

# SIKKIM UNIVERSITY

*(A Central University Established by an Act of Parliament of India, 2007)*

## LEARNING OUTCOME - BASED CURRICULUM

### M.A./M.Sc. ANTHROPOLOGY PROGRAMME

(With effect from Academic Session 2023-24)



### DEPARTMENT OF ANTHROPOLOGY

SIKKIM UNIVERSITY

6<sup>TH</sup> MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA





## VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare  
Vice Chancellor  
Sikkim University



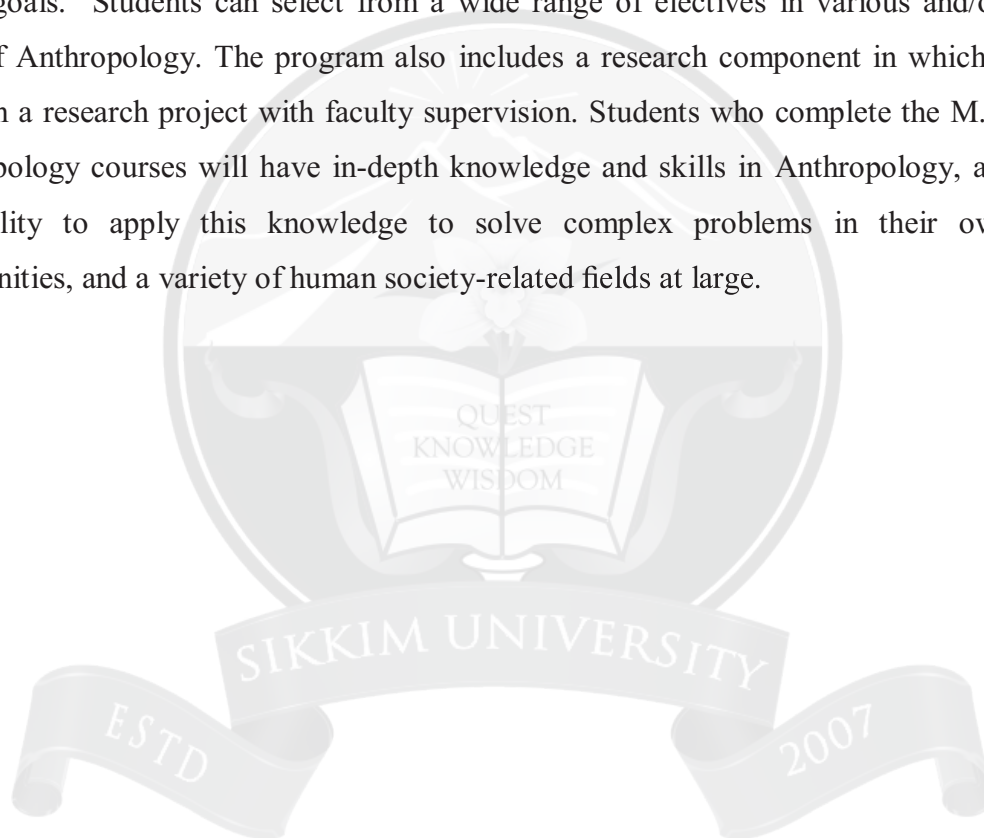
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## PREAMBLE

The M.A./M.Sc. in Anthropology at Sikkim University, aims to provide students with rigorous knowledge and skills in Anthropology in accordance with the curriculum framework of the National Education Policy (NEP 2020). The program is designed to give students a strong foundation in core Anthropology subjects as well as specialized and applied knowledge in specific areas of Anthropology. The postgraduate program also emphasizes critical thinking, problem solving, and the development of research skills relevant to the field. The M.A./M.Sc. in Anthropology program covers a broad range of topics in basic and applied Anthropology, allowing students to tailor their higher education to their interests, needs, and career goals. Students can select from a wide range of electives in various and/or related areas of Anthropology. The program also includes a research component in which students work on a research project with faculty supervision. Students who complete the M.A./M.Sc. Anthropology courses will have in-depth knowledge and skills in Anthropology, as well as the ability to apply this knowledge to solve complex problems in their own lives, communities, and a variety of human society-related fields at large.



## POST GRADUATE ATTRIBUTES

Post Graduate attribute includes disciplinary knowledge and understanding in Anthropology and generic skills that students should acquire and demonstrate. Some of the characteristics the attributes should demonstrate are as follows:

- **PGA1: Disciplinary Knowledge and Understanding:** Comprehensive knowledge and coherent understanding of Anthropology as a discipline and its inter-relationship with other disciplines. Understand the current and emerging developments in the field of Anthropology. Procedural knowledge required for conducting research in Anthropology and related fields.
- **PGA2: Critical Thinking and Problem Solving:** Capability to critically analyze and evaluate policies, theories, practices and issues related to Anthropology by following scientific approaches to knowledge development. Capacity to extrapolate one's learning and competencies in real life situation.
- **PGA3: Research Related Skills:** Curiosity for new knowledge, capability for inquiry, identifying problems, formulate hypothesis, test hypothesis, analyze, interpret and draw conclusions. Ability to plan execute and report the results of research study abiding by the principles of research ethics.
- **PGA4: Communication Skills:** Listen carefully, read texts and research papers analytically and express thoughts and ideas effectively in written and oral form.
- **PGA5: Digital Literacy and Skills:** Capability to use ICT in variety of learning and work situations and to use appropriate software for creating content and research work. Develop, design and deliver courses using appropriate digital resources.
- **PGA6: Teamwork and leadership Quality:** Ability to work effectively and respectfully as an individual and as a leader in diverse groups.
- **PGA7: Multicultural Competence:** Ability to demonstrate the knowledge, values and beliefs of multiple cultures and effectively engage in a multicultural society by respecting diversity.
- **PGA8: Value inculcation:** Ability to imbibe and practice constitutional, humanistic, ethical, and moral values, practice responsible global citizenship. Adopt appropriate behaviour and participate in actions for environmental conservation, protection and sustainable development.

## Program Learning Outcomes

**PLO1 Comprehensive Anthropological Knowledge:** Students should develop a comprehensive understanding of anthropological concepts and techniques, and be able to apply this knowledge to solve complex problems in anthropology and related fields.

**PLO2 Research Skills:** The M.A./M.Sc. Anthropology programs should equip students with the research skills necessary to undertake independent research projects. This includes developing research questions, designing experiments, analysing data, presenting results, and writing reports.

**PLO3 Critical Thinking and Problem-solving Abilities:** Through assignments, dissertations, and group discussions, students should develop critical thinking and problem-solving abilities. They should be able to analyze problems, develop hypotheses, and design experiments to test those hypotheses.

**PLO4 Seminars Skills:** Students should develop strong communication skills through presentations, seminars, writing proposals and reports, and cooperating with others. This includes the ability to present complex anthropological concepts to both technical and non-technical audiences.

**PLO5 Preparation for further study or employment:** The M.A./M.Sc. programme should prepare students for further study at the PhD level, or for employment in different academic and research institutes and Government and Non-Governmental organizations. Graduates should be able to apply their anthropological knowledge and research skills in a wide range of contexts in academics, science, and data analysis.

## COURSE STRUCTURE OF TWO-YEAR M.A./M.SC. PROGRAMME IN ANTHROPOLOGY

SEMESTER I								
Course Code	Title of the Course	L	T	P	Credit	Total Marks	IA	EA
ANT-C-501	Social and Cultural Anthropology	3	1	0	4	100	50	50
ANT-C-502	Physical Anthropology	3	1	0	4	100	50	50
ANT-C-503	Archaeological Anthropology	3	1	0	4	100	50	50
ANT-V-504	Contributions of Indian Anthropology in Knowledge System	3	1	0	4	100	50	50
ANT-S-505	Ability and Skill Enhancement-I	1	1	0	2	50	25	25
ANT-P-506	Introduction to Physical Anthropology Practical	1	0	1	2	50	25	25
TOTAL					20	500	250	250
SEMESTER II								
Course Code	Title of the Course	L	T	P	Credit	Total Marks	Internal Marks	External Marks
ANT-O-551	Linguistic Anthropology	3	1	0	4	100	50	50
ANT-C-552	Theories in Anthropology	3	1	0	4	100	50	50
ANT-C-553	Fundamentals of Genetics	3	1	0	4	100	50	50
ANT-C-554	Palaeoanthropology	3	1	0	4	100	50	50
ANT-S-555	Ability and Skill Enhancement-II	1	1	0	2	50	25	25
ANT-P-556	Practical in Archaeological Anthropology	1	0	1	2	50	25	25
TOTAL					20	500	250	250
SEMESTER III								
Specialization: <b>Social and Cultural Anthropology</b>								
ANT-C-	Fieldwork Methods	3	1	0	4	100	50	50



601	and Techniques in Anthropology							
ANT-E-602	Ecological Anthropology	3	1	0	4	100	50	50
ANT-E-603	Economic and Political Anthropology	3	1	0	4	100	50	50
ANT-O-604	Anthropology of North East India	3	1	0	4	100	50	50
ANT-S-605	Ability and Skill Enhancement-III	1	1	0	2	50	25	25
ANT-V-606	Cyber Security	1	0	1	2	50	25	25
TOTAL					20	500	250	250
<b>Specialization: Physical Anthropology</b>								
ANT-C-601	Fieldwork Methods and Techniques in Anthropology	3	1	0	4	100	50	50
ANT-S-605	Ability and Skill Enhancement-III	1	1	0	2	50	25	25
ANT-V-606	Cyber Security	1	0	1	2	50	25	25
ANT-E-607	Bio-cultural Anthropology	3	1	0	4	100	50	50
ANT-E-608	Human Growth and Development and Nutrition	3	1	0	4	100	50	50
ANT-P-609	Practical in Physical Anthropology – I	1	0	3	4	100	50	50
TOTAL					20	500	250	250
<b>SEMESTER IV</b>								
<b>Specialization: Social and Cultural Anthropology</b>								
ANT-R-651	Field based Dissertation and Viva Voce	0	0	8	8	200	100	100
ANT-E-652	Medical Anthropology	3	1	0	4	100	50	50
ANT-E-653	Contemporary Issues in Anthropology	3	1	0	4	100	50	50
ANT-E-654	Visual Anthropology and	3	1	0	4	100	50	50

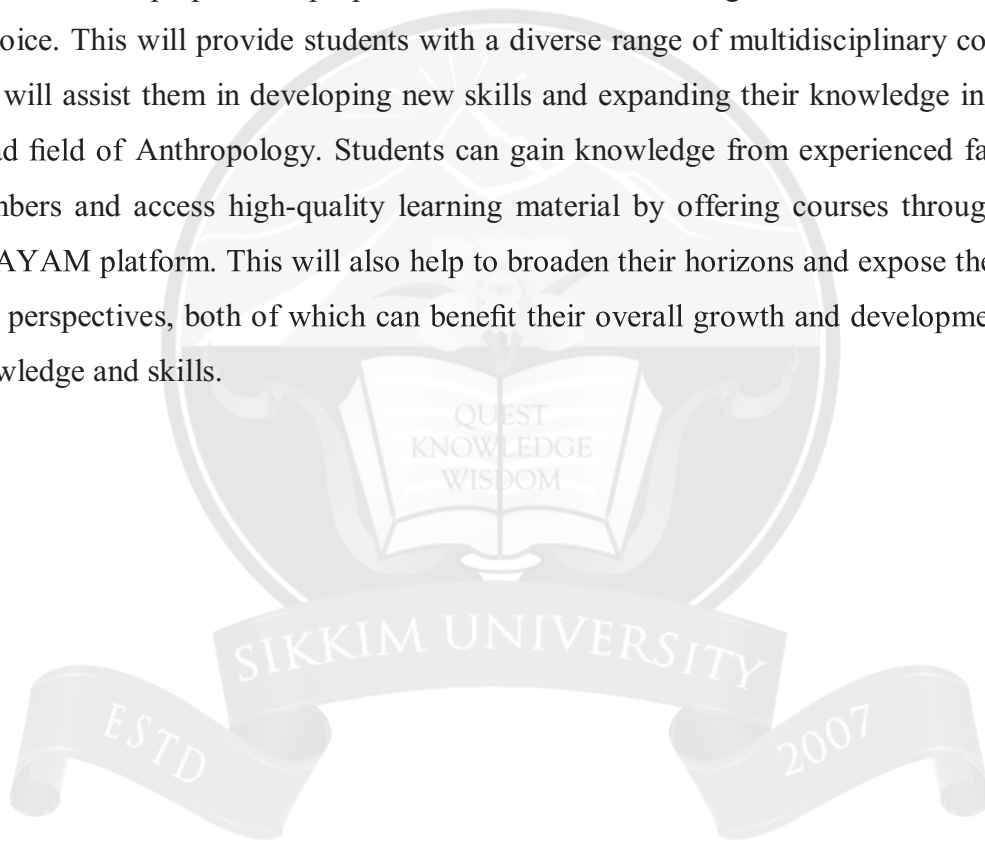
	Material Culture							
ANT-S-655	Ability and Skill Enhancement-IV	1	1	0	2	50	25	25
ANT-P-656	Research Proposal Preparation	1	0	1	2	50	25	25
TOTAL					24	600	300	300
Specialization: <b>Physical Anthropology</b>								
ANT-R-651	Field based Dissertation and Viva Voce	0	0	8	8	200	100	100
ANT-S-655	Ability and Skill Enhancement-IV	1	1	0	2	50	25	25
ANT-P-656	Research Proposal Preparation	1	0	1	2	50	25	25
ANT-E-657	Human Genetics	3	1	0	4	100	50	50
ANT-E-658	Applied Physical Anthropology	3	1	0	4	100	50	50
ANT-P-659	Practical in Physical Anthropology – II	1	0	3	4	100	50	50
TOTAL					24	600	300	300

**C – Core; E – Elective; O – Open; R – Research; P – Practicum; S – Skill Enhancement Courses, V- Value added Course**



## SWAYAM COURSES

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is a Government of India developed online platform that provides free courses to students from various institutions across the country. The platform provides a variety of courses in various fields such as engineering, management, science, and humanities. Based on student interest and departmental recommendations, a few elective courses will be offered through the SWAYAM platform. However, while shortlisting the courses, parity in terms of credits must be strictly adhered to 4 credits/specialized/Elective courses. Initially, a list of such courses with matching credits must be prepared or proposed, and students must be given free hands to make a choice. This will provide students with a diverse range of multidisciplinary courses that will assist them in developing new skills and expanding their knowledge in their broad field of Anthropology. Students can gain knowledge from experienced faculty members and access high-quality learning material by offering courses through the SWAYAM platform. This will also help to broaden their horizons and expose them to new perspectives, both of which can benefit their overall growth and development of knowledge and skills.



**SEMESTER I****ANT-C-501: SOCIAL AND CULTURAL ANTHROPOLOGY****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4    Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Learn about the history of Social-cultural Anthropology, its different branches, and how it is related to other disciplines.

**CLO-2:** Identify and compare different schools and traditions within socio-cultural anthropology, recognizing their distinct approaches, theories, and methodologies.

**CLO-3:** Critically evaluate and interpret anthropological texts, ethnographic studies, and fieldwork data, demonstrating effective analytical and critical thinking skills.

**CLO-4:** Apply anthropological concepts and theories to real-world situations and contemporary issues, fostering cultural sensitivity, empathy, and understanding in cross-cultural interactions.

**Unit-I: Introduction**

- History and development of social and cultural anthropology
- Different schools/ traditions of Socio-cultural anthropology
- Relationship with other branches of Anthropology

**Unit-II: Key Concepts**

- Culture, Civilization, Tribe, Caste, Society,
- Ethnology, Ethnography,
- Social institutions, ethno-centrism, xenophobia, cultural relativism,
- Pluralism, etic and emic perspectives

**Unit-III: Marriage, Family and Kinship**

- Types and rules of marriage and residence.
- Dowry and Bride wealth,
- Family and Types.

- Recent changes in marriage and family,
- Kinship Classification,
- Descent Groups- Principles of Descent and Alliance theory, Forms of descent; Lineage, Clan, Phratry, Moiety and Kindred,
- Recent developments in Kinship studies

#### Unit-IV: Religion and Magic

- Animism, Animatism, Totemism,
- Rites of Passage.
- Ritual and Myth.
- Sacred and Profane.
- Magic, Witchcraft and Sorcery beliefs.
- Taboo and Shamanism.
- Revivalism, Syncretism.
- Commercialization of Religion

#### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies,	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Doshi, S.L. (2001). *Social Anthropology*. New Delhi: Rawat.
- Dube, S.C. (1993). *Understanding Change: Anthropological and Sociological Perspectives*. New Delhi: Vikas.
- Ember, C.R. & Ember, M.R. (2013). *Anthropology, 13th edn.* New Delhi: Pearson
- Kuper, A. (1999). *Culture: The Anthropologist's Account*. London: Harvard University Press.
- Leach, E.R. (1986). *Social Anthropology*. Glasgow: Fontana Press.
- Needham, R. (1962). *Structure and Sentiments*. Chicago: U Press.
- Parkin, R & L. Stone. (2004). *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishers.
- Rapport, N. & Overing, J. (2000). *Social and Cultural Anthropology: The Key Concepts*. London: Routledge.
- Schneider, D & K. Gough. (1961). *Matrilineal Kinship*. Berkeley: University of California Press.
- Uberoi, P (Ed.). (1993). *Family, Kinship and Marriage in India*. Delhi: OUP

### ANT-C-502: PHYSICAL ANTHROPOLOGY

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

**CLO-1:** Learn about History of Physical Anthropology, its different branches and how it is related to other disciplines.

**CLO-2:** Learn about the different theories for understanding evolution and variation.

**CLO-3:** Learn about evidence of evolution as well as the principles of evolution.

**CLO-4:** Learn about the concept of race and various criteria for classification of different racial groups.

### **Unit I: Introduction**

- Introduction: Definition, Historical development of physical anthropology.
- Branches of physical anthropology.
- Relationship with allied disciplines and applications.

### **Unit II: Theories of evolution**

- Lamarck's theory, Darwin's theory, Mendel's theory,
- Mutation theory, Synthetic theory,
- mtDNA theory, Multi-regional hypothesis,
- Replacement theory.

### **Unit III: Principles of Evolution**

- Evidence of evolution,
- Concept of microevolution and macroevolution.
- Principles of evolution: convergence, parallelism, adaptive radiation, speciation, irreversibility.

### **Unit IV: Concept of Race**

- Meaning, racial criteria,
- formation of races,
- Distribution and characteristics of Caucasoid, Negroid and Mongoloid.

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO)



**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

- Ashley-Montagu, M.E. (1961). *An Introduction to Physical Anthropology*. Illinois: Charles C. Thomas.
- Ciochon, R. L. (2011). *Introduction to Physical Anthropology (13th ed)*. Belmont: Wadsworth Cengage Learning.
- Das, B. M. (1997). *Outline of Physical Anthropology*. Allahabad: Kitab Mahal.
- Jurmain, R., Kilgore, L., & Trevathan, W. (2011). *Essentials of Physical Anthropology (8th ed)*. Belmont: Wadsworth Cengage Learning.
- Larsen, C. S. (Ed.). (2010). *A Companion to Biological Anthropology*. London: John Wiley & Sons.
- Lewin, R., & Foley, R. (2003). *Principles of Human Evolution*. Oxford: Blackwell Publishing.
- Molnar, S. (1992). *Human Variation: Races, Types, and Ethnic Groups*. New Jersey: Prentice Hall.
- Sarkar, R. M. (2004). *Fundamentals of Physical Anthropology*. Kolkata: Book World Publishers.
- Stanford, C., Allen, J. S., & Anton, S. C. (2013). *Biological Anthropology (3rd ed.)*. New York: Pearson.
- Stein, P., & Rowe, B. M. (2010). *Physical Anthropology, (10th ed)*. New York: McGraw Hill Book Co.



**ANT-C-503: ARCHAEOLOGICAL ANTHROPOLOGY****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4    Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcome***On successful completion of the course, the students will be able to:*

**CLO-1:** Students will learn about basics of Archaeological Anthropology, its historical development and how it is related to other disciplines. They will also understand the chronological dating methods and their limitations.

**CLO-2:** Learn about human cultures in the archaeological past, their subsistence pattern, their ways of life and thus in the reconstruction of the past society.

**CLO-3:** Learn about various techniques in making the numerous archaeological tools with available raw materials and also about pottery and their significance in the lives of past people.

**CLO-4:** Learn about the evolution of human beings with the changing climatic situations and the civilizations as well.

**Unit I: Introduction/ Framework**

- Nature and History of Archaeological Anthropology,
- Major branches and its relation with other disciplines;
- Basic Concepts - Archaeological site, its formation and classification,
- Chronological concept and framework: Geological time scale;
- Major climatic changes during Pleistocene;
- Climatic markers during glacial, periglacial, fluvial, pluvial and lacustrine environment;
- Dating methods.

**Unit II: Tool Typo-Technology and Pottery**

- Concept of tool vs. artifact,
- Basic rock types,
- Minerals and its types;

- Raw materials, their sources and properties, tool typology and tool manufacturing techniques, ceramic technology.
- Practical - Identification of prehistoric tools (chopper-chopping tool, handaxe, cleaver, scraper, knives, borer, burin, microlithic tools, celts, mace head, chisel and their varieties) and their techniques of making.

### Unit III: Prehistoric Cultures

- Palaeolithic (lower, middle, upper) cultures of Africa, Europe and India – distribution, habitat and tool assemblage/typo-technology;
- Mesolithic cultures;
- Neolithic cultures.

### Unit IV: Chalcolithic and early iron age cultures

- Indus Valley civilization; Ahar culture, Malwa culture, Jorwe culture;
- Iron Age;
- Megalithic cultures of India; Stone Jars of Northeast India.
- Practical – Identification and Systematic classification of prehistoric pottery (handmade and wheelmade).

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Agrawal, D.P. (1982). *The Archaeology of India*. New Delhi: Select Books Syndicate.

Allchin, B. & Allchin, R. (1983). *The Rise of Civilization in India and Pakistan*. New Delhi: SBS.

Bar-Yosef, O., & Valla, F. (1990). The Natufian Culture and the Origin of the Neolithic in the Levant. *Current Anthropology*, 31 (4), 433-436.

Bhattacharya, D.K. (1989). *An Outline of Indian Prehistory*. New Delhi: Popular Books.

Bhattacharya, D.K. (1987). *Prehistoric Archaeology*. Delhi: Hindustan Publishing Corporation.

Burkitt, M.C. (1963). *The Old Stone Age: A Study of Palaeolithic Times*. New York: New York University Press.

Hole, H. & Heizer, R.F. (1969). *An Introduction to Prehistoric Archaeology*. New York: Hold, Rinehart and Winston, INC

Leakey, L.S.B. (1936). *Stone Age Africa: An Outline of Prehistory in Africa*. London: Oxford University Press.

Sankalia, H.D. (1974). *The Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.

Sharma, T.C. & Majumdar, D.N. (1979). *Eastern Himalayas*. New Delhi: Cosmo Publications

## ANT-V-504: CONTRIBUTIONS OF INDIAN ANTHROPOLOGY IN INDIAN KNOWLEDGE SYSTEM

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

**CLO-1:** The course aims to provide a comprehensive understanding of the history, development, and contributions of anthropology in India and understand the evolution of anthropology in India and its relationship with science and nation building.

**CLO-2:** Recognize the various approaches to the study of Indian society, culture, and civilization, including Indological, historical, and anthropological and analyze the categorization and classification of communities in India.

**CLO-3:** Assess the contributions of Indian anthropologists and explore the ways in which Indian knowledge systems, such as the Vedas, have contributed to science, economics, health, and religion/philosophy.

**CLO-4:** Evaluate the significance of the anthropological concepts in understanding Indian society and culture and analyze the demographic composition of Indian society, including the categorization of linguistic, regional, and demographic groups, and the contributions of anthropologists in studying them.

### Unit I: Introduction

- Origin and Development of Anthropology in India: pre, colonial and post-colonial.
- History of Indian Knowledge Systems;
- Science, Economics, Health and Religion/Philosophy. Indian Population

### Unit II: People of India

- Ethnic, Linguistic, History and Contributions of Anthropological Survey in India. D. N. Majumdar, Louis Dumont, Iravati Karve, S.C. Dube, N.K. Bose, and C. Von.Furer-Haimendorf, Verrier Elwin, BM Das. H D Sankalia, D.K. Bhattacharya, Anthropologists on Racial/ Ethnic Groups in India - Sarkar, Guha, Risley. Religious composition and Geographical distribution of Indian Population,
- Administrative categorization: Scheduled Castes: Scheduled Tribes, Backward Classes, EWS

**Unit III: Approaches to Indian Society**

- Indological, Historical, and Anthropological.
- Great tradition and Little tradition,
- Sacred complex,
- Universalization, Parochialization. Sanskritization,
- Dominant caste, Caste-tribe continuum, Indian Tribes

**Unit IV: Contributions to Indian Anthropology**

- History and Contributions of Anthropological Survey in India. D. N. Majumdar, Louis Dumont, Iravati Karve, S.C. Dube, N.K. Bose, and C.Von. Furer-Haimendorf, Verrier Elwin, BM Das. H D Sankalia, DK Bhattacharya, Anthropologists on Racial/ Ethnic Groups in India - Sarkar, Guha, Risley.

**SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.
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Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Beteille, A. (1991). *Society and Politics in India*. Delhi: Oxford University Press.
- Bose, N.K. (1963). *Fifty Years of Science in India: Progress of Anthropology and Archaeology*. Calcutta: Indian Science Congress.
- Cohn, B. (1971). *India: The Social Anthropology of a Civilization*. London: Prentice-Hall.
- Danda, A.K. (1995). *Foundations of Anthropology in India*. New Delhi: Inter-India.
- Dube, S. C. (1955). *The Indian Village*. London: Routledge.
- Dumont, L. (1976). *Homo Hierarchicus*. Delhi: Vikas Publishing House. 12 Inden, R. 1980. *Imagining India*. Oxford: Basil Blackwell.
- Khilnani, S. (1997). *The Idea of India*. New Delhi: Penguin.
- Mandelbaum, D.G. (1972). *Society in India*. Bombay: Popular.
- Singh, K. S. (1991). *The History of the Anthropological Survey of India: Proceedings of a Seminar*. Calcutta: Anthropological Survey of India.
- Srinivas, M.N. (1987). *Dominant Caste and Other Essays*. Delhi: Oxford University Press.
- Vidyarti, L. P. (1976). *Rise of Anthropology in India*. Delhi: Concept.
- Xaxa, V. (2008). *State, Society and Tribes: Issues in Post-colonial India*. Delhi: Pearson Longman.

### ANT-S-505: ABILITY AND SKILL ENHANCEMENT-I

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 50**

**L+T+P: 1+1+0 = 2 Credits Lecture: 22 Hrs + Tutorial: 8 Hrs + Practical: 0 Hrs**

### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

**CLO-1:** Understanding about One's Personality and the importance of Time management so as to develop Productive and Quality time Schedule.

**CLO-2:** Gain Problem-solving and Quick Decision-making, Stress management, Adaptability ability to work as a team, avoid Procrastination to start Meeting deadlines.

**CLO-3:** Learn to work together as a team and trust others in the group.



### Unit I: Self-improvement and All-Round Development

- Etiquettes – General and Culture Specific;
- Personality Development- Positive Attitude, Self Esteem, Goal Setting;
- Self-Identification - Strengths Weaknesses Opportunities and Threats Analysis;
- Time management,
- Introduction to Healthy Living Skills for better Efficiency and Productivity- Yoga; Zumba, Meditation, Correct Breathing Techniques, Stress Management and Anger Management.

### Unit II: Leadership and Survival Skills

- Team Spirit, Decision Making, Problem Solving, Time Management, Setting Priorities, Delegation, Punctuality, Integrity.
- Motivation, persuasion, negotiation and leadership, Learning mindset, Basic Survival Skills,
- Disaster Management- Earthquakes, Floods, Fire, and other Natural and Man-made Calamities, Harassments in workplaces, Occupational Hazards.

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Amir Khorram-Manesh (Ed.). (2021) *Handbook of Disaster and Emergency Management*. Kompendiet. Göteborg, Sweden

Fritz, R. (2019). *The Power of a Positive Attitude: Your Road to Success*, Fingerprint Publishing, Harvard.

Heartley, C.B. (2012). *The Book of Etiquette and Manual of Politeness Being a Complete Guide for a Conduct in all his Relations Towards Society*. G. W. Cottrell Publisher, Boston.

Heartley, F. (2011). *The Ladies' book of etiquette, and manual of politeness*. Boston: G. W. Cottrell Publishers.

Khera, S. (2014). *You Can Win*. Bloomsbury Publishing Pvt. Ltd., New Delhi.

Mc Keown, G. (2014). *Essentialism: The Disciplined Pursuit of Less*. Crown Business.

Peale, D.N.V. (1990). *The power of positive thinking*. Cedar Books, New York.

Rice, T.S. (2017). *Fundamentals of Public Speaking*. College of the Canyons: Creative Commons Attribution.

### ANT-P-506: INTRODUCTION TO PHYSICAL ANTHROPOLOGY PRACTICAL

**Semester: First Semester**

**Course Level: 500**

**Total Marks: 50**

**L+T+P: 1+0+1 = 2 Credits Lecture: 20Hrs+ Tutorial: 0Hrs + Practical: 40 Hrs**

#### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

**CLO-1:** Learn about various types of measurements in Physical Anthropology.



**CLO-2:** Learn about the different types of human bones.

**CLO-3:** Learn about some of the basic measurement and calculation of indices.

**CLO-4:** Learn about various instruments use in anthropometric measurements as well as some of the basic practical.

### Unit I: Introduction

- Identification instruments, measurement types,
- Meaning: Anthropometry, Somatometry, Osteometry, Craniometry
- identification and types of bones

### Unit II: Basic Measurements

- Somatoscopy: skin colour, hair form and texture,
- Measurement: height, sitting height, weight, bicep skinfold, tricep skinfold, body mass index.

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Review, Article Review, Journal Writing		
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Bhasin, M. K., & Chahal, S. M. S (1996). *Manual of Human Blood Analysis*. Delhi: Kamla Raj Enterprises.
- Das, B. M., & Deka, R. (1992). *Physical Anthropology Practical*. Allahbad: Kitab Mahal.
- Hall J., Allanson, J., Gripp, K., & Slavotinek, A. (2006). *Handbook of Physical Measurements*. USA: Oxford University Press.
- Indera, P. S., Bhasin, M. K. (1989). *Anthropometry*. Delhi: Kamla Raj Enterprises.
- Jurmain, R., Kilgore, L., Trevathan, W., & Ciochon, R. L. (2012). *Introduction to Physical Anthropology*. USA: Wadsworth Publication.
- Krober, A. L. (1948). *Anthropology*. Delhi: Oxford & IBH Publishing Co.
- Mukherji, D., Mukherjee, D. P., Bharati P., & Mukhopadhyay, A. (2018). *Laboratory Manual for Biological Anthropology*. Kolkata: Booksellers & Publishers.
- Rastogi, S., & Shukla, B. R. K. (2003). *Laboratory Manuals of Physical Anthropology*. Lucknow: Bharat Book Centre.
- Stanford, C., Allen, J. S., & Anton, S. C. (2010). *Exploring Biological Anthropology: The Essentials*. USA: Prentice Hall Publication.
- Stanley, J. U., & Nicholas Mascie-Taylor C. G. (2005). *Anthropometry: The Individual and the Population (Cambridge Studies in Biological and Evolutionary Anthropology)*. Cambridge: University Press.

## SEMESTER II

### ANT-O-551: LINGUISTIC ANTHROPOLOGY

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4    Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

**CLO-1:** Learn about the nature, function and characteristics of language and its relation to anthropology.

**CLO-2:** Learn the basic theories and concepts about Linguistic Anthropology

**CLO-3:** Learn about the relationship between language and culture. They will also examine language acquisition and socialization, sociolinguistics, and different modes of communication.

**CLO-4:** To understand the diversity of languages and its challenges in this global world. Learn to critically examine assumptions and attitudes about language and language use.

#### Unit I: Introduction to Language

- Origin, Evolution and Characteristics of Language,
- Verbal and non-verbal Communication,
- Human and nonhuman Communication,
- Origin of Linguistic Anthropology,
- Relationship of Linguistic Anthropology with other branches of Anthropology.

#### Unit II: Anthropological Approach to Language

- Language, Thought and Culture,
- Ethnography of Communication,
- Linguistic Relativism, Signs, Symbol,
- Semiotics, Structural Linguistics

#### Unit III: Social Life of Language

- Language Acquisition and Socialization, Sociolinguistics, Phatic Communion,
- Language Ideology, Linguistic Purism,

- Language and Identity, Language and Gender,
- Language and Power.

#### Unit IV: Language and Globalization

- Multilingualism, Lingua Franca, Code Switching,
- Language Shift and Language Death,
- Language Inequality, Tribal languages,
- Endangered Languages and Revitalization.

#### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

Ahearn, L.M. (2017). *Living Language: An Introduction to Linguistic Anthropology (2<sup>nd</sup> Edition)*. West Sussex: Wiley & Sons Ltd.

Blommaert, J, Collins, J. & Slembrouck. S. (2005). 'Spaces of Multilingualism' *Language & Communication*. 25: 197-216.

Hymes, D. 1964. 'Toward Ethnographies of Communication' *American Anthropologist*. Vol 66 (6) pp1-34

Irvine, J. T. & Gal, S. (2000). 'Language Ideology and Linguistic Differentiation'. In *Regimes of Language*, edited by Paul V. Kroskrity. Santa Fe: School of American Research Press (Pp. 35-83)

Matthews, P. (2001). *A Short History of Structural Linguistics*. Cambridge: Cambridge University Press.

Ochs, E. & Bambi, S. (1984). 'Language Acquisition and Socialization: Three Developmental Stories and Their Implications' In *Culture Theory: Essays on Mind, Self and Emotion*. Edited by Richard A. Shweder and R.A. Levine. Cambridge: Cambridge University Press.

Olko, J. & Sallabank, J. (2021). *Revitalizing Endangered Languages: A Practical Guide*. Cambridge:

Roche, G. (2017). 'Linguistic Vitality, Endangerment, and Resilience. *Language Documentation & Conservation*. Vol.11, pp 190 -223.

Sapir, E. (1929). The Status of Linguistics as a Science. *Language* 5 (4): 207-17

Shankar, S. (2008). 'Speaking like a Model Minority: "FOB" Styles, Gender, Racial Meanings among Desi Teens in Silicon Valley. *Journal of Linguistic Anthropology*. 18(2): 268-289.

## **ANT-C-552: THEORIES IN ANTHROPOLOGY**

**Semester: Second Semester Course Level: 500 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Gain good insights and knowledge of the history and different perspectives/ theories in anthropology.

**CLO-2:** Use and apply theoretical perspectives in analysing social phenomena around the world.

**CLO-3:** Knowledge of anthropological theories shall equip students to critically analyze and compare social-cultural phenomena of any given society.

**CLO-4:** Apply different methodological tools to different theories learned in the classroom

### **Unit I: History and Classical Theories**

- Anthropological Theories of Human Society.
- Classical Evolutionism: E.B. Tylor, Frazer, Morgan, Spencer.
- Diffusionism- British School, German-Austrian School and American School.
- Historical particularism – Boas. Neo-evolutionism- Childe, Steward and White, Durkheim.

### **Unit II: Functionalism and Structuralism**

- Functionalism- Malinowski,
- Structural-functionalism - Radcliffe-Brown, Firth and Nadel,
- Structuralism - Levi-Strauss and Leach.
- Marxist approach

### **Unit III: Culture and Personality School and Symbolic Theories**

- Culture and Personality School-Mead, Benedict, Whiting, Kardiner and Cora Du-Bois.
- Cognitive Systems - Goodenough, Whitehouse.
- Symbolism - Turner, Douglas. Geertz



### Unit IV: Postmodern and Decolonial Approaches in Anthropology

- Introduction to Postmodernism and Post Structuralism.
- Postmodern Thinkers: Michael Foucault, Jacques Derrida.
- Postmodernism and Anthropology: Schneider, Clifford, Marcus and Tyler.
- Nancy Scheper-Hughes and Jean-Francois Lyotard.
- Decolonization,
- Feminist Approaches in Anthropology

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

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

- Clifford, J. & Marcus, G. E. (1986). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Evans-Pritchard, E. (1981). *History of Anthropological Thought*. New York: Basic Books.
- Geertz, C. (1974). *Myth, Symbol and Culture*. New York: W.W. Norton.
- Geertz, C. (1993). *The Interpretation of Culture*. New York: Fontana Press.
- Harris, M. (1968). *Rise of Anthropological Theory*. London: Routledge and Kegan Paul.
- Hastrup, K., & Hastrup, P. (1994). *Social Experience and Anthropological Knowledge*. London: Routledge.
- Layton, R. (1998). *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press.
- Leach, E. R. (1961). *Rethinking Anthropology*. London: The Athlone Press.
- Levi-Strauss, C. (1963). *Structural Anthropology*. New York: Basic Books.
- Radcliffe-Brown, A. R. (1952). *Structure and Function of Primitive Society*. London: Routledge & Kegan.
- Best, S., & Kellner, D. (1992). *Postmodern Theory: Critical Interrogations*. NY: The Guilford Press.
- Turner, V.W. (1969). *The Ritual Process; Structure and Anti-Structure*. London: Routledge.

### **ANT-C-553: FUNDAMENTALS OF HUMAN GENETICS**

**Semester: Second Semester Course Level: 500 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

- CLO-1:** Learn about genetics and how it is related to other disciplines as well as cell structure and division.
- CLO-2:** Learn about types and identification of blood groups, and haemoglobin variants.
- CLO-3:** Learn about human genetic variation and the causes of genetic variation.
- CLO-4:** Learn about various methods of studying heredity.

#### **Unit I: Introduction**

- Meaning and scope,
- history and development,
- major branches of human genetics,



- relation to other sciences,
- cell structure,
- cell division -mitosis and meiosis.

### **Unit II: Genetics of Blood Groups**

- Nomenclature and classification of ABO blood groups, MN blood groups, Rh system,
- Haemoglobin variants: Haemoglobin S, Haemoglobin C, Haemoglobin E,
- Thalassemia, G6PD

### **Unit III: Genetic Variation**

- Human genetic variation,
- causes of genetic variation: mutation, selection, genetic drift, isolation and gene flow, genetic load,
- consanguineous and non-consanguineous mating.

### **Unit IV: Methods of studying heredity**

- Pedigree analysis,
- twin study,
- co-twin method,
- fosters child method,
- cytogenetic method,
- biochemical method
- immunological method

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

- Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, Evolution and Man*. San Francisco: W. H Freeman and Company.
- Holt, S. B. (1978). *The Genetics of Epidermal Ridges*. Springfield: Charles C. Thomas and Company.
- Pai, A. C. (1985). *Foundations of Genetics: A Science for Society*. New York: McGraw Hill Book Company.
- Race, R. R., & Sanger, R. (1975). *Blood Groups in Man*. Oxford: Blackwell Scientific Publications.
- Shukla, B. R. K., & Rastogi, S. (2000). *Physical Anthropology and Human Genetics*. Delhi: Palaka Prakashan.
- Singh, B. D. (2004). *Fundamentals of Genetics*. New Delhi: Kalyani Publishers
- Snustad, D. P., & Simmons, M. J. (2003). *Principles of Genetics*. New York: John Wiley & Sons, Inc.
- Stern, C. (1973). *Principles of Human Genetics*. San Francisco: W. H. Freeman and Company.
- Tammarin, R. (2002). *Principles of Genetics*. Delhi: Tata Mc. Graw-Hill Publishing Company limited.
- Vogel, F., & Motulsky, A. G. (1982). *Human Genetics: Problems and Approaches*. New York: Springer Publications.

**ANT-C-554: PALAEOANTHROPOLOGY****Semester: Second Semester Course Level: 500 Total Marks: 100****L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes***On successful completion of the course, the students will be able to:***CLO-1:** Understand the definition, scope, and importance of palaeoanthropology and its role in understanding human evolution.**CLO-2:** Familiarize with the geological time scale and the various methods used to study human evolution.**CLO-3:** Recognize and describe the various primate groups and their evolution, including the skull, jaw, limbs, dentition, and brain.**CLO-4:** Describe the discovery, distribution, and characteristics of the earliest primates, pre-hominids, and hominoids.**CLO-5:** Explain the discovery and characteristics of modern humans, and compare the morphological and anatomical differences between humans and higher primates.**CLO-6:** Understand the evidence of human evolution from mtDNA and Y-chromosomal DNA haplogroups.**CLO-7:** Analyze the fossil evidence for the evolution of Homo sapiens and other early human species.**Unit I: Introduction to Palaeoanthropology**

- Definition and Scope of Palaeoanthropology;
- Geological Time Scale,
- Taphonomy and Fossilization,
- Preservation and Uses of Fossils;
- Methods of studying human evolution.
- Definition, Classification and characteristics of Primates;
- Primate evolution with reference to Skull, Jaw, Limbs, Dentition and Brain;
- Primate Behaviour.

**Unit II: Earliest Primates**

- Discovery, distribution, and characteristics of Parapithecus, Propithecus, Gigantopithecus, Aegyptopithecus, Pliopithecus, Dryopithecus, Proconsul, Ramapithecus, and Sivapithecus,
- Pre-hominid groups: Sahelanthropus Tchadensis, Orrorin Tugenensis, Ardipithecus ramidus.

**Unit III: Early Hominids**

- Discovery, phylogenetic position, and salient features of *Australopithecines* - *Australopithecus africanus*, *Australopithecus boisei* (Zinjanthropus), *Australopithecus robustus*, *Australopithecus afarensis* (Lucy), *Homo habilis*, *Homo erectus* and Neanderthals.

**Unit IV: Modern Humans**

- Discovery, characteristics and geographical distribution of Cro-Magnon, Grimaldi, Chancelade man.
- Anatomical changes in human skeleton due to erect posture and bipedal gait- skull, vertebral column, thorax, pelvic girdle, femur, hand and foot.
- comparison of morphological and anatomical features of man and higher primates.
- evidence of human evolution from mtDNA and Y-chromosomal DNA haplogroups,
- palaeodemography,
- palaeopathology.

**SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

- Bishop, C. W. (1989). *Evolution of Mankind*. Delhi: Akashdeep Publishing House.
- Cachel, S. (2006). *Primate and Human Evolution*. Cambridge: Cambridge University Press.
- Camilo, J. Cela-conde & Francisco, J. Ayala (2007). *Human Evolution: Trails from the past* Oxford: Oxford University Press.
- Hooton, E. A. (1965). *Up from the Ape*. New York: Macmillan.
- Lewin, R. & Foley, R. (2003). *Principles of Human Evolution*. Oxford: Blackwell Publishing.
- Nystrom, P. & Ashmore, P. (2011). *The Life of Primates*. New Delhi: PHI Learning Pvt. Ltd.
- Srivastava, R.P. (2011). *Morphology of the Primates and Human Evolution*. New Delhi: PHI Learning Pvt. Ltd.
- Strickberger, M. W. (2000). *Evolution*, 3rd edition. New York: Jones & Barlett Publishers.
- Swindler, D.R. (2004). *Introduction to the Primates*. New Delhi: Overseas Press India Pvt. Ltd.
- Tattersall, I. (1995). *Fossil Trail: How We Know, What We Think, We Know About Human Evolution*. New York: Oxford University Press.
- Volpe, P.E. (1989). *Understanding Evolution*. New Delhi: Universal Book Stall.

**ANT-S-555: ABILITY AND SKILL ENHANCEMENT –II****Semester: Second Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+1+0 = 2****Credits Lecture: 22Hrs + Tutorial: 8 Hrs + Practical: 0 Hrs****Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Hone one's Spoken communication Skills and develop Competence and Confidence.

**CLO-2:** This course aims at imparting communication skills related to the Anthropologists as researcher and practicing anthropologist.

**CLO-3:** It focuses on aspects such as communication skills required in the world of Researchers and Academicians.

**CLO-4:** It will cater to the needs of anthropologists in one's career.

**Unit I: Ethnography of Communication**

- Fundamental Skills and Manners: Listening Skills-Poor Listening habits, types of listening; barriers to effective listening;
- Public Speaking- Self Introduction, Protocol Communication, Comparing or Being Master of Ceremony, Chairing an Academic Session;
- Public Relations;
- Interpersonal communication;
- Facing Interview; Group Discussion. Understanding the communicative environment, Presentation and interaction, Teamwork and Organizational dimension

**Unit II: Key traits and Effective Communication-2 (Writing Skills)**

- Creativity, critical thinking and problem solving;
- Motivation, persuasion, negotiation and leadership,
- Basic Writing Skills: Application, Official Noting, Curriculum Vitae, Academic Writing, Research Articles, Publishing in UGC approved Journals, Publication ethics, electronic communication.
- Scientific writing style, responding to peer review and data sharing policy,
- How to choose journals for submission.



### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Berger, A. A. (1995). Essentials of Mass Communication, Sage, New Delhi

Chaturvedi, S. (2012). Official Noting and drafting. V&S Publishers.

Fiske, J. (2009). An introduction to Communication, Routledge,

Fritz, R. (2019). The Power of a Positive Attitude: Your Road To Success, Fingerprint

Heartley, C.B. (2012). The Book of Etiquette and Manual of Politeness Being a Complete Guide for a Conduct in all his Relations Towards Society. G. W. Cottrell Publisher, Boston.



Heartley, F. (2011). The Ladies' book of etiquette, and manual of politeness. Boston: G.W. Cottrell Publishers.

Jones, P.M. (2017). Exactly what to say: The magic words for influence and Impact. Box of Tricks Publishing

Mandal S.K. (2006). Effective Communication and Public Speaking, Jaico, Mumbai.

Maxwell, J.C. (2010). Everyone communicates a few connect. Harper Collins Leadership.

Mc Keown, G. (2014). Essentialism: The Disciplined Pursuit of Less. Crown Business.

Peale, D.N.V. (1990). The power of positive thinking. New York: Cedar Books.

Publishing, Harvard.

Rice, T.S. (2017). Fundamentals of Public Speaking. College of the Canyons: Creative

Sharma, P. (2021). Soft Skills: Personality development for life success. BPB Publications

Smith, D J. (2022). Why has Nobody told me this before? Penguin Books Limited

Spencer, S. (1988). Who moved my Cheese? G.P. Putnam's Son

Yang, P. (2019). The Art of Writing.TCK Publishing,

## **ANT-P-556: PRACTICAL IN ARCHAEOLOGICAL ANTHROPOLOGY**

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 50**

**L+T+P: 1+0+1 = 2 Credits Lecture: 15 Hrs + Tutorial: 0Hrs + Practical:30 Hrs**

### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Students will learn about basics of practical in Archaeological Anthropology, its historical development, understand the chronology of the tools and pottery.

**CLO-2:** Learn about various techniques in making the numerous archaeological tools with available raw materials and also about pottery and their significance in the lives of past people and thus in the reconstruction of the past society.

**CLO-3:** Learn about the importance of the prehistoric art preserved in rock shelters and cave walls and ceilings that would decipher past people's ways of life, religion, belief systems etc.

**CLO-4:** Learn about the artefacts preserved and conserved in museums worldwide that

speaks about the evolution of human beings with the changing climatic situations and the civilizations as well and the ways of preservation and conservation of these artefacts.

### Unit I: Tool typo-technology and Pottery

- Drawing of a few representative tools (stone tools – handaxe, scraper, knife, arrow head, celt (axe, adze), bone tools – baton de commandment, burin, arrow head);
- Drawing and reconstruction of prehistoric pottery (potsherd and full pot).

### Unit II: Museum Studies

- Identification of rock art and art objects;
- Techniques and Methods of Preservation and conservation of Museum materials and artifacts.

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.
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Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Banerjee, NR. (1990). *Museum and Cultural Heritage of India*. Delhi: Agam Kala Prakashan.

Basa, KK. (2010). *Multiple Heritage Role of Specialised Museums in India*. Delhi: Serials.

Bednarik, R.G. (2001). *Rock Art Science: The Scientific Study of Palaeoart*. Brepols.

Bhattacharya, D.K. (1987). *Prehistoric Archaeology*. Delhi: Hindustan Publishing Corporation.

Burkitt, M.C. (1963). *The Old Stone Age: A Study of Palaeolithic Times*. New York: New York University Press.

Hodder, I. (1992). *Theory and Practice in Archaeology*. Routledge.

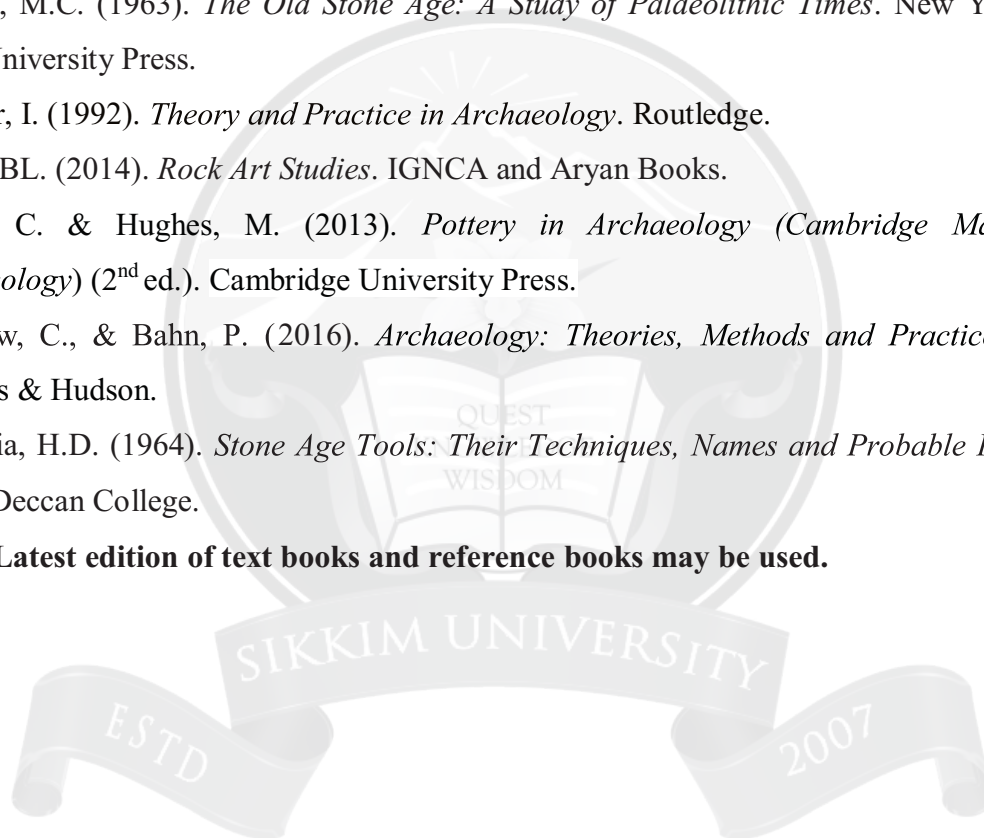
Malla, BL. (2014). *Rock Art Studies*. IGNCA and Aryan Books.

Orton, C. & Hughes, M. (2013). *Pottery in Archaeology (Cambridge Manuals in Archaeology)* (2<sup>nd</sup> ed.). Cambridge University Press.

Renfrew, C., & Bahn, P. (2016). *Archaeology: Theories, Methods and Practice* (7<sup>th</sup> ed.). Thames & Hudson.

Sankalia, H.D. (1964). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Pune: Deccan College.

**Note: Latest edition of text books and reference books may be used.**



## SEMESTER III

### SPECIALIZATION: SOCIAL AND CULTURAL ANTHROPOLOGY

#### ANT-C-601: FIELDWORK METHODS AND TECHNIQUES IN ANTHROPOLOGY

**Semester: Third Semester   Course Level: 600   Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits   Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

**CLO-1:** Knowledge of the history and tradition of anthropological research and ethnographic fieldwork and understanding of different research methods and techniques, including descriptive, experimental, and evaluative research, and the use of primary and secondary sources of data.

**CLO-2:** Ability to apply different data collection techniques such as observation, interviews, questionnaires, and case studies and familiarity with statistical tools and data analysis techniques, including measures of central tendency, measures of dispersion, correlation and significance tests, and diagrammatic representation.

**CLO-3:** Knowledge of contemporary anthropological research methods and analysis techniques, including focus group discussion, participatory rural appraisal, and visual ethnography and understanding of the ethical considerations and dilemmas involved in anthropological research and fieldwork.

**CLO-4:** Ability to design and implement a research project and write a report based on the data collected and analysed and familiarity with the issues and challenges involved in online research data collection.

#### Unit I: Fieldwork Methods

- History of Anthropological Research and Field work Traditions.
- Ethnographic research and other Social Sciences.
- Field Work Process: Selection of the Location, Preparation for Field work, Ethics and Dilemmas, Rapport Establishment

## **Unit II: Research Methods and Techniques**

- Types of Research: Descriptive, Experimental and Evaluative. Comparative Method. Participant and non-participant Observation.
- Framing Research Design and Hypothesis.
- Emic and Etic Approaches.
- Primary and Secondary sources of Data.
- Qualitative and Quantitative data.
- Types of Sampling.
- Interviews: structured and unstructured, Schedule and Questionnaire, Key informants, Life Histories, Case Studies, Genealogies,
- Audio-visual techniques,
- Exploration and Excavation,
- Ethno-Archaeology

## **Unit III: Data Analysis and Interpretation**

- Basic Statistical Tools: Classification, Tabulation,
- Measures of Central Tendency: Mean, Median and Mode.
- Measures of Dispersion.
- Correlation, Regression and Significance Tests.
- T-test and Chi-square analysis, Reliability and Validity.
- Diagrammatic Representation of Data. Presentation of Data,
- Theory and Analysis in Report writing.

## **Unit IV: Issues and Challenges in the Field**

- Focused Group Discussion, Participatory Rural Appraisal, Rapid Rural Appraisal,
- Multi-sited Ethnography, Visual Ethnography, Online Research Data Collection:
- Issues and Challenges. Content analysis, discourse analysis, and narratives,
- Role of the Ethnographer in Fieldwork:
- Positionality and Reflexivity

## **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis

- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Amit, V. (1999). *Constructing the Field*. London: Routledge.
- Burgess, R. G. (1984). *In the Field: An Introduction to Field Research*. London: Routledge.
- Ellen, R. F. (1984). *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
- Frelich, M. (1970). *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons.
- Goode, W. J. & Hatt P.K. (1981). *Methods in Social Research*. Singapore: McGraw-Hill Book Company.
- Herle, A. (1998). *Cambridge and the Torres Strait*. Cambridge: Cambridge University Press.
- Perti, J. P. & Pelt, G.H. (1992). *Anthropological Research: The Structure of Enquiry*. Cambridge University Press.
- Russell, B. H. (1995). *Research Methods in Anthropology: Qualitative and Quantitative*



*Approaches*. Walnut Creek, CA: Alta Mira Press.

Sarana, G. (1975). *The Methodology of Anthropology*. New York: The University of Arizona Press.

Srivastava, V.K. (2005). *Field Work and Methodology*. Delhi: Oxford University Press.

**Note: Latest edition of text books and reference books may be used.**

## **ANT-E-602: ECOLOGICAL ANTHROPOLOGY**

**Semester: Third Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Understanding the nature and scope of ecological anthropology, its emergence as a field of study and its relationship with ecology and familiarity with fundamental concepts in ecological anthropology.

**CLO-2:** Knowledge of the different theoretical approaches in ecological anthropology, including contributions from eminent anthropologists.

**CLO-3:** Awareness of contemporary ecological movements and issues, and ability to analyse human-environment interactions, including indigenous knowledge, social learning and environmental change, and human impact on the environment.

**CLO-4:** Competence in applying ecological anthropology to natural resource management, environmental protection, sustainable development, and biodiversity conservation.

**CLO-5:** Understanding of research methods and techniques in ecological anthropology, including qualitative and quantitative methods, ethnographic techniques

**CLO-6:** Knowledge of case studies and applications of ecological anthropology, including environmental impact assessments and community-based resource management and appreciation of the interdisciplinary nature of ecological anthropology and its significance in addressing complex environmental challenges.

### **Unit I: Introduction**

- Nature of Ecological Anthropology. Emergence of Environmental anthropology.
- Relationship between Ecology and Ecological Anthropology.
- Debate between Environmental Determinism vs. Possibilism.



- Human Communities and Ecological Settings: Hunting and Gathering, Pastoral, Horticultural and Agricultural, Highland, Marine and Island Communities.

## **Unit II: Fundamental Concepts**

- Cultural ecology, population ecology, systems ecology, ethno-ecology, political ecology.
- Human Ecosystem, Ecological Community,
- Human Ecological Niche and Carrying Capacity.
- Acclimatization and Adaptation process.
- Environmental Degradation.

## **Unit III: Theoretical Approaches on Human Ecology**

- Contributions of Julian Steward, Leslie White, Clark C Wissler, Daryl Forde, Fredrick Barth, Vayda and Roy Rappaport. Gadgil and Guha,
- Deep Ecology, Eco-feminism. Critical Ecology

## **Unit IV: Contemporary Ecological Movements and Issues**

- Chipko movement, Narmada Bachao Movement; Teesta Dam Movement,
- Displacement, Rehabilitation, Green Revolution.
- Emerging ecological issues: Natural Disasters Urbanization, Climate Change, Resource Depletion.
- Application of Ecological Anthropology

## **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

Bhasin V., Srivastava, V.K. & Bhasin, M.K. (2001). *Human Ecology in the New Millennium*. New Delhi: Kamla Raj Enterprise.

Bose, K. (2006). *Ecology, Culture, Nutrition, Health and Disease*. New Delhi: Kamla Raj Enterprise.

Chapman, J.L. & Reiss, M.J. (1994). *Ecology: Principles and Applications*. Cambridge: Cambridge University Press.

Forde, D. C. (1963). *Habitat, Economy and Society*. New York: Dutton and Co.

Gadgil, M. & Guha, M. (2000). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Routledge.

Hardesty, D.L. (1977). *Ecological Anthropology*. New York: Wiley & Sons

Harrison, G.A. & Morphy, H. (1998). *Human Adaptation*. Oxford: Oxford University Press.

Malik, S. L. & Bhattacharya, D. K. (1986). *Aspects of Human Ecology*. New Delhi: Northern Book Centre.

Marten, G.G. (2001). *Human Ecology*. London: Stylus Publishing.

Moran, E.F. (Ed.) (1990). *The Ecosystem Approach in Anthropology*. Michigan: University Press.

Townsend, P.K. (2008). *Environmental Anthropology: From Pigs to Policies*. NY: Waveland Press.

Steward, J. H. (1955). *Theory of Cultural Change*. Urbana: University of Illinois Press.

**Note: Latest edition of text books and reference books may be used.**

### **ANT-E-603: ECONOMIC AND POLITICAL ANTHROPOLOGY**

**Semester: Third Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis.

**CLO-2:** Organizing philosophical debates and group discussions, Case studies and Group Projects

**CLO-3:** Guided readings and discussions of classical texts written by Economic and Political Anthropologists.

**CLO-4:** Individual presentations by students on selected themes.

**CLO-5:** Documentary Screening related to the course.

#### **Unit I: Economic Anthropology**

- History of Economic Anthropology,
- Approaches: Substantivist, Formalist and Culturalist,
- Principles of Production, Consumption and distribution: Provisioning, Barter and Trade, Ceremonial Exchange,
- Reciprocity, Redistribution, Gift, Potlach, Kula Ring, Jajmani system, Feast of Merit.

#### **Unit II: Contemporary Economies**

- Labor, Market, Money, Capitalism, Neo-liberalism,
- Poverty, Fair Trade,

- Political Economy, Environmental Economics.

### Unit III: Political anthropology

- Introduction to Political Anthropology,
- Typology of Political Organization, State and Stateless Society,
- Political Process,
- Legal Anthropology

### Unit IV: Power and Society

- Hegemony, Ideology, Civil Society,
- Feudalism, Colonialism,
- Nationalism, Citizenship, Social Movements, Resistance, Political Ethnography.

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.
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Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Anderson, B. (1983/2006). *Imagined Communities*. New York: Verso Books.

Asad, T. (2002). 'From the History of Colonial Anthropology to the Anthropology of Western Hegemony' in *The Anthropology of Politics: A Reader in Ethnography, Theory, and Critique*, edited by Joan Vincent, pp. 133-142. Oxford: Blackwell.

Evans-Pritchard, E.E. (1940/ 2009). 'Nuer Politics: Structure and System' in *The Anthropology of Politics*, edited by Joan Vincent. Blackwell Publishing. Pp 34-38.

Lewellen, T. (2003). *Political Anthropology: An Introduction* London: Praeger Publishers.

Maurer, B. (2006). 'The Anthropology of Money' *Annual Review of Anthropology*. 35: 15-36.

Mauss, M. (1925/ 2001). *The Gift: The Form and Reason for Exchange in Archaic Societies with an Introduction by Mary Douglas*. London: Routledge.

Polanyi, K. (1957). *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.

Sahlins, M. (1988). 'Notes on the original affluent society' in *Tribal People and Development Issues*, edited by J. Bodley. Mountain View, CA: Mayfield Publishing.

Scott, J.C. (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven and London: Yale University Press.

Shah, A. (2020). *Nightmarch: Among India's Revolutionary Guerillas*. Chicago: University of Chicago Press.

**ANT-O-604: ANTHROPOLOGY OF NORTHEAST INDIA**

**Semester: Third Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

**Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Learn about the anthropology of Northeast India from colonial history and the trajectory of anthropology of Northeast India today.

**CLO-2:** Learn about the culture, people and social life of people of Northeast India

**CLO-3:** Learn about the relevant constitutional safeguard s to the culture of Northeast India

**CLO-4:** Learn about ways to analyze and critique colonial ways of looking at Northeast India.

**Unit I: Introduction to Anthropology of Northeast India**

- History and Development of Anthropology in Northeast India,
- Colonial Monographs, Post-colonial ethnographies,
- Contemporary Anthropological Contributions

**Unit II: Social Life of Northeast India**

- People, Culture, Language, Customary Law, Ethnicity,
- Religion, Social Change, Environment and Development,

**Unit III: Constitution and challenges**

- Relevant constitutional provisions;
- Politics of identity, migration, insurgency, movements, indigeneity,
- Inner-line permits, Look East Policy and Act East Policy

**Unit IV: Anthropology of Sikkim**

- History of Sikkim: pre-merger and post-merger with India,
- People: Lepcha, Bhutia, Nepali - Culture, Language, Religion, Identity and Development.



### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical monographs by colonial anthropologists.
- Individual and group presentations by students on selected themes.

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Balikci, A. (2008). *Lamas, Shamans and Ancestors: Village Religion in Sikkim*. Leiden: Brill.

Bentley, J. (2021). 'Protectors of the land and water: citizenship, territory and vulnerability among the Lepcha in Sikkim and West Bengal' *Asian Ethnicity*. 22 (2): 330-352.

Bhutia, K. D. (2021). 'Purifying Multispecies Relations in the Valley of Abundance: The *RiwoSangcho* Ritual as Environmental History and Ethics in Sikkim. *MACVOR* 5 (2)

Blackburn, S. (2008). *Himalayan Tribal Tales: Oral Tradition and Culture in the Apaptani Valley*. Leiden: Brill.

Elwin, V. (1957). *A Philosophy for NEFA*. Itanagar: Himalayan Publication.



Karlsson, B. (2011). *Unruly Hills: A Political Ecology of India's Northeast*. New York: Berghahn Books

Kikon, D. (2019). 'On Methodology: research and Fieldwork in Northeast India' *The Highlander: Journal of Highland Asia*, 1(1): 37-40.

Maaker, Erik de. (2022). *Reworking Culture: Relatedness, Rites and Resources in Garo Hills, North East India*. Oxford: Oxford University Press.

Ramire, P. (2014). *People of the Margins: Across Ethnic Boundaries in North-East India*.

Subba, T. (1999). *Politics of Culture: A Study of Three Kirata Communities in the Eastern Himalayas*. New Delhi: Orient Blackswan.

### **ANT-S-605: ABILITY AND SKILL ENHANCEMENT –III**

**Semester: Third Semester**

**Course Level: 600**

**Total Marks: 50**

**L+T+P: 1+1+0 = 2**

**Credits Lecture: 22 Hrs + Tutorial: 8 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Attain various ICT skills and data analysis and presentation.

**CLO-2:** Inculcate the sense of duty to the nation and fellow citizens.

Develop a habit of being just and caring to the weaker section of the population.

#### **Unit I: Statistical Software and Skills**

- Computer Programmes like SPSS, R-software,
- Microsoft Excel, Charting with Excel,
- Tabular presentation, Preparing PPT, Flyer Designing, Dashboard Design,
- Data visualization, Diagrammatic and Grouped data,
- Statistics with MS Excel and GraphPad Prism,
- Referencing software: Zotero and Mendeley

#### **Unit II: ICT skills in Education**

- Open Education Resources, National Policy on ICT in Education, Use of Films,
- Community Resources, Library, Laboratory and Museum in Social Science Teaching and Learning,

- Database Management Systems, Learning Management Systems,
- Artificial Intelligence, Internet of Things, Free and Open Source Software,
- ICT initiatives of Government of India.

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Fowler, A. & Malunga, C (Ed.). 2011. NGO Management: The Earthscan Companion.

Hartvigsen, G. (2014). A Primer in Biological Data Analysis and Visualization Using R, (1st Edition). Columbia University Press.

James, G. et al. (2013). An introduction to statistical learning with application in R. Vol.

112. New York: Springer.

Lewis, D. (2020). Non-governmental organizations, management and development. Routledge.

Rajan, R.G. (2019). The Third Pillar. Penguin Press. Chicago

Rawat, A.S. (2021). Introduction to Insurance Regulatory and Development Authority (IRDA).

Thapar, R., Ram, N., Bhatia, G., Patel, G. 2021. On Citizenship. Aleph Books.

Yunus, M. 2017. A world of three zeros. Public Affairs.

### **ANT-V-606: CYBER SECURITY**

**Semester: Third Semester**

**Course Level: 600**

**Total Marks: 50**

**L+T+P: 1+0+1 = 2 Credits Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Understand the concepts and principles of cyber security and the challenges it presents in today's digital world.

**CLO-2:** Identify different types of cybercrimes and their impact on individuals, organizations, and society.

**CLO-3:** Analyze the modus operandi of cybercriminals and develop strategies to report and address cyber-crimes effectively.

**CLO-4:** Apply remedial and mitigation measures to protect against cyber threats and ensure data security.

**CLO-5:** Evaluate the legal framework governing cyber security, including the IT Act 2000 and its amendments.

**CLO-6:** Assess the security aspects of e-commerce and digital payment systems, including common frauds and preventive measures.

**CLO-7:** Understand the guidelines and provisions related to digital payments, customer protection, and unauthorized banking transactions set by regulatory authorities like RBI.

**CLO-8:** Gain insights into the National Cyber Security Policy and Strategy and its implications for safeguarding digital infrastructure.

**CLO-9:** Analyze and interpret case studies to understand real-world cyber security challenges and develop effective solutions.

**CLO-10:** Develop a comprehensive understanding of ethical and professional practices in the field of cyber security.

### **Unit I: Introduction to Cyber security.**

- Cyber Security: Concept and importance
- Basic Cyber security terminologies.
- Cyber Crimes: Concept and Types (Cybercrimes targeting Computer systems and Mobiles, Social Media Scams & Frauds and Social engineering attacks).
- Social Media Overview and Security: Concept and Types of social media, Security issues related to social media.
- E-Commerce: Concept, components; Elements of E-Commerce security, E-Commerce threats; Concept, components and modes of digital payments.

### **Unit II: Cyber Security Laws and Management**

- Cyber Security Regulations in India:
- The Information Technology (IT) Act, 2000, and the Data Protection Bill, 2019, Cyber Laws and Legal and ethical aspects related to new technologies.
- Data Privacy and Data Security: Concept of data and data privacy.
- Data protection, Data privacy and data security
- Cyber security Management: cyber security policy, cyber crises
- Management plan, National cyber security policy and strategy.
- RBI guidelines on digital payments and customer protection in unauthorized banking transactions.

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis

- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

1. Belapure, S & Godbole, N. (2011). Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives. Wiley India
2. Brothby, W. K. (2007). Information security governance: Guidance for information security managers. ISACA.
3. Johnson, R., Weiss, M., & Solomon, M. G. (2022). Auditing IT Infrastructures for Compliance. Jones & Bartlett Learning.

4. Kernighan, B. W. (2021). Understanding the digital world: What you need to know about computers, the internet, privacy, and security. Princeton University Press
5. Venkataramanan, N., & Shriram, A. (2016). Data privacy: principles and practice. CRC Press.

Note: Learners are advised to use the latest edition of readings.

## **SPECIALIZATION: PHYSICAL ANTHROPOLOGY**

### **ANT-E-607: BIO-CULTURAL ANTHROPOLOGY**

**Semester: Third Semester    Course Level: 600    Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits    Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Understanding the concept and definition of bio-cultural anthropology and its significance and familiarity with the interplay between biological and cultural factors in shaping human behaviour, health, and well-being.

**CLO-2:** Knowledge of nutritional deficiency diseases and their impact on human health and community. Awareness of the co-evolution of people and disease and the impact of cultural practices on reproductive and child health.

**CLO-3:** Understanding of human adaptability, including adaptation, homeostasis, and responses to environmental stressors and knowledge of body build and climatic adaptation and their impact on human health.

**CLO-4:** Familiarity with the biological and socio-ecological factors influencing fecundity, fertility, mortality, and aging populations and understanding of the genetic, socio-cultural, and psychological factors influencing longevity.

#### **Unit I: Introduction**

- Nature and scope, significance of the biocultural approach in Anthropology.
- Human Adaptability programme.
- Nutritional deficiency disorders (Kwashiorkor, Marasmus, Anaemia, Iodine deficiency, Vitamin A deficiency, Calcium deficiency).



## **Unit II: Bio-cultural aspects of health and disease**

- Population health and culture, co-evolution of people and disease, reproductive and child health,
- Bio-cultural aspects of growth and nutrition, Low birth weight,
- genetic diseases–Sickle cell haemoglobin, haemoglobin E, haemoglobin C, G6PD deficiency and thalassemia.

## **Unit III: Human adaptability**

- Adaptation, homeostasis, human adaptation to heat, cold, and high altitude,
- population variations in physiological responses to environmental stresses, body build, and climatic adaptation.
- Nutritional adaptation, malnutrition, and dietary and nutritional assessment of nutritional status.

## **Unit IV: Anthropological Demography**

- Population composition, Age-sex structure, Fecundity, Fertility, Mortality, Migration,
- bio-cultural problems of aged people,
- factors influencing longevity; genetic, socio-cultural and psychological,
- Emerging trends in bio-cultural demography

## **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).



**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

- Bose, K. (Ed.) (2006). *Ecology, Culture, Nutrition, Health and Disease*. Delhi: Kamla-Raj Enterprises.
- Crawford, M.H. (Ed.). (2006). *Anthropological Genetics*. Cambridge: Cambridge University Press.
- Fox, R. (1975). *Biosocial Anthropology*. London: Malaby Press.
- Goodman, A. H. & Leatherman T. L. (Ed.). (1998). *Building a New Biocultural Synthesis*. Michigan: University of Michigan Press.
- Harrison. G.A. (1990). *Diet and Disease in Traditional and Developing Societies*. Cambridge: Cambridge University Press.
- Harrison, G.A. & H. Morphy. (1998). *Human Adaptation*. Oxford: Oxford University Press.
- Johnston. F.E. (Ed.). (1987). *Nutritional Anthropology*. New York: Alan R. Liss, Inc.
- Strickland, S.S. & P.S. Shetty. (1998). *Human Biology and Social Inequality*. Cambridge: Cambridge University Press.
- Ulijaszek S.J. & Strickland, S. (1993). *Nutritional Anthropology: Prospects and Perspectives*. London: Smith Gordon Publishing.
- Thompson, W.S. & Lewis, D.T. (1980). *Population Problems*. New Delhi: Tata

McGraw Hill Publishing House.

Hans, R. (2003). *Population Studies – with special reference to India*. Delhi: Surjeet Publications.

Friscancho, A. R. (1981). *Human Adaptation*. Ann Arbor: University of Michigan Press.

Mascie-Taylor, C.G.N. & Bogin, B. (1995). *Human Variability and Plasticity*. Cambridge: Cambridge University Press.

Moran, E.F. (Ed.). (1990). *The Ecosystem Approach in Anthropology*. Michigan: University Press.

### **ANT-E-608: HUMAN GROWTH, DEVELOPMENT AND NUTRITION**

**Semester: Third Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Provide a comprehensive understanding of the concept of growth, maturation and development, and the stages of human growth and development.

**CLO-2:** Develop knowledge of the factors that influence human growth and development, ability to evaluate the methods used for studying human growth and development, and understand how these factors interact with one another and how these methods can be used to understand the patterns of growth and development.

**CLO-3:** Promote an understanding of the importance of a balanced diet for optimal growth and development, and the impact of nutrition on human health, chronic diseases and toxic substances.

**CLO-4:** Improve knowledge of the digestive, absorptive and metabolic processes of nutrients, and how these processes impact human health and well-being.

**CLO-5:** Provide an understanding of the role of nutrition in health and disease and assess the nutritional status and body composition of individuals, using various methods, skinfold measurements, and somatotyping.

**CLO-6:** Apply knowledge of human growth, development, and nutrition to real-world situations and make informed decisions about health and wellness. Analyze the impact of aging on health, lifestyle, and nutrition in older adults.

**Unit I: Introduction**

- Definition and concept of growth, Maturation and Development;
- Stages of Growth and Development and their characteristics: Prenatal, Post-natal - infancy, childhood, adolescence, maturity and senescence.
- Evolution of human growth: human lifespan development process,
- Human Life cycle.

**Unit II: Factors Affecting Human Growth and Development**

- Environment and Genetic Factors effecting,
- Toxic substance -*Lead and Arsenic*,
- Nutrition and Diseases. Socio-economy.
- Catch-up Growth, Secular Trend, Abnormal Growth.

**Unit III: Methods of Studying Human Growth and Development**

- Longitudinal, Cross-sectional, mixed longitudinal,
- Growth Curves-Distance growth curve and velocity growth curve,
- Measurement and assessment of human growth, growth references and standards;
- Epiphyseal Union, Dental Age, Skeletal Age

**Unit IV: Human Nutrition and Body Composition**

- Nutritional requirements: Infancy to Old Age - Protein, Carbohydrate, Fat, Minerals and Vitamins;
- Balance Diet, Nutritional epidemiology, -BMI, WHR and Skinfold Measurements;
- Assessment of Human physique and body composition - Sheldon, Parnell, Heath - Carter methods of Somatotyping.

**SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.

- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Bogin, B. (1999). *Patterns of human growth*. Cambridge: Cambridge University Press.

Comas, J. (1960). *Manual of Physical Anthropology*. Spring-Field: Charles C Thomas.

Harrison, G.A., Tanner, J.M., Pilbeam, D.R. & Baker, P.T. (1988). *Human biology: An introduction to human evolution, variation, growth & adaptability*. New York: Oxford University Press.

Heyward, V.H. & Wagner, D.R. (2009). *Applied Bbody Composition Assessment*. Champaign: Human Kinetics.

Johnson, F.E., Roche, A.F. & Susanne, C. (1980). *Proceeding on Human Physical Growth and Maturation*. New York: Plenum Publishing Corporation.

Malina, R. M., Bouchard, C. & Bar-Or, O. (2004). *Growth, maturation & physical activity*. Champaign: Human Kinetics.

Noel, C. (2002). *Human Growth and Development*. St. Louis: Academic Press.

Carter, J.E.L. (1980). *The Heath-Carter Somatotype Method*. San Diego: SDSU Syllabus

Service.

Dasgupta, P. & Hauspie. R. (Ed.). (2001). *Perspective in Human Growth, Development and Maturation*. New Delhi: Springer.

Eveleth, P. B. & Tanner J. M. (1990). *Worldwide Variation in Human Growth*. Cambridge: Cambridge University Press.

Heath, B. H. & Carter, J. E. L. (1990). *Somatotyping: Development and Applications*. Cambridge: Cambridge University Press.

Himes, J. H. (Ed.). (1991). *Anthropometric Assessment of Nutritional Status*. New York: Wiley-Liss.

Roche, A. F. (1992). *Growth, Maturation and Body Composition*. Cambridge: Cambridge University Press.

Shephard, R. J. (2005). *Body Composition in Biological Anthropology*. Cambridge: Cambridge University Press.

Thompson, J. L., Krovitz, G.E. & Nelson, A. J. (2003). *Patterns of Growth and Development in the Genus Homo*. Cambridge: Cambridge University Press.

**Note: Latest edition of text books and reference books may be used**

### **ANT-P-609: PRACTICAL IN PHYSICAL ANTHROPOLOGY –I**

**Semester: Third Semester Course Level: 500 Total Marks: 100**

**L+T+P: 1+0+3 = 4 Credits Lecture: 15 Hrs + Tutorial: 0Hrs + Practical: 90Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Knowledge and understanding of anthropometry and somatometry techniques for measuring various physical characteristics of the human body.

**CLO-2:** Ability to use instruments and tools for accurate measurement and Understanding of the concepts and principles of somatometric.

**CLO-3:** Ability to analyze and interpret anthropometric data and somatometric indices to evaluate body size, shape, and composition.

**CLO-4:** Knowledge and understanding of genetic markers, including ABO and Rh blood systems, and the use of dermatoglyphics for identifying individual differences in finger and palm print patterns.

**CLO-5:** Understanding of physiological measurements, including pulse rate, body



temperature, blood glucose test, blood pressure, and PTC taste sensitivity.

**CLO-6:** Ability to communicate and present scientific findings in written formats by applying principles of physical anthropology to real-world problems and issues, such as the study of human evolution, health, and disease.

### **Unit I: Anthropometry and Somatometry**

- Introduction and scope, measurement: stature, sitting height, body weight, height tragus, acromion height, height radiale, height stylium, height dactylion, height ilio-cristale, height ilio-spinale, height suprasternale, biacromial breadth, bicristal breadth, upper-arm length, forearm length, hand length, hand breadth, foot length, foot breadth, head length, head breadth, minimum frontal breadth, bizygomatic breadth, bigonial breadth, nasal height, nasal breadth, nasal depth, morphological facial height, morphological superior facial height, physiognomic facial height, physiognomic superior facial height, mouth breadth, height of lips, physiognomic ear length, physiognomic ear breadth.
- Somatometric indices: body mass index, ponderal index, relative sitting height (cormic) index, cephalic index, relative biacromial breadth index, relative bicristal breadth index, Morphological (total) facial index, morphological upper facial index, nasal index, jugo-frontal index, jugo-mandibular index, hand index.

### **Unit II: Measurements of body composition**

- Skinfold measurement: biceps, triceps, sub-scapular, supra-iliac, supra-spinale, chest, thigh, abdomen and calf, bicep girth, calf girth, epicondylar humerus breadth, epicondylar femur breadth, height, weight. Indices-body fat percentage, fat mass and fat free mass, somatotyping techniques and analyses.

### **Unit III: Physiological Measurements**

- Introduction, technique and measurement of pulse rate, body temperature, blood glucose test and blood pressure, colour blindness,
- PTC taste sensitivity.
- Lung capacity measurements



#### Unit IV: Genetic Markers

- Introduction, classification of ABO and Rh blood systems, total haemoglobin estimation,
- Dermatoglyphic: finger and palm print patterns, palmer topography, main line formula and tracing and indices (Furuhashi's index, Dankmeijer's index and pattern intensity index).

#### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

**SUGGESTED READINGS**

Bhasin, M. K., & Chahal, S.M.S. (1996). *Manual of Human Blood Analysis*. Delhi: Kamla Raj Enterprises.

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

Cummings, R. M. (2009). *Human Genetics*. New Delhi: Cengage Learning India Pvt. Ltd.

Cummins, H. H., & Midlo, C. (1961). *Finger Prints, Palms and Soles*. New York: Dover Publication Inc. Damon.

Das, B. M., & Deka, R. (2001). *Physical Anthropology: Practical*. Allahabad: Kitab Mahal.

Das, B.M. (1997). *Outline of Physical Anthropology*. Allahabad: Kitab Mahal.

Erwin, A. & Alexander, M. (2004). *Applied Anthropology: Tools and Practice*. Boston: Allyn and Bacon.

Shukla, B.R.K., & Rastogi, S. (2003). *Laboratory Manual of Physical Anthropology (Anthropometry and Osteology)*. Lucknow: Bharat Book Centre.

Singh, I. P., & Bhasin, M.K. (2004). *A Manual of Biological Anthropology*. New Delhi: Kamla Raj Enterprises.

Walt, R., & Katharine, G. F. (1999). *Molecular Biology Techniques: An Intensive Laboratory Course*. New York: Academic Press.

**Note: Latest edition of text books and reference books may be used.**

**SEMESTER IV****SPECIALIZATION: SOCIAL AND CULTURAL ANTHROPOLOGY****ANT-R-651: FIELD BASED DISSERTATION AND VIVA VOCE**

**Semester: Fourth Semester Course Level: 600 Total Marks: 200**

**L+T+P: 0+0+8 = 8 Credits Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 240 Hrs**

**Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Plan, and engage in, an independent and sustained critical investigation and evaluation of a chosen research topic relevant to environment society.

**CLO-2:** Systematically identify relevant theory and concepts, relate these to appropriate methodologies and evidence, apply appropriate techniques and draw appropriate conclusions.

**CLO-3:** Engage in systematic discovery and critical review of appropriate and relevant

information sources.

**CLO-4:** Appropriately apply qualitative and/or quantitative evaluation processes to original data

**CLO-5:** Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources.

**CLO-6:** Communicate research concepts and contexts effectively in oral and written modes.

### **Content: Research in any area of the specialization**

Note: Theoretical and methodological preparation for this paper begins with Course ANT-C-601. Supervisors for this paper are allotted in the beginning of the 3rd Semester, and the students leave for fieldwork training soon after the 3rd Semester examination during winter vacation. Students write their dissertations during the 4th Semester and the same are submitted for evaluation before the commencement of the 4th Semester examination. The allotment of supervisor will be done by the Department of Anthropology, Sikkim University. Each student should select a problem pertinent to his/her specialization area in consultation with respective supervisor concerned. The dissertation work may involve Field work, survey research, case study or any other type of Anthropological research. Dissertation report should be written in APA format.

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, critical discussion, reflective writing and comparative analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### **ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 100	Dissertation Writing, Objective Test, Bibliographies,	Viva-Voce, Group Discussion, Seminar Presentation	Presentation, Seminars, Field Assignments

	Reports, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 100	Semester-end examinations conducted by the university will be considered the mode of summative assessment or external evaluation. Dissertation assessment will be based on presentation of the research before the internal/ external examiner.		
<b>Evaluation of Dissertation</b> Internal Evaluation=100 (Field Diary=25, Dissertation Supervisor=25, Field Supervisor=25, Presentation=25), External Evaluation=100 (Dissertation=50, Viva voce=50)			

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### **ANT-E-652: MEDICAL ANTHROPOLOGY**

**Semester: Fourth Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** Grasp the Knowledge of Medical Anthropology both in Theory and Practice and its relevance to the contemporary world.

**CLO-2:** Appreciate different approaches of medical systems around the world in general and Indian medical systems in particular.

**CLO-3:** Apply different Medical Anthropological perspectives in implementing various public health interventions.

#### **Unit I: Introduction**

- Nature, Scope and History of Medical Anthropology.
- Medical Anthropology and relationships with other disciplines.
- Concepts of Health, Disease and Illness.
- Relevance and Application of Medical Anthropology in Contemporary Society.

- Medical Anthropological Studies in India.

## **Unit II: Approaches in Medical Anthropology**

- Theoretical Approaches in Medical Anthropology.
- Socio-cultural Dimensions of Health.
- Environment and Health.
- Occupational and Lifestyle Hazards, Mental Health.
- Culture-bound Psychological Disorders.
- Ethno-psychiatry.

## **Unit III: Medical Pluralism**

- Modern Medical System vs. Alternative Medical Systems.
- Medical Pluralism in India: Ayurveda, Yoga, Homeopathy, Unani, Siddha, Naturopathy.
- Medical Systems World-wide: Acupuncture, Tibetan, Reiki, Faith Healing.
- Indigenous and Ethno-medical Practices in India.
- Culture and Health system.
- Socio-cultural approaches to healing- Ritual specialists, Folk Healers, Shaman

## **Unit IV: Public Health and Epidemiology**

- Concepts of Epidemiology,
- Public Health: Definition, Scope and Issues.
- Health Care Delivery System and Programmes in India.
- National Health Promotion Policy and Programmes in Urban, Rural and Tribal Areas in India.
- Contemporary Health Issues: Vector Borne Diseases and Invisible Disabilities,
- Communicable and non-communicable diseases

## **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects

- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Kalla, A. K. & Joshi, P. C. (2003). *Tribal Health and Medicines*. Concept Publishing Company. New Delhi.
- Bhat, H.K. (2013). *Explorations in Indian Medical Anthropology*. New Delhi :Concept Publishing House.
- Copeman, J. (2010). *Veins of Devotion: Blood Donation and Religious experience in North India*. NJ: Rutgers University Press.
- Good, B. J. (1993). *Medicine, Rationality and Experience: An Anthropological Perspective*. Cambridge: University Press.
- Hans, A. Singer B. M. & Susser I. (2003). *Medical Anthropology and the World System*. London: Preager.
- Janes RC Craige et al (Ed.) (1986). *Anthropology and Epidemiology: Interdisciplinary Approaches to the study of Health and Disease*. London: Reidel Publishing Company
- Janzen M. J. (2002). *The Social Fabric of Health: An Introduction to Medical*



*Anthropology*. New York: McGraw Hill

Jolerman, D. (2009). *Exploring Medical Anthropology* (3rd Ed.). London: Routledge

Marcia C. Inhorn and Emily Wentzell. (Eds). (2012). *Medical Anthropology at the Intersections: Histories, Activisms and Futures*. Durham: Duke University Press.

Joshi, P.C. & Mahajan, A. (1991). *Studies in Medical Anthropology*. New Delhi: Reliance Publishers.

Brown PJ, Barrett RJ, Padilla MB. (1998). *Understanding and Applying Medical Anthropology*. Mountain View, Calif. : Mayfield Pub. Co

Morsy, S. (1996). *Handbook of Medical Anthropology*. London: Greenwood Press.

**Note: Latest edition of text books and reference books may be used.**

### **ANT-E-653: CONTEMPORARY ISSUES IN ANTHROPOLOGY**

**Semester: Fourth Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### **Course Learning Outcomes**

On successful completion of the course, the students will be able to:

**CLO-1:** Learn to critically examine the anthropological approaches to borders and the ethnographic

**CLO-2:** Learn about the relationship between subjects and picture makers.

#### **Unit I: Gender Issues**

- Anthropological approaches to Gender studies,
- Social and Biological theories of Gender,
- Gender Socialization,
- Masculinities/Femininities Queer Anthropology (LGBTQ),
- Feminism and Feminist movement Gender and Media.
- Intersections of gender with social categories- caste, race, ethnicity and religion.
- Power, practices, and policies of gender identities.

#### **Unit II: Social Exclusion and Inclusion**

- Concepts of Social Exclusion and Inclusion.
- Marginalization and Deprivation,

- Affirmative action and Reservation policy and vulnerable communities,
- Inclusive Growth and Development.

### Unit III: Border Concepts

- Borders, Boundaries, Frontiers,
- Anthropology of Borderlands, Crossing Borders,
- Migration, Memory,
- Displacement, Refugees.

### Unit IV: Examining Borderlands

- Borderland cultures,
- Trans border Communities,
- Cross Border exchange,
- Border Conflict and Resolution.
- Borders of Northeast India

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies,	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Alsop, R. Fitzsimmons, A. & Kathleen, L. (Eds.). (2002). *Theorizing Gender*, Oxford: Polity Press

Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge.

Connell, R.W. (2002). *Gender*. Cambridge: Polity Press.

Dube, L. (1997). *Comparative Perspectives in Gender in South and Southeast Asia*. New Delhi: Vistaar.

Duncan, McDuie-Ra. (2016). *Borderland City in New India*. Amsterdam: Amsterdam University Press.

Gohain, S. (2020). *Imagined Geographies in the Indo-Tibetan Borderlands*. Amsterdam: Amsterdam University Press.

Lamont, M. & Molnar, V. (2002). The Study of Boundaries in the Social Sciences Annual Review of Sociology. 28:167–95

Mishra, S. (2011). *Becoming a Borderland: The Politics of Space and Identity and in Colonial Northeastern India*. Routledge, New Delhi

Moore, H.L. (1994). *A Passion for Difference: Essays in Anthropology and Gender*. Bloomington: Indiana University Press.

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

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

Sur, Malini. (2021). *Jungle Passports: Fences, Mobility, and Citizenship at the Northeast India-Bangladesh Border*. Philadelphia: University of Pennsylvania Press.

**Note: Latest edition of text books and reference books may be used.**

## **ANT-E-654: VISUAL ANTHROPOLOGY AND MATERIAL CULTURE**

**Semester: Fourth Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### **Course Learning Outcomes**

On successful completion of the course, the students will be able to:

**CLO-1:** Learn about Visual Anthropology and understand the meaning and scope of visuals in anthropology.

**CLO-2:** Learn about the relationship between subjects and picture makers.

### **Unit I: Introduction to Visual Anthropology**

- History and Development of Visual Anthropology,
- Colonial gaze,
- Relationship between anthropology and photography,
- Ethnographic Photography,
- Ethnographic Film,
- Case Studies of Ethnographic Film,
- New Media

### **Unit II: Challenges and Concerns**

- Framing the Subject,
- Process of production, Representation,
- Visual Imperialism,
- Objectivity- Subjectivity,
- Deconstruction of Exoticization

### **Unit III: Material Culture**

- Concept of Material Culture, Objects, Things and Meaning,
- Types of Material Culture,
- Theory, Production and Distribution,

- Cultural Appropriation,
- Cultural Commodification,
- Cultural Tourism,
- Body Art and Painting

#### Unit IV: Museum and Heritage Studies

- History and purpose of Museums.
- Types of Museums.
- Collectors and Curator,
- Roles and responsibilities of museums,
- Acquiring of museum objects,
- Museum and Tourism,
- Tangible and Intangible Cultural Heritage,
- Ownership and Intellectual property,
- Repatriation and decolonizing museums

#### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies,	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Banks, M. & Morphy, H. (1997). *Visual Anthropology*. New Haven: Yale University Press.
- MacDougall, D. (1998). Visual Anthropology and the ways of knowing. *Transcultural Cinema*. Princeton: Princeton University Press.
- Mead, M. (1995). Visual Anthropology in a Discipline of Words. In P. Hockings (Ed.), *Principles of Visual Anthropology*. New York: Mouton de Gruyter.
- Pinney, C. (2013). *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago Press.
- Pink, S. (2010). *Doing Sensory Ethnography*. SAGE Publications Ltd.
- Basa, K.K. (2016). Anthropology and Museums in India. In G.R. Schug & S.R. Walimbe (Eds.), *A Companion to South Asia in the Past* (pp.465–481). Wiley-Blackwell.
- Chaudhuri, S.K., Maiti, S., & Lepcha, C.K. (2020). *The Cultural Heritage of Sikkim*. Routledge.
- Hooper-Greenhill, E. (2000). *Museums and the Interpretation of Visual Culture*. Routledge.

### ANT-S-655: ABILITY AND SKILL ENHANCEMENT -IV

**Semester: Fourth Semester**

**Course Level: 600**

**Total Marks: 50**

**L+T+P: 1+1+0 = 2    Credits Lecture: 22Hrs + Tutorial: 08Hrs + Practical: 0 Hrs**

#### Course Learning Outcomes

*On successful completion of the course, the students will be able to:*

- CLO-1:** Develop a clear concept of Good Health- which includes, physical, mental, social well-being and spiritual health.
- CLO-2:** Learn the art and habit of living healthy-eating, breathing and thinking healthily.
- CLO-3:** Start and manage an NGO or Trust and do service to the society and help augment the efforts of the government agencies towards the uplift of the poor.



### Unit I: Self Employment and Social Service

- Entrepreneurial Development Perspective;
- Entrepreneurial and Economic Development,
- Idea Generation, Screening, Selection & Managing Resources,
- Steps to Starting Your NGO-Society or Trust,
- Starting Self Help Groups,
- Government's initiatives for skill development courses and training;
- Skill India Mission,
- National Rural Livelihood Mission

### Unit II: Research Project and Funding

- Writing and Submission of Research Project Proposal;
- Exercise on Writing of the Project; topic, question, design and analysis, Questionnaire/ Schedule writing,
- Introduction to Project Management,
- Intermediaries Arrangement of Funds and Project management,
- Project Report Writing and Submission,
- Research Project Funding Agencies

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article	Oral Test, Viva-Voce, Group Discussion, Quiz,	Presentation, Seminars, Field Assignments, Poster

	Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Think-Pair-Share, Seminar	Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Fowler, A. & Malunga, C. (Ed.). 2011. NGO Management: London: Routledge.

Gopalan, V. (2016). Stress Management: An Integrated Approach. Gyan Books.

Lewis, D. (2020). Non-governmental organizations, management and development. London: Routledge.

Nietzley, S. (2016). Guide to report writing. Pearson.Delhi. Pearson India.

Rajan, R.G. (2019).The Third Pillar. Chikago Penguin Press. Chicago

Raut, P. (2017). Starting up Fund Raising. Notion Press.

Smith J.C. (2002). Stress Management: a comprehensive handbook of techniques and strategies. Springer Publishing Company

Strunk, J. W. (2018). *Elements of Style*. CreateSpace Independent Publishing Platform. eartnow.

Tumlin, G. (2013). *Stop Talking, Start Communicating*. New York: McGraw Hill Professional.

**ANT-P-656: RESEARCH PROPOSAL PREPARATION****Semester: Fourth Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+0+1 = 2    Credits Lecture: 15Hrs + Tutorial: 0Hrs + Practical: 30 Hrs****Course Learning Outcomes***On successful completion of the course, the students will be able to:***CLO-1:** Understand the importance, key-component and theoretical framework of a well-defined research proposal and its role in the research process.**CLO-2:** Conduct a comprehensive literature review of the existing literature, identifying gaps and develop a conceptual framework and its applicability in real-world context.**CLO-3:** Formulate research questions or hypotheses, understand the principal research methodology, research project execution, data analysis techniques and their application to draw meaningful conclusions.**CLO-4:** Understand the implications of the research findings and their potential impact on policy making or practical applications.**Unit I: Theoretical Background of the research project**

- Title and scope of the investigation,
- Aims and Major Thrust area of the Project,
- Statement of the problem; contextualization of theoretical framework,
- Overview of Literature;
- Linkage to other studies and need for the present investigation, Conceptual framework;
- relevance and applicability of the research study and their operationalization,
- Research Questions or Hypotheses

**Unit II: Research Methodology and Framework of Project Execution**

- Coverage; Universe of the study,
- sampling frame, sampling methods, sampling size, units of observation,
- Data Collection; Sources of data types of data, tools and techniques for collection of various categories of proposed data.
- Data Analysis, Implications and policy making, References,

- Duration of the project: Personnel requirement and Budget preparation

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Amit, V. (1999). *Constructing the Field*. London: Routledge.
- Burgess, R. G. (1984). *In the Field: An Introduction to Field Research*. London: Routledge.
- Frelich, M. (1970). *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons.
- Goode, W. J. & Hatt, P.K. (1981). *Methods in Social Research*. Singapore: McGraw-Hill Book Company.
- Herle, A. (1998). *Cambridge and the Torres Strait*. Cambridge: Cambridge University Press.

- Pelto, G.H. & Pelto, G.H. (1992). *Anthropological Research: The Structure of Enquiry*. Cambridge: Cambridge University Press.
- Russell, B. H. (1995). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: Alta Mira Press.
- Srivastava, V.K. (2005). *Field Work and Methodology*. Delhi: Oxford University Press.
- Emerson, R.M. Fretz, R.I. & Shaw, L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Garrard, E. & Dawson, A. (2005). What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. *Journal of Medical Ethics*; 31: 419-423.
- Madrigal L. (2012). *Statistics for Anthropology*. Cambridge: Cambridge University Press.

## SPECIALIZATION: PHYSICAL ANTHROPOLOGY

### ANT-E657: HUMAN GENETICS

**Semester: Fourth Semester Course Level: 600 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

#### Course Learning Outcomes

*On successful completion of the course, the students will be able to*

**CLO-1:** Learn about genes, structure of DNA, genetic code, Hardy-Weinberg Law etc.

**CLO-2:** Learn about the different patterns of autosomal and sex-linked inheritance as well as multiple alleles.

**CLO-3:** Learn about the identification of chromosomes, different types of chromosomal abnormalities and sex determination.

**CLO-4:** Learn about various applications of human genetics.

#### Unit I: Introduction

- Concept of gene,
- DNA and RNA structure,
- genetic code, linkage and crossing over,
- Hardy-Weinberg Law,
- genetic polymorphism.

#### Unit II: Patterns of Inheritance

- Mendelian inheritance,

- patterns of inheritance-autosomal (dominant, recessive and co-dominance),
- sex linked inheritance, sex-influenced, sex-limited,
- lethal genes,
- multiple alleles.

### Unit III: Human Cytogenetics

- Identification of human chromosome,
- Karyotyping and nomenclature,
- techniques of Studying human Chromosomes,
- Numerical and Structural Chromosomal Abnormalities,
- sex determination,
- Lyon's hypothesis.

### Unit IV: Human Genetics Applications

- Genetic counseling, Eugenics, genetic screening,
- Gene therapy, Genetic engineering, Law and Bioethics,
- DNA profiling and individualization: concept of sequence variations,
- DNA fingerprinting, gene mapping and genomic study

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share,	Presentation, Seminars, Field Assignments, Poster Presentations,



	Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Seminar	Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Crawford, M.H. (Ed.). (2006). *Anthropological Genetics*. Cambridge: Cambridge University Press.

Cummings, M. R. (2009). *Human Heredity: Principles and Issues (8th ed.)*. Belmont: Wadsworth Publishing Co Inc.

Gisli, P. (2007). *Anthropology and the New Genetics*. Cambridge: Cambridge University Press.

Hartwell, L. H. (2011). *Genetics: From Genes to Genomes (4th ed.)*. New York: McGraw-Hill.

Hedrick, P. W. (2011). *Genetics of Populations (4th ed.)*. Massachusetts: Jones and Bartlett Publishers.

Knight, J. C. (2009). *Human Genetic Diversity*. Oxford: Oxford University Press.

Lewis, R. (2003). *Human Genetics: Concepts and Applications (9th ed.)*. New York: McGraw-Hill.

Maynarth, S. J. (1999). *Evolutionary Genetics*. New York: Oxford University Press.

Pasternak, J.J. (2005). *An Introduction to Human Molecular Biology*. New Jersey: John Wiley & Sons.

Speicher, M. R., Antonarakis, S. E., & Motulsky, A. G. (2010). *Vogel and Motulsky's Human Genetics: Problems and Approaches (4<sup>th</sup> ed.)* Berlin: Springer.

## **ANT-E-658: APPLIED PHYSICAL ANTHROPOLOGY**

**Semester: Fourth Semester Course Level: 500 Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45Hrs + Tutorial: 0 Hrs + Practical: 15Hrs**

### **Course Learning Outcomes**

*On successful completion of the course, the students will be able to:*

**CLO-1:** An understanding of the nature, aim, and scope of Applied Anthropology and its various applications, including sport anthropology, nutritional anthropology, dental anthropology, and anthropometry.

**CLO-2:** Knowledge of the application of dermatoglyphics, including its meaning, history, identification, classification of finger, palm, and sole prints, inheritance patterns, and its use in personal identification, disease diagnosis, paternal dispute resolution, and population variation.

**CLO-3:** Understanding of the application of forensic anthropology, including the definition, aim, and scope of the field, the establishment of identity through skeletal remains, reconstruction from skeletal remains, and identification through hair, body fluids, semen, and saliva.

**CLO-4:** An overview of the application of genetics in physical anthropology, including genetic imprints in human disease, genetic counselling, genetic screening, genetic engineering, DNA profiling, gene mapping, and genomic study.

### **Unit I: Introduction**

- Nature and scope of Applied Anthropology,
- History and Development of Applied Anthropology,
- Sport Anthropology, Nutritional anthropology, Dental Anthropology, and
- application of Anthropometry: Public Health, making clothing, footwear, automobile, defense equipment, selecting defense personnel.

### **Unit II: Application of Dermatoglyphics**

- Definition, history and development,
- classification and identification of finger, palm and sole print,
- inheritance patterns, personal identification, disease, paternal dispute and population variation,

- analysis of dermatoglyphic traits: qualitative and quantitative.

### Unit III: Application of forensic Anthropology

- Nature and scope of Forensic Anthropology,
- establishment of identity, age, sex and stature through skeletal remains.
- identification through hair, body fluids, semen, saliva.
- Forensic Odontology, Medico legal Implications

### Unit IV: Application of demographic studies in Anthropology

- Demographic methods: population census; NSSO;
- vital statistics or registration of vital events;
- population register, Demographic transition, Population problems with special reference to India,
- India's population policy with special reference to family welfare and reproductive health

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios,	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

	Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

- Croney, J. (1981). *Anthropometry for Designers*. New York: Von Nostrand Reinhold Company.
- El-Najjer, M. Y. & McWilliams, R. (1978). *Forensic Anthropology*. Springfield: Charles C. Thomas Publishers.
- Lewis, R. (2001). *Human Genetics: Concepts and Applications*. London: McGraw Hill.
- Loesch, D. Z. (1983). *Quantitative Dermatoglyphics: Classification, Genetics and Pathology*. Oxford: Oxford University Press.
- Sodhi, H. S. (1991). *Sports Anthropometry*. Mohali: Anova Publications.
- Stevenson, A. C. & Davidson, B. C. (1976). *Genetic Counselling*. London: Heinmann.
- Stewart, T. D. (1979). *Essentials of Forensic Anthropology*. Springfield: Charles C. Thomas and Company.
- Nath S. (1984). *Fingerprint Identification*. Delhi: Department of Anthropology, Delhi University.
- Wortelecki, W. & Plato, C. C. (Eds.). (1979). *Dermatoglyphics – Fifty Years Later*. New York: Alan R. Liss, Inc.
- Reddy, B.M., Roy, S.B. and B.N. Sarkar (Ed.). (1991). *Dermatoglyphics Today*. Kolkata: IIBRD Publisher.
- Nath, S. (1996). *An Introduction to Forensic Anthropology*. New Delhi: Gian Publications.

**ANT-P-659: PRACTICALS IN PHYSICAL ANTHROPOLOGY-II****Semester: Fourth Semester Course Level: 500 Total Marks: 100****L+T+P: 1+0+3 = 4 Credits Lecture: 15Hrs + Tutorial: 0 Hrs + Practical: 90 Hrs****Course Learning Outcomes***On successful completion of the course, the students will be able to:***CLO-1:** Develop an understanding of somatoscopy, osteology, osteometry, craniometry, and related techniques used in physical anthropology.**CLO-2:** Gain knowledge of the human skeleton and the identification, drawing, and description of its bones.**CLO-3:** Develop proficiency in taking direct measurements and diaptograph tracings on bones, as well as linear and angular measurements on the skull.**CLO-4:** Learn how to calculate various cranial indices and interpret their significance and develop skills in data collection and analysis, as well as the ability to observe and describe physical traits of the human body.**CLO-5:** Enhance communication and reporting skills related to physical anthropology findings, including the ability to present research and findings in a clear and concise manner and also cultivate attention to detail in identifying and describing physical traits and measurements of the human body.**Unit I: Somatoscopy**

- Introduction: Skin colour, hair colour, hair form, hair texture, eye colour, eye fold, eye slit, forehead, nasal root, nasal bridge, nasal septum nasal tip, nasal wings, lips and chin.

**Unit II: Osteology and Osteometry**

- Introduction, identification, drawing and description of bones of human skeleton- normaverticalis, normafrontalis, normaoccipitalis, normabasalis.
- Normalateralis; Direct measurements on scapula, clavicle, humerus, ulna, radius, femur and tibia,
- Diaptograph tracing and measurements on scapula, clavicle, humerus, ulna, radius, femur and tibia.

**Unit III: Craniometry**

- Introduction, linear measurements: maximum cranial length, glabella-inion, length,

maximum cranial breadth, nasion-inion length, bi-mastoid diameter, bi-auricular breadth, maximum frontal breadth, minimum frontal breadth, bizygomatic breadth, nasion-prosthion length, nasal height, nasal breadth, orbital height, orbital breadth, palatal length, palatal breadth, maxilla-alveolar length, maxillo-alveolar breadth, length of foramen magnum, breadth of foramen magnum, frontal chord, parietal chord and occipital, bi-condylar breadth of mandible, bigonial breadth, height of ramus and minimum breadth of ramus.

#### Unit IV: Angular measurements on skull

- Angles with F.H. plane as base: facial profile angle, Nasal profile angle, Alveolar profile angle and Metopic angle,
- angles with Nasion-Inion plane as base: frontal angle of Schwalbe, Bregma angle of Schwalbe and Lambda angle of Schwalbe.
- Indices: cranial index, nasal index, orbital index, palatal index, maxilla-alveolar index, mandibular index

#### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

#### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated	Oral Test, Viva-Voce, Group Discussion, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios



	Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing		
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

### SUGGESTED READINGS

Bhasin, M. K., & Chahal, S.M.S. (1996). *Manual of Human Blood Analysis*. Delhi: Kamla Raj Enterprises.

Cummings, R. M. (2009). *Human Genetics*. New Delhi: Cengage Learning India Pvt. Ltd.

Cummins, H. H., & Midlo, C. (1961). *Finger Prints, Palms and Soles*. New York: Dover Publication Inc. Damon.

Das, B. M., & Deka, R. (2001). *Physical Anthropology: Practical*. Allahabad: Kitab Mahal.

Shukla, B.R.K., & Rastogi, S. (2003). *Laboratory Manual of Physical Anthropology (Anthropometry and Osteology)*. Lucknow: Bharat Book Centre.

Singh, I. P., & Bhasin, M. K. (1989). *Anthropometry*. New Delhi: Kamla Raj Enterprises.

Singh, I. P., & Bhasin, M.K. (2004). *A Manual of Biological Anthropology*. New Delhi: Kamla Raj Enterprises.

Walt, R., & Katharine, G. F. (1999). *Molecular Biology Techniques: An Intensive Laboratory Course*. New York: Academic Press.

Weiner, J. S., & Laurie, J. A. (1969). *Practical in Human Biology*. Oxford: Blackwell Scientific Publications.

Wolf, J. B. (200). *Applied Molecular Biology: Beginning Laboratory Manual*. Baltimore: University of Maryland.

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