basics of social anthropology.
- P.O.2.** Students have the knowledge on the basics of Cultural anthropology.
- P.O.3.** Students understood the basics of Indian social institutions and their functioning.
- P.O.4.** They have the understanding of the functioning of various social institutions in the society.
- P.O.5.** The students have a clear understanding on economic and political institutions of the society.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. Ist Semester
AAUALT1/ ASUALT1: Practical in Social Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUALT1/ ASUALT1	-	-	1	4 hours	30	70	100	1

Course Objectives

- C.O-1. To provide conceptual understanding of methods of socio-cultural anthropology.
- C.O.2. To enhance the practical knowledge on the techniques used in anthropology.
- C.O.3. To clarify students on various tools and techniques of field work methods in anthropology.
- C.O.4. Students are appraised on various qualitative methods, tools and techniques used in social anthropology.
- C.O.5. The students will be taught the preparation of various study tools.

Syllabus

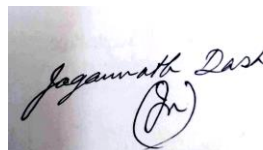
- Unit-1. Introduction to the Anthropology Methods: Why anthropology is important for social research
- Unit-2. Techniques and methods in collection of data in Social Anthropology
- Unit-3. Development and application of Observation and Interview
- Unit-4. Development and application of Questionnaire and Schedule
- Unit-5. Development and application of Case study & Life history

Suggested Readings:

1. Bernard H.R. (1940). Research Methods in Cultural Anthropology. Newbury Park: Sage Publications.
2. Karen O'Reilly. (2012). 'Practical Issues in Interviewing', Ethnographic Methods. Abingdon: Routledge.
3. Goode and Hatt (1952). Methods in Social Research, Mac-Graw Hill
3. O'reilly K. (2012). Ethnographic Methods. Abingdon: Routledge.
4. Royal Anthropological Institute of Great Britain and Ireland (1971). Methods in Notes and Queries on Anthropology. London: Routledge & Kegan Paul Ltd.

Course Outcome:

- P.O.1. Students are comfortable to use their knowledge of various tools and techniques of field work method.
- P.O.2. Students know the importance of anthropological methods in research
- P.O.3. Students gained the basics of the practical knowledge to formulate the qualitative study tools.
- P.O.4. The students have the knowledge of applying the observation and interview techniques.
- P.O.5. The under graduate students gained the basics of the practical knowledge to formulate the quantitative study tools.

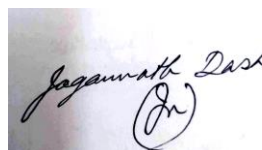


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Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. Ist Semester

AAUATT2/ ASUATT2: Introduction to Biological Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATT2/ ASUATT2	3	-	-	4 hours	30	70	100	3

Course Objectives:

CO-1. To introduce the students to the basic concept, meaning, scope and major divisions of Biological Anthropology.

CO-2. To explain how human being acts as the central figure of Anthropology .

CO-3. This paper is also intended to acquaint the students with some of the significant issues like evolution of man and evidences of evolution.

CO-4. To provide the basic concept of human genetics, human growth and human variation.

CO-5. To represent the differences between man and other animals and to justify the systematic position of man in animal kingdom.

Syllabus Contents:

Unit I: Meaning and scope of anthropology, branches of anthropology; History and subject matter of physical/biological Anthropology; Relationship of physical/biological anthropology with other disciplines: medical and health sciences, life sciences, earth sciences, and environmental sciences.

Unit II: Fundamentals of physical/biological anthropology: a. Human Evolution; b. Human Variations c. Human Genetics; d. Human Growth and Development

Unit III: Theories of organic evolution (Lamarckian, Darwinian, and Synthetic).

Unit IV: Position of man in animal kingdom: living primates, distribution, characteristics, phylogeny, classification; comparative anatomy of man and apes; Primate Behaviour.

Unit V: Concept of race, genetic basis of race, UNESCO Statement on Race; ethnic group, racial classification of human populations (H.H Risley and B.S Guha's classification)

Suggested Readings:

1. Craig Stanford, John S. Allen and Susan C. Anton (2008) Biological Anthropology (2nd Edition).
2. John Buettner-Janusch (1969) Origins of Man. Wiley Eastern Pvt Ltd
3. E. L. Simon (1972) Primate Evolution: An Introduction to Man's Place in Nature. New York, MacMillan.

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4. Craig Stanford, John S. Allen and Susan C. Anton (2009) Exploring Biological Anthropology: The Essentials, Prentice Hall.
5. Michael Park (2007) Biological Anthropology: An Introductory. Reader, McGraw Hill.
- 7 P. K. Seth & S Seth (1986) Perspectives in Primate Biology. New Delhi, Today & Tomorrow Printers.
8. John G. Fleagle (1999) Primate Adaptation and Evolution. Elsevier.
- 9 E.A. Hooton (1947) Up from the Ape. New York, MacMillan.
- 10 M. F. Ashley Montague (1977) *UNESCO Statement on Race*. New York, Academic Press.
11. G.A.Harrison et al. (1988) Human Biology. Oxford, Oxford University Press.

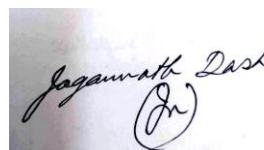
Course Outcomes:

- P.O-1. The students have a clear knowledge about the subject matter of Biological Anthropology
P.O-2. They find out the relationship of biological anthropology with other disciplines.
P.O-3. They have an understanding of biology, genetics, and fossil evidence to examine the process of human biological and cultural evolution over time.
P.O-4. Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom.
P.O-5. Students understand about the historical and contemporary issues such as race.

Course Outcomes and their Mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. Ist Semester
AAUALT2/ ASUALT2: Practical on Introduction to Biological
Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUALT2/ ASUALT2	-	-	1	4 hours	30	70	100	1

Course Objectives:

- CO-1. To provide the knowledge on head measurements such as Maximum head length , Maximum head breadth , Head circumference ,Minimum frontal breadth, Maximum bizygomatic breadth
- CO-2. To study about the measurements related to face.
- CO-3. To provide knowledge on some nasal as well as linear measurements.
- CO-4. This paper is also intended to acquaint the students with some of the somatoscopic variations observed in head,hair and face.
- CO-5. To make the students familiar with the variations in terms of nose,eye and skin and understand its importance in the course of evolution.

Syllabus:

Somatometry-

Unit-I: Maximum head length , Maximum head breadth , Head circumference ,Minimum frontal breadth, Maximum bizygomatic breadth

Unit-II: Physiognomic facial height, Morphological facial height, Physiognomic upper facial height, Morphological upper facial height, Bigonial breadth

Unit-III: Nasal height, Nasal length, Nasal breadth, Stature, Sitting height, Body weight

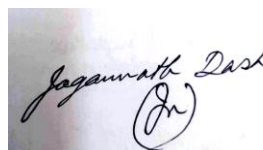
Somatoscopy-

Unit-IV: . Head form, Hair form, Facial form , Hair colour

Unit-V: Nose form , Eye colour, Eye form, Skin colour

Suggested Readings:

1. I. P. Singh & M. K. Bhasin. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. D. Mukherjee, D.Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. B.M. Das & R. Deka. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
4. S.J. Ulijaszek and C.G.N. Mascie-Taylor. Anthropometry: the individual and the population.
5. B. M. Das. Outlines of Physical Anthropology. New Delhi.


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6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

Course Outcomes:

PO-1. Students understand how somatometric measurements related to head in studying evolutionary changes in modern humans.

PO-2. The students have the knowledge about the importance of facial measurements in the course of evolution & human variation.

PO-3. The students have the knowledge on various nasal as well as linear measurements.

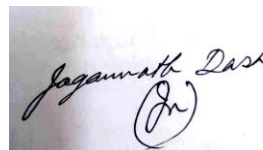
PO-4. The students are able to identify the variations observed in terms of head, hair and face in human beings.

PO-5. The students are able to differentiate the human populations in respect of nose, eye and skin colour.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. Ist Semester
AAUATG1/ ASUATG1: Basics of Biological Anthropology
(Multi/Interdisciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATG1/ ASUATG1	2	-	-	4 hours	30	70	100	2

Course Objectives:

This paper is designed for the students of other departments to provide them basic and key understandings of biological anthropology.

CO-1. To introduce the students to the basic concept, meaning, scope and major divisions of Biological Anthropology.

CO-2. To explain how human being acts as the central figure of Anthropology .

CO-3. This paper is also intended to acquaint the students with some of the significant issues like evolution of man and evidences of evolution.

CO-4. To provide the basic concept of human genetics, human growth and human variation.

CO-5. To represent the differences between man and other animals and to justify the systematic position of man in animal kingdom.

Syllabus:

Unit I: Meaning and scope of anthropology, branches of anthropology; History and subject matter of physical/biological Anthropology; Relationship of physical/biological anthropology with other disciplines: medical and health sciences, life sciences, earth sciences, and environmental sciences.

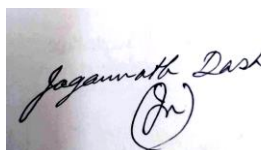
Unit II: Fundamentals of physical/biological anthropology: a. Human Evolution; b. Human Variations c. Human Genetics; d. Human Growth and Development

Unit III: Theories of organic evolution (Lamarckian, Darwinian, and Synthetic).

Unit IV: Position of man in animal kingdom: living primates, distribution, characteristics, phylogeny, classification; comparative anatomy of man and apes; Primate Behaviour.

Unit V: Concept of race, genetic basis of race, UNESCO Statement on Race; ethnic group, racial classification of human populations (H.H Risley and B.S Guha's classification)

Suggested Reading:


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11. G.A.Harrison et al. (1988) Human Biology. Oxford, Oxford University Press.

Course Outcomes:

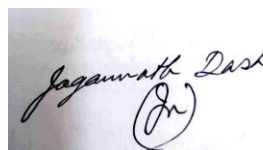
The students will be able to

- PO-1. Understand about the subject matter of Biological Anthropology
 PO-2. Find out the relationship of biological anthropology with other disciplines.
 PO-3. Have an understanding of biology, genetics, and fossil evidence to examine the process of human biological and cultural evolution over time.
 PO-4. Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom.
 PO-5. Understand about the historical and contemporary issues such as race.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. Ist Semester
AAUALG1/ ASUALG1: Practical on Basics of Biological Anthropology
(Multi/Interdisciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUALG1/ ASUALG1	-	-	1	4 hours	30	70	100	1

Course Objectives:

- CO-1. To provide the knowledge on head measurements such as Maximum head length , Maximum head breadth , Head circumference ,Minimum frontal breadth, Maximum bizygomatic breadth
CO-2. To study about the measurements related to face.
CO-3. To provide knowledge on some nasal as well as linear measurements.
CO-4. This paper is also intended to acquaint the students with some of the somatoscopic variations observed in head,hair and face.
CO-5. To make the students familiar with the variations in terms of nose,eye and skin and understand its importance in the course of evolution.

Syllabus:

Somatometry-

Unit-I: Maximum head length , Maximum head breadth , Head circumference ,Minimum frontal breadth, Maximum bizygomatic breadth

Unit-II: Physiognomic facial height, Morphological facial height, Physiognomic upper facial height, Morphological upper facial height, Bigonial breadth

Unit-III: Nasal height, Nasal length, Nasal breadth, Stature, Sitting height, Body weight

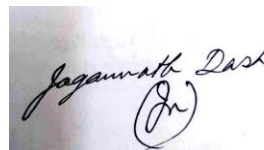
Somatoscopy-

Unit-IV: . Head form, Hair form , Facial form , Hair colour

Unit-V: Nose form , Eye colour, Eye form, Skin colour

Suggested Readings:

1. I. P. Singh & M. K. Bhasin. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
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5. B. M. Das. Outlines of Physical Anthropology. New Delhi.
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1884, 14, 205).

Course Outcomes:

PO-1. The components of the Practical paper will help students to understand how somatometric measurements related to head in studying evolutionary changes in modern humans.

PO-2. This paper attempts to provide knowledge about the importance of facial measurements in the course of evolution & human variation.

PO-3. This paper will provide knowledge on various nasal as well as linear measurements.

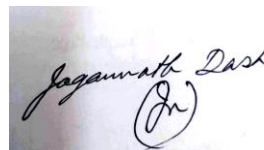
PO-4. Through this paper, the students will be able to identify the variations observed in terms of head, hair and face in human beings.

PO-5. The students will be able to differentiate the human populations in respect of nose, eye and skin colour.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly



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B.A and B.Sc 1t Semester
Name of the Paper- Environmental Education VAC-2

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUVAT1/ ASUVAT1	2	-	-	4 hours	30	70	100	2

Course Objectives:

- CO-1. To introduce the students to the basic concept, meaning, scope and major divisions of Environmental science.
- CO-2. To explain how human being and the environment are inter-related .
- CO-3. To acquaint the students with some of the significant issues natural Resources and Sustainable Development.
- CO-4. To provide the basic environmental Issues: Local, Regional and Global.
- CO-5. To explain about the Conservation of Biodiversity and Ecosystems.

Unit I. Humans and the Environment-

The man-environment interaction: Humans as hunter-gatherers; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation. The Club of Rome- Limits to Growth; UN Conference on Human Environment 1972; World Commission on Environment and Development and the concept of sustainable development; Rio Summit and subsequent international efforts.

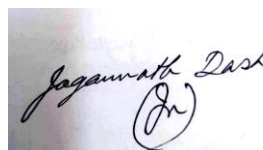
Unit II. Natural Resources and Sustainable Development

Overview of natural resources: Classification of natural resources- biotic and abiotic, renewable and non-renewable. Biotic resources: forests, grasslands, wetlands, wildlife and aquatic. Water resources: Types of water resources- fresh water and marine resources. Renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy; Non-conventional energy sources- solar, wind, tidal, hydro, wave, ocean thermal, geothermal, biomass, hydrogen and fuel cells. Introduction to sustainable development: Sustainable Development Goals (SDGs).

Unit III. Environmental Issues: Local, Regional and Global

Environmental issues and scales: Extents of local, regional, and global phenomena. Pollution: Impact of sectoral processes on Environment; Types of Pollution- air, noise, water, soil, thermal, radioactive; municipal solid waste, hazardous waste. Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Biodiversity loss: past and current trends, impact. Global change: Ozone layer depletion; Climate change. Disasters – Natural and Man-made

Unit IV. Conservation of Biodiversity and Ecosystems



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Biodiversity and its distribution: Biodiversity as a natural resource; Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots. Ecosystems and ecosystem services: Major ecosystem types in India and their basic characteristics forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance. Threats to biodiversity and ecosystems. Major conservation policies: in-situ and ex-situ conservation approaches; Major protected areas; the role of traditional knowledge, community-based conservation; Gender and conservation.

Unit V. Environmental Pollution and Health

Understanding pollution: Definition of pollution; Point sources and non-point sources of pollution. Air pollution. Water pollution: Sources of water pollution; water quality. Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste. Noise pollution: Sources of noise pollution; Noise standards; adverse impacts on human health. Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit VI. Climate Change: Impacts, Adaptation and Mitigation

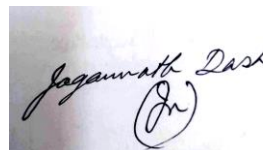
Understanding climate change: Natural variations in climate; Structure of atmosphere; Anthropogenic climate change from greenhouse gas emissions– past, present and future; Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events; Importance of 1.5 °C and 2.0 °C limits to global warming. Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; National and international policy instruments for mitigation, and net zero targets for the future; Energy efficiency measures; Renewable energy sources; Carbon capture and storage, National climate action plan and Intended Nationally Determined Contributions (INDCs); Climate justice.

Suggested readings

1. Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
2. Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
3. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.
4. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)
5. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge.
6. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley- Blackwell.
7. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
8. Sinha, N. (2020) Wild and Wilful. Harper Collins, India.
9. Bhagwat, Shonil (Editor) (2018) Conservation and Development in India: Reimagining Wilderness, Earthscan Conservation and Development, Routledge.
10. Krishnamurthy, K.V. (2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
11. Miller, G. T., & Spoolman, S. (2015) Environmental Science. Cengage Learning.
12. Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>
13. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).
14. Pittock, Barrie (2009) Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge.

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15. www.ipcc.org; <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>.
16. Adenle A., Azadi H., Arbiol J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world, Journal of Environmental Management, 161 (15): 261-275.
17. Barnett, J. & S. O'Neill (2010). Maladaptation. Global Environmental Change—Human and Policy Dimensions 20: 211–213.
18. Jørgensen, Sven Marques, Erik João Carlos and Nielsen, SørenNors (2016) Integrated Environmental Management, A transdisciplinary Approach. CRC Press.
19. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.
20. Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/
21. UNEP (2007) Multilateral Environmental Agreement Negotiator's Handbook, University of Joensuu, ISBN 978-952-458-992-5
22. KanchiKohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.
23. India Code – Digital repository of all Central and State Acts: <https://www.indiacode.nic.in/>




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SECAA01/SECAS01: Basics of Social Science Statistical Package (SPSS) (SEC)

Credits: 2 (Marks: 30 +70= 100)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATL1/ ASUATL1	2	-	-	2 hours	30	70	100	2

Course Objective

1. To develop basic concept and methods of SPSS.
2. To study statistical methods.
3. To develop the concept of data and variables
4. To help students to understand measures of central tendency and dispersion.
5. To know about various data representation methods

Syllabus Content

UNIT 1: Introduction to SPSS, functions, data and types

UNIT 2: Defining variables and entering data using the built-in Data Editor

UNIT 3: Input and data cleaning, importing data from excel.

UNIT 4: Measures of Central tendency and Measures of dispersion

UNIT 5: Frequency distribution graphs & charts. Statistical tests-Chi-square, T-test, - One-way ANOVA

Text/ References Books:

1. Gaur AS, Gaur SS. Statistical Methods for Practice and Research. A guide to dataanalysing using SPSS.SAGE Response, New Delhi, India, 2009.
2. B.L. Agarwal. Basic Statistics.New Age International Publishers.Fourth Edition, 2006.
3. Sunder Rao, P.S.S. et al. An introduction to Biostatistics & Research Method. New

Course Outcome:

Students will try to learn:

1. This course provides information to methods and techniques of data collection.
- 2.Student can understand types of variables and their interpretation.
3. Students will be able to apply various tools for different data.

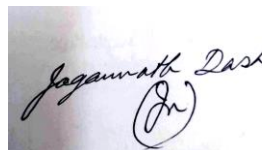
Course Outcomes and their mapping with Programme Outcomes:

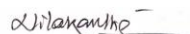
C O	PO												PSO			
	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	PO 1	
CO 1	3	2	2	1	1								3	3	3	3
CO 2	3	2	3	2	1								3	3	3	3
CO 3	3	3	3	3	2								3	3	3	2

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CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. Ist Semester
AAUATA1/ ASUATA1: Demographic Anthropology (AEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATA1/ ASUATA1	2	-	-	4 hours	30	70	100	2

Course Objectives:

- C.O.1. The students will acquire knowledge about demographic anthropology and its importance in anthropology.
- C.O.2. They will learn about major theories of population.
- C.O.3. The students will be taught on the various tools to measure the population.
- C.O.4. The students will be taught on the various sources of demographic data.
- C.O.5. They will be taught on various population policies and their development implications.

Syllabus:

Unit I: Demographic Anthropology

- 1. Introduction, definition and basic concepts
- 2. Relationship between demography, population studies and anthropology

Unit II: Population Theories

- 1. John Graunt; 2. Thomas R. Malthus; 3. Biological theory of population

Unit III: Tools of Demographic Data:

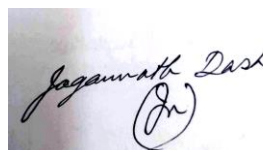
Measures of population composition, distribution and growth

Unit IV: Population of India: Sources of demographic data in India

Unit V: National policies and their development implications.

Suggested Readings:

- 1. Bhende A. and Kaniikar, T. (2006) *Principles of Population Studies*. Himalaya Publishing House. Mumbai (All Units, It covers most topics)
- 2. Caldwell J.C. (2006). *Demographic Transition Theory*. Springer.
- 3. Census of India (2001,2011), SRS bulletin (2013), NFHS (2006), CRS, NSSO (Can be seen from browsing net)
- 4. Gautam R.K., Kshatriya, G.K. and Kapoor A.K. (2010) *Population Ecology and Family Planning*. Serials publications. New Delhi.



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5. Howell N. (1986) Demographic Anthropology. Ann. Rev. Anthropol. 15: 219-246
6. Kshatriya G.K. (2000). Ecology and health with special reference to Indian tribes. *Human Ecology special volume 9:229-245*.
7. Kshatriya G.K., Rajesh,G. and Kapoor , A.K. (2010) Population Characteristics of Desert Ecology.VDM Verlag Dr. Muller Gmbh and Co., Germany.
8. Misra BD (1982). *An introduction to the study of population. South Asia publ. ltd. NewDelhi*.
9. National Population Policy <http://populationcommission.nic.in/npp.htm>
10. Park K. (2000) *Text book of Preventive and Social Medicine*. Banarsidas Bhanot, Jabalpur.
11. Patra P.K. and Kapoor, A.K. (2009) *Demography And Development Dynamics in a Primitive Tribe of Himalayas*. International Book Distributors, Dehradun
12. Riley N.E. and Mc Carthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge University Press. UK. Pages 1-13 and 32-98

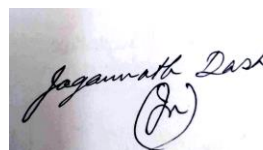
Course Outcomes:

- C.O.1. The students have the knowledge on the concept of demographic anthropology
- C.O.2. They understands the theories on demographic anthropology.
- C.O.3. They possess the skill of measurement of health index
- C.O.4. They have the skill to analyze various sources of data in population studies
- C.O.5. They have a clear understanding on various population policies and their implications in development sector.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. Ist Semester
AAUATS1/ ASUATS1: Understanding of Indian Culture (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATS1/ ASUATS1	2	1	-	4 hours	30	70	100	2

Course Objectives:

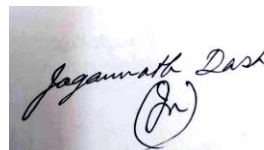
- C.O.1. To provide briefly the basic concept of Indian Culture.
- C.O.2. To briefly introduce the concept of human settlements in India.
- C.O.3. Provide basic knowledge about various social institutions and practices in India.
- C.O.4. To enhance the basic knowledge on the concept of Hinduism and Hindu Religious Systems.
- C.O.5. Appraise the students on the British impact on Indian Culture, Polity and Economy

Syllabus:

- Unit-I** Salient features of Indian Culture, Meaning and process of culture; Sources of Indian Culture- Archaeology, Literature, Foreign accounts.
- Unit-II** Early Human Settlements in India – pre and proto historic cultures, Indus Civilization-Origin, extent, date and art, architecture, religion, society, economy.
- Unit-III** Vedic Culture- Veda and Vedangas. Political institutions, Social and economic conditions, religious practices & ideas.
- Unit-IV** Evolution of Pauranic Hinduism and Hindu Religious Systems- Vaishnavism, Saivism, Shaktism Buddhism and Jainism etc.
- Unit-V** British impact on Indian Culture, Polity and Economy, Freedom Struggle and emergence of Modern Indian state, Modern Indian languages, literature, art and architecture, performing arts.

Suggested Readings:

1. Sri Aurobindo: Foundation of Indian Culture .
2. Dr. Radhakrishnan : Indian Culture
3. K.A.Nilakantha Sastri: A History of Ancient India.Part-I
4. K.A.Nilakantha Sastri & G.Srinivasacharya :Advanced History of India.
5. A.L.Basham : Cultural History of India
6. Romita Thaper : Ancient Indian Social History:Some Interpretation.
7. Ramasankara Triopathy: History of Ancient India.
8. R.C. Majumdar: Ancient India.
9. Yogendra singh:Cultural change in India.
10. Marshal J Mohenjodaro and the Indus Civilization
11. L.P. Vidyarthi: Conflict, Tension and Cultural Trend In India
12. J.B.Carman andF.A.Marglin: Purity and Auspiciousness in Indian Society



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Course Outcome:

P.O.1. Students understand the Indian culture from Indian perspective.

C.O.2. Students knowledge on various settlement patterns Indian societ is visible.

C.O.3. Students have the ideas about various social institutions and practices in India.

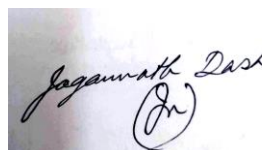
C.O.4. Students understand the concept of Hinduism and Hindu Religious Systems.

C.O.5. Students understand British impact on Indian Culture, Polity and Economy from Indian perspective.

Course Outcomes and their mapping with Programme Outcomes:

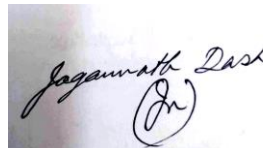
CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly




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2nd Semester



Jagannath Das
(Dr)

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B.A./B.Sc. IInd Semester
AAUBTT3/ ASUBTT3: Introduction to Archaeological Anthropology
(Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBTT3/ ASUBTT3	3	-	-	4 hours	30	70	100	3

Course Objectives:

C.O.1. To provide the basic conceptual understanding, meaning and definition of the archaeological anthropology.

C.O.2. To provide a basic knowledge about relative dating methods in archaeology.

C.O.3. To transfer basic knowledge about the Geological Time Scale adopted in Pre-Historic archaeology.

C.O.4. To teach on various technique of tool manufacturing methods and Tools typology.

C.O.5. To provide knowledge on evidence of Prehistoric Culture Character, distribution and interpretation of habitat and economy of the prehistoric men.

Syllabus:

Unit I: Introduction

- Definition and scope of archaeological anthropology.
- Relationship with other disciplines.
- Methods of studying archaeological anthropology

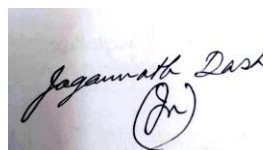
Unit II: Methods of Estimation of Time and Reconstruction of the Past

- Absolute dating methods (c¹⁴)
- Relative dating methods (Stratigraphy)

Unit III: Geochronology of Pleistocene Epoch

- Detailed Structure of Geological Time Scale
- Glacial and Interglacial periods
- Pluviation and Inter Pluviation periods

Unit IV: Understanding Culture



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- Technique of tool manufacture
- Classification of lithic tools and typology

Unit V: General Framework of Palaeolithic Culture:

Highlighting the Character, distribution and interpretation of habitat and economy of:

- i Lower palaeolithic;
- ii Middle palaeolithic;
- iii Upper palaeolithic;
- iv Mesolithic culture;
- v. Neolithic culture

Suggested Readings

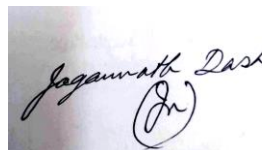
1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College
9. K.P. Oakley; 1965: Man the tool-maker, Trustees of the British Museum (Natural History), London.

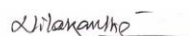
Course outcome:

- C.O.1. The students have the basic understanding of archaeological anthropology and will also make aware about the academic prospective of this subject.
- C.O.2. The students have the knowledge of the present and past culture of human being and about the civilization.
- C.O.3. The students understand the Geological Time Scale to define pre-historic archeology about human evolution.
- C.O.4. The students have the knowledge on various techniques of tool making and tool typology.
- C.O.5. The students have the knowledge on the evidence of Prehistoric Culture Character, distribution and interpretation of habitat and economy of the prehistoric men.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3


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CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester

AAUBLT3/ ASUBLT3: Practical in Archaeological Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBLT3/ ASUBLT3	-	-	1	4 hours	30	70	100	1

Course Objectives:

- C.O.1. To provide the basic knowledge of practical in archaeology as a sub discipline of anthropology.
- C.O.2. To enhance and spread the knowledge on the skill of making of various tools and typology.
- C.O.3. To strengthen the knowledge of various tool applications in relation to the changing ecology.
- C.O.4. To provide fundamental knowledge of various tool types such as core, flake and blade tools.
- C.O.5. To make students aware of the culture in different geological eras.

Syllabus :

Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types of:

Unit-1. Palaeolithic Culture (Lower, Middle and Upper)

Unit-2 Core Tool Type of Lower Palaeolithic

Unit-3. Flake Tool Type of Lower Palaeolithic

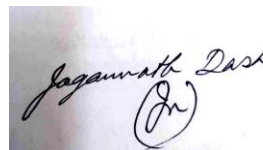
Unit-4. Bone Tools of Lower Palaeolithic

Unit-5. Mesolithic Culture and Neolithic Culture

Suggested Readings:

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

Course Outcome:

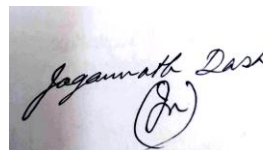

 विभागाध्यक्ष/H.O.D.
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- C.O.1. The students are appraised of general conceptual understanding of archaeology understood of various tools and techniques of tool manufacturing.
- C.O.2. The students are enabled to identify the different types of tools.
- C.O.3. The students are acquainted with various techniques of tool manufacturing and practical knowledge to draw different tools.
- C.O.4. The students have the knowledge of various tool applications in relation to the changing ecology.
- C.O.5. The students have the understanding of various culture of of different geological time periods.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. IInd Semester
AAUBTT4/ ASUBTT4: Fundamentals of Human Origin & Evolution
(Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBTT4/ ASUBTT4	3	-	-	4 hours	30	70	100	3

Course Objective:

CO-1. This course is designed to make the students to understand primate evolution, distribution and phylogenetic relationships of Parapithecus, Ramapithecus, Dryopithecus, Sivapithecus, & Australopithecus.

CO-2. To teach the appearance of genus Homo & related finds.

CO-3. Students to learn about the origin of Homo sapiens, fossil evidences of Neanderthals and Archaic Homo sapiens.

CO-4. Students to study the origin of anatomical modern humans, their distribution, characteristic features.

CO-5. To learn about the hominization process

Syllabus:

Unit I: Primate Evolution; Parapithecus, Ramapithecus, Dryopithecus, Sivapithecus and their distribution, features with their phylogenetic relationship

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

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

Unit IV: Origin of anatomically modern humans (Homo sapiens sapiens): Distribution and features

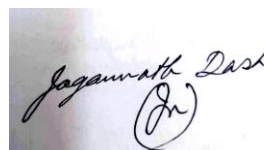
Unit V: Hominization process

Suggested Readings

Buettner- Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons, Inc., New York, London, Sydney.

Conroy, G.C. (1997). Reconstructing Human Origins: A Modern Synthesis. W. W. Norton & Company, New York, London.

Howell F.C. (1977). Horizons of Anthropology. Eds. S. Tax and L.G. Freeman, Aldine Publishing House, Chicago.



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Nystrom P. and Ashmore P. (2011). The Life of Primates. PHI Learning Private Limited, New Delhi.

Seth P. K. and Seth S. (1986). the Primates. Northern Book Centre, New Delhi, Allahabad.

Singh I. P. and Bhasin M.K. (1989). Anthropometry: A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Chawri Bazar, Delhi.

Standford C.; Allen J.S. and Anton S.C. (2012). Biological Anthropology: The Natural History of Mankind. PHI Learning Private Limited, New Delhi.

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

Day, Michael (1986) Guide to Fossil Man. University of Chicago Press.

Course Outcomes:

PO-1. The students have a comprehensive understanding of primate evolution, their distribution pattern, characteristic features and phylogenetic relationships.

PO-2. The students have the basic understanding about the origin of Australopithecus ,Homo habilis and Home erectus.

PO-3. The student have Understood the origin of Homo sapiens, Neanderthals & Archaic Homo sapiens.

PO-4. The students have the knowledge on the origin of anatomically modern humans, distribution, their characteristic features

PO-5. They have the Knowledge about hominization process.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. IInd Semester

AAUBLT4/ ASUBLT4: Practical on Human Origin & Evolution (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBLT4/ ASUBLT4	-	-	2	4 hours	30	70	100	2

Course Objectives:

CO-1. To teach the various cranial measurements such as maximum cranial length, maximum cranial breadth, maximum frontal breadth, minimum frontal breadth, maximum bizygomatic breadth.

CO-2. To study the orbit-related measurements needed for studying human variations.

CO-3. To make the students acquainted with the various nasal measurements.

CO-4. To learn about the measurements on mandible.

CO-5. To study about the various craniometric indices which are helpful to study the variations in human population.

Syllabus :

Unit-I: Maximum cranial length, Maximum cranial breadth, Maximum frontal breadth, Minimum frontal breadth, Maximum bizygomatic breadth

Unit-II: Bi-Maxillary Breadth, Orbital Breadth, Orbital Height, Superior facial height

Unit-III: Nasal Length, Nasal breadth, Bi-mastoid breadth, Greatest occipital breadth, Length of the occipital foramen

Unit -IV: Measurements on Mandible- Bi-Condylar Breadth, Bi-gonial Breadth, Symphysial Height, Height of the Ramus, Minimum breadth of the Ramus

Unit-V: Cranial index, Nasal index, Upper Facial Index, Orbital Index

Suggested Readings:

1. I. P. Singh & M. K. Bhasin. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. D. Mukherjee, D. Mukherjee & P. Bharati. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. B.M. Das & R. Deka. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
4. S.J. Ulijaszek and C.G.N. Mascie-Taylor. Anthropometry: the individual and the population.
5. B. M. Das. Outlines of Physical Anthropology. New Delhi.
6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

Course Outcomes:

PO-1. The students have a comprehensive understanding of various cranial measurements.

PO-2. The students have the knowledge on orbital measurements required to study the human races.

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PO-3. The students have basic understanding about the nasal measurements.

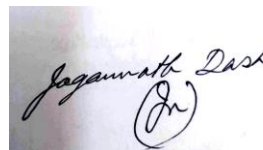
PO-4. The students are able to study the evolution in mandibles through various measurements.

PO-5. The students got the knowledge about various craniometric indices used during the course of evolution.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly




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B.A./B.Sc. IInd Semester
AAUBTG2/ ASUBTG2: Social-Cultural Anthropology: Theoretical
Perspective (Inter-disciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBTG2/ ASUBTG2	3	-	-	4 hours	30	70	100	3

Course Objectives

C.O.1. To provide basic concept of socio-cultural anthropology and explain the scope and different branches of social anthropology.

C.O.2. To provide knowledge about the social institutions such as marriage, family, and economic system in social evolution.

C.O.3. To provide knowledge about the social institutions like caste system and varna system in India.

C.O.4. To enhance the knowledge about theories of society and culture such as evolutionism and diffusionism.

C.O.5. To enhance the knowledge about theories of society and culture such as functionalism and structural-functionalism.

Syllabus:

Unit-I: Basic concepts: Scope, Development of Socio-Cultural Anthropology, Branches of Social Anthropology, Relationship with other Social Sciences.

Unit-II: Social Institutions- Family, Marriage, Economic system, caste system, Varna system

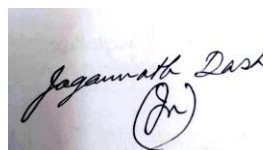
Unit-III: Theories of society and culture; Evolutionism and Diffusionism

Unit-IV: Theory of Functionalism.

Unit-V: Theory of Structural-Functionalism

Suggested Readings

1. Davis, Kingsley.(1949). Human Society. New York: Macmillan Co.
2. Metcalf, Peter. (2005). Anthropology: the Basics. Abingdon [England]: Routledge.
3. Barnard, Alan. (2000). History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press.
4. Nadel, S. F. (1951). The Foundations of Social Anthropology. Glencoe, III: Free Press.
5. Harris, C. C. 1990. Kinship Concepts in Social Thought. Minneapolis: University of Minnesota Press.
6. Levi-Strauss, Claude. 1969. The elementary structures of kinship. Boston: Beacon Press.
7. Goody, Jack, and Meyer Fortes. 1973. The Character of kinship. Cambridge [Eng.]: University Press.



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8. Trautmann, Thomas R. 1981. Dravidian Kinship. Cambridge studies in social anthropology. Cambridge: Cambridge University Press.
9. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African systems of kinship and marriage. London: Published for the International African Institute by the Oxford University Press.
10. Farber, Bernard. 1966. Kinship and family organization. New York: Wiley.
11. Barnes, J. A. 1971. Three styles in the study of kinship. Berkeley: University of California Press.
12. Karve, Irawati. 1968. Kinship organization in India. London: Asia Publication Hous

Course Outcome:

C.O.1. The students have the basic concept of socio-cultural anthropology and explain the scope and different branches of social anthropology.

C.O.2. The students are acquainted with the social institutions such as marriage, family, and economic system in social evolution.

C.O.3. They have the knowledge about the social institutions like caste system and varna system in India.

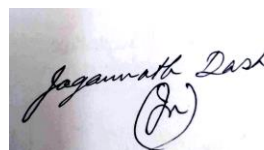
C.O.4. They have the knowledge about theories of society and culture such as evolutionism and diffusionism.

C.O.5. They have enhanced knowledge about theories of society and culture such as functionalism and structural-functionalism.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. IInd Semester
AAUBLG2/ ASUBLG2: Practical in Social-Cultural Anthropology:
Theoretical Perspective (Inter-Disciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBLT4/ ASUBLT4	-	-	2	4 hours	30	70	100	2

Course Objective:

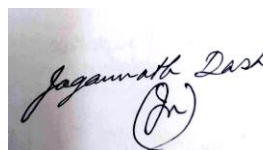
- C.O.1. To teach various ethnographic writing in anthropology
C.O.2. The paper will increase the knowledge on various dimension of the field work methods and techniques of the field work study.
C.O.3. The paper will strengthen the practical knowledge of the students on field work in anthropology by providing various methods and techniques.
C.O.4. The students will be taught on various anthropological tools and techniques used for data collection.
C.O.5. The students will be taught on various data analysis processes.

Syllabus Contents

- Unit-1. Field work tradition in anthropology
Unit-2. Methods and Techniques of Social Anthropology
Unit-3. Anthropological approaches: Emic and Etic, Diachronic and Synchronic
Unit-4. Anthropological Tools for data collection: Quantitative and Qualitative.
Unit.5. Data analysis and report writing.

Suggested Readings

1. Davis, Kingsley.(1949). Human Society. New York: Macmillan Co.
2. Metcalf, Peter. (2005). Anthropology: the Basics. Abingdon [England]: Routledge.
3. Barnard, Alan. (2000). History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press.
4. Nadel, S. F. (1951). The Foundations of Social Anthropology. Glencoe, III: Free Press.
5. Harris, C. C. 1990. Kinship Concepts in Social Thought. Minneapolis: University of Minnesota Press.
6. Levi-Strauss, Claude. 1969. The elementary structures of kinship. Boston: Beacon Press.
7. Goody, Jack, and Meyer Fortes. 1973. The Character of kinship. Cambridge [Eng.]: University Press.
8. Trautmann, Thomas R. 1981. Dravidian Kinship. Cambridge studies in social anthropology. Cambridge: Cambridge University Press.
9. Radcliffe-Brown, A. R., and Cyril Daryll Forde. 1950. African systems of kinship and marriage. London: Published for the International African Institute by the Oxford University Press.
10. Farber, Bernard. 1966. Kinship and family organization. New York: Wiley.
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Course Outcome:

- C.O.1. The students have increased their knowledge of ethnographic writing in anthropology
 C.O.2. The students are provided with knowledge on various dimension of the field work methods and techniques of the field work study.
 C.O.3. This paper strengthened the practical knowledge of the students on field work in anthropology by providing various methods and techniques.
 C.O.4. The students have the knowledge on various anthropological tools and techniques used for data collection.
 C.O.5. The students know various data analysis processes.

Course Outcomes and their Mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

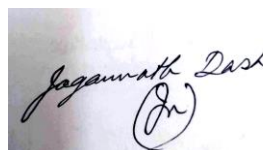
B.A./B.Sc. IInd Semester
AAUATT2/ ASUATT2: Introduction to Environmental Anthropology
(AEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUATT2/ ASUATT2	2	-	-	4 hours	30	70	100	2

Course Objectives:

- C.O.1. To identify and analyse socio-cultural, discursive and political-economic factors related to human/environment interactions.
 C.O.2. Identify, use and evaluate major theoretical perspectives within environmental anthropology.
 C.O.3. Utilize these anthropological perspectives to analyze real-world environmental issues.
 C.O.4. To teach various environmental issues and their impact on human society.
 C.O.5. To teach various coping mechanisms adopted by different communities in the society.

Syllabus:




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UNIT I: Introduction to environmental Anthropology

UNIT II: Theoretical and methodological Issues of environmental anthropology

UNIT III: Ecology and Subsistence Patterns, Symbiotic relations between people and ecology.

UNIT IV: Natural resource management and Sustainable development.

UNIT V: Contemporary issues and problems in Environment and Environmental anthropology.

Suggested Readings

1. Townsend, Environmental Anthropology, 3rd ed. (Waveland Press, 2018) (T)
2. Haenn, Wilk, and Harnish (eds.), The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living, 2 nd ed. (New York University Press, 2016) (HWH).
3. Kottak, Conrad P. 1999.“The New Ecological Anthropology.”American Anthropologist, 101(1): 23-35.
4. Milton, K. 1996.Environmentalism and Cultural Theory: Exploring the Role of Anthropology in Environmental Discourse. Routledge, London/New York.
5. Rappaport, R.A. 1968.Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People. Yale University Press, New haven.
6. Rappaport, R.A. 1969.Some Suggestions Concerning Concept and Method in Ecological Anthropology. In: D. Damas, Ed. Contributions to Anthropology: Ecological Essays. National Museum of Canada, Bulletin 230. Queens Printers for Canada, Ottawa

Course outcome:

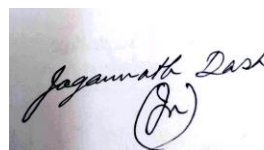
C.O.1. The students are able to identify various socio-cultural, discursive and political-economic factors related to human/environment interactions.

C.O.2. They have the skill to Identify, use and evaluate major perspectives within environmental anthropology.

C.O.3. They know how to use the anthropological perspectives to analyze real-world environmental issues.

C.O.4. They know various environmental issues and their impact on human society.

C.O.5. They learn various coping mechanisms adopted by different communities in the society.



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Course Outcomes and their mapping with Programme Outcomes

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester AAUBTS2/ ASUBTS2: Anthropology of Disaster Management (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBTS2/ ASUBTS2	2	-	-	4 hours	30	70	100	2

Course Objectives

C.O.1. The students will be taught on the basics of the concept and meaning of Disaster Management.

C.O.2. They will be appraised of various types of Natural disasters

C.O.3. They will be appraised of various types of Man-made disasters

C.O.4. The students will be taught on the essentials of Disaster preparedness.

C.O.5. They will be informed on the Role of Government Agencies, Civil society, NGOs and INGOs and charitable organisations.

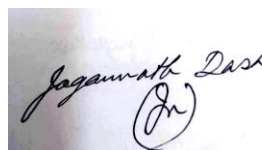
Syllabus Contents

Unit. 1. Basics of Disasters: Introduction to the Anthropology of Disasters Hazard, Risk, Vulnerability, Disaster Management, Meaning, Nature, Importance,

Unit-2. Types of Disasters: Natural

- Hydrological Disasters - Flood, Flash flood, Drought, cloud burst
- Geological Disasters - Earthquakes, Landslides, Avalanches, Volcanic eruptions, Mudflow
- Wind related - Cyclone, Storm, Storm surge
- Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion

Unit-3. Types of Disasters: Manmade. Displacement due to development Projects, Riots, Ethnic Conflicts, Consequences and Rehabilitations.


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Unit-4. Essentials of Disaster preparedness: Planning, communication, Leadership and Coordination, Ware housing and stock Piling.

Unit-5. Role of Government Agencies, Civil society, NGOs and INGOsand cheritble organisatiois in Evacuation, Relief, Rehabilitation and Resettlement and other. Mitigations. Case of NDRF, Red Cross, Disaster Mitigation Mission etc.

Recommended Readings

1. Asian Development Bank. 2004. *Disaster Mitigation in Asia and the Pacific*, Manila ADB,
2. Bose, B.P.C. 1994. *Disaster Policies and Administration: A Study of Three Andhra Disasters*.
3. Cheng, F.Y. and Wang, Y.Y. 1996. *Post-Earthquake Rehabilitation and Reconstruction*.
4. Oxford: Permagon Publications.
5. Chohen, Stephen P. and C.V. Raghavulu. 1979. *The Andhra Cyclone of 1977: Individual and Institutional Responses to Mass Death*. New Delhi: Vikas Publishing House.
6. Erikson, Kai. 1994. *A New Species of Trouble: The Human Experience of Modern Disaster*.
7. New York: W. W. Norton.Fernandes, Walter and Enakshi, Ganuli Thakrai. Eds. 1989. *Development, Displacement and Rehabilitation*. New Delhi: South Asia Books.
8. Gangopadhyay, T. and Mankodi, K. A. 1983. *Rehabilitation: The Ecological and Economics*
9. *Costs*. Surat: Centre for Social Studies.
10. Ghosh, G. K. 2011. *Disaster Management*. New Delhi: A.P.H. Publishing Corporation
11. Goel S.L., 2006. *Encyclopaedia of Disaster Management*. New Delhi: Deep and Deep
12. Publications.
13. Goel, S. L. 2007. *Disaster Administration and Management, Text & Case studies*. New Delhi:Deep and Deep Publications.
14. Goldsmith, E. and Hilyard, N. 1986. *The Social and Environmental Effects of Large Dams: Volume 2: Case Studies*. Wadebridge (England): Wadebridge Ecological Centre.
15. Keller, Stephen L. 1975. *Uprooting and Social Change*. New Delhi: Manohar Books.
16. Scudder, T. 1973. *The Human Ecology and Big Projects: River Basin Development and Resettlement*. In Annual Review of Anthropology.
17. Verma, Vinod K. 1995. *Disaster Management*. New Delhi: IIPA.

Course Outcome:

C.O.1. The students have a clear understanding on the concept and meaning of Disaster Management.

C.O.2. They have the idea on various types of Natural disaster

C.O.3. They have the idea on various types of Man-made disaster

C.O.4. The students have knowledge on the eessentials of Disaster preparedness.

C.O.5. The students know various roles of Government Agencies, Civil society, NGOs and INGOs and charitable organisations

Course Outcomes and their mapping with Programme Outcomes:

CO	PO	PSO
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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IInd Semester

AAUFTT13/ ASUFTT13: Applied Biological Anthropology (VAC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFTT13/ ASUFTT13	2	-	-	4 hours	30	70	100	2

Course Objectives:

C.O.1. The course will teach the study of medical anthropology, health & nutrition and its bio-cultural aspects.

C.O.2. To teach about the traditional and modern health care system specifically the marginalized health care as well as tribal health and use of ethno medicinal practices in different region.

C.O.3. To teach the concept of health, illness and disease.

C.O.4. It will focus on food, diet and nutrition, mother and child health and nutrition policy of India.

C.O.5. To teach on Malnutrition: over-and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man

Syllabus Contents:

UNIT-1: Medical Anthropology: Meaning and Scope, Theories of Medical Anthropology: Socio-Cultural perspective, Bio-cultural perspective, Critical Medical Anthropology.

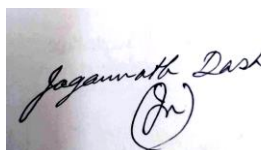
UNIT-2: Concept and Interpretation of Health, Illness and Disease: Socio-cultural and Bio-medical perspectives, Medical Pluralism and Syncretism, Ethno-medicine, Medical systems in India, Tribal health and ethno medicine.

UNIT-3: Human nutrition: food, diet, nutrition, and metabolism (definitions only); the basic nutrients micro-, and macronutrients—their sources and utility;

UNIT-4: Nutritional Anthropology: concept and definition. Nutrition policy in India, Child health and nutrition programmes in India.

UNIT-5: Malnutrition: over-and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man

Suggested readings:


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1. Singh I. P. & Bhasin M. K. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. Mukherjee, D., Mukherjee, D., & Bharati, P. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. Das B.M. and Deka R. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
4. Ulijaszek S.J., and Mascie-Taylor C.G.N. Anthropometry: the individual and the population.
5. Das, B. M. Outlines of Physical Anthropology. New Delhi.
6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).
7. Foster, G.M. and B.G. Anderson (1978) Medical Anthropology. New York: John Wiley and Sons
8. Good Bryon. (1994). Medicine, Rationality and Experience. Cambridge, England: Cambridge University Press
9. McElroy, A. and P.K. Townsend (1979) Medical Anthropology in Ecological Perspective. Boulder, CO: Westview Press
10. Singer, M. and H.A. Baer (1995) Critical Medical Anthropology. Amityville, NY: Baywood Press
11. Joshi, P.C. and A. Mahajan (1990) Studies in Medical Anthropology (eds.). New Delhi: Reliance Publishing House

Course Outcomes:

C.O.1. The students know the study of medical anthropology, health & nutrition and its bio-cultural aspects.

C.O.2. The students have the knowledge about the traditional and modern health care system specifically the marginalized health care as well as tribal health and use of ethno medicinal practices in different region.

C.O.3. They understand the concept of health, illness and disease.

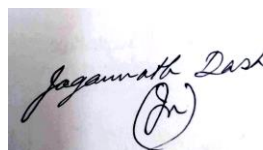
C.O.4. They have the knowledge on food, diet and nutrition, mother and child health and nutrition policy of India.

C.O.5. They understand the status of Malnutrition: over- and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man

Course Outcomes and their mapping with Programme Outcomes:

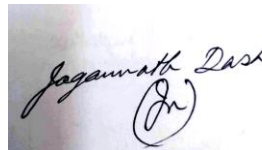
CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

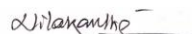



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3rd Semester



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B.A./B.Sc. IIInd Semester
AAUCTT1/ ASUCTT1: Indian Prehistory (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCTT1/ ASUCTT1	3	1	-	4 hours	30	70	100	4

Course Objectives:

C.O.1. To provide the basic conceptual understanding, meaning and definition of the basics of Indian prehistory.

C.O.2. To provide a basic knowledge about culture of lower, middle, and upper periods, particularly emphasized to India.

C.O.3. To provide a basic knowledge about culture of Mesolithic period periods, with special reference to India.

C.O.4. To transfer knowledge about culture of Neolithic Period in India.

C.O.5. To teach the students on the Prehistoric Cave Art from India.

Syllabus Contents.

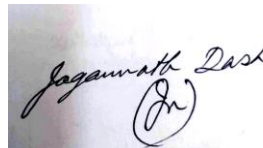
UNIT I: Lower Palaeolithic period in India Acheulian culture: Madrasian (Kortalayar Valley), Attirpakkam, Didwana, Belan Valley, Bhimbetka, Chirki-Nevasa, Hunsgi, Krishna Valley. Importance of Hathnora, Narmada valley.

Middle Palaeolithic period in India: Belan valley, Bhimbetka, Nevasa, Narmada valley.

UNIT II: Upper Palaeolithic period in India: Renigunta, Billa Surgam, Patne, Bhimbetka, Son and Belan Valleys, Visadi, Pushkar, Gunjan Valley.

UNIT III: Mesolithic period in India: Mesolithic economy and society. Post Pleistocene environmental changes. Development in microlithic technology, composite tools and bows and arrows. Sites include Bagor, Tilwara, Langhnaj, Adamgarh, Bagor, Chopani Mando, Bhimbetka, Sarai Nahar Rai, Birbhanpur.

UNIT IV: Neolithic Period in India: Economic and social consequences of food production. Settlements, population growth, craft specializations, class formation and political institutions. Sites like Burzahom, Gufkral, Ahar, Gilund, Nagada, Kayatha, Navdatoli, Eran, Nevasa, Chandoli, Daimabad, Inamgaon, Prakash, Maski, Brahmagiri, Sangankallu, Tekkalkota, Piklihal, Nagarjunakonda, Daojali Hading, Kuchai, Sarutadu.



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UNIT V: Prehistoric Cave art from India: Bhimbetka, Adamgarh

Suggested Readings

1. Allchin and Allchin (1993). *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. (1978). *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. (1979). *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. (1996). *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Champion et al. (1984). *Prehistoric Europe*. New York, Academic Press.
6. Fagan B.M. (1983). *People of Earth: An Introduction*. Boston, Little, Brown & Company.
7. Phillipson D. W. (2005). *African Archaeology*. Cambridge, Cambridge University Press.
8. Sankalia H.D. (1964). *Stone Age Tools*. Poona Deccan College
9. K.P. Oakley; 1965: Man the tool-maker, Trustees of the British Museum (Natural History), London.

Course Outcome

C.O.1. The students have the basic understanding of Indian prehistoric cultures and will also make aware about the academic prospective of this subject.

C.O.2. The students boost their knowledge of the past culture of human being and about the civilization.

C.O.3. The students have a basic knowledge about culture of Mesolithic period periods, with special reference to India.

C.O.4. The students have the knowledge about culture of Neolithic Period in India.

C.O.5. The students have a clear understanding on the Prehistoric Cave Art from India.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. IIIrd Semester

AAUBLT3/ ASUBLT3: Practical in Indian Prehistory (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUBLT3/ ASUBLT3	-	-	1	4 hours	30	70	100	1

Course Objectives:

- C.O.1. To provide the basic knowledge of practical in archaeology and its relevance to the students.
C.O.2. To provide the students to enhance and spread the knowledge of various tools and typology.
C.O.3. To strengthen the knowledge of various tool manufacturing methods and different techniques related to it.
C.O.4. To provide fundamental knowledge of various tool types such as core, flake and blade tools.
C.O.5. To teach on the cave Art resources in India,

Syllabus:

Unit-1. Introduction of Indian Pre-historic archaeology and its relevance.

Unit-II. Typo-technological Analysis of Prehistoric Tools/art: Identification, Interpretation and Drawings of the tool/Art Types

Unit-III, Mesolithic tool types

Unit. IV. Neolithic Tool Type

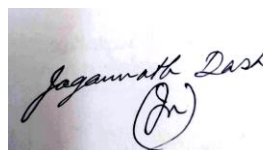
Unit.V. Prehistoric Cave Art

Suggested Readings

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

Course Outcomes:

- C.O.1. The students are acquainted with general conceptual understanding of archaeology.



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- C.O.2. The students understood of various tools and techniques of tool manufacturing.
 C.O.3. The students are enabled to identify different types of tools.
 C.O.4. The students are well versed with various techniques of tool manufacturing and will also make practice to draw different tools.
 C.O.5. The students understood the importance of tool making, its techniques and application.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

**B.A./B.Sc. III Semester
 AAUCTT6/ ASUCTT6: Human Ecology (Minor)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCTT6/ ASUCTT6	3	1	-	4 hours	30	70	100	3

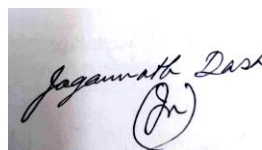
Course Objective:

- CO-1. To provide the students fundamental knowledge about human ecology consisting of both biological and cultural dimension.
 CO-2. To provide the students basic background of human ecology and explain how adaptation occurs in human population.
 CO-3. To provide the basic concept of culture and how culture as a tool operates in human adaptation particularly in pre-state society societies.
 CO-4. To teach students about the impact of urbanization and industrialization on Man.
 CO-5. To appraise students about the Ecological themes of the State formation.

Syllabus:

Biological Dimensions-

Unit I: Concepts in Ecology: Definition, eco-sensitivity adaptation, acclimation, acclimatization, biotic and abiotic component.


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Unit II: Methods of studying human ecology. Adaptation to various ecological stresses; Ecological rules and their applicability to human populations.

Unit III: Impact of urbanization and industrialization on Man.

Cultural Dimensions-

Unit IV: Culture as a tool of adaptation; Various modes of human adaptation in pre-state societies.

- i. Hunting and food gathering
- ii. Pastoralism
- iii. Shifting cultivation

Unit V: Ecological themes of state formation: i. Neolithic revolution, ii. Hydraulic civilization.iii. Agriculture and peasantry; Industrial civilization and growth of urban societies.

Suggested Readings:

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

Course outcome:

PO-1. The students enhanced their knowledge about the concept of ecology based on biological and cultural dimensions.

PO-2. The students have the knowledge of methods and provide the concept of human ecology, types of adaptation, various ecological stresses, ecological rules and their applicability to human populations.

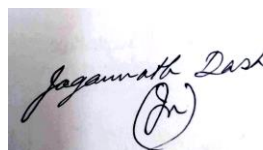
PO-3. The students are appraised of knowledge of various modes of human adaptation in pre-state society such as hunting and gathering, pastoralist and shifting cultivation communities.

PO-4. The students know the ecological themes of state formation.

PO-5. The students are informed on the impact of urbanisation and industrialisation on Man.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2

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CO5	3	3	3	3	3							3	3	3	2
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❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. III Semester

AAUCLT6/ ASUCLT6: Practical on Human Ecology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCLT6/ ASUCLT6	-	-	1	4 hours	30	70	100	1

Course Objectives

CO-1. To provide the practical based knowledge of ecology, particularly based on biological and cultural dimensions to the under graduate students.

CO-2. To provide the basic knowledge about the procedures of taking measurement of different body shapes of the human being such as measurement of stature, sitting height, nasal breadth, body weight, Total Lower Extremity Length & Total Upper Extremity Length

CO-3. To understand about the indices such as body mass index, ponderal index and nasal index.

CO-4. To provide the basic concept and knowledge of the cultural dimensions of Human ecology.

CO-5. To provide guidelines to prepare report writing on contemporary issues of environment.

Syllabus Contents

Unit-1. Biological Dimensions

Size and Shape Measurements

1. Stature
2. Sitting Height
3. Body Weight

Unit-2. Total Upper Extremity Length

Total Lower Extremity Length

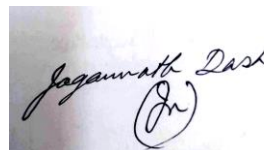
Nasal Breadth

Nasal Height

Unit-3. Size and Shape Indices

Body Mass Index

Ponderal Index

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Relative Sitting Height

Unit-4. Relative Total Lower Extremity Length

Nasal Index

Relative Upper Extremity Length

Unit-5. Cultural Dimensions

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

Suggested Reading

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

Course outcomes

- PO-1. This paper will enhance the practical based knowledge of ecology and human ecology
PO-2. This paper will also provide the ideas of biological and cultural dimensions in environment.
PO-3. This paper will provide information about the Size and Shape Measurements
PO-4. The students will be given information about the various indices.
PO-5. This paper will also boost the knowledge about report writing on problems of ecology and their significance

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. III Semester

AAUCTT7/ ASUCTT7: Biological Diversity in Human Populations (Interdisciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCTT7/ ASUCTT7	3	1	-	4 hours	30	70	100	3

Course Objectives

CO-1. The course is intended to understand the fundamental concept of Biological variability, Race, Hardy-Weinberg Law; sources of genetic variation; structuring genetic variation; interpretation of human variation, genetic polymorphism & human adaptability in different geographical settings.

CO-2. To understanding the ethnic elements in the Indian populations.

CO-3. To study the role of Bio-cultural factors influencing the diseases and nutritional status.

CO-4. To learn the sources of demographic data, demographic profile of Indian populations and its growth structure.

CO-5. To study the biological consequences of inbreeding, frequency of inbreeding in world populations & methods of counselling.

Syllabus Contents

Unit I: Concept of Biological Variability; Sources of Genetic Variation; Structuring Genetic Variation; Interpretation of Human Variation, Genetic Polymorphism; Human Adaptability –Adaptive Mechanisms determining the types of adaptation.

Unit II: A critical appraisal of contribution of Risley, Guha and Sarkar towards understanding ethnic elements in the Indian populations.

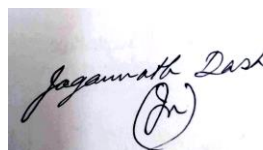
Unit III: Role of Bio-cultural Factors Cultural Biology; Bio-cultural factors influencing the diseases and nutritional status.

Unit V: Perspective of Demographic Anthropology; Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations and its growth structure; Inbreeding and Consanguinity – Biological consequences of inbreeding, frequency of inbreeding in world populations

Unit V: Genetic diversity among Indian Population.

Suggested readings:

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



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2. Bhende A. and T. Kantikar (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai
3. Bogin B. (1999). *Pattern of Human Growth*. 2nd edition CUP.
4. Cameron Noel and Barry Bogin (2012) *Human Growth and development*. Second edition, Academic Press Elsevier.
5. Eckhardt R.B.(1979) *The Study of Human Evolution*. McGrand Hill Book Company, USA.
6. Frisancho R. (1993) *Human Adaptation and Accommodation*. University of Michigan press
7. Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) *Human Biology*. Oxford University Press.
8. Jurmain Robert Lynn kilgore Wenda Trevathan and Ciochon (2010). *Introduction to Physical Anthropology*. Wadsworth Publishing, USA.
9. Kapoor A.K. and Satwanti Kapoor (ed) (1995). *Biology of Highlanders*. Jammu, Vinod Publisher & Distributor.
10. Kapoor A.K. and Satwanti Kapoor (eds) (2004) *India's Elderly-A Multidisciplinary Dimension*. Mittal Publication, New Delhi.
11. Malhotra K.C. and B. Balakrishnan(1996) *Human Population Genetics in India*
12. Malina Robert M., Claude. Bouchard, Oded. Bar-Or. (2004) Growth, and Physical Activity. *Human Kinetics*.
13. Stanford C., Allen, S.J. and Anton, C.S. (2013): *Biological Anthropology*. 3rd edition, Pearson, USA.

Course Outcomes

- PO-1. The student will have the fundamental understanding of Biological variability, race & sources of genetic variability.
- PO-2. Understand ethnic elements in India & genetic diversity among the Indian population.
- PO-3. Understand the biological consequences of inbreeding & methods of counselling.
- PO-4. The students will be able to understand the role of Bio-cultural factors influencing the diseases and nutritional status.
- PO-5. This paper will provide knowledge about the genetic diversity among Indian Population.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3



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CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. III Semester
AAUCLT7/ ASUCLT7: Practical in Biological Diversity in Human Populations
(Interdisciplinary)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCLT7/ ASUCLT7	-	-	1	4 hours	30	70	100	1

Course Objectives

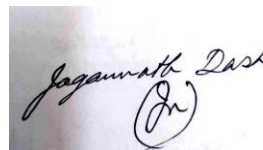
- CO-1. The main objective of this course is to study craniometric measurements on skull & mandible.
CO-2. To study landmarks on the skull & mandible from which measurements can be taken.
CO-3. To determine the ABO blood group system.
CO-4. To analyse and interpretation of finger ball pattern types & finger print classification.
CO-5. To understand the collection of demographic data from secondary sources.

Syllabus Contents

- Unit-1. Craniometric Measurements (Skull & Mandible)
Unit-2. Determination of A1, A2, B, O, MN blood group
Unit-3. Determination of Rh (Test with five Anti-Rh sera) blood groups of ten subjects.
Unit-4. Analysis and interpretation of finger ball pattern types, Finger print classification and development of chance prints and statistical treatment of the data collected (Ten Subjects)
Unit-5. Collection of demographic data from secondary sources.

Suggested readings:

1. Baker P.T. and J.S. Weiner (ed.) (1996) *The Biology of Human Adaptability*. Oxford & New York, Oxford University Press.
2. Bhende A. and T. Kantikar (2006) *Principles of Population Studies*. Himalayan Publishing House, Mumbai
3. Bogin B. (1999). *Pattern of Human Growth*. 2nd edition CUP.
4. Cameron Noel and Barry Bogin (2012) *Human Growth and development*. Second edition, Academic Press Elsevier.
5. Eckhardt R.B.(1979) *The Study of Human Evolution*. McGrand Hill Book Company, USA.
6. Frisancho R. (1993) *Human Adaptation and Accommodation*. University of Michigan press


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7. Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) *Human Biology*. Oxford University Press.
8. Jurmain Robert Lynn kilgore Wenda Trevathan and Ciochon (2010). *Introduction to Physical Anthropology*. Wadsworth Publishing, USA.
9. Kapoor A.K. and Satwanti Kapoor (ed) (1995). *Biology of Highlanders*. Jammu, Vinod Publisher & Distributor.
10. Kapoor A.K. and Satwanti Kapoor (eds) (2004) *India's Elderly-A Multidisciplinary Dimension*. Mittal Publication, New Delhi.
11. Klepinger L.L. (2006). *Fundamentals of Forensic Anthropology*. John Wiley & Sons., New Jersey.
12. Malhotra K.C. and B. Balakrishnan (1996) *Human Population Genetics in India*
13. Malina Robert M., Claude. Bouchard, Oded. Bar-Or. (2004) *Growth, and Physical Activity. Human Kinetics*.
14. Stanford C., Allen, S.J. and Anton, C.S. (2013): *Biological Anthropology*. 3rd edition, Pearson, USA.

Course Outcomes

- PO-1. This paper will provide information about the systematic measurements of human cranium & mandible.
- PO-2. The students have an Analytical understanding of ABO blood group system,
- PO-3. Understanding Rh blood group system.
- PO-4. The students enhanced their knowledge about finger print classification & interpretation of finger ball types.
- PO-5. They have a clear understanding of the sources of secondary data.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. III Semester

AAUCTT5/ ASUCTT5- Culture and Development (AEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCTT5/	2	1	-	4 hours	30	70	100	2



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Course Objectives

To provide the basic knowledge about the anthropological concept of tribes, meaning of tribe, problems of nomenclature and classification of the tribes in India.

C.O.1. To teach various forms of arts, culture, and education play decisive roles in the constitution of societies and in coping with current global and regional challenges.

C.O.2. The course on Culture and Development shall orient the students to appropriately address issues and challenges the Indian culture is facing.

C.O.3. To provide the basic knowledge of Indian village system and enhance the concept of peasant, peasant economy and their political organisation.

C.O.4. The idea is to train the students on Indian society and cultural institutions.

C.O.5. To train the students on concept of Inclusive Development, Problems of social exclusion,

Syllabus Contents

UNIT-1 :Culture and Development, Cultural Perspectives on Development and Cultural change.

UNIT-2 : The Gandhian Paradigm: Moral 'economics and the Ethics of Development. The debate around participation and empowerment.

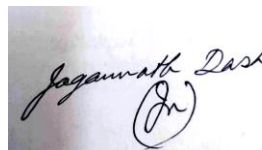
UNIT-3: The Alternative Development Discourse, Role of Civil Society, NGO's and religious institutions.

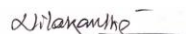
UNIT-4 :The Macro-perspective Globalization: the concept and impact. The Micro -perspective. Search for Cultural Roots. Cultural Pluralism. Indian Unity in diversity

UNIT-5 : Inclusive Development, Problems of social exclusion, Cultural modernization, Little and Great Traditions.

Recommended Books

1. Drenz Jean & Amartya Sen : Indian Development
2. Drenz Jean & Amartya Sen :Indian Economic Development and Social Opportunity ,include development/NGO related books.
3. George M.Foster. : Technological Development and Cultural Change
4. Robert Chambers : Ethose Reality Counts ?
5. Manmohan Choudhiri : Exploring Gandhi
6. Gro Harlem Brundtland : Our Common Future .
7. Singh Y Social Change: Continuity and Resilence
8. Vincet Tucker(ed.)-The European Journal of Development Research ,December ,1996(special issue)::cultural perspective on development .
9. Bert F. Hoselitz . : Sociological Aspects of Economic growth.


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10. Frans J. Schuurman (cd) : Globalization and Development studies.(sage)
11. David Korten, : Getting in to the 21th century .
12. Malcolm Waters,,: Globalization.
13. T.K. Oommen : Citizenship, Nationality and Ethnicity.
14. John Clark, :Democratizing Development ;The role of Voluntary Organization
15. The Role of NGO: Charity and Empowerment : The Annals of the American Academy of Political Science Wolfgang Sachs(ed) , The Development Dictionary

Course outcome

P.O.1. Students have an understanding on the concept of Culture and Development in Indian society.

P.O.2. It will increase their knowledge knowledge on various features and characteristics of Indian culture and development.

P.O.3. This paper will boost the ideas and knowledge of the students about the current problems Indian culture and development.

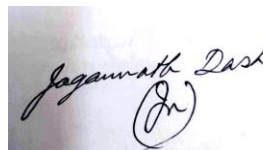
P.O.4. They will have knowledge on the Cultural Pluralism and Indian Unity in diversity

P.O.5. Students will understand Cultural modernization, importance of Little and Great Traditions in India.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. III Semester

AAUCTA3/ ASUCTA3- Museum Anthropology (SEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUCTA3/ ASUCTA3	2	-	-	4 hours	30	70	100	2

Course Objectives

C.O.1. To provide the basic knowledge about the anthropological concept of Museum.

C.O.2. To teach various general principles of documentation and preservation of artifacts in a museum.

C.O.3. To provide the knowledge on various facets of museum management.

C.O.4. To provide the basic knowledge on the application of computer knowledge in museum management.

C.O.5. To teach students on museum education and research.

Syllabus Contents

Unit I: Definition and scope of Museum/Museum Movement in India, Function of Museum, an Museum anthropology.

Unit II: General principle of documentation and preservation: Exhibition of equipments, design, interpretation, methods and techniques of preservation of specimens.

Unit III: Museum Management and Administration: Administration framework, budget, Work plan and museum marketing.

Unit IV: Museum Education: Educational responsibility of the museum for children, adult, and other categories.

Unit V: Computer application in Museum: Use of computer in museum design, use of softwares, websites, multi-media etc.

Suggested Reading:

1. Ghosh, D.P. Studies in Museum.
2. Basu, J.N. Indian Museum and Movement.
3. Bhatnagar, T.K. Museum, Museology, and New Museums.
4. Biswas, T.K. Biswas. Museum and Adult Education.
5. Bedkar, V.H. New Museology for India.

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6. Nigam, M.L. Organisation of Museum.
7. Nigam, M.L. Fundamentals of Museology.

Course outcome

P.O.1. The students will learn about history of museums in India and the relationships between museums and anthropology.

P.O.2. The students will learn about the museum collections, documentation and display.

P.O.3. The students will learn about the security, storage and research related to museum artifacts.

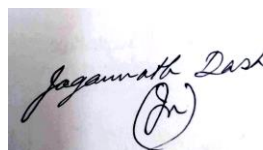
P.O.4. The students will learn the use of computer in museum management.

P.O.5. Students will understand the educational and research values of the museum.

Course Outcomes and their mapping with Programme Outcomes:

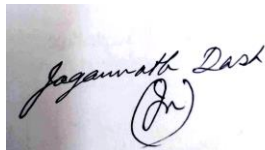
CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly


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4th Semester



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B.A./B.Sc. IV Semester

AAUDTT8/ ASUDTT8: Theories of Culture and Society (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTT8/ ASUDTT8	3	-	-	4 hours	30	70	100	3

Course Objectives

- C.O.1. To teach the students scientific and humanistic perspective in social anthropology.
C.O.2. To inform the students various theoretical approaches to study the evolution and spread of culture.
C.O.3. To appraise the students on different views of social thinkers as well as to study the society.
C.O.4. To transfer knowledge on the relation of culture and personality and how culture plays important role in personality formation.
C.O.5. To teach the students on the recent trends in anthropological theories.

Syllabus Contents

Unit I: Evolutionism and Diffusionism, Historical Particularism, Neo- evolutionism, Emergence of fieldwork tradition.

Unit II: Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology: Radcliff Brown and Malinowski

Unit III: Recent trends in Anthropological Theories: Symbolic Approach, Interpretative Approach

Unit IV: Patterns of Culture

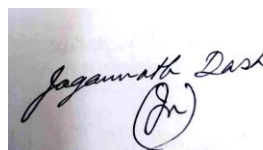
Unit V: The theory of Culture & Personality

Suggested readings:

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

Course Outcomes:

- C.O.1. The students will have a clear understanding of the scientific and humanistic perspective in Anthropology.
C.O.2. The students will have Knowledge on various theoretical approaches to study society and culture.
C.O.3. The students will have the understanding of the philosophies of various thinkers in anthropology.
C.O.4. The students will know the pattern of culture and how they influence the society.
C.O.5. The students will know the formation of personality and how culture influences it.



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Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

AAUDLT8/ ASUDLT8: Practical on Culture and Society (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT8/ ASUDLT8	-	-	1	4 hours	30	70	100	1

Course Objectives

C.O.1. To teach how to develop research questions, and hypothesis in a social research from scientific and humanistic perspective in social anthropology.

C.O.2. To inform the students the methods of preparing the variables in a social research.

C.O.3. To transfer knowledge on the skill of formulation of hypothesis and method of hypothesis testing.

C.O.4. To appraise the students on various techniques of identification of study universe and unit of study.

C.O.5. To teach the students on various research techniques, and methods employes in social research.

Syllabus Contents

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

Unit.1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.

Unit.2. Identification of variables in a social research. Take two research area and identify the variables.

Unit.3. Various types of hypotheses, Hypothesis Formulation techniques, use of variables in hypothesis. Choice of appropriate research technique and method in the context of theoretical framework.

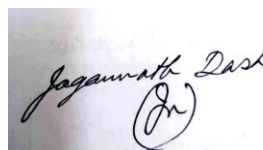
Unit.4. Use of Ethno-Methodology, Qualitative data types and qualitative data analysis.

Unit.5. Research Universe identification processes: Basis of selection, justifications for selection.

Suggested readings:

1. Applebaum H.A. (1987) *Perspectives in Cultural Anthropology*. Albany: State University of New York.

2. Barnard A. (2000). *History and Theory in Anthropology*. Cambridge: Cambridge University.

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3. McGee R.J. and Warms R.L. (1996) *Anthropological Theories: An Introductory History*.
 4. Moore M. and Sanders T. (2006). *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.

Course Outcomes

C.O.1. The students will have a clear understanding of the scientific and humanistic perspective in Anthropology.

C.O.2. The students will have knowledge on various methodological approaches to study society and culture.

C.O.3. They will know the techniques of developing variables and using variables in social research.

C.O.4. They will know the skill of preparing the hypothesis.

C.O.5. The students will be appraised of various ethno-methodologies for use in qualitative research.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

AAUDTT9/ ASUDTT9: Prehistory of Europe (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTT9/ ASUDTT9	3	-	-	4 hours	30	70	100	3

Course Objectives

CO-1. To provide complete knowledge of chronology and terminology of European prehistory.

CO-2. This subject will deal with absolute and relative dating methods of artifacts.

CO-3. To acquaint the students about the palaeolithic cultures of Europe

CO-4. To provide knowledge about Mesolithic as well as Neolithic cultures of Europe.

CO-5. To understand the European prehistory in 21st Century with special reference to some important European sites.

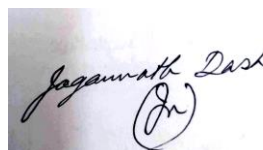
Syllabus Contents

Unit-I - Introduction to Prehistory of Europe: Chronology and Terminology, Dating of Artifacts: Absolutes and Relatives.

Unit-II - Lower Palaeolithic Culture of Europe, Middle Palaeolithic Culture of Europe,

Unit-III- Upper Palaeolithic Culture of Europe, Palaeolithic Art of Europe

Unit-IV- Mesolithic Culture of Europe, Neolithic Culture of Europe

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Unit-V- European Prehistory in 21st Century: With Special Reference to Dmanisi of Georgia, Isernia la Pineta, Monte Poggiolo, Pirro Nord of Italy and Atapuerca of Spain.

Suggested Readings

1. Palaeolithic Europe. Netherland: Humanities press. Bhattacharya, D.K. (1977)
2. The Archaeology of Early Man. London: Faber and Faber. Coles, J.M. and E.S. Higgs. (1969).
3. The Old Stone Age: A study of Palaeolithic Times. London: Bowes and Bowes. Burkitt, M. (1963).
4. Archaeology: Theories methods and Practices, London: Thames and Hudson. Renfrew, C. and P. Bahn. (2001).
5. People of the Earth: An Introduction to World Prehistory. New Jersey: Pearson Education. Fagan B. M. (2004).
6. Frameworks for dating Fossil man.London: Weidenfeld and Nicolson. Oakley, K.P. (1966).
7. The Explanation of culture change: Models in prehistory. London. Duckworth. Renfrew, C. (ed.). (1973).
8. Man the Hunter. Chicago: Aldine Publishing Company. Lee, R.B and I. Devore (Eds.).(1977).
9. An Introduction to Prehistoric Archaeology. New York: Hold, Rinehart and Winston, INC. Hole, H. and R.F. Heizer. (1969).
10. Mesolithic Europe. Cambridge-. Cambridge University Press. Bailey, G. and P. Spikins (eds.). (2008).

Course Outcomes

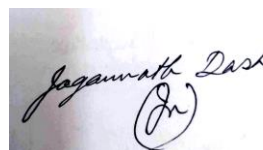
After studying this paper, the students will learn about the :

- PO-1. Basic introduction and terminology of Prehistoric archaeology of Europe.
- PO-2. Absolute and Relative Dating methods of artefacts
- PO-3. Different Palaeolithic Cultures of Europe.
- PO-4. Mesolithic Culture of Europe
- PO-5. Prehistory of Europe in 21st century

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

- Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. IV Semester

AAUDLT9/ ASUDLT9: Practical on Prehistory of Europe (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT9/ ASUDLT9	-	-	1	4 hours	30	70	100	1

Course Objectives:

- CO-1. To provide practical knowledge about the Lower Palaeolithic Culture of Europe
CO-2. To provide understanding of various tool types and technology of Middle Palaeolithic Culture of Europe
CO-3. To provide understanding of various tool types and technology of Upper Palaeolithic Culture of Europe
CO-4. To provide practical knowledge of various tool types and technology of Mesolithic Culture of Europe
CO-5. To make students understand about the Neolithic Culture of Europe

Syllabus Contents

Detailed Study Drawing and Description of tool types and technology:

- Unit-1. Lower Palaeolithic Culture of Europe
Unit-2. Middle Palaeolithic Culture of Europe
Unit-3. Upper Palaeolithic Culture of Europe
Unit-4. Mesolithic Culture of Europe
Unit-5. Neolithic Culture of Europe

Practical Record

Viva Voce

Suggested Readings

1. Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company. Bhattacharya, D.K. (1979).
2. Technology and terminology of Knapped Stone. Nanterre: CREP. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. (1999).
3. Man the Tool Maker. London. Trustees of the British Museum Natural History. Oakley, K.P. (1972).
4. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College. Sankalia, H.D. (1982).

Course Outcomes

- PO-1. The students will learn about the tool types and technology of Lower Palaeolithic Culture of Europe
PO-2. This paper will provide knowledge about the Middle Palaeolithic Culture of Europe
PO-3. From this paper, the students will learn about the tool types and technology of Upper Palaeolithic Culture of Europe
PO-4. This paper will enhance the knowledge of Mesolithic Culture of Europe
PO-5. The students will get the complete knowledge on Neolithic Culture of Europe

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Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	
CO 1	3	2	2	1	1								3	3	3	3
CO 2	3	2	3	2	1								3	3	3	3
CO 3	3	3	3	3	2								3	3	3	2
CO 4	3	3	3	3	3								3	3	3	2
CO 5	3	3	3	3	3								3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester

AAUDTT10/ ASUDTT10: Basics of Research Methods (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTT10/ ASUDTT10	3	-	-	4 hours	30	70	100	3

Course Objectives:

- C.O.1. The main objective of this course is to introduce the students on the basic concepts in research methodology in Social science.
- C.O.2. The students will be taught on various issues inherent in selecting a research problem.
- C.O.3. The students are taught on various the techniques and tools to be employed in completing a research project.
- C.O.4. This will also enable the students to prepare report writing and framing Research proposals.
- C.O.5.

Syllabus

Unit I: Field work tradition in Anthropology

Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook

Unit II: Research Design Review of literature, conceptual framework, formulation of research problem, formulation of hypothesis, sampling, tools and techniques of data collection, data analysis and reporting, guiding ideals and critical evaluation of major approaches in research methods, basic tenets of qualitative research and its relationship with quantitative research

Unit III: Tools and techniques of data collection Concept of survey, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, validation and



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internal consistency of questionnaire Observation - Direct, Indirect, Participant, Non-participant, Controlled

Interview - Structured and unstructured, Focused Group Discussion, key informant interview

Case Study and life history; Genealogy-Technique and application.

Unit IV: Data analysis: Qualitative and quantitative, Data Processing; Use of statistics in analysis.

Unit. IV. Report writing. Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index. Similarities and differences between qualitative and quantitative data analysis;

Suggested readings:

1. Alan Bryman (2018): Social Research Methods, London: OUP
2. B A Prasad Sharma and P. Satyanarayan. Ed.(1983): Research Methods in Social Sciences, New Delhi: Sterling
3. Bridget Somek and Cathy Lewin (2005): Research Methods in the Social Sciences, New Delhi: Sage
4. B.N Ghosh (1984): Scientific Method and Social Research, New Delhi: Sterling.
5. C. R Kothari (2004): Research Methodology: Methods and Techniques. New Delhi: New Age International.
6. David McNaab (2010): Research Methods for political Science, New York: Routledge
7. Gary King et al., (1994): Designing Social Inquiry; Scientific Interference in Social Research, Princeton: Princeton University Press.
8. John W Cresswell& J David Cresswell (2017): Research Design, New Delhi: Sage.
9. Jayson D. Mycoff (2019): Working with Political Science Research Mehods, London: Sage
10. Roger Pierce (2008): Research methods In Politics: A Practical Guide, New Delhi: Sage
11. S P Gupta (2012): Statistical Methods, New Delhi: Sultan Chand & Sons
12. William J.Goode and Paul K. Hatt (1952): Methods in Social Research, New York: Mc Graw-Hill Book Co.

Course Outcomes:

C.O.1. Students who complete this course are able to understand and comprehend the basics in research methodology and applying them in research/ project work.

C.O.2. This course helped them to select an appropriate research design by the students.

C.O.3. The students are able to take up and implement a research project/ study.

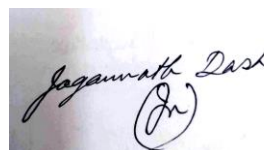
C.O. 4. The course enabled them to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students’ prosperity in higher education.

C.O.5. The Students develop skills in qualitative and quantitative data analysis and presentation.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. IV Semester

AAUDLT10/ ASUDLT10: Practical on basics of Research Methods (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT10/ ASUDLT10	-	-	1	4 hours	30	70	100	1

Course Objectives:

- C.O.1. To introduce the students about the course and the basic concepts in research methodology in Social science.
- C.O.2. This course addresses the students on various issues inherent in selecting a research problem.
- C.o.3. The student are taught various techniques and tools to be employed in completing a research project.
- C.O.4. The students will be taught on various methods of data analysis.
- C.O.5. This will also enable the students to prepare report writing and framing Research proposals.

Syllabus

- Unit-1. Construction of Genealogy and its use in social research.
- Unit. 2. Developing guidelines for undertaking Observation: Direct, Indirect, Participant, Non-participant, Controlled
- Unit.3. Preparing Questionnaire and Schedule, Interview- guidelines: Unstructured, Structured, Key informant interview, Focussed Group Discussion, Case study and life history
- Unit.4. Preparation of research problem, study design, data collection techniques, analysis
- Unit.5 Project report writing- Structure, design, layouts, references/Bibliography. .

Suggested Reading

1. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
4. Michael A. The Professional Stranger. Emerald Publishing. 1996.
5. Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
6. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
7. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches.
8. Boston: Allyn and Bacon. 2000.
9. O'reilly K. Ethnographic Methods. London and New York: Routledge. 2005.
10. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography
11. among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
12. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge:
13. Cambridge University Press. 1978.
14. Sarantakos S. Social Research. London: Macmillan Press. 1998.

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Course Outcomes:

C.O.1. Students who complete this course have understanding and comprehend the basics in research methodology and applying them in research/ project work.

C.O.2. This course helps students to select an appropriate research design.

C.O.3. With the help of this course, students are able to take up and implement a research project/ study.

C.O.4. The course enables students to collect the data, edit it properly and analyse it accordingly. Thus, it will facilitate students' prosperity in higher education.

C.O.5. The students develop skills in qualitative and quantitative data analysis and presentation.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester**AAUDTT11/ ASUDTT11: Human Evolution (Minor)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTT11/ ASUDTT11	3	-	-	4 hours	30	70	100	3

Course Objectives:

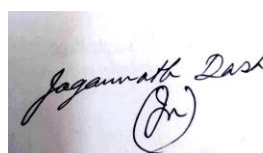
C.O.1. To obtain a core knowledge base in human evolution including a mastery of theoretical and empirical approaches in evolutionary biology, biological anthropology, paleontology, functional morphology, comparative primate behavioral ecology, population genetics, and modern human variation and adaptation.

C.O.2. To demonstrate understanding of ecological and evolutionary processes including the role of genetic variation, heredity, and natural selection as well as the implications these processes have for the origins and evolution of modern humans and their biology.

C.O.3. To understand and apply the scientific method and develop critical thinking skills from an evolutionary framework along with the ability to apply knowledge to new information and data, as well as the capacity to effectively communicate the principles of evolution and its application to human biology.

C.O.4. The students are taught on Hominid Evolution: Characteristics and distribution.

C.O.5. The students are taught on Neanderthal man: Distribution, salient features and phylogenetic position.

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Syllabus Contents

Unit I: Lamarckism, Neo-Lamarckism, Darwinism, Neo-Darwinism, Synthetic theory,

Unit II: Extinct Primates: Distribution, characteristics and classification. Prosimii (Tarsiioidea, Lorisioidea, Lemuroidea), Anthroidea (Ceboidea, Cercopithecoidea, Hominoidea). Morphological and anatomical characteristics of Human, Chimpanzee, Gorilla, Orangutan and Gibbon

Unit III: Fossils of extinct Primates: Oligocene-Miocene fossils – Parapithecus; Gigantopithecus, Aegyptopithecus, Dryopithecus, Ramapithecus and Sivapithecus.

Early Hominids: Australopithecus afarensis, Australopithecus ramidus, Australopithecus africanus, Australopithecus (Paranthropous) boisei, Australopithecus (Paranthropous) robustus, Australopithecus bahrelghazali. Early Transitional Human: Homo habilis.

Unit IV: Hominid Evolution: Characteristics and distribution of

- Homo erectus in general, Special reference to the fossil evidences discovered from Africa (Turkana boy), Asia (Java man and Peking man), Europe (Dmanisi),
- Characteristics of Archaic sapiens with special reference to Homo floresiensis (Dwarf variety), Homo heidelbergensis (Europe), Rhodesian Man (Africa), Asia (China, Jinniushan; India, Narmada Man).

Unit V: Neanderthal man: Distribution, salient features and phylogenetic position. Characteristics of anatomically Modern Homo sapiens with special reference to Africa (Omo), Europe (Cro-magnon, Chancelade, Grimaldi), Asia (Jinniushan) and Australia (Lake Mungo).

Suggested Readings:

1. Craig Stanford, John S. Allen and Susan C. Anton (2008) Biological Anthropology (2nd Edition).
2. John Buettner-Janusch (1969) Origins of Man. Wiley Eastern Pvt Ltd
3. E. L. Simon (1972) Primate Evolution: An Introduction to Man's Place in Nature. New York, MacMillan.
4. Craig Stanford, John S. Allen and Susan C. Anton (2009) Exploring Biological Anthropology: The Essentials, Prentice Hall.
5. Michael Park (2007) Biological Anthropology: An Introductory. Reader, McGraw Hill.
- 7 P. K. Seth & S Seth (1986) Perspectives in Primate Biology. New Delhi, Today & Tomorrow Printers.
8. John G. Fleagle (1999) Primate Adaptation and Evolution. Elsevier.
- 9 E.A. Hooton (1947) Up from the Ape. New York, MacMillan.
- 10 M. F. Ashley Montague (1977) *UNESCO Statement on Race*. New York, Academic Press.
12. G.A.Harrison et al. (1988) Human Biology. Oxford, Oxford University Press.

Course Outcomes

Upon successful completion, students will have the knowledge and skills to:

- The students are able to Identify important fossils relevant to the study of human evolution;
- They have the clear Understand on the principles of biological evolution;
- They also understand what is meant by the concept of species, and how these may be recognised in the fossil record;
- The students are able to Compare different fossils with one another, and draw phylogenetic inferences; and
- The students are able to Understand the principles of geological dating and environmental reconstruction.

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Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. IV Semester**AAUDLT10/ ASUDLT10: Practical on Human Evolution (Minor)**

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT10/ ASUDLT10	-	-	1	4 hours	30	70	100	1

Course Objectives

C.O.1. To provide a brief knowledge on the concept of Osteology

C.O.2. To teach on various Shapes and functions of bones.

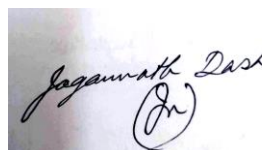
C.O. 3. To transfer knowledge on the Drawl and description of bones of human skeleton

C.O.4. Drawing and description and side determination of bones of human skeleton like: - scapula & clavicle

C.O.5. Drawing, identification and side determination of humerus, radius, ulna, femur, tibia and fibula.

Syllabus Contents

Unit-I. To provide a brief knowledge on the concept of Osteology; its scope, & application.


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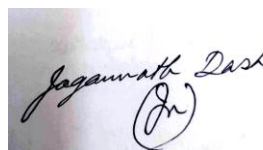
- Unit-II. To teach on various Shapes and functions of bones in the human body system.
- Unit.III. Drawing and description of bones of human skeleton like: -skull (04 Normas)
- Unit.IV. Drawing and description and side determination of bones of human skeleton like: - scapula & clavicle
- Unit.V. Drawing, identification and side determination of humerus, radius, ulna, femur, tibia and fibula.

Suggested Reading

1. Lewin, R. 1987. Bones of contention. Simon and Schuster, New York. 348 pp.
2. Chapters 9 & 10 National Museums of Kenya. 1984. Kenya's place in geology. NMK, Nairobi. 39 pp.
3. Njau, J.K., Hlusko, L.J. 2010 Fine-tuning paleoanthropological reconnaissance with high-resolution satellite imagery: the discovery of 28 new sites in Tanzania. J. Hum. Evol. 59, 680- 684. doi:10.1016/j.jhevol.2010.07.014
4. Compton, R. R. 1985. Geology in the field. J. Wiley & Sons, NY. 398 pp. Chapters 1, 2 & 5
Leakey, MG et al. n.d. Field protocol for fossil prospecting, documentation, collection, and curation. Manuscript on file at TBI.
5. Feibel, C. S. 2011. A geological history of the Turkana Basin. Evolutionary Anthropology 20(6): 206-216. Feibel, C. S. 2001.
6. Archaeological sediments in lake margin environments. In: Stein, J. K. and Farrand, W. R. (eds.)
7. Sediments in Archaeological Context. University of Utah Press, Salt Lake City. pp. 127-148. Feibel, C. S. 2013.
8. Facies and Pliocene paleoecology. In: Sponheimer, M. Lee-Thorp, J. Reed, K. Ungar, P. (eds.) Early Hominin Paleoecology. University of Colorado Press.
9. Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) 2013. Early Hominin Paleoecology. University of Colorado Press.
10. Pobiner, B., Rogers, M., Monahan, C., Harris, J. 2008. New evidence for hominin carcass processing strategies at 1.5 Ma, Koobi Fora, Kenya. J. Hum. Evol. 55, 103-130.
11. Stiner, M. 2002. Carnivory, Coevolution, and the Geographic Spread of the Genus Homo. Journal of Archaeological Research 10(1), 1-63.
12. Sponheimer, M. Lee-Thorp, J. Reed, K., Ungar, P. (eds.) 2013. Early Hominin Paleoecology. University of Colorado Press. Chapters 3 &

Course Outcomes:

- C.O.1. The students have a basic knowledge on the concept of Osteology
- C.O.2. The students have the knowledge on various Shapes and functions of bones.
- C.O. 3. They are able to draw and description of bones of human skeleton
- C.O.4. The students are able to draw and describe the bones of human skeleton like: - scapula & clavicle
- C.O.5. The students have the skill to draw, identify and determine the human skeletal.

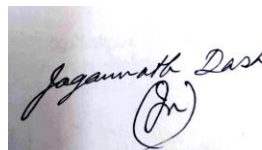
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Each selected course aims to familiarize participants with the fundamental concepts, methodologies, and current state of research in the corresponding paleoanthropological specialization.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
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CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. IV Semester

AAUDTA4/ ASUDTA4: Janajati Policy and Development in India (AEC)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT8/ ASUDLT8	-	-	1	4 hours	30	70	100	1

Course Objectives

- C.O.1. To transfer knowledge to the students on the classification of Indian Janajatis.
C.O.2. To inform the students on the history of Janajati development in India.
C.O.3. To appraise the students on various constitutional provisions for the Janajati development.
C.O.4. To transfer knowledge on the Janajati development planning in India.
C.O.5. To teach the students on the dedication of the Unsune Jnajati Heroes of India.

Syllabus Contents

Unit.1. Classification of Indian Janajatis

- Concept of Janajati, Tribe and Scheduled Tribe
- Janajatis, Scheduled Tribe and Particularly Vulnerable Tribal Groups
- Racial and Linguistic classification of the Janajatis.

Unit-2. History of Janajati Development

- History of Janajati Development in India with special reference to Central India.
- Impact of Civilized Societies on Janajati dominated language and Traditions

Unit-3. Constitutional Safeguards and Janajati Administration

- Indian Constitution- Safeguards and Provisions for Scheduled Tribes: Socio-cultural, Economic, Educational, Political and Services, etc.
- Administration of Scheduled Areas: 5th Scheule ad 6th Schedule

Unit-4. Janajati Development planning and Strategies

- Planning and development: Scheduled Tribes in Five Year Plans
- Strategies of Janajati development: Special multipurpose, Sub-plans,
- Integrated Janajati development, and Janajati Policy
- Impact of Industrialization and Urbanization

- Unit-5. Unsune Janajati Heroes of India: History of Janajati Movements in India with special reference to Central India.

Recommended Readings

1. Ambedkar, B.R. 1922. *A Report on the Subah Province of Chhattisgarh written in 1820 AD*. Nagpur: Government Press.
2. Bahadur, K.P. 1977. *Caste and Tribes and Culture in India*. Vol.II. New Delhi: ESS Publications.
3. Behera, D. K. and Pfeffer, George. 2005. *Contemporary Society Janajati Studies*. Volume I - VI. New Delhi: Concept Publishing Company.
4. Bhanage, N. P. 1993. *Janajati Commissions and committees in India*. New Delhi: Himalaya Publishing House.

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5. Bose, N. K. 1973. *Some Indian Tribes*. New Delhi: National Book Trust.33
6. Bose, N. K.1969. *Statement of Janajati Situation in India*. Simla: Indian Institute of Advanced Study.
7. Bose, N.K. 1973. *Janajati Life in India*. New Delhi: National Book Trust.
8. Danda, Ajit K. 1973. *Janajati Economies and Their Transformations*. New Delhi: Indian Council of Social Science Research (Mimeo).
9. Dube, S.C. 1958. *India's Changing Villages*. Bombay: Allied Publishers Private Ltd.
10. Haimendorf, C.V.F. 1982. *Tribes in India, The Struggle for Survival*. New Delhi: Oxford University Press.
11. Herskovits, Melville J. 1940. *The Economic Life of Primitive Peoples*. New York: Alfred A. Knopf.
12. Joshi, Vidyut. 2017. *Janajati Situation in India*. New Delhi: Rawat Publications.
13. Misra, G. K. 1982. *Janajati Development in India, Conceptual Contradictions*. New Delhi: IIPA.
14. Pandey, A. K. 1997. *Janajati Situation in India*. New Delhi: Manak.
15. Singh, A. K. 1984. *Janajati Development in India*. New Delhi: Classical Publishing Company.
16. Vidyarthi, L. P. 1981. *Janajati Development and Its Administration*. New Delhi: Concept Publishing Co.
17. Vidyarthi, L. P. and Sahay, B. N. 1983. *Applied Anthropology and Development in India*.New Delhi: National Publishing House.

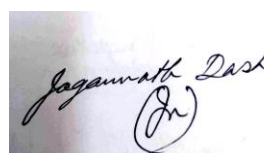
Course Outcomes:

- C.O.1.The students will have a broad understanding of the classification of Indian Janajatis.
 C.O.2.The students will have a clear knowledge on the history of Janajati development in India.
 C.O.3. The students will be appraised of various constitutional provisions for the Janajati development.
 C.O.4. The students will have knowledge on the Janajati development planning in India.
 C.O.5. The students will have the knowledge on the dedication of the Unsune Jnajati Heroes of India to the freedom struggle of India.

Course Outcomes and their mapping with Programme Outcomes:

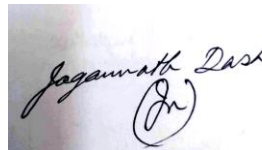
CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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5th Semester



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B.A./B.Sc. V Semester

AAUETT11/ ASUETT11: Human Genetics (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUETT11/ ASUETT11	3	-	-	4 hours	30	70	100	3

Course Objective

CO-1. To develop basic concept and methods of human genetics.

CO-2. To study cytogenetic and banding techniques.

CO-3. To develop the concept and chromosomal abnormalities, chromosome mapping, genetic imprinting, Epistasis, pleiotropy.

CO-4. To help students to know various Modes of inheritance.

CO-5. To know about multiple allelic inheritance, multifactorial inheritance (stature and skin Colour) and dermatoglyphics.

Syllabus Contents

Unit I Methods of studying Human Genetics: Cytogenetics, Mendelian Genetics, Twin Genetics, Sib Pair methods, Population Genetics, Molecular Genetics.

Unit II Cytogenetics: cell cycle, standard karyotyping and banding techniques (G, C and Q),

Unit III Chromosomal abnormalities, Lyon's hypothesis, importance of telomere and centromere. Linkage and chromosome mapping, genetic imprinting. Epistasis, Pleiotropy.

Unit IV Modes of inheritance: Mendel's Law, Autosomal (dominant, recessive, codominance), sex linked, sex influenced, sex limited, modifying genes, suppressor genes, selfish gene,

Unit V Multiple allelic inheritance, multifactorial inheritance (stature and skin Colour), Dermatoglyphics.

Suggested readings:

1. Brooker R.J. (2012). Genetics: analysis & principles. The McGraw-Hill Companies, Inc 4th ed.
2. Cavalli-Sforza, L.L. and Bodmer, W.F (1971). The Genetics of Human Population. San Francisco: Freeman
3. Cooper D N and Kehrer-Sawatzki H. (2008). Handbook of Human Molecular Evolution. John Wiley & Sons, volume-2.
4. Crawford MH (2007). *Anthropological Genetics Theory, Methods and Applications*. Cambridge University Press
5. Cummings M.R. (2011). Human Heredity: Principles and Issues. Ninth Edition. Brooks/Cole, Cengage Learning
6. Jobling, M.A. Hurler M. and Tyler-Smith C. (2004). *Human Evolutionary Genetics: Origins, Peoples & Disease*. G S. NY.
7. Lewis R. (2009). *Human Genetics: Concepts and Applications* 9th Edition. The McGraw-Hill Companies, Inc.

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8. Patch C. (2005). *Applied Genetics in Healthcare*. Taylor & Francis Group
9. Relethford J.H. (2012). *Human Population Genetics*. Wiley-Blackwell, USA
10. Snustad. D.P. and Simmons M.J. (2006). *Principles of Genetics*, Fourth Edition, John Wiley & Sons USA, Hoboken N J
11. Strachan T, Read A.P. (2004). *Human Molecular Genetics*. Garland Science/Taylor & Francis Group.
12. Vogel F. and Motulsky A.G. (1996). *Human Genetics*. Springer, 3rd revised edition.

Course Outcome:

- PO-1. This course provides information on methods of studying Human Genetics.
 PO-2. This paper will provide knowledge on cytogenetics.
 PO-3. Student can understand Chromosomal abnormalities, linkage & chromosomal mapping.
 PO-4. Students will get knowledge about the various modes of inheritance.
 PO-5. Students will be able to understand multiple allelic inheritances, multifactorial inheritance (stature and skin Colour).

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. V Semester

AAUFLT11/ ASUFLT11: Practical on Human Genetics (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFLT11/ ASUFLT11	-	-	1	4 hours	30	70	100	1

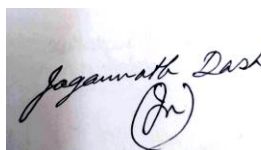
Course Objectives

- CO-1. To learn different blood grouping types in human being
 CO-2. To perform Color Blindness test in scientific method.
 CO-3. To Learn Glucose-6-phosphate dehydrogenase deficiency(G6PD) and
 CO-4. To Learn PTC tasting ability adopting scientific methods
 CO-5. To perform and study Dermatoglyphics

Syllabus Contents

Unit I: Testing Blood group typing- A1, A2, B, O, MN and Rh(D) blood groups

Unit II: Colour Blindness, testing methods, assessing result

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Unit III: Glucose-6-phosphate dehydrogenase deficiency (G6PD)

Unit IV: Teaching PTC tasting ability adopting certain methods.

Unit V: Testing and determining Dermatoglyphics through scientific methods:

i. Finger Print, ii. Palmer Print and iii. Planter Print

Suggested Readings

1. Brooker R.J. (2012). *Genetics: analysis & principles*. The McGraw-Hill Companies, Inc 4th ed. Cavalli-Sforza, L.L. and Bodmer, W.F. (1971). *The Genetics of Human Population*. San Francisco: Freeman
2. Cooper D N and Kehrer- Sawatzki H. (2008). *Handbook of Human Molecular Evolution*. John Wiley & Sons, volume-2.
3. Crawford M H (2007). *Anthropological Genetics Theory, Methods and Applications*. Cambridge University Press
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6. Lewis R. (2009). *Human Genetics: Concepts and Applications* 9th Edition. The McGraw-Hill Companies, Inc.
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10. Strachan T, Read A.P. (2004). *Human Molecular Genetics*. Garland Science/Taylor & Francis Group.
11. Vogel F. and Motulsky A.G. (1996). *Human Genetics*. Springer, 3rd revised edition.

Course Outcomes:

PO-1. This course provides information on different types of Blood Group system.

PO-2. Student can demonstrate different types of Color blindness

PO-3. Students will be able to demonstrate Glucose-6-phosphate dehydrogenase deficiency (G6PD)

PO-4. Students will internalise how to perform PTC and possess testing ability

PO-5. Students will be able to understand the Biochemical markers-DNA isolation and polymerase chain reaction (PCR).

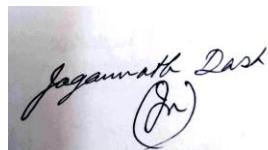
Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
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CO4	3	3	3	3	3							3	3	3	2
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Weightage: 1-Sightly; 2-Moderately; 3-Strongly



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B.A./B.Sc. V Semester

AAUDTT9/ ASUDTT9: Human Growth and Development (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTT9/ ASUDTT9	3	-	-	4 hours	30	70	100	3

Course Objectives:

C.O.1. To provide complete knowledge of growth, differentiation, maturation and development.

C.O.2. This subject will deal with various biological and socio-economic factors affecting growth.

C.O.3. To describe the major stages and associated developmental task of human growth and development.

C.O.4. To acquaint the students about the different methods and techniques to study growth and also the significance of growth studies.

C.O.5. To understand the concept, levels and underlying models of body composition

Syllabus Contents

Unit I: Concept of human growth, development and maturation.

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

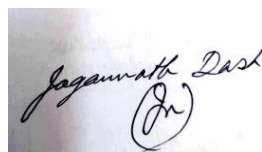
Unit III: Bio-cultural factors (genetic, social, and ecological factors) influencing patterns of growth and variation,

Unit IV: Methods and techniques to study growth, significance/ applicability of growth studies

Unit V: Human physique and body composition; Somatotyping and human physique

Suggested Readings

1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.
2. Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan Press.
3. Cameron N and Bogin B. (2012) Human Growth and Development. Second edition, Academic press Elsevier.
4. Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
5. Harrison GA, Tanner JM, Pibeam DR, Baker PT. (1988). Human Biology. Oxford University Press
6. Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
7. Kapoor AK and Kapoor S. (1995) Biology of Highlanders. Vinod Publisher and Distributor.
8. Kathleen K. (2008). Encyclopedia of Obesity. Sage.
9. Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.
10. McArdle WD, Katch FI, Katch VL. (2001) Exercise Physiology: Energy, Nutrition, and Human Performance.
11. Singh I, Kapoor AK, Kapoor S. (1989). Morpho-Physiological and demographic status of the Western Himalayan population. In Basu and Gupta (eds.). Human Biology of Asian Highland Populations in the global context.
12. Sinha R and Kapoor S. (2009). Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.



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Course Outcomes

After studying this paper, the students will learn about

Unit.1. The concepts and indicators of growth and development

Unit.2. Types and patterns of growth curves

Unit.3. Different stages of growth: Prenatal and Postnatal

Unit.4. Various bio-cultural factors influence the growth

Unit.5. Analysis of body physique and somatotyping

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. V Semester

AAUDLT9/ ASUDLT9: Practical on Human Growth and Development (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT9/ ASUDLT9	-	-	1	4 hours	30	70	100	1

Course Objectives:

C.O.1. To explain various methods of assessing growth status using somatometry, percentile,

C.O.2. To explain various methods of assessing growth status using z-score, BMI, height for age, weight for age

C.O.3. To assess obesity through various indices

C.O.4. To provide knowledge about the estimation of body composition with skinfold thickness.

C.O.5. Assessment of nutritional status through dietary pattern and anthropometric indices.

Syllabus Contents:

Unit-1. Assessment of Growth status: Somatometry (stature, body weight, mid upper arm circumference etc),

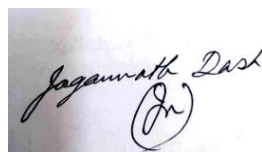
Unit-2. Assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age

Unit-3. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices)

Unit-4. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness.

Unit-5. Nutritional assessment and Anthropometric indices.

Suggested Readings



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1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.
2. Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan Press.
3. Cameron N and Bogin B. (2012) Human Growth and Development. Second edition, Academic press Elsevier.
4. Harrison GA and Howard M. (1998). Human Adaptation. Oxford University Press.
5. Harrison GA, Tanner JM, Pibeam DR, Baker PT. (1988). Human Biology. Oxford University Press
6. Jurmain R, Kilgore L, Trevathan W. Essentials of physical anthropology. Wadsworth publishing.
7. Kapoor AK and Kapoor S. (1995) Biology of Highlanders. Vinod Publisher and Distributor.
8. Kathleen K. (2008). Encyclopedia of Obesity. Sage.
9. Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.
10. McArdle WD, Katch FI, Katch VL. (2001) Exercise Physiology: Energy, Nutrition, and Human Performance.
11. Singh I, Kapoor AK, Kapoor S. (1989). Morpho-Physiological and demographic status of the Western Himalyan population. In Basu and Gupta (eds.). Human Biology of Asian Highland Populations in the global context.
12. Sinha R and Kapoor S. (2009). Obesity: A multidimensional approach to contemporary global issue. Dhanraj Publishers. Delhi.

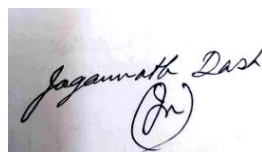
Course Outcome:

- C.O.1. The students know various methods of assessing growth status using somatometry, percentile,
- C.O.2. The students have the knowledge on various methods of assessing growth status using z-score, BMI, height for age, weight for age
- C.O.3. The students are able to assess obesity through various indices
- C.O.4. The students have the knowledge about the estimation of body composition with skinfold thickness.
- C.O.5. The students are able to assess nutritional status through dietary pattern and anthropometric indices.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO 1	3	2	2	1	1							3	3	3	3
CO 2	3	2	3	2	1							3	3	3	3
CO 3	3	3	3	3	2							3	3	3	2
CO 4	3	3	3	3	3							3	3	3	2
CO 5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. V Semester
AAUETD----/ ASUETD--: Development Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUETD-- --/ ASUETD--	3	-		4 hours	30	70	100	3

Course Objective

C.O.1. To Transfer the knowledge to the students on the concept and development of development anthropology.

C.O.2. To appraise the students on the models and theories adopted in development anthropology.

C.O.3. To acquaint the students on various approaches to development adopted under development anthropology.

C.O.4. To transfer knowledge to the students on the Human Development Indicators and its relation with Culture.

C.O.5. To teach students on various Rural development programs and democratic decentralization.

Syllabus Contents

Unit. 1 Development Anthropology: Concepts of development :Meaning and Scope, Anthropology Coming Home and Concepts of Development

Unit-2. Theories and models of Development :Modernization Theories; Human Capital Theory, Dependency Theory; Theoretical Models: Core-Periphery Model; Balance-Growth Model, Gandhian Model of Development

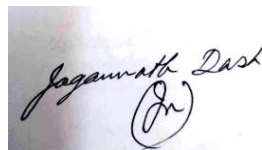
Unit. 3 Approaches to Development: Theoretical Approaches: Basic needs approach; Capability Approach, Practical Approaches: Centralized/Decentralized; Modern/Traditional, Nehruvian Approach to Planning, Gandhian approach of socio-Economic Planning /Physical Planning.

Unit. 4 Human Development: Indicators and Measures: Measures of development- Human Development Index (HDI); Millennium Development Goals, Development Gaps, Need Identification, Affirmative Action and Social Justice.

Unit. 5 Rural Development Programmes and Democratic Decentralization: Gandhiji's Vision of Rural Development, Five Year Plans and Rural Development, NITI Ayog, Agencies for development: NGOs, VOs, Panchayatiraj Raj Institutions in India, Decentralized Planning, Participatory Development

Recommended Readings

1. Amartya. 1992. *Inequality Re-examined*. Oxford: Oxford University Press.
2. Beteille, Andre. 2007. *Marxism and Class Analysis*. New Delhi: Oxford University Press .
3. Chambers, Robert. 1983. *Rural Development: Putting the Last First*. London: Routledge.
4. Chambers, Robert. 1983. *Whose reality counts? Putting the First Last*. London: ITDG Publishing.
5. Cochrane, Glynn. 1971. *Development Anthropology*. New York: Oxford University Press.
6. Dalton, George. 1971. *Economic Anthropology and Development*. New York: Basic Books.
7. De, Nitish R. 1985. *Overcoming Underdevelopment*. Shillong: NEHU.
8. Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: allied Publishers.

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9. Krishnamachari, V.T. 1968. *Community Development in India*. Delhi: Publication Division, Ministry of IB, GOI.
10. Lewis, Oscar. 1959. *Five Families: Mexican Studies in the Culture of Poverty*
11. Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan.
12. Mathur, Hari Mohan. (Ed.). 1990. *The human dimension of development: Perspectives from anthropology*. New Delhi: Concept Publishing Co.
13. Mathur, Hari Mohan. 1977. *Anthropology in the Development Processes*. New Delhi: Vikas.
14. Mehta, V.L. 1964. *Decentralised Economic Development*. Bombay: Khadi and Village Industries Commission.
15. Mishra, R. P. et al (Ed.). *Regional Planning and National Development*. New Delhi:
16. Vikas.Mishra, S.N.; Mishra, Sweta and Pal, Chaitali. 2000. *Decentralised planning and Panchayati Raj institutions*. New Delhi: Mittal.
17. Myrdal, Gunnar. 1968. *Asian Drama: An Enquiry into the Poverty of Nations*. New York: Pantheon.
18. Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
19. Pitt, David, C. 1976. *Development from Below: Anthropologists and Development Situations*. The Hague: Mouton.
20. Prasad, Kamta. 1987. *Planning for Poverty Alleviation*. New Delhi: Sage.
21. Sen, Amartya. 1999. *Development as Freedom*. Oxford, Oxford University Press Sen.
22. Singh, Tarlok. 1974. *India's Development Experience*. Bombay: MacMillan.
23. Spicer, E. H. 1952. *Human Problems in Technological Change*. New York: Wiley.

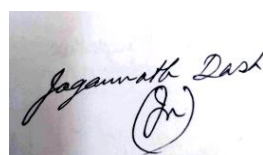
Course Outcomes:

- C.O.1. The students will learn the fundamentals of development anthropology.
 C.O.2. The students will learn the approaches and theories of development anthropology.
 C.O.3. The students will be able to understand the concept of Human Development Index.
 C.O.4. The students will be able to learn the meaning and concept of qualitative and quantitative development.
 C.O.5. The students will have a clear understanding of government plan and programs for development.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

- ❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. V Semester
AAUELD----/ ASUELD--: Practical on Development Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUELD-- --/ ASUELD--	-	-	1	4 hours	30	70	100	1

Course Objective:

- C.O.1. To Transfer the knowledge to the students on the concept and development while reviewing the success and failures of development projects in rural areas by the government.
C.O.2. To appraise the students on various methods of identification of peoples needs.
C.O.3. To teach the students on various approaches to prepare peoples planning.
C.O.4. To transfer knowledge to the students on the processes of developing and implementing social audit.
C.O.5. To teach students on various Rural development programs.

Syllabus Contents

Unit. 1 Review of at least two Development projects implemented in the past by the government implemented in Janajati region of India.

Unit-2. Identification of the needs of the peoples based on local resources.

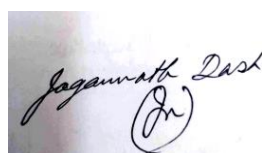
Unit. 3. Preparation of a Peoples planning for rural development

Unit. 4 Preparation of a social audit based monitoring system and Participatory evaluation.

Unit. 5 Preparation of guidelines for evaluation of a development project.

Recommended Readings:

1. Amartya. 1992. *Inequality Re-examined*. Oxford: Oxford University Press.
2. Beteille, Andre. 2007. *Marxism and Class Analysis*. New Delhi: Oxford University Press .
3. Chambers, Robert. 1983. *Rural Development: Putting the Last First*. London: Routledge.
4. Chambers, Robert. 1983. *Whose reality counts? Putting the First Last*. London: ITDG Publishing.
5. Publishing.
6. 60
7. Cochrane, Glynn. 1971. *Development Anthropology*. New York: Oxford University Press.
8. Dalton, George. 1971. *Economic Anthropology and Development*. New York: Basic Books.
9. De, Nitish R. 1985. *Overcoming Underdevelopment*. Shillong: NEHU.
10. Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: allied Publishers.
11. Publishers.
12. Krishnamachari, V.T. 1968. *Community Development in India*. Delhi: Publication Division,
13. Ministry of IB, GOI.
14. Lewis, Oscar. 1959. *Five Families: Mexican Studies in the Culture of Poverty*

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15. Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan.
16. Mathur, Hari Mohan. (Ed.). 1990. *The human dimension of development: Perspectives from anthropology*. New Delhi: Concept Publishing Co.
17. Mathur, Hari Mohan. 1977. *Anthropology in the Development Processes*. New Delhi: Vikas.
18. Mehta, V.L. 1964. *Decentralised Economic Development*. Bombay: Khadi and Village Industries Commission.
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20. Mishra, S.N.; Mishra, Sweta and Pal, Chaitali. 2000. *Decentralised planning and Panchayati Raj institutions*. New Delhi: Mittal.
21. Myrdal, Gunnar. 1968. *Asian Drama: An Enquiry into the Poverty of Nations*. New York: Pantheon.
22. Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
23. Pitt, David, C. 1976. *Development from Below: Anthropologists and Development Situations*. The Hague: Mouton.
24. Prasad, Kamta. 1987. *Planning for Poverty Alleviation*. New Delhi: Sage.
25. Sen, Amartya. 1999. *Development as Freedom*. Oxford, Oxford University Press.
26. Singh, Tarlok. 1974. *India's Development Experience*. Bombay: MacMillan.
27. Spicer, E. H. 1952. *Human Problems in Technological Change*. New York: Wiley.

Course Outcomes:

- C.O.1. The students will have the knowledge of preparing a development plan for Janajati development.
- C.O.2. The students will learn the people based and local resources based development approaches.
- C.O.3. The students will be able to understand and use the processes of making a peoples planning.
- C.O.4. The students will be able to document the success and failure of development projects in rural areas.
- C.O.5. The students will have a clear understanding of the needs, processes of social audit in development planning in rural areas.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

- ❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly



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B.A./B.Sc. V Semester

Name of the Paper: Urban Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT8/ ASUDLT8	3	-	-	4 hours	30	70	100	3

Course Objectives

C.O.1. To teach the students on the origin and growth of the concept of urban anthropology as an area of study in anthropology.

C.O.2. To transfer knowledge on the political-economy of the rural-urban migration and its effects.

C.O.3. To apprise the Class and Caste Approach to understand urban society and the continuity of Culture of Poverty in urban areas.

C.O.4. To teach the students on various aspects of the concept of global village and urban inequalities.

C.O.5. To transfer knowledge on Urban Ethnicity and ethnography, Contemporary urban issues

Syllabus Contents

Unit-1. Concept of Urban Anthropology: Origin, Scope and development of urban anthropology in India. Rise of City and Civilisation in India: Pre-history, Proto-History and Historic.

Unit- 2 Political Ecology and Economy: Process of urbanization and urban ecology, Rural-urban migration, sources of livelihood, problems and prospects of urbanism, slums, suburbs.

Unit- 3 Urban Social Structure: Heterogeneity, neighborhood, Ethnic composition, Culture of Poverty in urban areas, Comparison between relations, Structure and Function in an urban setting versus rural setting

Unit- 4 Continuity and Change in urban Context: Migrants in urban area and extended family network urbanites, Kinship and family, Caste and religion.

Unit-5 Secular values and Urban Ethnicity: The concept of Global village, Postmodern and Hypermodern City. Multi-ethnicity and Pluralism, Cultural integration. Contemporary urban issues: Suburbs, Slums, Urban Decline.

Suggested Readings:

Ganguly, Indrani. 1986. *Urban Anthropology- A Critical Review*. New Delhi: Unique Publications.

Foster, George and Robert V. Kemper. 2010. "Anthropological Fieldwork in Cities." Pg. 5-7719 in *Urban Life*,

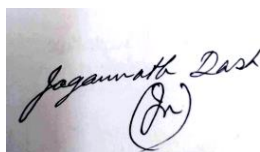
Gmelch et al., eds. Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American* 215(4):19-25.

Jaffe, Rivke and Koning, Anouk De. 2016. *Introducing Urban Anthropology*. London: Routledge.

Low, Setha M. 1999. "Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica." Pg. 111-137 in *theorizing the City*, Setha Low, ed.

Nonini, Donald M. 2014. *A Companion to Urban Anthropology*. Cambridge: Wiley Blackwell.

Pardo, Italo and Prato, Giuliana B. 2012. *Anthropology in the City- Methodology and Theory*.



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London: Routledge.

Patel, Sujata and Deb, Kushal. 2006. *Urban Studies*. New Delhi: Oxford University Press.

Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in *There is No Such thing as a Natural Disaster*, Squires and Hartman, eds.

Tyagi, Darshna. 2006. *Urban Anthropology*. New Delhi: Anmol Publisher.

Uzzell, Douglas J. 2016. *Urban Anthropology*. United States: W.C. Brown Co.

Course Outcome:

C.O.1. Students will have a clear understanding on the concept of urban anthropology as an area of study in anthropology to justify its holism.

C.O.2. Students will know the political-economy of the rural-urban migration and its effects.

C.O.3. They will be apprised of the basis of Class and Caste Approach to understand urban society and the continuity of Culture of Poverty in urban areas.

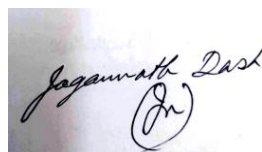
C.O.4. The concept of global village and urban inequalities will be clearly understood by the students.

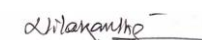
C.O.5. Students will have a clear knowledge on the concept and functioning of Urban Ethnicity and ethnography and Contemporary urban issues.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly




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B.A./B.Sc. V Semester
Paper- Practical on Urban Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT8/ ASUDLT8	-	-	1	4 hours	30	70	100	1

Course Objectives

C.O.1. To teach the students how to identify and prepare a list of urban anthropology related research studies.

C.O.2. To teach students how to study and prepare a report on understanding one urban setting.

C.O.3. To teach students how to study and prepare a report on understanding one urban slum structure and functioning of a slum.

C.O.4. To teach students how to study and prepare a report on understanding the urban slum problems.

C.O.5. To transfer knowledge on the preparation of presentation and sharing in the class room situation.

Syllabus Contents

Unit-1. Prepare a bibliography of 20 various studies on urban anthropology in pre-and-post-globalisation era in India.

Unit-2. Field Observation of one local urban pocket and prepare a brief report on the structure and functioning of a urban setting based on class and caste identities.

Unit-3. Field Observation of one local urban slum pocket and prepare a brief report on the structure and functioning of a urban setting based on class and caste identities.

Unit-4. Make a small study of various problems and prepare a brief report in nearby urban slum.

Unit-5. Prepare individually or in group a presentation on urban studies and give a brief presentation in the class.

Suggested Readings:

Ganguly, Indrani. 1986. *Urban Anthropology- A Critical Review*. New Delhi: Unique Publications.

Foster, George and Robert V. Kemper. 2010. "Anthropological Fieldwork in Cities." Pg. 5-7719 in *Urban Life*,

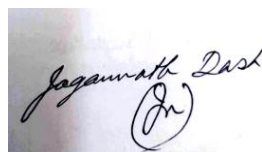
Gmelch et al., eds. Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American* 215(4):19-25.

Jaffe, Rivke and Koning, Anouk De. 2016. *Introducing Urban Anthropology*. London: Routledge.

Low, Setha M. 1999. "Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica." Pg. 111-137 in *theorizing the City*, Setha Low, ed.

Nonini, Donald M. 2014. *A Companion to Urban Anthropology*. Cambridge: Wiley Blackwell.

Pardo, Italo and Prato, Giuliana B. 2012. *Anthropology in the City- Methodology and Theory*.

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London: Routledge.

Patel, Sujata and Deb, Kushal. 2006. *Urban Studies*. New Delhi: Oxford University Press.

Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in *There is No Such thing as a Natural Disaster*, Squires and Hartman, eds.

Tyagi, Darshna. 2006. *Urban Anthropology*. New Delhi: Anmol Publisher.

Uzzell, Douglas J. 2016. *Urban Anthropology*. United States: W.C. Brown Co.

Course Outcome (CO):

C.O.1. Student will know the preparation of a bibliography on urban anthropology related research studies.

C.O.2. Students know how to study and prepare a report on understanding one urban setting.

C.O.3. Students know how to study and prepare a report on understanding one urban slum structure and functioning of a slum.

C.O.4. Students will be able to understand urban slum problems.

C.O.5. Students will have knowledge on the preparation of presentation and sharing in the class room situation.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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6th Semester



Jaganmoh Das
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B.A./B.Sc. VI Semester

AAUFTT13/ ASUFTT13: Applied Biological Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFTT13/ ASUFTT13	3	-	-	4 hours	30	70	100	3

Course Objectives:

- CO-1. The course deals with the study of meaning, scope and theories of Medical Anthropology,
CO-2. To know about the traditional and modern health care system specifically the marginalized health care as well as tribal health and use of ethno medicinal practices in different region.
CO-3. To understand about the health & nutrition and its bio-cultural aspects.
CO-4. To know about the concept of Nutritional policies in India
CO-5. To focus on the evaluation of Malnutrition and nutritional adaptation in Man.

Syllabus Contents:

UNIT-1: Medical Anthropology: Meaning and Scope, Theories of Medical Anthropology: Socio-Cultural perspective, Bio-cultural perspective, Critical Medical Anthropology.

UNIT-2: Concept and Interpretation of Health, Illness and Disease: Socio-cultural and Bio-medical perspectives, Medical Pluralism and Syncretism, Ethno-medicine, Medical systems in India, Tribal health and Ethno-Medicine.

UNIT-3: Human nutrition: food, diet, nutrition, and metabolism (definitions only); the basic nutrients micro-, and macronutrients—their sources and utility;

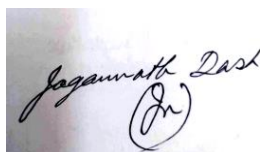
UNIT-4: Nutritional Anthropology: concept and definition. Nutrition policy in India, Child health and nutrition programmes in India, Indian concept of Nutrition and Food.

UNIT-5: Malnutrition: over-and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man, Ecological value and nutrition.

Suggested readings:

1. Singh I. P. & Bhasin M. K. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. Mukherjee, D., Mukherjee, D., & Bharati, P. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. Das B.M. and Deka R. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.
4. Ulijaszek S.J., and Mascie-Taylor C.G.N. Anthropometry: the individual and the population.
5. Das, B. M. Outlines of Physical Anthropology. New Delhi.
6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).
7. Foster, G.M. and B.G. Anderson (1978) Medical Anthropology. New York: John Wiley and Sons
8. Good Bryon. (1994). Medicine, Rationality and Experience. Cambridge, England: Cambridge University Press
9. McElroy, A. and P.K. Townsend (1979) Medical Anthropology in Ecological Perspective. Boulder, CO: Westview Press
10. Singer, M. and H.A. Baer (1995) Critical Medical Anthropology. Amityville, NY: Baywood Press
11. Joshi, P.C. and A. Mahajan (1990) Studies in Medical Anthropology (eds.). New Delhi: Reliance Publishing House

Course Outcome:



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- PO-1. The course helps the students to know about the health status of a person as well as community.
 PO-2. It helps the students to know about the modern health care system as well as traditional medicine as ethno medicine how the community has knowledge to survive themselves.
 PO-3. It also helps to know about the diversity of food and the nutritional status of a community.
 PO-4. It helps to understand the extent of Malnutrition in India
 PO-5. It also helps to know about the various nutritional adaptations in Man.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VI Semester

AAUFLT13/ ASUFLT13: Practical on Applied Biological Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFLT13/ ASUFLT13	-	-	1	4 hours	30	70	100	1

Course Objectives

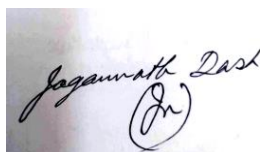
- CO-1. To get practical knowledge of taking body measurements such as Height, Weight, Waist circumference and Hip circumference.
 CO-2. To know about the various nutritional indices and the classification of obesity.
 CO-3. To acquaint the students about the techniques of taking skinfold measurements.
 CO-4. To estimate the PBF, BMAI and BAI of various subjects.
 CO-5. To estimate the subcutaneous fat, Visceral fat & skeletal muscle percentage.

Syllabus Contents

- Unit I:** Techniques of taking basic Somatometric Measurements: Height, Weight, Waist circumference, Hip circumference;
Unit II: Estimation of Body Mass Index (BMI), Waist Hip Ratio (WHR), Waist Height Ratio (WHTR) and classification of obesity.
Unit III: Skinfold Measurement: Biceps, Triceps, Sub-scapular and Supra-iliac skinfold.
Unit IV: Estimation of Adult Body Composition: Percent Body Fat (PBF), Body Mass Abdominal Index (BMAI), Body Adiposity Index (BAI);
Unit V: Subcutaneous Fat; Visceral Fat; Skeletal Muscle Percentage

Suggested Readings

1. Singh I. P. & Bhasin M. K. (1989) A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Delhi.
2. Mukherjee, D., Mukherjee, D., & Bharati, P. (2009) Laboratory Manual for Biological Anthropology. Asian Book Private Limited, New Delhi.
3. Das B.M. and Deka R. Physical Anthropology Practical. Kitab Mahal, Allahabad, U.P.

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4. Ulijaszek S.J., and Mascie-Taylor C.G.N. Anthropometry: the individual and the population.
5. Das, B. M. Outlines of Physical Anthropology. New Delhi.
6. Galton F. (1884) Anthropometric Laboratory. London (Also in J. Anthropol. Inst., (Lond.) 1884, 14, 205).

Course Outcome

PO-1. This course will provide the knowledge on techniques of taking basic somatometric measurements.

PO-2. Students will be able to calculate various nutritional indices.

PO-3. This paper will enhance the knowledge of taking skinfold measurements.

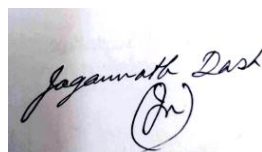
PO-4. Through this paper, students will be able to calculate various body composition indices.

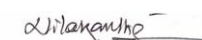
PO-5. The students will get knowledge on the estimation of subcutaneous fat, visceral fat and skeletal muscle percentage.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. VI Semester

AAUFTT14/ ASUFTT14: Indian Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFTT14/ ASUFTT14	3	-	-	4 hours	30	70	100	3

Course Objectives

C.O.1. To provide the knowledge of origin, history and development of Anthropology in India and enhance the knowledge of different approaches of studying the Indian society and culture.

C.O.2. To provide comprehensive knowledge about village system in India and explain the different social organizations.

C.O.3. To provide the brief introduction about rise of anthropology in India and knowledge about tribe, caste continuum and Janajati identity issues.

C.O.4. To boost the knowledge on Indian society.

C.O.5. To provide the concept of society, culture, civilization and discussed Indological, Anthropological and historical approaches to improve knowledge about process of socio-cultural change.

Syllabus Contents

Unit I:

- Origin, history and development of Anthropology in India, Approaches to study Indian society and culture. Racial and linguistic elements in Indian population
- Understanding the diversity of Indian social structure - concept of Varna, Jati, Caste, Ashram or purusharatha, Gender hierarchies - their economic and cultural impact,

Unit II:

- Contribution of contemporary biological, social and archaeological anthropologists in India.

Unit III:

- Aspects of Indian Village –social organisation, agriculture and impact of market economy on villages
- Impact of culture-contact, urbanization and industrialization on Janajati and rural population;
- Developmental projects- Janajati displacements and rehabilitation problem

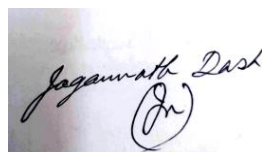
Unit IV:

- Basic concepts -Great tradition and little tradition, sacred complex, Universalization and parochialization, Sanskritization and Westernization, Dominant caste, Tribe-caste continuum, Nature-Man-Spirit complex, PseudoJanajatiism,

Unit V:

- Constitutional safeguards for the Scheduled caste and scheduled tribes.
- Problems of exploitation and deprivation of scheduled caste/ tribe and Other Backward Classes.

Suggested Reading



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

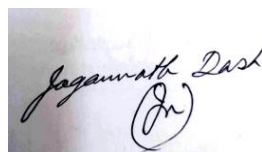
Course Outcomes:

- C.O.1. This paper will strengthen the subject matter and will enhance the basic knowledge about the Indian anthropology to the undergraduate students.
- C.O.2. The paper will be given the knowledge of society and culture and will be rendered the knowledge of various social and cultural norms and values of the society.
- C.O.3. It will provide knowledge to make theoretical understanding to undergraduate students regarding origin, history and development of the Indian Anthropology.
- C.O.4. This paper will be increased the basic knowledge of social institutions and importance of culture.
- C.O.5. Students will be understood the concept of social problems, like exploitation and deprivation.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. VI Semester
AAUFLT14/ ASUFLT14: Practical on Indian Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFLT14/ ASUFLT14	-	-	1	4 hours	30	70	100	1

Course Objectives

C.O.1. To give knowledge on basis of identification of various variables for racial classification.

C.O.2. To transfer knowledge on the processes of review of research articles and edited books.

C.O.3. To give a overall profile of religion, Janajati and rural population in India.

C.O.4. To teach the basis of biological diversities of a population.

C.O.5. The students will be appraised of the contribution of at least two Indian anthropologists.

Syllabus Contents:

This paper will be ensured the knowledge of caste, religion and tribes of rural population.

Unit-1. Identify various traits/variables which can be used in racial classification and comment on its relevance.

Unit-2. Review a book/edited volume on Indian social structure such as caste, religion, tribe and rural population and give its salient features.

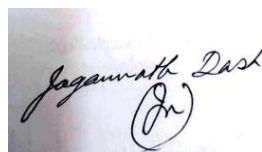
Unit-3. Explore the biological diversity of any population group considering a minimum of five genetic traits.

Unit-4. Highlight the contributions of any two contemporary Indian anthropologists.

Unit-5. To document the effects of development on the life and livelihood of the Janajati people in India.

Suggested readings:

1. Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
2. Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
3. Bhasin MK, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi
4. Lopez DS. (1995). Religions of India in Practice. Princeton University Press
5. Gupta D. Social Stratification. Delhi: Oxford University Press.
6. Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College
7. Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla)
8. Trautmann TR (2011). India: Brief history of Civilization. Oxford University Press : Delhi



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10. Haddon AC. (1929). Races of man. Cambridge University, London.
11. Kapoor A.K. (1992). Genetic Diversity among Himalayan Human Populations. M/S Vinod Publishers, Jammu
12. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay
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14. Guha B.S. (1931). The racial attributes of people of India. In : Census of India, 1931, vol I, Part III (BPO, Simla)
15. Malhotra K.C. (1978). Morphological Composition of people of India. J. Human Evolution.

Course Outcomes

- C.O.1. The students will have the knowledge on the basis of identification of racial variables.
 C.O.2. The students will have the skill of reviewing a book and journal based research articles.
 C.O.3. The students will have the knowledge on the basic features of Indian society.
 C.O.4. Based on genetic traits the students will be able to look at the differences of Indian population.
 C.O.5. The students will have the knowledge on the contributions of few Indian anthropologists.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

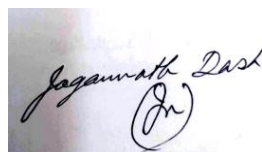
B.A./B.Sc. VI Semester

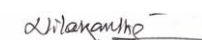
AAUFTT13/ ASUFTT13: Practical in Applied and Action Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFTT13/ ASUFTT13	-	-	1	4 hours	30	70	100	1

Course Objectives

- CO-1. This paper is intended to introduce the student to basic concepts and theoretical perceptions of Applied and Action Anthropology.
 CO-2. To apply anthropological knowledge in different fields and situations.
 CO-3. To acquaint the students on various processes of socio-cultural changes in the society.
 CO-4. To identify various patterns of barriers in application of anthropology in development.
 CO-5. To teach various methods of overcoming development related barriers in the society.


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Syllabus Contents

- Unit I:** A Conceptual understanding on Applied and Action Anthropology Meaning and Scope; Similarities and Differences between Applied and Action Anthropology; Limitations of Applied Anthropology.
- Unit II:** identification of Social-Cultural Changes; Internal and external factors for changes; in tribal and urban societies.
- Unit III:** Areas of application of anthropological knowledge in inland tribal and coastal caste populations development. Give the examples .
- Unit IV:** Barriers to Change Agents of Change; Chain reactions of change; promoters of change; Psychological Social and Culture barriers to change. Describe from development experiences.
- Unit V:** Describe the skills used in Anthropology of Agriculture; Public Health; Medicine and Nutrition; Industry; Administration and Planning; Education.

Suggested readings:

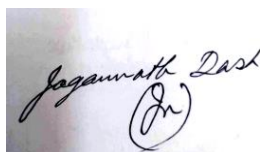
1. Cassell, J. and S.E. Jacobs, eds. (1987). Handbook on Ethical Issues in Anthropology, AAA Special Publications 23.
2. Chambers, E. (1996). Practicing anthropology. Encyclopedia of Cultural Anthropology, ed. D. Levinson and M. Ember, 1009–1014. New York: Henry Holt and Company.
3. Doyle, W.R. (2004). A Report on the Field of Anthropology in the United States. New York: WennerGren Foundation.
4. Eriksen, T.H. and F.S. Nielsen. (2001). A History of Anthropology. Part of the Anthropology, Culture and Society series, ed.
5. T.H. Eriksen, K. Gardner, and J.P. Mitchell. Sterling, VA: Pluto Press. Ervin, A.M. (1990). Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston: Allyn and Bacon.
6. Fiske, S. and E. Chambers. (1996). The inventions of practice. Human Organization 55 (1): 1–12.
7. Kedia, S. (2005). Practicing anthropology. Encyclopedia of Anthropology, ed.
8. H.J. Birx. Kedia, S. and J. van Willigen, eds. (2005). Applied Anthropology: Domains of Application. Westport, CT: Greenwood Publishing Group.
9. Kedia, Satish and Linda Bennett (2005). Applied Anthropology. published on www.researchgate.net

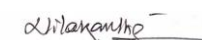
Course Outcomes:

- P.O.1. The student have a clear understanding on the basic concepts and theoretical perceptions of Applied and Action Anthropology.
- C)-2. They are able to identify and apply anthropological knowledge in different fields and situations.
- CO-3. Students are acquainted with various processes of socio-cultural changes in the society.
- CO.4. They are able to tell the pattern of barriers in application of anthropology in development.
- CO.5. The students are able to identify various methods of overcoming development related barriers in the society.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3


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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VI Semester
AAUFLT14/ ASUFLT14: Ethnographic Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFLT14/ ASUFLT14	3	-	2	4 hours	30	70	100	3

Course Objectives

- C.O.1 The course will introduce the fundamentals of ethnography and fieldwork.
C.O.2. The students will be taught on the history of anthropological field works particularly in India.
C.O.3. It will introduce the students to the basic techniques of data collection.
C.O.4. The students will be educated on various data processing that anthropologists have evolved.
C.O..5. To teach the students for a greater in-depth understandings and comparisons of cultures and societies.

Syllabus Contents

Unit. 1 Fundamentals of Ethnography: Ethnography – Origin, Meaning and Scope, Doing ethnography, Cultural Context and setting, Ethnography and Ethnology

Unit. 2 Field and Fieldwork: Conceptualizing field and fieldwork, Fieldwork tradition in Anthropology, Multi sited ethnography, Challenges of Ethnographic Fieldwork

Unit. 3 Skills in Data Collection: Participant Observation and Interviewing, Survey, Schedule and Questionnaire, Case study, life history and genealogy, Focus Group discussion, Collection of narratives

Unit. 4 Ethnographic Writing and Analysis: Data Analysis, and Interpretation, Report Writing

Unit.5 Research Ethics: Reflexivity and Ethics in Ethnographic research, Emerging dimensions in ethnographic research

Recommended Readings

1. Bray, Zoe. 2008. *Ethnographic approaches in Approaches and Methodologies in the Social Sciences*.
2. Donatella della Porta and Michael Keating. Eds. 2012. Cambridge: Cambridge University Press.
3. Ellen, R. F. 1984. *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
4. Goode, W.J. and Hatt, P.K. 1981. *Methods in Social Research*. Singapore: McGraw-Hill.
5. George, et al. Eds. 1979. *Long-Term Field Research in Social Anthropology*. New York: Academic Press.
6. Hammersley, Martyn and Atkinson, Paul. 2019. *Ethnography: Principles in Practice*.



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- London: Routledge.
7. Malinowski, Bronislaw. 1922. 2014 Rpt. *Argonauts of Western Pacific*. London: Routledge.
 8. Pelto, P.J. and Pelto, G. H. 1978. *Anthropological Research: The Structure of Inquiry*. New York: Cambridge University.
 9. Russel, Bernard. 2003. *Research Methods in Anthropology- Qualitative and Quantitative Approaches*, 4th Edition. New York: Altamira Press
 10. Sarana, G. 1975. *The Methodology of Anthropology*. New York: The University
 11. of Arizona Press.
 12. Srivastava, V. K. 2005. *Methodology and Fieldwork*. New Delhi: Oxford University Press
 13. Young, P.V. 1966. *Scientific Social Surveys and Research: An Introduction to the*
 14. *Background, Content, Methods, Principles and Analysis of Social Attitudes*. New Jersey: Prentice Hall.

Course Outcomes

- CO-1. The students will learn the fundamentals of anthropological fieldwork
 CO-2. The students will learn the fundamentals of ethnography used in anthropology.
 CO-3. The students to select a research problem and use appropriate methods and techniques of data collection.
 CO-4. The students will know the processes of data analysis
 CO-5. The students will learn the skills of report writing.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

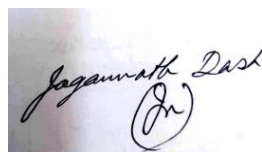
B.A./B.Sc. VI Semester

AAUFLT14/ ASUFLT14: Practical on Ethnographic Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUFLT14/ ASUFLT14	-	-	1	4 hours	30	70	100	1

Course Objectives

- CO.1. The students will be taught on fundamentals of ethnography and fieldwork.
 CO.2. The students will be taught on few ethnographic documents.
 C.O.3. The students will be introduced the basic techniques of data collection.
 C.O.4. The students will be educated on various data processing that anthropologists have evolved.

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C.O.5. To teach the students for a greater in-depth understandings and comparisons of cultures and societies.

Syllabus Contents

Unit-1 Meaning and concept of ethnography, Doing ethnography and the Cultural Context and setting

Unit-2. Preparation of field and fieldwork, Multi sited ethnography, Identifying the Challenges of Ethnographic Fieldwork

Unit-3. Sketch out the techniques of Participant Observation and Interviewing, Case study, life history and genealogy and preparation of guidelines of making Focus Group discussion and Collection of narratives and specifying the use of audio-visual aids.

Unit- 4. Developing skeleton of a report writing in two different studies,

Unit-5. Identifying the areas of Ethics in Ethnographic research, identifying the dimensions in ethnographic research

Recommended Readings

1. George, et al. Eds. 1979. *Long-Term Field Research in Social Anthropology*. New York: Academic Press.
2. Malinowski, Bronislaw. 1922. 2014 Rpt. *Argonauts of Western Pacific*. London: Routledge.
3. Russel, Bernard. 2003. *Research Methods in Anthropology- Qualitative and Quantitative Approaches*, 4th Edition. New York: Altamira Press
4. Sarana, G. 1975. *The Methodology of Anthropology*. New York: The University of Arizona Press.
5. Srivastava, V. K. 2005. *Methodology and Fieldwork*. New Delhi: Oxford University Press
6. Young, P.V. 1966. *Scientific Social Surveys and Research: An Introduction to the Background, Content, Methods, Principles and Analysis of Social Attitudes*. New Jersey: Prentice Hall.

Course Outcomes:

- CO.1. The students will learn the fundamentals of making ethnographic sketch.
 CO.2. The students will learn processes and techniques of ethnographic document preparation.
 C.O.3. The students will able to process the ethnographic data.
 C.O.4. The students will able to use both qualitative and quantitative data in ethnographic.
 C.O.5. The students will know the use of audio-visual aids for data collection and the skills of report writing.

❖ Course Outcomes and their mapping with Programme Outcomes:

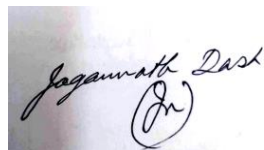
CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2

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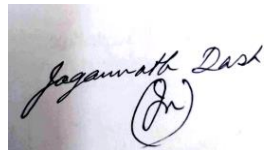
CO5	3	3	3	3	3							3	3	3	2
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❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly


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7th Semester



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B.A./B.Sc. VII Semester
Title of the Course: Anthropological Theories and Thoughts (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	3	-	-	4 hours	30	70	100	3

Course Objectives:

- C.O.1. Students will be taught about the philosophical foundation of anthropological theory.
 C.O.2. They will be enlightened on the colonial impact on certain concepts of anthropological theory and their relevance.
 C.O.3. Students will be provided knowledge on the classical theories of anthropology.
 C.O.4. To teach students on the theoretical Contribution of Indian Anthropologists
 C.O.5. Students will be taught on modern and globalisation-based theories.

Syllabus Contents

- Unit I.** History and Development of anthropological theory- The philosophical foundations
Unit II. Colonialism and its impact on anthropological theory: concept of primitive, evolution, function and diffusion, Neo-Evolution
Unit-III. Classical evolution, School of Diffusionism, Structuralism and Functionalism in anthropology.
Unit IV. Theoretical Contribution of Indian Anthropologists of M.N. Srinivas, L.P. Vidyarthi, Surjit Sinha.Sachidanand. .
Unit V. Post-structuralism and Postmodernism: Theories and trends; Feminism and Anthropology

Suggested Readings

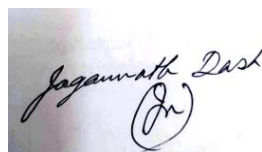
1. Applebaum, Herbert A. 1987. Perspectives in cultural anthropology. Albany: State University of New York Press.
2. Bloch, Maurice. 1983. Marxism and anthropology: the history of a relationship. Marxist introductions. Oxford [Oxfordshire]: Clarendon Press.
3. Evans-Pritchard, E. E., and André Singer. 1981. A history of anthropological thought. New York: Basic Books.
4. Leaf, Murray J. 1979. Man, mind, and science: a history of anthropology. New York: Columbia University Press.
5. Leaf, Murray J., and Bernard Grant Campbell. 1974. Frontiers of anthropology; an introduction to anthropological thinking. New York: Van Nostrand.
6. Voget, Fred W. 1975. A history of Ethnology. New York: Holt, Rinehart and Winston.

Course Outcomes:

- C.O.1. Students will have clear understanding on the philosophical foundation of anthropological theories.
 C.O.2. The students will have a clear understanding on the relevance of colonial impact on anthropological theories.
 C.O.3. The students will have knowledge on the classical theories practise in anthropology.
 C.O.4.They will have a clear knowledge of Indian perspective of anthropological theories.
 C.O.5. They will also have an understanding of modern theoretical knowledge and their global interpretation.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO	PSO
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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VII Semester

Title of the Course: Practical on Anthropological Theories and Thought (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	-	-	1	4 hours	30	70	100	1

Course Objectives:

- C.O.1. To transfer knowledge to the students on the preparation tool to study the society from various perspectives.
- C.O.2. To appraise the students on the preparation of different types of research proposals.
- C.O.3. The students will be informed about the contribution of Indian anthropologists.
- C.O.4. The students will be informed about the contribution of Non-India anthropologists.
- C.O.5. The students will be knowing the pattern of references and bibliographies prepared in research.

Syllabus Contents

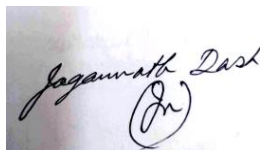
- Unit-I.** Preparing research tools required for doing the following kind of research, Functional studies, Village and community studies and Historical studies
- Unit-II.** Making a research proposal and doing an independent project on any of the above areas like Health research, education research, livelihood research.
- Unit-III.** Review of the contribution of Indian anthropologists to anthropology.
- Unit-IV.** Review of the contribution of other anthropologists to anthropology.
- Unit-V.** Preparing bibliography and list of references for a research project

Suggested Readings

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

Course Outcomes:

- C.O.1. The students will have the skill of preparing the tools for field based research
- C.O.2. The students will have the skill to prepare the research proposal according to types of research.
- C.O.3. The students will able to understand the contribution of Indian anthropologists.

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- C.O.4. The students will be able to understand the contribution of non-Indian anthropologists.
C.O.5. The students will have the knowledge on the referencing system.

❖ **Course Outcomes and their mapping with Programme Outcomes:**

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VII Semester

Title of the Course: Human Population Genetics (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	3	-	-	4 hours	30	70	100	3

Course Objectives:

- CO-1. This course is designed to understand the fundamental concepts of Mendelian population, Hardy-Weinberg equilibrium and its applications in Human population genetics.
CO-2. To understand the basic concept of genetic polymorphism and Natural selection.
CO-3. To study about hemoglobin polymorphism, genetic drift and gene flow.
CO-4. To study inbreeding and its genetic consequences in Human population.
CO-5. To understand the magnitude of consanguineous marriages in India and all over the World and also DNA polymorphism and Human genome project.

Syllabus Contents

Unit I: Mendelian populations, concept of Hardy-Weinberg equilibrium, Testing equilibrium and measuring departure from it. Application of H-W law in human population genetics.

Unit II: Genetic polymorphism- basic concept of transient and balanced polymorphism. Natural selection, Darwinian fitness, selection leading to change in gene frequency, and selection leading to change in genetic equilibrium.

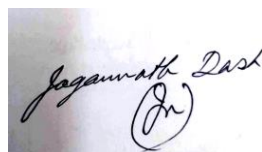
Unit III: Haemoglobin polymorphism, thalassaemia and Mutation rate, Dynamics of genetic drift, selection and gene flow/ migration

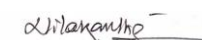
Unit IV: Consanguinity and inbreeding - (definitions and concept) Genetic consequences of inbreeding in human population, inbreeding coefficient and genetic load.

Unit V: Magnitude of consanguineous marriages in India and World over. DNA polymorphism, Human Genome Project.

Suggested Readings

- Harris H. Human Biochemical Genetics. Cambridge University Press. 2010.
- Relethford JH. Human Population Genetics. A John Wiley & Sons, Inc., Publication. 2012.


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3. Steve Jones, Robert Martin and David Pilbeam (Ed.) The Cambridge Encyclopedia of Human Evolution. Cambridge University Press, 1997.
4. Grine FE, Fleagle JG, Leakey RE. The First Humans Origin and Early Evolution of the Genus Homo. Springer, 2006.
5. Reddy VR. Current Trends in Human Genetics and Physical Anthropology. Dr (Mrs) V. Indira, Vidyanagar, Tirupati, Andhra Pradesh, India. 2012.
6. Templeton AR. Population Genetics and Microevolutionary Theory. John Wiley & Sons, Inc., Hoboken, New Jersey. 2006.
7. Fleagle JG. Primate Adaptation and Evolution. 2nd Edition, Elsevier Academic Press, 1999.
8. Harrison GA, Tanner JM, Pilbeam DR, Baker PT. Human Biology. An Introduction to Human Evolution, Variation, Growth and Adaptability. Oxford Science Publications, Oxford University Press, 2004.
9. Jobling, MA Hurles, M and Tyler-Smith, C. Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York, 2004
10. Strachan, T and Read, AP. Human Molecular Genetics. Garland Publishing Inc, New York, 2003.
11. Templeton, AR. Population Genetics and Microevolutionary Theory. Wiley Liss, New York, 2006.
12. Mange EJ and Mange AP. Basic Human Genetics. Sinauer Associates Inc. 49
13. Crawford, M. (Ed). Anthropological Genetics. Cambridge University Press. 2006.
14. Vogel, F and Motulsky, G. 1998. Human genetics: Problems & Approaches. Springer-Verlag Berlin. 2010.
15. Kothari Mehta Roychoudary. Essentials of Human Genetics. University Press, India.
16. South Asian Anthropologist. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi-110002.
17. The Oriental Anthropologist. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi-110002.
18. Journal of Social Anthropology. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi-110002.
19. The Anthropologists. Kamla Raj Enterprises, 2273, Gali Bari Paharwali, Chawri Bazar, Post Box No. 1120, Delhi – 110006.
20. The Indian Journal of Anthropology. Indian National Confederation and Academy of Anthropologists (INCAA), Kadam Kanon, P.O. Jhargram, West Medinipur, West Bengal, India-721507
21. Hartl L.D. Human Genetics, Jones & Bartlett Learning.

Course Outcomes:

PO-1. The student will be able to understand the fundamental concepts of human population genetics and Hardy-Weinberg equilibrium.

PO-2. Students will possess the knowledge of balanced and transient genetic polymorphism.

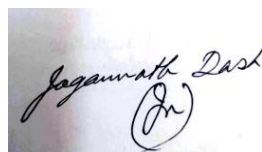
PO-3. Students will be able to get knowledge on haemoglobin polymorphism and basics of gene flow and genetic drift.

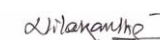
PO-4. This paper will provide knowledge on inbreeding and inbreeding coefficient.

PO-5. The students will be able to know about the magnitude of consanguineous marriages all over the world.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3


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CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VII Semester

Title of the Course: Practical on Human & Population Genetics (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	-	-	1	4 hours	30	70	100	1

Course Objectives:

CO-1. To know about the basics of blood group systems

CO-2. To perform ABO, MN & Rh blood group testing.

CO-3. To perform PTC test.

CO-4. To study the colour blindness status.

CO-5. To perform finger print, palmer print and planter print in dermatoglyphics.

Syllabus Contents

Unit- 1. Blood Group: Blood Typing-Detection of complete and incomplete antibodies with reference to Rh (including subgroups), MNSs, Kell, and Lewis blood group systems.

Unit-2. ABO (Subgroups), MN and Rh Blood group Systems

Unit. 3. PTC

Unit. 4. Colour Blindness

Unit. 5. Dermatoglyphics

i. Finger Print

ii. Palmer Print

iii. Planter Print

Suggested Readings

1. Harris H. Human Biochemical Genetics. Cambridge University Press. 2010.

2. Relethford JH. Human Population Genetics. A John Wiley & Sons, Inc., Publication. 2012.

3. Steve Jones, Robert Martin and David Pilbeam (Edt.) The Cambridge Encyclopedia of Human Evolution. Cambridge University Press, 1997.

4. Grine FE, Fleagle JG, Leakey RE. The First Humans Origin and Early Evolution of the Genus Homo. Springer, 2006.

5. Reddy VR. Current Trends in Human Genetics and Physical Anthropology. Dr (Mrs) V. Indira, Vidyanagar, Tirupati, Andhra Pradesh, India. 2012.

6. Templeton AR. Population Genetics and Microevolutionary Theory. John Wiley & Sons, Inc., Hoboken, New Jersey. 2006.

7. Fleagle JG. Primate Adaptation and Evolution. 2nd Edition, Elsevier Academic Press, 1999.

8. Harrison GA, Tanner JM, Pilbeam DR, Baker PT. Human Biology. An Introduction to Human Evolution, Variation, Growth and Adaptability. Oxford Science Publications, Oxford University Press, 2004.

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9. Jobling, MA Hurles, M and Tyler-Smith, C. Human Evolutionary Genetics, Origins, Peoples and Disease. Garland Science, New York, 2004
10. Strachan, T and Read, AP. Human Molecular Genetics. Garland Publishing Inc, New York, 2003.
11. Templeton, AR. Population Genetics and Microevolutionary Theory. Wiley Liss, New York, 2006.
12. Mange EJ and Mange AP. Basic Human Genetics. Sinauer Associates Inc. 49
13. Crawford, M. (Ed). Anthropological Genetics. Cambridge University Press. 2006.
14. Vogel, F and Motulsky, G. 1998. Human genetics: Problems & Approaches. Springer-Verlag Berlin. 2010.
15. Kothari Mehta Roychoudary. Essentials of Human Genetics. University Press, India.
16. South Asian Anthropologist. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi-110002.
17. The Oriental Anthropologist. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi-110002.
18. Journal of Social Anthropology. Serial Publication, 4830/24, Asian Road, Daryaganj, New Delhi-110002.
19. The Anthropologists. Kamla Raj Enterprises, 2273, Gali Bari Paharwali, Chawri Bazar, Post Box No. 1120, Delhi – 110006.
20. The Indian Journal of Anthropology. Indian National Confederation and Academy of Anthropologists (INCAA), Kadam Kanon, P.O. Jhargram, West Medinipur, West Bengal, India-721507
21. Hartl L.D. Human Genetics, Jones & Bartlett Learning.
. Hartl L.D. Human Genetics, Jones & Bartlett Learning.

Course Outcomes:

PO-1. This course will provide fundamental knowledge on the basic terminologies of blood groupings.

PO-2. Students will be able to determine blood group types

PO-3. This paper will provide knowledge on colour blindness status.

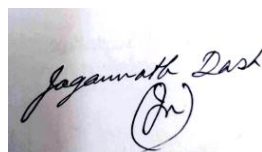
PO-4. The students will be acquainted with the PTC ability test.

PO-5. The students will understand the techniques of dermatoglyphics.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly


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B.A./B.Sc. VII Semester

AAUDTG4/ ASUDTG4: Research Methodology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTG4/ ASUDTG4	3	-	-	4 hours	30	70	100	3

Course Objectives

C.O.1. Equip students with a basic understanding of the underlying principles of quantitative and qualitative research methods.

C.O.2. Provide students with in-depth training on the conduct and management of research from inception to completion using a wide range of techniques.

C.O.3. Develop better insight into the research topic by properly explaining each concept associated with it.

C.O.4. Provide a systematic structure to ease the process of whole research to be done.

C.O.5. Enhance the research quality, Derive better solutions. Aid in decision making.

Syllabus Contents

Unit-1: Meaning, Concept and Research- Research Design, Review of Literature, Formulation of Research problem, Qualitative and Quantitative research.

Unit-2: Tools and Techniques of data collection

Unit-3: Ethical issues in Research/ Ethical importance of cosset privacy and confidentiality in the research

Unit-4: Analysis and writing up structure, Research article data analysis

Unit-5: Bio Statistics: Variable, Descriptive statistics, use of qualitative and quantitative, Test of inference, Pedigree Analysis.

Suggested Readings

1. Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.
2. Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006.
3. Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010.
4. Bernard R. Research Methods in Anthropology: Qualitative and Quantitative Approaches. AltaMira Press. 2011.
5. Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995.
6. Lawrence NW. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Allyn and Bacon. 2000.
7. Patnaik S.M. Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua. Jaipur: Rawat Publications. 2011.
8. Pelto PJ and Pelto GH. Anthropological Research, The Structure of Inquiry. Cambridge: Cambridge University Press. 1978.

Course Outcomes:

C.O.1. Have the skill to prepare schedule and questionnaire -interview, key informant interview, case study

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C.O.2. Students will be able to write Project Reports: Preparation of Research Problem. Research design, Data collection and analysis, Report writing.

C.O.3. They will have the knowledge of various Ethical issues in Research/ Ethical importance of cosset privacy and confidentiality in the research

C.O.4: They will have the skill of analysis and writing up structure, Research article data analysis

C.O.5.: Bio Statistics: Variable, Descriptive statistics, use of qualitative and quantitative, Test of inference, Pedigree Analysis

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VII Semester

AAUDLT9/ ASUDLT9: Practical on Research Methodology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT9/ ASUDLT9	-	-	1	4 hours	30	70	100	1

Couse Objectives

C.O.1. This course aims to develop students' knowledge and understanding of methodology question in the social sciences.

C.O.2. Theoretical and methodological debates in selected disciplinary areas will be discussed in order to motivate students to pursue a critical approach to research.

C.O.3. The imperative for ethical research practices will be presented. The course helps students recognize and reflect on the strengths and limitations of various research methodologies, determining the link between theory and practice, critically evaluating research, and addressing ethical and practical dilemmas.

C.O.4. In this course, students will learn step-by-step how to design and implement quantitative and qualitative methods, including case studies, in-depth interviews, focus group discussions, participant observation, and textual and media analysis.

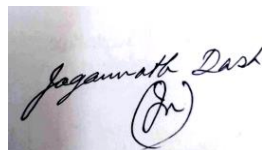
C.O.5. The course includes lessons on how to deal with and analyze data, as well as how to write up and present findings

Syllabus Contents

Unit I: Research methods – Quantitative Vs. qualitative methods & mixed methods

Unit II: Quantitative research methods and Qualitative research methods and data gathering process

Unit III: Survey method I – Basic concepts in quantitative research & sampling techniques

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Unit IV: Survey method II – Developing research questions; Preparing a questionnaire

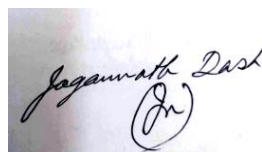
Unit V: Survey method III – A discussion on data analysis with select examples

Suggested Readings

1. Byman, Alan.(2012). Social Research Methods. Oxford University Press.
2. Guthrie, Gerald. (2010). Basic Research Methods: An Entry to Social Science Research. Sage.
3. Phillips, D.C (1987). Philosophy, Science, and Social Inquiry. Pergamon Press, New York.
4. Becker, H.S., & Richards, P. (2007) Writing for Social Scientists: How to start and finish your thesis, book, or article. Chicago: University of Chicago Press. Narayan, Kirin. (2012).
5. Alive in the Writing: Crafting Ethnography in the Company of Chekhov. Chicago: University of Chicago Press.
6. Amel Ahmed & Rudra Sil (2012). When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research. Perspectives on Politics, 10 (4), 935-953.
7. Boulter Michael. (2017). Chapter 1 -The one culture, 1920s and 1930s in the book Bloomsbury Scientists: Science and Art in the Wake of Darwin, UCL Press. URL: <http://www.jstor.org/stable/j.ctt1vxm8sr.15>
8. Clinton, N. Westman. (2011). Contemporary Studies of Ritual in Anthropology and Related Disciplines. Reviews in Anthropology, 40(3), 210-231, DOI:10.1080/00938157.2011.596013
9. J. Devika. (2008). Being “in-translation” in a post-colony: Translating feminism in Kerala State, India. Translation Studies 1(2),.182-196. DOI: 10.1080/14781700802113507
10. Hanson, Susan. (1992). Geography and Feminism: Worlds in Collision? Presidential address, Annals of the Association of American Geographers, 82(4), 569-586
11. Hartsock, N.C.M. (1983). The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism.
12. In: Harding S., Hintikka M.B. (eds.) Discovering Reality. Synthese Library, vol 161. Springer, Dordrecht. https://doi.org/10.1007/0-306-48017-4_15
13. Harding, Sandra. (1987). The Method Question. Hypatia, Vol. 2(3) 19-35.
14. Lund, Christian. (2014). Of What is This a Case?: Analytical Movements in Qualitative Research. Human Organization, Vol.73(3).
15. Mills, Mary Beth. (1997). Contesting the Margins of Modernity: Women, Migration, and Consumption in Thailand. American Ethnologist, 24 (1), 37-61.
16. Mohanty, Chandra Talpade. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. Feminist Review, 30, 61-88.
17. Moutu, Andrew. (2017) Prologue: Where is Anthropology Located in the Task of Putting People First In Elisabetta Gnechi-Ruscione, Anna Paini. (eds.), Tides of Innovation in Oceania: Value, materiality and place, ANU Press.
18. Glaser, B. G., & Strauss, A. L. (1999). The Discovery of Grounded Theory: Strategies for Qualitative Research. New Jersey: Aldine Transaction.
19. Strauss, Anselm. (1987). Qualitative Analysis for Social Scientists. Cambridge: Cambridge University Press.

Course Outcomes:

C.O.1. The students understand the research process that includes, at a minimum, selecting appropriate conceptual/theoretical framework, identifying and reviewing select literature, framing



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research questions, choosing appropriate research methods, and synthesizing the observations/finding to develop a set of coherent arguments.

C.O.2. The students are able to develop a set of transferable workplace skills, it is expected that the students will gain the knowledge and ability to do original research and writing.

C.O.3. The students able develop knowledge and understanding methodologies in social sciences.

C.O.4. They are able to have theoretical and methodological debates in selected disciplinary areas will be discussed in order to motivate students to pursue a critical approach to research.

C.O.5. In this course, students learn step-by-step how to design and implement quantitative and qualitative methods, including case studies, in-depth interviews, focus group discussions, participant observation, and textual and media analysis.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

❖

B.A./B.Sc. VII Semester

Title of the Course:: Ecological Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	3	-	-	4 hours	30	70	100	3

Course Objectives:

CO.1. To teach the meaning and scope of Ecological Anthropology and also with reference to India culture.

CO.2. To acquaint the students about the ecology and ecological transition and the reasons therein.

CO.3. To appraise the students about the concept of Eco-System and Indian Knowledge System.

C.O.4. To intimate the importance of bio-cultural dimensions of the ecology and the ecological knowledge system.

C.O.5. To provide knowledge about the causes and consequences of ecological movements in India.

Syllabus Contents

Unit I: Ecological Anthropology: Definition and Scope; Cultural Ecology, Population Ecology, System Ecology, Ethno-ecology, Eco Feminism

Unit II: Ecology and Ecosystem: Definition of Ecology and Ecosystem; Meaning, Types and Components of Ecosystem: Biotic and Abiotic, Ecological Niche.

Unit III: Ecological Transition: Concept of Culture Core and its relation with Environment and Other aspects of Culture; Ecological Ethnography: Hunter Gatherers, Nomads and Shifting Cultivators.

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Unit IV: Adaptation and Evolution: Inter-dependency between Biological and Cultural Evolution
Concept of Sustainable Development and Indigenous Knowledge System.

Unit V: Ecological Movements in India: Causes and Consequences; Chipko Movement, Narmda
Banchao Movement, Niyamgiri Movement

Suggested Readings

1. Bennet, J.W. The Ecological Transition.
2. Bhss, L.C, Heal, O.W. Moore, J. Tundra Ecosystem.
3. Bresser, Human Ecology. 4. Butzer, Karl. Archaeology as Human Ecology.
5. Chapple,D.(ed) Biological Foundation of Individuality and Culture
6. Brock,T.H. Primate Ecology.
7. Eckstein . Food, People and Nutrition.
8. Eckstein, P.R. & Ehrlick, Avne, Holdren, J.P. Human Ecology.
9. Greenwood & Edwards. Human Environments & Natural Systems.
10. O. Hardesty, D. Ecological Anthropology.
11. J.Owen Jones, and Paul Rogers. Human Ecology and the Development of Settlements.
12. Jorgenson, J.G. Biology and Culture in Modern Perspective.
13. Kafman, PB./J.D. Lacroix Plant, People, Environment.
14. Krebs, C.J. Ecology (Latest edition).
15. Mortwitz, H.J. Foundations of Bio-energetics. 1
6. Odum, O.P. Ecology. 17. Odum, E.P. Fundamentals of Ecology.
18. Solomon Katz (ed). Biological anthropology (Scientific American).
19. Sussman, R.W. Primate Ecology.
20. Watts Johnston & Lasker. Bio-social Interrelation in Population Adaptation.
21. Yadab, C.S. Contemporary City Ecology.

Course Outcomes:

CO.1. The students will understand the concept of ecological anthropology and also from Indian perspective.

CO.2. The students will be acquainted about the factors responsible for ecological transition.

C.O3. The students will have the knowledge on the Eco-system from Indian perspectives.

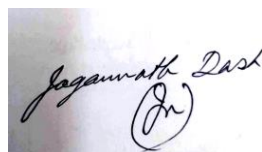
CO.4. The students will have a clear understanding of bio-cultural dimensions of the ecology and the ecological knowledge system.

CO.5. They will have the knowledge about the causes and consequences of ecological movements in India.

❖ Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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B.A./B.Sc. VII Semester
Title of the Course:: Practical in Ecological Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	-	-	1	4 hours	30	70	100	1

Course Objectives:

- CO.1. The students will be provided knowledge on the contribution of ecological anthropology.
 CO.2. The students will be taught about the symbiotic relations maintained by the ruralites with their ecology.
 CO.3. The students will be taught about the learnings of contemporary environmental issues in India.
 C.O.4. The students will be taught how to prepare an on annotated bibliography ecological anthropology in Indian context.
 CO.5. The students will be taught how to prepare review papers.

Syllabus Contents:

- Unit-I.** Critically review two ethnographic works on ecological anthropology by scholars.
Unit-II. Make a project proposal to study the symbiotic relationships of ecology and rural people.
Unit-III. Make a report on any contemporary environmental issues faced by Indians in India both in pre and post globalisation era.
Unit-IV. Prepare an annotated bibliography on ecological anthropology taking the research in anthropology in India.
Unit-V. Prepare two review papers taking into account government programmes like Joint Forest Management, Social Forestry etc) strengthening ecology.

Suggested Readings:

1. Cohen, Yehudi A. 1968. Man in adaptation; the cultural present. Chicago: Aldine Pub. Co.
2. Descola, Philippe, and GisliP´ á lsson. 1996. Nature and society: anthropological perspectives. London: Routledge.
3. Guha, Ramachandra. 1990. The unquiet woods: ecological change and peasant resistance in the Himalaya. Berkeley: University of California Press.
4. Guha, Ramachandra. 2003. Social ecology. Oxford in India readings in sociology and social anthropology. Delhi [u.a.]: Oxford University Press.
5. Shiva, Vandana. 2009. Staying alive. [S.l.]: Zed Books Ltd.

Course Outcomes:

- CO.1. The students will have an understanding of the premises behind the ecological anthropology.
 CO.2. They will have the knowledge about the symbiotic relationships between the ecology and the rural people.
 CO.3. The students will have a clear understanding on the contemporary environmental issues faced by India.
 CO.4. The students will have the skill of preparing an annotated bibliography on ecological issues.
 CO.5. The students will have the skill of preparing review papers.

❖ **Course Outcomes and their mapping with Programme Outcomes:**

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2



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CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly

8th Semester



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B.A./B.Sc. VIII Semester
Title of the Course:: Medical Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	3	-	-	4 hours	30	70	100	3

Course Objectives:

- C.O.1. The students will be provided knowledge on the concept, theory, growth and development of medical anthropology.
- C.O.2. The students will be taught about the medical systems practised by different communities in the world.
- C.O.3. The students will be taught about the ethnography of local medicinal system in India.
- C.O.4. The students will be appraised on the applications of anthropological knowledge in promoting health care in Janajati and rural communities.
- C.O.5. The students will be taught various health planning programmes of the government and the convergence of traditional and modern medical system.

Syllabus Contents

Unit- 1 Medical Anthropology: Meaning, scope and concepts, Theories of medical Anthropology

Unit-2. Concepts of illness, sickness, disease and health, Culture bound syndromes – cultural construction of illness experience, Socio-cultural dimensions of illness and health, Humoral system – hot and cold

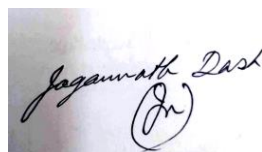
Unit-3. Plural Medical Systems and Health Seeking Behaviour: Asian medical system: Indian, Chinese and Mediterranean, Popular; Folk and Professional health care; Plural Medical Systems and Health Seeking Behaviour; Magico-religious curative practices.

Unit-4. Ethnography of Janajati and folk medical health systems: Ethno-medicine: Culturally appropriate medicine. Regional variation in India; Ethnography of Janajati and folk medical health systems in India-case studies; Community health practices and indigenous medical systems; Health Care System and Health Care Services

Unit-5. Psycho-somatic and mental disorders: Psycho somatic and mental disorders, Drug addiction: demographic, socio-economic and mental health conditions, Application of anthropological knowledge in promoting health care in Janajati and rural communities.

Recommended Readings

1. Ahluwalia, A, 1974, *Sociology of Medicine* in M. N. Srinivas (ed.), *A Survey of Research in Sociology and Social Anthropology*, Vol-11, Bombay: Popular Prakashan.
2. Ali, Almas. 1994. *Indigenous Health Practices among Janajatis: Relationship with Prevalent Diseases*, in S. Basu (ed.), *Janajati Health in India*, New Delhi: Manak Publications Pvt. Ltd.
3. Alice Street. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*: Durham, Duke University Press.
4. Anderson, Warwick. 2008. *The Collectors of Lost Souls: Turning Kuru Scientists into White men*: Baltimore, Johns Hopkins University Press.
5. Basu, Salil (ed).1994.*Janajati Health in India*. New Delhi:Serial Publications.



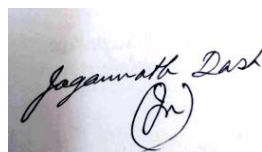
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6. Bhasin, Veena. 1993. *People, Health and Disease: The Indian Scenario*. New Delhi: Kamala Raj Enterprises.
7. Bhusari, B., Nikanth and Dr. Korpenwar, Anil. 2013. *A Text Book of Ethnomedicine*. New Delhi: Gaurav Books.
8. Brown, Peter J and Svea Closser (Eds.). 2016. *Understanding and Applying Medical Anthropology*. US: Left Coast Press Inc.
9. Calan, Micheal. 1987. *Health and Illness*. London and New York: Tavistock Publications.
10. Caudill, William. 1953. "Applied Anthropology in Medicine." In A.L Kroeber (Ed.), *Anthropology Today: An Encyclopedic Inventor*, Chicago: University of Chicago Press.
11. Fitzgerald, Thomas. Ed. 1977. *Nutrition and Anthropology in Action*. Assen: Van Gorcum Amsterdam.
12. Foster, George, M. and Anderson, Barbara Gallatin. 1988. *Medical Anthropology*. USA: Random House.
13. Good, Byron. 2010. *A Reader in Medical Anthropology: Theoretical Trajectories, Emergent Realities*. Oxford: Blackwell publishing.
14. Harris, Marvin. 1987. *Cultural Anthropology*. New York: Harper and Raw Publisher.
15. Hatfield Gabrielle. 2004. *Encyclopaedia of Folk Medicine: Old World and New World Traditions*. New Delhi: Shubhi Publications.
16. Honigmann, John J. 1997. *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publications.
17. Inhorn, C. Marcia and Emily A. Wentzell. 2012. *Medical Anthropology at the Intersections: Histories, Activisms, and Futures*. Durham: Duke University Press.
18. Johnson, Shanti. C. and Rajan, Irudaya S. 2010. *Ageing and Health in India*. New Delhi: Rawat Publications.
19. Joshi, P.C. and Mahajan, Chakraverti. Ed. 2021. *Recent Advances in Indian Medical Anthropology*. New Delhi: Concept Publishing Company.
20. Kleinman, Arthur. 1981. *Patients and Healers in the Context of Culture*. University of California Press.
21. Landy, David. Ed. 1977. *Culture, Disease, and Healing: Studies in Medical Anthropology*. UK: Macmillan.
22. Lock, M. Margaret and Vinh-Kim Nguyen. 2010. *An Anthropology of Biomedicine*. Oxford: Wiley-Blackwell.
23. Mehta, S. R. 1992. *Society and Health*. New Delhi: Vikas Publishing House Pvt Ltd.
24. Misra, Pramod. 2004. *Ecology, Culture and Health*. New Delhi: Serial Publications.
25. Mutatkar, R. K.; Danda, Ajith K.; and Bhatt, Vikas. 2010. *Studies on Bio-medical Anthropology, Profiles of Health Cultures*. New Delhi: Aryan Books International.
26. Narasaiah, M.L. 2004. *Food and Health*. New Delhi: Discovery Publishing House.
27. Paul, D, Benjamin and Walter, B, Miller. 1955. *Health, Culture, and Community*. UK: Russell Sage Foundation.
28. Read, M. 1966. *Health and Disease*. London: Routledge publishers.
29. Rivers, W. H. R. 2013. *Medicine, Magic and Religion*. London: Routledge publishers.
30. Sikkink, Lynn. 2009. *Medical Anthropology in Applied Perspective*. Belmont: Wadsworth.
31. Singer, Merrill and Baer, Hans A. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Lanham: Altamira Press.
32. Tiwari, S. K. 2001. *Medical Geography of Indian Tribes*. New Delhi: Swarup and Sons
33. Trivedi, P.C. 2007. *India Folk Medicine*. Jaipur: Pointer Publishers.

Course Outcome:

CO.1. The students will have a clear understanding of the concept, theory, growth and development of medical anthropology.

CO.2. The students will know about the medical systems practised by different communities in the world.

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C.O.3. The students will have the knowledge about the ethnography of local medicinal system of India.

C.O.4. The students will know the applications of anthropological knowledge in promoting health care in Janajati and rural communities.

CO.5. The students will know various health planning programmes of the government and the convergence of traditional and modern medical system

❖ **Course Outcomes and their mapping with Programme Outcomes:**

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Slightly; 2-Moderately; 3-Strongly

B.A./B.Sc. VIII Semester

Title of the Course: Practical on Medical Anthropology (Major)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
	-	-	1	4 hours	30	70	100	1

Course Objectives:

CO.1. The students will be taught how to prepare review article on health related issues.

C.O.2. The students will be taught how to prepare a research proposal to study the health issues in rural and urban India.

CO.3. The students will be taught on the impact of NRHM and URHM in India.

CO.4. The students will be taught about the regional distribution of the achievements of MDG and SDG.

CO.5. The students will be taught how to prepare study tools to study health and diseases in rural and urban areas.

Syllabus Contents

Unit- 1. Preparation of a review of health related studies carried out by the anthropologists in India.

Unit-2. Preparation of a research proposal to study the ethno-medicines and health practices of the rural people.

Unit-3. Preparation of the achievements and failures of NRHM in India

Unit-4. Preparation of MDG and SDG Health related Goal in-terms of achievements.

Unit-5. Preparation of study tools to study both qualitative and quantitative achievements of Health programs of the government.

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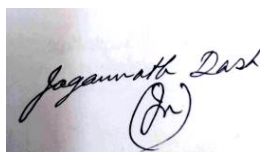
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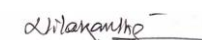
Recommended Readings

1. Ali, Almas. 1994. *Indigenous Health Practices among Janajatis: Relationship with Prevalent Diseases*, in S. Basu (ed.), *Janajati Health in India*, New Delhi: Manak Publications Pvt. Ltd.
2. Alice Street. 2014. *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital*: Durham, Duke University Press.
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8. Caudill, William.1953. "*Applied Anthropology in Medicine*." In A.L Kroeber (Ed.), *Anthropology Today: An Encyclopedic Inventor*, Chicago: University of Chicago Press.
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12. Hatfield Gabrielle. 2004. *Encyclopaedia of Folk Medicine: Old World and New World Traditions*. New Delhi: Shubhi Publications.
13. Honigmann, John J. 1997. *Handbook of Social and Cultural Anthropology*. New Delhi:Rawat Publications.
14. Johnson, Shanti. C. and Rajan, Irudaya S. 2010. *Ageing and Health in India*. New Delhi:Rawat Publications.
15. Joshi, P.C. and Mahajan, Chakraverti. Ed. 2021. *Recent Advances in Indian Medical Anthropology*. New Delhi: Concept Publishing Company.
16. Kleinman, Arthur. 1981. *Patients and Healers in the Context of Culture*. University of California Press.
17. Landy, David. Ed. 1977. *Culture, Disease, and Healing: Studies in Medical Anthropology*. UK: Macmillan.
18. Lock, M. Margaret and Vinh-Kim Nguyen. 2010. *An Anthropology of Biomedicine*. Oxford: Wiley-Blackwell.
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20. Misra, Pramod. 2004. *Ecology, Culture and Health*. New Delhi: Serial Publications.
21. Mutatkar, R. K.; Danda, Ajith K.; and Bhatt, Vikas. 2010. *Studies on Bio-medical Anthropology, Profiles of Health Cultures*. New Delhi: Aryan Books International.
22. Narasaiah, M.L. 2004. *Food and Health*. New Delhi: Discovery Publishing House.
23. Paul, D, Benjamin and Walter, B, Miller.1955. *Health, Culture, and Community*. UK: Russell Sage Foundation.
24. Read, M.1966. *Health and Disease*. London: Routledge publishers.
25. Rivers, W. H. R. 2013. *Medicine, Magic and Religion*. London: Routledge publishers.
26. Sikkink, Lynn. 2009. *Medical Anthropology in Applied Perspective*. Belmont: Wadsworth.
27. Singer, Merrill and Baer, Hans A. 2007. *Introducing Medical Anthropology: A Discipline in Action*. Lanham: Altamira Press:

Course Outcome:

CO.1. The students will be able to prepare review articles on different health issues.




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CO.2. The students will able to prepare research proposal to study health issues.

CO.3. The students will have the knowledge to assess the mega health related programmes like NRHM UHM.

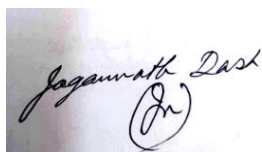
CO.4. The students will know how to do the regional distribution of MDG and SDG health related achievements.

CO.5. The students will able to prepare study tools to study health related issues.

❖ **Course Outcomes and their mapping with Programme Outcomes:**

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly




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B.A./B.Sc. VIII Semester

AAUDTG4/ ASUDTG4: Application of Bio-statistics in Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDTG4/ ASUDTG4	3	-	-	4 hours	30	70	100	3

Course Objectives

The goals for anthropology research include

CO.1. To describe and analyze the biological evolution of human

C.O.2. To teach students on various types of biological data Variable and graphs Frequency distributions Population and samples

CO.3. To describe and the Central Tendency in assessing the cultural development of our species.

CO.4. To teach on the use of Measures of dispersion and variability

CO.5. To describe and explain human biological diversity today.

Syllabus Contents

Unit I: Types of biological data Variable and graphs Frequency distributions Population and samples

Unit II: Measures of central tendency – mean, mode and median

Unit III: Measures of dispersion and variability – the range, M.D., Variance, S.D., C.V.

Unit IV: Moments, skewness and kurtosis Tests of significance – chi-square goodness of fit, chi-square contingency analysis,

Unit V: testing for differences between two means (t-test), and testing for difference between coefficients of variation (z-test). Correlation and Regression

Suggested Readings

1. Hartl and Jones (2001) Genetics -Principles and Analysis, 5th edition Jones and Barlet.
2. . Stephen C. Newman (2001) Biostatistical Methods in Epidemiology, New York, Wiley.
3. P W Hedrick (2000) Genetics of Populations, 2nd Edition, Jones & Bartlett.
4. Veer Bala Rastogi (2006) Fundamentals of Biostatistics, New Delhi, Ane Books India.

Course Outcomes

Successful completion of the course will provide students with the following skills:

CO.1. The students will have Competence in the operation of SPSS.

CO.2. The students will have skill to identify the Determination of distributional properties of data

CO.3. The student will have the skill of Graphic presentation of quantitative data.

CO.4. The will know the Parametric and nonparametric statistical applications

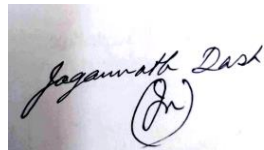
CO.5. They will know the Resampling statistical applications for Hypothesis specification, Selection of appropriate statistical procedures and diagnosis of validity of statistical inferences

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Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3
CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly



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B.A./B.Sc. VIII Semester

AAUDLT9/ ASUDLT9: Practical on Application of Bio-statistics in Anthropology (Minor)

Sub Code	L	T	P	Duration	IA	ESE	Total	Credits
AAUDLT9/ ASUDLT9	-	-	1	4 hours	30	70	100	1

Course Objectives

- CO.1. To cover the basic biostatistical concept and theory needed by practicing as a biostatistician. ·
- CO.2. To furnish students to teach themselves new skills in what is a fast-developing area under discussion. ·
- CO.3. To enable students to turn a problem described in terms into something that can be tackled by a biostatistical analysis. ·
- CO.4. To teach, and provide the opportunities to learn, a core of advanced biostatistical methods, together with a range of more specialized options in biostatistics.
- CO.5. Presentation of data: Construction of tables with one or more factors of classification. Diagrammatic and graphical representation of grouped data.

Syllabus Contents

Unit I: Statistical Data, Types of Data: attributes and variables, discrete & continuous data,

Unit II: Primary data, Secondary data,

Unit III: Different types of scales- nominal, ordinal, ratio and interval.

Unit IV: Presentation of data: Construction of tables with one or more factors of classification. Diagrammatic and graphical representation of grouped data.

Unit V: Frequency distributions, cumulative frequency distribution and their representation, histogram, frequency polygon and ogives.

Suggested Reading

1. Alan Agresti: Categorical Data analysis; John wiley and Sons, New York, USA.
2. Bhatt B R, Srivenkatramana T and Rao Madhva K S (1996): Statistics: A Beginner's Text, Vol 1, and New Age International (P) Ltd.
3. Goon A M, Gupta M K, Das Gupta B. (1991): Fundamentals of Statistics. Vol 1, World Press, Calcutta.

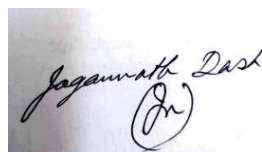
Course Outcomes

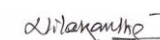
The key learning outcomes of Bio-Statistics are: ·

- CO.1. The students can handle and analyze biological/medical/clinical databases with computer skills.
- CO.2. The students may able to describe complex biostatistical ideas to non-biostatisticians and to present the results of their analyses in written, oral forms and can make practical suggestions for fulfilling the objectives of the study such as assessment, monitoring, evaluation, improvement etc.
- CO.3. The students may get wide range of opportunities of Biostatistics in Health industry sector as well as in government/private sector. ·
- CO.4. The students will get wide range of biostatistical skills, including problem solving, project work and presentation;
- CO.5. They may enable to take prominent roles in a wide spectrum of employment and research

Course Outcomes and their mapping with Programme Outcomes:

CO	PO												PSO		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2	2	1	1							3	3	3	3


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CO2	3	2	3	2	1							3	3	3	3
CO3	3	3	3	3	2							3	3	3	2
CO4	3	3	3	3	3							3	3	3	2
CO5	3	3	3	3	3							3	3	3	2

❖ Weightage: 1-Sightly; 2-Moderately; 3-Strongly



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