

**RAJEEV GANDHI GOVT. POST GRADUATE COLLEGE,  
AMBIKAPUR, SURGUJA (CG), INDIA**



**RAJEEV GANDHI GOVT. AUTONOMOUS POST GRADUATE COLLEGE,  
AMBIKAPUR**

**UNDER GRADUATE COURSE IN  
ANTHROPOLOGY  
(UNDER NEP 2020)**

**BASED ON UGC MODEL CURRICULUM**

**BACHLOR OF ARTS**

**ANTHROPOLOGY (HONOURS)2023-24**

**SEMESTER I, II, III, IV, V & VI**

**(DSC, DSCE& GE )**



## **DEPARTMENT OF ANTHROPOLOGY**

### **VISION**

The vision of the Anthropology Department is to provide in proficiency both in depth understanding of principles and concept of Anthropology, theoretical and experimental Anthropology. The Department aims to enhance the students' knowledge in basic and applied Anthropology. To inculcate aptitude for a research career in academia by introducing advanced ideas and techniques that are applicable while emphasizing the underlying concepts of Anthropology.

### **MISSION**

- To impart quality education in Anthropology such that they aim to become Scientists in reputed Research Organisations. To make the students effectively disseminate their knowledge in Anthropology to coming generations..
- Develop the capacity and know-how to apply principles/laws of Anthropology to solve the problems. The ability to do and interpret the data obtained in experiments. To become a center of excellence and extend research facilities.
- Apply the Anthropology knowledge for sustainable development useful for society. Assume responsibility and always practice ethical principles. To function effectively as individual as well as in a team.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

<b>PEO 1</b>	<p>Professional Skill Development</p> <p>To provide professional training and skill development to students in anthropology, related disciplines and nurture them to become responsible persons in the society.</p>
<b>PEO 2</b>	<p>Core Competency Development</p> <p>To augment their core-competencies and knowledge levels in science, humanities and inter-disciplinary areas by imparting education of high standards and advanced research technique.</p>
<b>PEO 3</b>	<p>Innovative Curriculum of Global Relevance</p> <p>To upgrade the curriculum periodically based on scientific advancements, innovations and societal relevance, so as to cater to the shifting global demands.</p>
<b>PEO 4</b>	<p>Environmental Sensitivity and Sustainability</p> <p>To infuse environmental sensitivity in students through academic activities and hence equip them with technical skills and scientific knowledge required to protect and safeguard the environment for a sustainable future.</p>
<b>PEO 5</b>	<p>Ethical Principles and Holistic Development</p> <p>To promote ethical values and focus on the holistic development of students to become proficient, skilled, competent and socially responsible people.</p>
<b>PEO 6</b>	<p>Accessibility and Academic Excellence</p> <p>To provide an accessible learning environment of excellence and equal opportunity to students, enabling them to develop their creativity, critical thinking, and leadership and employability skills.</p>

## PROGRAMME OUTCOMES (POs)

<b>PO 1</b>	<p>Disciplinary and inter-disciplinary knowledge for capacity building Students will acquire improved knowledge of the laws governing nature through classroom teaching and experimenting in the laboratories. They will develop a sense of interdisciplinary approach to identify and resolve issues through project, seminars, field work, internships and industrial visits.</p>
<b>PO 2</b>	<p>Skills for effective and efficient communication Students will be able to improve and enhance their communication skills such as reading, writing, listening and speaking. This will help them to express their ideas clearly and effectively and subsequently empower them to become agents of social change and hence pave the way for betterment of the society at large.</p>
<b>PO 3</b>	<p>Sense of inquiry and problem-solving skills Students will demonstrate the core competencies of their discipline through analytical reasoning, problem solving and research related skills, cooperation, team work, scientific reasoning and thinking that would make them emerge as entrepreneurs or administrative personnel.</p>
<b>PO 4</b>	<p>Skills to impact society Students will develop leadership, team spirit and other skills which will help them to identify, approach and analyze the existing societal problems with an eye to look beyond gender, age, caste, creed or nationality and work for the emancipation and empowerment of humanity.</p>
<b>PO 5</b>	<p>Energy, Ethics and Environment They will be able to involve themselves in framing policies and develop scientific temper to harness energy and work on alternate resources. They will be aware of the environmental issues and imbibe the spirit of ethical values in establishing a self-sustained environment for a healthy society.</p>
<b>PO 6</b>	<p>Self-directed and lifelong learning Through digital literacy, students will engage in self-paced and curious learning with limitless knowledge acquisition and hence develop motivation for a sustained lifelong learning capability. Students will accumulate knowledge by continuous learning and leverage the past knowledge seamlessly to solve the problems in the future.</p>
<b>PO 7</b>	<p>National and international-priorities preferences and perspectives Students will be able to prioritize national and global issues with an aim to build a nation and an integrated world through contributions that imbibe the spirit of multicultural competency, creative thinking, critical analysis, political awareness and the much-needed international policies.</p>

### PROGRAMME SPECIFIC OUTCOMES (PSOs)

<b>PSO 1</b>	Acquire scientific temper leading to critical thinking and research motivation in Anthropology and its allied areas.
<b>PSO 2</b>	Gain knowledge and the skills to measure some of the properties of solid materials and understand the underlying principles governing the dynamics of rigid bodies.
<b>PSO 3</b>	Gain knowledge and the skills to measure some of the properties of solid materials and understand the underlying principles governing the dynamics of rigid bodies.
<b>PSO 4</b>	Design and construct electronic circuits with computer interfacing for sophisticated analysis of material behavior and properties.
<b>PSO 5</b>	Comprehend algebraic concepts and advanced mathematical tools involved in the interpretation of various physical properties of materials.
<b>PSO 6</b>	Attain the required skills to interpret the Anthropology behind the phenomena occurring in nature and surroundings and hence apply them to enhance our life style.
<b>PSO 7</b>	Develop essential logical and analytical skills to approach a problem both quantitatively and qualitatively.

## Graduate Attributes In Anthropology

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programmes, and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme reference in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student is marvelous. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and Upbuild. Some of the desirable attributes which a postgraduate student should Upbuild will include the following :-

- **Disciplinary Knowledge:** Upbuild comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- **Communication Skills:** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, Upbuild the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical Thinking:** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Upbuild capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.

- **Analytical Reasoning:** Upbuild the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research Skills:** Upbuild a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, Upbuild the ability to recognise cause-and-effect relationships, define problems, formulate hypothesis, test hypothesis, analyse, interpret and draw conclusions from data, establish hypothesis, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- **Collaboration/Cooperation/Team work:** Upbuild ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific Reasoning using Quantitative/Qualitative Data:** Upbuild the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective Thinking:** Upbuild critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/Digital Literacy:** Upbuild capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- **Self-Directed Learning:** Upbuild ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Upbuild knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.
- **Moral and Ethical Awareness/Reasoning:** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Upbuild the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.

- **Community Engagement:** Upbuild responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civil affairs.
- **Leadership Readiness/Qualities:** Upbuild capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Upbuild the ability to holistic knowledge and skills, including 'learning how to learn' that are mandatory for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.



## Qualification descriptors for a UG programs in Anthropology

The qualification descriptors for B.A. (anthropology). The graduates should be able to:

- Demonstrate (i) a fundamental/systematic or coherent understanding of the academic field of Anthropology, its different learning areas like physical anthropology, social anthropology, archaeology, forensic anthropology, molecular genetics, ecological anthropology, medical anthropology, urban anthropology, tribal development, applied anthropology etc. ;

(ii) procedural knowledge that creates different types of professionals related to different areas of study in Anthropology outlined above, including research and development, teaching and government and public service;

(iii) skills in areas related to specialization area relating the subfields and current developments in the academic field of Anthropology.

- Use knowledge, understanding and skills required for identifying problems and issues relating to Anthropology, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources from various Anthropology laboratories of the world, and their application, analysis and evaluation using methodologies as appropriate to Anthropology for formulating new theories and concepts.

- Communicate the results of studies undertaken accurately in a range of different contexts using the main concepts, constructs and techniques of Anthropology. Develop communication abilities to present these results in technical as well as popular science meetings organized in various universities and other private organizations.

- Ability to meet one's own learning needs, drawing on a range of current research and development work and professional materials, and interaction with other physicists around the world.

- Apply one's knowledge of Anthropology and theoretical and laboratory skills to new/unfamiliar contexts to identify and analyse problems and issues and solve complex problems in Anthropology and related areas with well-defined solutions.

- Demonstrate Anthropology-related technological skills that are relevant to Anthropology-related job trades and employment opportunities.

## **The Programme learning outcomes relating to B.A. Course in Anthropology:**

The student graduating with the Degree for B.A. (anthropology). The graduates should be able to:

- Acquire

(i) a fundamental/systematic or coherent understanding of the academic field of Anthropology, its different learning areas and applications in basic Anthropology like Anthropology, its different learning areas like physical anthropology, social anthropology, archaeology, forensic anthropology, molecular genetics, ecological anthropology, medical anthropology, urban anthropology, tribal development, applied anthropology etc (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service; (iii) skills in areas related to one's specialization area within the disciplinary/subject area of Anthropology and current and emerging developments in the field of Anthropology.

- Demonstrate the ability to use skills in Anthropology and its related areas of technology for formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with Anthropology.

- Recognize the importance of statistical modeling simulation and computing, and the role of approximation and statistical approaches to describing the anthropological world.

- Plan and execute Anthropology-related experiments or investigations, analyze and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/investigations while relating the conclusions/findings to relevant theories of Anthropology.

- Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that belong to the disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences of technical or popular nature; (iv) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Anthropology and ability to translate them with popular language when needed; (v) ICT skills; (vi) personal skills such as the ability to work both independently and in a group.

- Demonstrate professional behavior such as (i) being objective, unbiased and truthful in all aspects

The B.A. Anthropology programme is a three-year course divided into six semesters. The syllabus and schemes of examination are detailed herewith.

## B.A. Anthropology (UG NEP UNDER2020 COURSE)

Course Code	Course Type	Course (Paper/Subjects)	Credits	Contact Hours Per Week			EoSE Duration (Hrs.)	
				L	T	P	Thy	P
<b>FIRST SEMESTER</b>								
ANTH 101	DSC	SOCIAL AND CULTURAL ANTHROPOLOGY	3	3	3	00	3	00
ANTH 102	DSC	PRACTICAL IN FIELD WORK AND RESEARCH TECHNIQUES	1	1	00	1	00	1
	GE	INTRODUCTION OF ANTHROPOLOGY	3	3	3	00	3	00
	GE	PRACTICAL IN OSTEOLOGY	1	1	00	1	00	1
<b>SECOND SEMESTER</b>								
ANTH201	DSC	FUNDAMENTAL OF PHYSICAL/ BIOLOGICAL ANTHROPOLOGY	3	3	3	00	3	00
ANTH202	DSC	PRACTICAL IN OSTEOLOGY, SOMATOMETRY & SOMATOSCOPY	1	1	00	1	00	1
	GE	INTRODUCTION OF PREHISTORIC ARCHAEOLOGY	3	3	3	00	3	00
	GE	PRACTICAL IN ARCHAEOLOGY	1	1	00	1	00	1
<b>THIRD SEMESTER</b>								
ANTH301	DSC	ARCHAEOLOGICAL ANTHROPOLOGY	3	3	3	00	3	00
ANTH302	DSC	PRACTICALS IN ARCHAEOLOGY	1	1	00	1	00	1
	DSEC	GENERAL INTRODUCTION OF ANTHROPOLOGY	3	3	3	00	3	00
	DSEC	PRACTICALS IN SOMATOMETRY & SOMATOSCOPY	1	1	00	1	00	1
<b>FOURTH SEMESTER</b>								
ANTH401	DSC	MUSEOLOGY	3	3	3	00	3	00
ANTH402	DSC	PRACTICAL IN MUSEOLOGY	1	1	00	1	00	1
	DSEC	TRIBES AND PEASANTS IN INDIA	3	3	3	00	3	00
	DSEC	PRACTICAL IN ETHNOGRAPHY	1	1	00	1	00	1



<b>B.A. ANTHROPOLOGY- FIRST SEMESTER</b>	
<b>COURSE CODE:Anth 101</b>	<b>COURSE TYPE:DSC</b>
<b>COURSE TITLE:</b>	
<b>FUNDAMENTALS OF SOCIAL/CULTURAL ANTHROPOLOGY</b>	
<b>CREDIT:4</b>	<b>HOURS: 60</b>
<b>THEORY: 3</b> <b>PRACTICAL: 1</b>	<b>THEORY: 45</b> <b>PRACTICAL: 15</b>
<b>MARKS:</b>	<b>MARKS</b>
<b>THEORY:</b> <b>PRACTICAL:</b>	<b>THEORY:</b> <b>PRACTICAL:</b>
75+25	
<p><b>.OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p> <p><b>Scheme of marks:</b></p> <ol style="list-style-type: none"> <li>1. <b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each 09X 1= 09</li> <li>2. <b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li>3. <b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li>4. <b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27.</li> </ol>	
<b>UNI T-1/ 22H ours</b>	Meaning and Scope of Social Anthropology, and its relationship with other disciplines (Social Sciences and Medical Sciences).Concept of Culture, Attributes of Culture (Culture Trait, Culture Complex), Acculturation, Trans-culturation, Civilization, Society, Status and Role
<b>UNI T-2/ 23H ours</b>	Economic organization,Stages of economy: collection, hunting, fishing, and pastoralism. Cultivation: Shifting cultivation and Settled cultivation. System of trade exchange: reciprocity, redistribution, barter and markets. Primitive Law and Political organization: Concept of authority and leadership
<b>UNI T-3/ 22H ours</b>	Marriage: Definition, Typology, Residence and Functions of marriage, Incest and prohibited categories, preferential forms of marriage, marriage payments. Family: Definition, Typology and Functions. Universality of family. Households and domestic groups, Typological and Processual Approaches to the study of family. Joint family, Stability and change.
<b>UNI T-4/ 23H ours</b>	Anthropological approaches to the study of religion: Evolutionary, Psychological, Functional and Structural.Animatism, Totemism and Bongaism.  Magic: Meaning, definition, function and types, Religion, Magic and Science.



**B.A. ANTHROPOLOGY- FIRST SEMESTER**

**COURSE CODE: Anth 102**

**COURSE TYPE: DSC**

**COURSE TITLE**

**PRACTICAL IN FIELD WORK AND RESEARCH TECHNIQUES**

**CREDIT: 4**

**HOURS:60**

**THEORY: 3**

**PRACTICAL: 1**

**THEORY: 45**

**PRACTICAL: 15**

**MARKS:100**

**THEORY: 75**

**PRACTICAL:25**

**Methods:** Preparation of Genealogy (3), Interview: Key Informant (3), In-Depth (3); Observation: Participation (3), Quasi participation (3), non participation (3); Case study (3), Participatory method (3).

**Tools and Techniques:** Preparation of Questionnaire (3) and Interview schedule – Structured (3), Unstructured (3); Focus Group Discussion (3).





B.A. ANTHROPOLOGY - FIRST SEMESTER			
COURSE CODE:		COURSE TYPE: GE	
COURSE TITLE: INTRODUCTION OF ANTHROPOLOGY			
<b>CREDIT:04</b> <b>THEORY: 03</b>	<b>PRACTICAL:01</b>	<b>HOURS: 60</b> <b>THEORY:</b>	<b>PRACTICAL:</b>
<b>MARKS: 100</b> <b>THEORY: 75</b>	<b>PRACTICAL:25</b>	<b>MARKS</b> <b>THEORY:</b>	<b>PRACTICAL:</b>
<p><b>OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p> <p><b>Scheme of marks:</b></p> <ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each 09X 1= 09</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27.</li> </ol>			
<b>UNI T-1/</b>	Meaning and scope of anthropology. History of anthropology. Branch of anthropology ,Relationship Of Anthropology With Other discipline: Life Sciences, Medical Sciences, Social Sciences: History, Economics, Sociology ,Psychology, Political Sciences.		
<b>UNI T-2/</b>	Foundation Of Biological Anthropology (A) Human Evolution With Respect of Hominid Fossils (B) Human Variation: Types And Cause (C) Human Genetics: Concept, Scope And Branches		
<b>UNI T-3/</b>	Fundamental In Social Cultural Anthropology (A) Culture, Society, Community, Group, Institution (B) Human Institution:- Family Marriage Kinship Religion (C) Basic Techniques Of Data Collection Fundamentals In Archaeological Anthropology (A) STONE TOOL Typology, Cultural Evolution: Broad Outline Of Cultures Stone to Metal Age And Technology: Palaeolithic ,Mesolithic & Neolithic (B) Dating Techniques In Archaeology		

<b>SUG GES TED RE ADI NGS</b> :	<ol style="list-style-type: none"> <li>1. Beattie, J. (1966). <i>Other Cultures</i>. London: Taylor and Francis.</li> <li>2. Beattie, John. (2004). <i>Other cultures: Aims methods and achievement in social Anthropology</i>. London: Routledge.</li> <li>3. Berreman, G. D. (1965). <i>The study of caste ranking in India</i>. Berkeley, Calif: Center for South Asia Studies, Institute of International Studies, University of California, Berkeley.</li> <li>4. B�eteille, A. (1983). <i>Equality and Inequality: Theory and practice</i>. Delhi: Bombay.</li> <li>5. Delaney, Carol.(2011). <i>Investigating culture; an experimental introduction to Anthropology</i>. UK: John Willey &amp; Sons.</li> <li>6. Dube, S.C. (1993). <i>Understanding Change: Anthropological and Sociological Perspectives</i>. New Delhi: Vikas Publishing House.</li> <li>7. Dube, S.C. (2011). <i>India’s changing villages</i>. New York: Routledge.</li> <li>8. Dumont, L. (1966). <i>Homo hierarchicus: Essai sur le syst�eme des castes</i>. Paris: Gallimard.</li> <li>9. Eller, J.D. (2007). <i>Introducing Anthropology of Religion</i>. New York: Routledge Publication.</li> <li>10. Ember, Carol.R. (2008). <i>Anthropology 12th ed</i>. South Asia: Pearsonson.</li> <li>11. Ember, C.R. and M.Ember. (1981). <i>Cultural Anthropology</i>. New Jersey: Prentice-Hall.</li> <li>12. Ferraro, G. and Andreatta, S. (2008). <i>Cultural Anthropology: An Applied Perspective</i>. USA: WardsworthCengage Learning.</li> <li>13. Fox, R. (1967). <i>Kinship and Marriage: An Anthropological Perspective</i>. Harmondsworth: Penguin Books.</li> <li>14. Ghurye, G. S. (1970). <i>Caste and class in India</i>. Bombay: Popular Book Depot.</li> <li>15. Gupta, D. (2000). <i>Interrogating caste: Understanding hierarchy and difference in Indian society</i>. New Delhi [u.a.: Penguin Books.</li> <li>16. Gupta, D. (2012). <i>Social stratification</i>. New Delhi, India: Oxford University Press.</li> <li>17. Keesing, Felix. (1958). <i>Cultural Anthropology</i>. New York: Rinehart</li> <li>18. Kuper, A. (1988). <i>Culture: The Invention of Primitive Society: Transformation of an Illusion</i>. London: Routledge.</li> <li>19. Kuper, A. (1999). <i>Culture: The Anthropologist’s Account</i>. London: Harvard University Press.</li> <li>20. Leach, E. R. (1961). <i>Rethinking Anthropology</i>. London: The Athlone Press.</li> <li>21. Leach, E.R. 1986. <i>Social Anthropology</i>. Glasgow: Fontana Press</li> <li>22. Levi-Strauss, C (1963). <i>Structural Anthropology</i>. New York: Basic Books</li> <li>23. Malinowski, B (1965). <i>A Scientific Theory of Culture: And Other Essays</i>. University of North Carolina Press.</li> <li>24. Mann, R. S. (1984). <i>Anthropological and Sociological Theory</i>. Jaipur: Rawat</li> <li>25. Polanyi, Karl, Joseph E. Stiglitz, and Fred L. Block. (2001). <i>The great transformation: the political and economic origins of our time</i>. Boston: Beacon press.</li> <li>26. प्रफुल्लरंजनझा, दीपशिखाबरनवालएवंराजकिशोरझा (2000). मानव-शास्त्रभाग-I (सामाजिकमानव-शास्त्र). पियूषपब्लिकेशन.</li> </ol>
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**B.A. ANTHROPOLOGY FIRST SEMESTER**

**COURSE CODE:**

**COURSE TYPE:**

**COURSE TITLE:**

**PRACTICAL IN OSTEOLOGY**

**CREDIT: 4**

**HOURS:**

**THEORY:**

**THEORY:**

**PRACTICAL:**

**PRACTICAL:**

**90**

**00**

**MARKS:**

**MARKS**

**THEORY:**

**THEORY:**

**PRACTICAL:**

**PRACTICAL:**

**70+30**

**PART I - OSTEOLOGY**

Identification Of Bones Of Human Skeleton. Sketching And Labeling Of Various Norms Of Skull, Overview Of Pectoral And Pelvis Girdles, Femur And Humerus Bones.



<b>B.A. ANTHROPOLOGY- SECOND SEMESTER</b>	
<b>COURSE CODE:</b>	<b>COURSE TYPE: DSC</b>
<b>COURSE TITLE:FUNDAMENTALS OF PHYSICAL/ BIOLOGICAL ANTHROPOLOGY</b>	
<b>CREDIT: 4</b>	<b>HOURS: 60</b>
<b>THEORY: 3</b> <b>PRACTICAL: 1</b>	<b>THEORY: 45</b> <b>PRACTICAL: 15</b>
<b>MARKS: 75+25</b>	<b>MARKS</b>
<b>THEORY:</b>  <b>PRACTICAL:</b>	<b>THEORY:            PRACTICAL:</b>
<p><b>OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p> <p><b>Scheme of marks:</b></p> <ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each    09X 1= 09</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27.</li> </ol>	
<b>UNIT-1/ 15 Hours</b>	Meaning and Scope of physical anthropology and its relationship with other branches of Biological, Social and Medical Science
<b>UNIT- 2/15 Hours</b>	Human origin and Evolution. Theories of Organic Evolution: Lamarkism, Darwinism, Synthetic Theory.
<b>UNIT-3/ 15 Hours</b>	Classification, geographical distribution and chief characteristics of order Primate with special reference to Lemuriformes, Lorisiformes, Tarsiiformes, Ceboidea, Cercopithecoidea, Pongidae and Hominidae. Comparative anatomy of man and apes.

**UNIT-4/  
15 Hours**

Fossil Primates : Types, special characters, distribution and chronology, with special reference to Aegyptopithecus, Propliopithecus, Dryopithecinae complex including Ramapithecus, Ptilinopus erectus, Sinanthropus erectus, Neandertal, Cromagnan, Chancelled and Grimaldi man.

Biological concept of Race, Race formation, Criteria of Race.

Major races of the world.

Racial elements in Indian population..

**RECOM  
MENDED  
READING  
GS:**

1. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). *Understanding Physical Anthropology and Archaeology*. Wadsworth Group, Canada.
2. Lsisker, G.W. (1976). *Physical Anthropology*, Holt, Rinehart & Winston Inc.
3. Ember, Ember and Peregrine (2003). *Anthropology*. Prentice Hall Inc.
4. Relethford, J. H. (1996). *Fundamentals of Biological Anthropology*, (Third Ed). Me Graw-Hill.
5. Montague, A. (1964). The concept of race. In A. Montague (ed.), *The concept of race* (pp.12-28). New York: Collier Books. US.
6. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). *Genetics, evolution, and man* (pp. 231-258). California: San Francisco WH Freeman. USA.
7. Buettner-Janusch, J. (1966). *Origins of man: physical anthropology*. New York: John Wiley & Sons. US.
8. Le Gros Clark, W. E. (1949). *History of the primates: An Introduction to the study of Fossil Man*. London: Trust of the British Museum. UK.
9. Harrison, Geoffrey Ainsworth. (2004). *Human biology : an introduction to human evolution, variation, growth, and adaptability*. New York: Oxford University Press. US.
10. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations**. London: Oxford Clarendon press. UK.
11. Stibbe, E. P., & Smart, W. A. M. (1938). *An Introduction to physical anthropology*. London: Arnold. UK.
12. Sarkar, S. S. (1954). *The aboriginal races of India*. Calcutta : Bookland Limited. India.
13. Simpson, G. G. (1949). *The meaning of evolution*. Oxford And IBH Publishing Co.; Calcutta. India.
14. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). *Principles of genetics*. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
15. Weiss, K.M.&Ballonoff, P.A. (1977). *Demographic genetics*. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
16. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology*. HarperCollins Publishers. India.
17. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics*. New York, NY: Garland Science. US.



**B.A. ANTHROPOLOGY - SECOND SEMESTER**

**PRACTICAL IN OSTEOLOGY, SOMATOMETRY & SOMATOSCOPY**

**COURSE OUTCOME**

After completing the course the students will able to demonstrate:-

CO 1. A comprehensive Knowledge of human skeletal bones ,sketching and labeling of various normas of skull and other bones.

CO 2. A capacity to compare and contrast to taking craniometric measurement in different land mark and indices.

<b>B.A. ANTHROPOLOGY - SECOND SEMESTER</b>	
<b>COURSE CODE:</b>	<b>COURSE TYPE: DSC</b>
<b>PRACTICAL IN OSTEOLOGY, SOMATOMETRY &amp; SOMATOSCOPY</b>	

**Mapping of PO CO**

CO   PO	PO-01	PO-02	PO-03	PO-04	PO-05	PO-06	PO-07	PO-08
CO-01	✓							
CO-02		✓						

**B.A. ANTHROPOLOGY SECOND SEMESTER**

**COURSE CODE:MSA 111**

**COURSE TYPE: DSC**

**COURSE TITLE:**

**PRACTICAL IN OSTEOLOGY, SOMATOMETRY & SOMATOSCOPY**

**CREDIT: 4**

**HOURS:**

**THEORY:**

**THEORY:**

**PRACTICAL:**

**PRACTICAL:**

**90**

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**MARKS:**

**MARKS**

**THEORY:**

**THEORY:**

**PRACTICAL:**

**PRACTICAL:**

**75+25**

**OSTEOLOGY :-**

Identification Of Bones Of Human Skeleton. Sketching And Labeling Of Various Norms Of Skull, Overview Of Pectoral And Pelvis Girdles, Femur And Humerus Bones.

**Somatometry:-**

1. Maximum head length
2. Maximum head breadth
3. Nasal height
4. Nasal length
5. Nasal breadth

**Somatoscopy :-**

1. Head form
2. Hair form
3. Facial form
4. Eye form
5. Nose form
6. Hair colour
7. Eye colour
8. Skin colour



<b>B.A. ANTHROPOLOGY- SECOND SEMESTER</b>	
<b>COURSE CODE:</b>	<b>COURSE TYPE: GE</b>
<b>COURSE TITLE:</b>	
<b>INTRODUCTION OF PREHISTORIC ARCHAEOLOGY</b>	
<b>CREDIT:04</b>	<b>HOURS:60</b>
<b>THEORY: 03</b> <b>PRACTICAL:0</b>	<b>THEORY: 45</b> <b>PRACTICAL:15</b>
<b>MARKS:100</b>	<b>MARKS</b>
<b>THEORY: 75</b> <b>PRACTICAL:25</b>	<b>THEORY:</b> <b>PRACTICAL:</b>
<p><b>OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p> <p><b>Scheme of marks:</b></p> <ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each      09X 1= 09</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27. .</li> </ol>	
<b>UNIT-1</b>	Introduction: Definition, Subject matter, Branches, Aims and Applications. Relationship with other branches of Anthropology, with Archaeological Anthropology and Earth Sciences, Life Sciences and Social Sciences. Methods of Archeological research.
<b>UNIT-2</b>	Pleistocene Epoch in the Geological time scale: Glacial-Interglacial and Pluvial and Inter-Pluvial Climatic cycles. Evidences of Great Ice Age Dating Methods: Absolute and Relative Dating
<b>UNIT-3</b>	Introduction of Prehistoric Archaeology:- Lower, Middle and Upper Paleolithic Cultures  Mesolithic Arts and culture.  Neolithic Revolution.

**RECO  
MMEN  
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READI  
NGS:**

1. Allchin and Allchin 1993. *The Rise of Civilization of India and Pakistan*. Cambridge University Press
2. Bhattacharya D.K. 1978. *Emergence of Culture in Europe*, Delhi, B.R. Publication.
3. Bhattacharya D.K. 1979. *Old Stone Age Tools and Techniques*. Calcutta, K.P. Bagchi Company
4. Bhattacharya D.K. 1996. *Palaeolithic Europe*. Netherlands, Humanities Press.
5. Bowes and Bowes. Burkitt, M. 1963. *The Old Stone Age: A study of Palaeolithic Times*. London:
6. Champion et al. 1984. *Prehistoric Europe*. New York, Academic Press.
7. Fagan B. M.2004. *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education
8. Hole, H. and R.F. Heizer. 1969. *An Introduction to Prehistoric Archaeology*. New York: Hold, Rinehart and Winston, INC.
9. Oakley, K.P. 1966. *Frameworks for dating Fossil man*. London: Weidenfeld and Nicolson.
10. Renfrew, C. (ed:). 1973. *The Explanation of culture change: Models in prehistory*. London. Duckworth.
11. Sankalia H.D. 1964. *Stone Age Tools*. Poona Deccan College
12. Sankalia, H.D. 1974. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
13. Burkit, M.C. 2011. *Our early Ancestors: An Introductory study of Mesolithic Resions*. New York, Cambridge University Press.
14. Wheeler, SIR Mortimer. 2010. *The Indus civilization: Supplementary value to the cambridge Hiploy of India*. 3<sup>rd</sup> edition. New York, Cambridge University Press.
15. Reddy, V. Rami. 2012. *Foundation of Physical Anthropology and Human Evolution*. New York, Cambridge University Press.
16. Reddy, V. Rami. 2014. *Neolithic and Post- Neolithic Cultures*. New York, Cambridge University Press.
17. Reddy, V. Rami. 2014. *Palaeolithic and Mesolithic Culture*. New York, Cambridge University Press.
18. Reddy, V. Rami. 2014. *Palaeolithic and Mesolithic Culture*. Tirupati, V. India.
19. Larsen, clark spencer. 2016. *Bioarchaeology: Interpreting Behaviour from the human skeleton*, 2<sup>nd</sup> edition. U.K. Cambridge University Press.
20. Morin, Eugene. 2012. *Reassessing Palaeolithic Subsistence*. New York, Cambridge University Press.



**B.A. ANTHROPOLOGY SECOND SEMESTER****COURSE CODE:****COURSE TYPE:****COURSE TITLE:****LAB COURSE -PRACTICALS IN ARCHAEOLOGY****CREDIT:****HOURS:****THEORY:****PRACTICAL:****THEORY:****PRACTICAL:****MARKS:****MARKS****THEORY:****PRACTICAL:****THEORY:****PRACTICAL:****OBJECTIVE:**

- 1) Tools: Typology, Functions & Technology.
- 2) Sketching and description of representative Prehistoric tools:
  - (a) Stone tools
  - (b) Bone tools
  - (c) Pottery
- 3) Site Types: Kill sites, Habitation sites, Industry sites, Quarry sites, Burial sites.

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:**

1. Mitra, Mitashree & Ramesh Choubey. Prayogik Manavvigyan (in Hindi).
2. Oakley, K.P. 1972. Man the Tool Maker.
3. Reddy, Rami. Tool techniques in Prehistory.
4. Sankalia, H. D. 1964. Stone age tools: Their techniques, names & probable functions.





<b>B.A. ANTHROPOLOGY - THIRD SEMESTER</b>			
<b>COURSE CODE:</b>		<b>COURSE TYPE: DSC</b>	
<b>COURSE TITLE: ARCHAEOLOGICAL ANTHROPOLOGY</b>			
<b>CREDIT: 4</b>		<b>HOURS: 60</b>	
<b>THEORY:</b>	<b>PRACTICAL</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>MARKS: 75+25</b>		<b>MARKS</b>	
<b>THEORY:</b>	<b>PRACTICAL</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each 09X 1= 09</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27.</li> </ol>			
<b>UNIT-1/ 22Hours</b>	Meaning and Scope of Archeological Anthropology, Branches of Archaeology; Classical Archaeology, Historical Archaeology, Prehistoric Archaeology and Protohistoric Archaeology. Anthropology as Archaeology. Differences between the Old world and new world Archaeological Traditions.		
<b>UNIT-2/ 23Hours</b>	Ecological time scale: Great Ice Age, Stratigraphy and Other evidences of Ice age : River Terraces, Moraines etc.Pluvial and Inter-Pluvials Stone Age Tools: Types and Technology Absolute and Relative Dating.		
<b>UNIT-3/ 22Hours</b>	Age of Paleolithic Savagery: European lower Paleolithic Period : tools and cultures. European Middle Paleolithic Period : tools and culture European Upper Paleolithic Period : tools and culture, main Characteristics of the European Paleolithic Home and Cave art and its Significance.		
<b>UNIT-4/ 23Hours</b>	Mesolithic Complex in North Europe. Mesolithic Complex in Western Europe.  Neolithic Revolution : Emergence of agriculture and domestication of animals, village, community, tool and pottery, weaving, wheel and plough. Associated human fossils and distribution.		

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1. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). Understanding Physical Anthropology and Archaeology. Wadsworth Group, Canada.
2. Lsisker, G.W. (1976). Physical Anthropology, Holt, Rinehart & Winston Inc.
3. Ember, Ember and Peregrine (2003). Anthropology. Prentice Hall Inc.
4. Relethford, J. H. (1996). Fundamentals of Biological Anthropology, (Third Ed). Me Graw-Hill.
5. Montague, A. (1964). The concept of race. In A. Montague (ed.), The concept of race (pp.12-28). New York: Collier Books. US.
6. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). Genetics, evolution, and man (pp. 231-258). California: San Francisco WH Freeman. USA.
7. Buettner-Janusch, J. (1966). Origins of man: physical anthropology. New York: John Wiley & Sons. US.
8. Le Gros Clark, W. E. (1949). History of the primates: An Introduction to the study of Fossil Man. London: Trust of the British Museum. UK.
9. Harrison, Geoffrey Ainsworth. (2004). Human biology : an introduction to human evolution, variation, growth, and adaptability. New York: Oxford University Press. US.
10. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations.** London: Oxford Clarendon press. UK.
11. Stibbe, E. P., & Smart, W. A. M. (1938). An Introduction to physical anthropology. London: Arnold. UK.
12. Sarkar, S. S. (1954). The aboriginal races of India. Calcutta : Bookland Limited. India.
13. Simpson, G. G. (1949). The meaning of evolution. Oxford And IBH Publishing Co.; Calcutta. India.
14. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). Principles of genetics. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
15. Weiss, K.M. & Ballonoff, P.A. (1977). Demographic genetics. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
16. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology.* HarperCollins Publishers. India.
17. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics.* New York, NY: Garland Science. US.



<b>B.A. ANTHROPOLOGY THIRD SEMESTER</b>			
<b>COURSE CODE:</b>		<b>COURSE TYPE: DSC</b>	
<b>COURSE TITLE:</b>			
<b>PRACTICALS IN ARCHAEOLOGY</b>			
<b>CREDIT:</b>		<b>HOURS:</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>MARKS:</b>		<b>MARKS</b>	
<b>THEORY:</b>	<b>PRACTICAL:</b>	<b>THEORY:</b>	<b>PRACTICAL:</b>
<b>OBJECTIVE:</b>			
1) Tools: Typology, Functions & Technology. 2) Sketching and description of representative Prehistoric tools: (a) Stone tools (b) Bone tools (c) Pottery 3) Site Types: Kill sites, Habitation sites, Industry sites, Quarry sites, Burial sites. 4) Visit to museum, Excavation site, River Terraces. 5) Conservation & Preservation of Antiquities.			
<b>RECOMMENDED READINGS:</b>			
1. Mitra, Mitashree & Ramesh Choubey. Prayogik Manav Vigyan (in Hindi). 2. Oakley, K.P. 1972. Man the Tool Maker. 3. Reddy, Rami. Tool techniques in Prehistory. 4. Sankalia, H. D. 1964. Stone age tools: Their techniques, names & probable functions.			



B.A. ANTHROPOLOGY - FIRST SEMESTER			
COURSE CODE:		COURSETYPE: DSEC	
COURSE TITLE:GENERAL INTRODUCTION OF ANTHROPOLOGY			
CREDIT:04		HOURS:	
THEORY: 03	PRACTICAL:01	THEORY:	PRACTICAL:
	<p><b>OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p> <p><b>Scheme of marks:</b></p> <ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each 09X 1= 09</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27.</li> </ol>		
UNI T-1/	Meaning and scope of anthropology. History of anthropology. Branch of anthropology ,Relationship Of Anthropology With Other discipline: Life Sciences, Medical Sciences, Social Sciences: History, Economics, Sociology ,Psychology, Political Sciences.		
UNI T-2/	Foundation Of Biological Anthropology (A) Human Evolution With Respect of Hominid Fossils (B) Human Genetics: Concept, Scope And Branches		
UNI T-3/	Fundamental In Social Cultural Anthropology (A) Culture, Society, Community, Group, Institution (B) Human Institution:- Family Marriage Kinship Religion Fundamentals In Archaeological Anthropology (A)STONE TOOL Typology, Cultural Evolution: Broad Outline Of Cultures Stone to Metal Age And Technology: Palaeolithic ,Mesolithic & Neolithic (B) Basic Techniques Of Data Collection (C) Dating Techniques In Archaeology		

<b>SUG GES TED REA DIN GS:</b>	<ol style="list-style-type: none"> <li>1. Beattie, J. (1966). <i>Other Cultures</i>. London: Taylor and Francis.</li> <li>2. Beattie, John. (2004). <i>other cultures: Aims methods and achievement in social Anthropology</i>. London: Routledge.</li> <li>3. Berreman, G. D. (1965). <i>The study of caste ranking in India</i>. Berkeley, Calif: Center for South Asia Studies, Institute of International Studies, University of California, Berkeley.</li> <li>4. Béteille, A. (1983). <i>Equality and Inequality: Theory and practice</i>. Delhi: Bombay.</li> <li>5. Delaney, Carol.(2011). <i>Investigating culture; an experimental introduction to Anthropology</i>. UK: John Willey &amp; Sons.</li> <li>6. Dube, S.C. (1993). <i>Understanding Change: Anthropological and Sociological Perspectives</i>. New Delhi: Vikas Publishing House.</li> <li>7. Dube, S.C. (2011). <i>India's changing villages</i>. New York: Routledge.</li> <li>8. Dumont, L. (1966). <i>Homo hierarchicus: Essai sur le système des castes</i>. Paris: Gallimard.</li> <li>9. Eller, J.D. (2007). <i>Introducing Anthropology of Religion</i>. New York: Routledge Publication.</li> <li>10. Ember , Carol.R. (2008). <i>Anthropology</i> 12th ed. South Asia: Pearsonson.</li> <li>11. Ember, C.R. and M.Ember. (1981). <i>Cultural Anthropology</i>. New Jersey: Prentice-Hall.</li> <li>12. Ferraro, G. and Andreatta, S. (2008). <i>Cultural Anthropology: An Applied Perspective</i>. USA: WardsworthCangage Learning.</li> <li>13. Fox, R. (1967). <i>Kinship and Marriage: An Anthropological Perspective</i>. Harmondsworth: Penguin Books.</li> <li>14. Ghurye, G. S. (1970). <i>Caste and class in India</i>. Bombay: Popular Book Depot.</li> <li>15. Gupta, D. (2000). <i>Interrogating caste: Understanding hierarchy and difference in Indian society</i>. New Delhi [u.a.: Penguin Books.</li> <li>16. Gupta, D. (2012). <i>Social stratification</i>. New Delhi, India: Oxford University Press.</li> <li>17. Keesing, Felix. (1958). <i>Cultural Anthropology</i>. New York: Rinehart</li> <li>18. Kuper, A. (1988). <i>Culture: The Invention of Primitive Society: Transformation of an Illusion</i>. London: Routledge.</li> <li>19. Kuper, A. (1999). <i>Culture: The Anthropologist's Account</i>. London: Harvard University Press.</li> <li>20. Leach, E. R. (1961). <i>Rethinking Anthropology</i>. London: The Athlone Press.</li> <li>21. Leach, E.R. 1986. <i>Social Anthropology</i>. Glasgow: Fontana Press</li> <li>22. Levi-Strauss, C (1963). <i>Structural Anthropology</i>. New York: Basic Books</li> <li>23. Malinowski, B (1965). <i>A Scientific Theory of Culture: And Other Essays</i>. University of North Carolina Press.</li> <li>24. Mann, R. S. (1984). <i>Anthropological and Sociological Theory</i>. Jaipur: Rawat</li>   <li>25. Polanyi, Karl, Joseph E. Stiglitz, and Fred L. Block. (2001). <i>The great transformation: the political and economic origins of our time</i>. Boston: Beacon press.</li> <li>26. प्रफुलरंजनझा, दीपशिखाबरनवालएवंराजकिशोरझा (2000). <i>मानव-शास्त्रभाग-I (सामाजिकमानव-शास्त्र)</i>. पियूषपब्लिकेशन.</li> </ol>
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## BA ANTHROPOLOGY THIRD SEMESTER

**COURSE CODE:**

**COURSE TYPE:** DSEC

**COURSE TITLE:**

**LAB COURSE – PRACTICALS IN SOMATOMETRY & SOMATOSCOPY**

**CREDIT:**

**HOURS:30**

**THEORY:**

**THEORY:**

**PRACTICAL:0**

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### 1.Somatometry

1. Maximum head length
2. Maximum head breadth
3. Nasal height
4. Nasal length
5. Nasal breadth

### 2.Somatoscopy

1. Head form
2. Hair form
3. Facial form
4. Eye form
5. Nose form
6. Hair colour
7. Eye colour
8. Skin colour

1) Singh, S.P. Kinanthropometry

2) Ashley Montagu, M.F.A. Hand Book of Anthropometry. Charles. C. Thomas. Illinois.

3) Singh, I.P. Bhasin, M.K. Anthropometry. Bharti Bhawan, New Delhi.

4) Weiner, J.S. &Lourie. J.A. Human Biology: A Guide to Field Methods. I.B.P. Hand Book No. 9 Blackwell Scientific Publication, Oxford.

5) Mitra, M. 1990. PrayogikManavVigyan- Bhag –2. Madhya Pradesh Hindi Granth Academy (in Hindi).

6) Mitra, M. &Chaube, R. 2004. PrayogikManavVigyan (Sharirik) Bhag –2. Madhya Pradesh Hindi Granth Academy (in Hindi).



<b>B.A. ANTHROPOLOGY - FOURTH SEMESTER</b>			
<b>COURSE CODE:</b>		<b>COURSE TYPE: DSC</b>	
<b>COURSE TITLE: MUSEOLOGY</b>			
<b>CREDIT: 4</b>		<b>HOURS:60</b>	
<b>THEORY: 4</b>	<b>PRACTICAL:0</b>	<b>THEORY: 60</b>	<b>PRACTICAL: 0</b>
<b>THEORY:100(75+25)</b>		<b>THEORY:</b>	
		<p><b>OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p> <p><b>Scheme of marks:</b></p> <ol style="list-style-type: none"> <li><b>OBJECTIVE ANSWER TYPE QUESTIONS-</b> 09 questions to be carrying 1 marks each 09X 1= 09</li> <li><b>VERY SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 3 marks each (word limit- 70-100 words) 3X 3= 9</li> <li><b>SHORT ANSWER TYPE QUESTIONS-</b> 3 questions to be asked. carrying 5 marks each (word limit-200-250 words) 5 X 3= 15.</li> <li><b>LONG ANSWER TYPE QUESTIONS-</b> 3 questions to be asked carrying 09 marks each (word limit-500-600 words) 9 X 3= 27.</li> </ol>	
		<p><b>UNIT-1-</b> <b>22 Hours</b></p> <p>History of Museum with special reference to India. Classification of Museums, Museum Management, Typology of Museum Objects</p>	
		<p><b>UNIT-2-</b> <b>-23 Hours</b></p> <p>The role, importance &amp; primary functions of Museum in the historical and social perspective. The role of Anthropology in the Museum.</p>	
		<p><b>UNIT-3-</b> <b>22 Hours</b></p> <p>Museum Techniques. Display of proto-historic, pre-historic and ethnographical collection.</p> <p>Equisation of Museum Objects, Digitalization of Museum, Museum Tourism.</p>	
		<p><b>UNIT-4-</b> <b>23 Hours</b></p> <p>Conservation &amp; preservation of Anthropological Museum specimens. Conservation &amp; preservation of Organic Museum Objects, Conservation &amp; preservation Techniques of Inorganic Objects.</p>	

**SUGGESTED  
READINGS**

1. Allchin, B. & Allchin, R. The Rise of civilization in India and Pakistan, Cambridge University Press
2. Karve, Iravati. Hindu Society- An interpretation.
3. Mandel boum, D. Society in India.
4. Marriot, M.Village India – Studies in the Little Community.
5. Singh, K. People of India – An Introduction. Anthropological Survey of India.
6. Leach, E.R. Aspects of caste in South India, Ceylon and North- West Pakistan.
7. Singer, M. When a Great Tradition Modernizes.
8. Srinivas M. N. Social change in modern India.
9. Nadeem Hasnain. Indian Anthropology.
10. Jha and Baranwal. Indian Anthropology.
11. Basu, T. M. Indian Museum Movement, A. K. Banerjee



<b>BA ANTHROPOLOGY FOURTH SEMESTER</b>			
<b>COURSE CODE:</b>		<b>COURSE TYPE: DSC</b>	
<b>COURSE TITLE: PRACTICALS IN MUSEOLOGY</b>			
<b>CREDIT:3</b>		<b>HOURS:45</b>	
<b>THEORY: 0</b>	<b>PRACTICAL: 25</b>	<b>THEORY: 00</b>	<b>PRACTICAL: 100</b>
<b>MARKS</b>			
<b>THEORY: 00</b>		<b>PRACTICAL: 100</b>	
<p><b>OBJECTIVE:</b> The most prominent feature of Anthropology as a holistic discipline, is to study man, culture and society. This has implications in the interrelationships of the branches of Anthropology and other sciences and with theory, methodology and applications of Anthropology. Even in the new areas of Anthropology the holistic perspective offers a new approach to look at issues which are relevant to human welfare.</p>			
<b>UNIT-1-</b>  <b>90</b>  <b>Hours</b>	<ul style="list-style-type: none"> <li>● Classification of Museums.</li> <li>● Techniques of display of artifacts in Museum.</li> <li>● Techniques of preservation and conservation of Various Museum specimens/ cultural implements.</li> </ul>		
<b>RECOM</b> <b>MENDE</b> <b>D</b> <b>READIN</b> <b>GS:</b>	<ol style="list-style-type: none"> <li>1. Prof MitashriMitra&amp; Dr. Ramesh Choubey. PrayogikManavvigyan Volume:2</li> <li>2. Prof MitashriMitra: . PrayogikManavvigyan Volume:1</li> </ol>		







**RECOMMENDED  
READING  
S:**

1. Turnbaugh, N A., Jurmain, R., Igoe, L.K and Neison, H. (2002). Understanding Physical Anthropology and Archaeology. Wadsworth Group, Canada.
2. Lsisker, G.W. (1976). Physical Anthropology, Holt, Rinehart & Winston Inc.
3. Ember, Ember and Peregrine (2003). Anthropology. Prentice Hall Inc.
4. Relethford, J. H. (1996). Fundamentals of Biological Anthropology, (Third Ed). Me Graw-Hill.
5. Montague, A. (1964). The concept of race. In A. Montague (ed.), The concept of race (pp.12-28). New York: Collier Books. US.
6. Bodmer, W. F., & Cavalli-Sforza, L. L. (1976). Genetics, evolution, and man (pp. 231-258). California: San Francisco WH Freeman. USA.
7. Buettner-Janusch, J. (1966). Origins of man: physical anthropology. New York: John Wiley & Sons. US.
8. Le Gros Clark, W. E. (1949). History of the primates: An Introduction to the study of Fossil Man. London: Trust of the British Museum. UK.
9. Harrison, Geoffrey Ainsworth. (2004). Human biology : an introduction to human evolution, variation, growth, and adaptability. New York: Oxford University Press. US.
10. Harrison, Geoffrey Ainsworth. & Boyce, Anthony J. (1975). **The structure of human populations.** London: Oxford Clarendon press. UK.
11. Stibbe, E. P., & Smart, W. A. M. (1938). An Introduction to physical anthropology. London: Arnold. UK.
12. Sarkar, S. S. (1954). The aboriginal races of India. Calcutta : Bookland Limited. India.
13. Simpson, G. G. (1949). The meaning of evolution. Oxford And IBH Publishing Co.; Calcutta. India.
14. Sinnott, E. W., Dunn, L. C., & Dobzhansky, T. (1950). Principles of genetics. Principles of genetics., (4th ed). New York: McGraw-Hill. US.
15. Weiss, K.M.&Ballonoff, P.A. (1977). Demographic genetics. Stroudsburg, Pa.: Dowden, Hutchinson & Ross ; New York : Distributed by Halsted Press. US.
16. Williams, B. J. (1979). *Evolution and human origins: an introduction to physical anthropology.* HarperCollins Publishers. India.
17. Fletcher, H. L., Hickey, G. I., & Hickey, G. I. (2013). *Genetics.* New York, NY: Garland Science. US.



**BA ANTHROPOLOGY FOURTH SEMESTER**

**COURSE CODE:**

**COURSE TYPE: DSEC**

**COURSE TITLE:**

**PRACTICAL IN ETHNOGRAPHY**

**CREDIT:**

**HOURS:**

**THEORY:**

**THEORY:**

**PRACTICAL:**

**PRACTICAL:**

**30  
Ho  
urs**

**Practical**

Students are required to read and analyze any one of the ethnographies like the ones given

below and prepare a report based upon it. The report should clearly link up the study with the

concept of tribe/peasant and delineate clearly the following in the text:

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