

## **CORE COURSES**

BANC 101 Introduction to Biological Anthropology  
BANC 102 Introduction to Social and Cultural Anthropology  
BANC 103 Archaeological Anthropology  
BANC 104 Fundamentals of Human Origin & Evolution  
BANC 105 Tribes and Peasants in India  
BANC 106 Human Ecology: Biological And Cultural Dimensions  
BANC 107 Biological Diversity in Human Populations  
BANC 108 Theories of Culture and Society  
BANC 109 Human Growth and Development  
BANC 110 Research Methods  
BANC 111 Human Population Genetics  
BANC 112 Anthropology in Practice  
BANC 113 Forensic Anthropology  
BANC 114 Anthropology of India

## **DISCIPLINE SPECIFIC ELECTIVES**

BANE 141 Physiological Anthropology:  
BANE 143 Tribal Cultures of India  
BANE 147 Urban Anthropology  
BANE 144 Visual Anthropology  
BANE 154 Dissertation: Anthropology (Physical & Social)  
BSOE 144 Reading Ethnographies

## **ABILITY ENHANCEMENT COMPULSORY COURSE**

BEVAE181 Environmental Studies  
BEGAE 182 English Communication Skills  
BHDAE 182 Hindi Basha Aur Sampreshan

## **SKILL ENHANCEMENT COURSES**

BPCS 185 Developing Emotional Competence  
BECAS 184 Data Analysis

## **GENERIC ELECTIVES**

BPAG 171 Disaster Management

BGDG172 Gender Sensitization: Society and Culture  
BPCG 173 Psychology For Health and Well-Being  
BPAG 174 Sustainable Development.

## **COURSE DETAILS (SEMESTER WISE)**

### **SEMESTER- I CORE COURSE**

#### **BANC 101 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY**

Biological Anthropology, an important branch of Anthropology, is the study of biological aspects of humankind. This branch of anthropology traces the origin and evolution of humans through fossil records and explains the contemporary biological variations among human populations. It is also concerned with non-human primates and investigates the biological basis of primate behaviour. Biological anthropology, also known as physical anthropology, is an extremely diverse field that involves a wide range of biologically oriented topics such as genetics, evolutionary biology, nutrition, physiological adaptation, growth and development.

**Course details:** The present course on Introduction to Biological Anthropology is designed to acquaint learners with the fundamentals, sub-fields, approaches, relationship and applications of biological anthropology. This is a six credit course with four credits for theory and two credits for practical. In this course, learners are introduced to the basic concepts and theories of organic evolution to develop an understanding of human evolutionary process. This course also offers a broad survey of living primates and provides a comparative account of human and non-human primates. In the last section of the course, major racial divisions of mankind are presented with an emphasis on the concept of racism.

This course will help the learners to develop an overall understanding of biological anthropology and its sub-fields. Throughout the course, they will be able to evaluate and analyse the concept of human evolution and variation and will also gain a comparative perspective on human and non-human primates. Furthermore, this course will assist the students to learn about major racial groups of the world and the basis of racial classification. Evaluation process will include marking of assignments and term end examination.

#### **Learning Outcome**

After reading the course you should be able to:

- (i) develop an overall understanding of biological anthropology and its sub-fields;
- (ii) evaluate and analyse the concept of human evolution and variation;
- (iii) gain a comparative perspective on human and non-human primates; and
- (iv) learn about major racial groups of the world and the basis of racial classification.

## **Course Structure**

### **THEORY**

**Credits -4**

#### **BLOCK I - Understanding Biological Anthropology**

Unit 1 Introducing Anthropology;

Unit 2 Relationship and applications of /Biological Anthropology;

Unit 3 Fundamentals and subfields of biological anthropology;

Unit 4 approaches of traditional and modern Biological Anthropology

#### **BLOCK II – Understanding Human Variation and Theories of Evolution**

Unit 5 Human variation and evolution;

Unit 6 Theories of Organic Evolution;

Unit 7 Basic Concepts of Evolution

#### **BLOCK III – Living Primates: Human and non human**

Unit 8 Classification and characteristics of living primates;

Unit 9 Behaviour of non-human primates;

Unit 10 Comparative anatomy of human and non- human primates

#### **BLOCK IV - Great Divisions of Humanity**

Unit 11 Major Races of the world;

Unit 12 Racial classification;

Unit 13 Race and Racism

## **PRACTICAL**

**Credits- 2**

Manual will be provided to the learners on the following topics.

### **Somatometry**

Body weight; Stature; Sitting height; Bigonial breadth; Head circumference; Maximum bizygomatic breadth; Maximum head breadth; Maximum head length; Minimum frontal breadth

Morphological facial height; Morphological upper facial height; Nasal breadth; Nasal height

Nasal length; Physiognomic facial height; Physiognomic upper facial height

### **Somatoscopy**

Head form; Hair form; Facial form; Eye form; Nose form; Hair colour; Eye colour; Skin colour

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER-1, CORE COURSE -2**

### **BANC- 102 INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY**

The course objective is to have a basic understanding of the foundation and the emergence of social and cultural anthropology. This course would help one understand how the subject was conceived and the developments in the field till date. Study of the forms and processes in the conceptualisation of society and culture, social groups, social institutions and organisations, concepts of kinship, family and marriage; religious ideas, ritual practices and rites of passage; cosmological ideas about space, time, the relation between human, animal, and spiritual existence; the production, consumption and exchange of necessities would be taken up in detail.

**Course Requirement:** Learners opting for B.Sc. in Anthropology (Honours) programme will have to complete this core course Introduction to Social and Cultural Anthropology in the first semester which comprises of four credit theory and two credit of practical. Evaluation process will include marking of assignments and term end examination based on the theory and practical component.

### **Learning Outcome**

After reading the course the learner should be able to:

- i) explain the origin, historical background and foundation of social and cultural anthropology;
- ii) identify the various institutions in a society and relate to the cultural aspects present in societies;
- iii) discuss the theories and approaches to the study of social and cultural anthropology; and
- iv) describe how fieldwork is to be conducted in the field of social and cultural anthropology.

## **THEORY**

**Credit-4**

### **BLOCK I: NATURE AND SCOPE**

Unit 1: Social and Cultural Anthropology: Meaning, scope and relevance

Unit 2: History and Development

Unit 3: Relationship of Social and Cultural Anthropology: other branches of Anthropology and other disciplines

## **BLOCK II: BASIC CONCEPTS**

Unit 4: Society

Unit-5: Culture

Unit-6: Institutions I: Kinship, Family, and Marriage

Unit-7: Institutions II: Economic, Political and Religious

## **BLOCK III: THEORETICAL PERSPECTIVES**

Unit-8: Classical Theories

Unit-9: Theories of Structure and Function

Unit-10: Contemporary Theories

## **BLOCK IV: FIELDWORK**

Unit-11: History of Fieldwork Tradition

Unit-12: Doing Fieldwork

Unit-13: Methods and Techniques

**PRACTICAL**

**Credit-2**

Manual will be prepared detailing the methods and techniques of doing fieldwork in Social and Cultural Anthropology. The following topics would be covered:

1. Observation
2. Interview
3. Genealogy
4. Case Study
5. Life history
6. Questionnaire and Schedule

No practical sessions would be organised. Practical manual would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### **Ability Enhancement Courses SEMESTER- I**

#### **ENVIRONMENT STUDIES (BEVAE 181)**

Earth is the only known planet in the solar system that supports life. Despite the vastness of the earth, life exists only in a very thin layer enveloping the earth called biosphere. Sun is the only source of energy which enables continuous interaction among various life forms. For a long period of time, there has been a symbiotic relationship between human being and nature. Due to excessive human interference and unsustainable practices, millions of people's life and livelihoods and other living organisms on the earth are at risk. These environmental issues have now become common problems and shared responsibility of each individual on the earth to act judiciously to reverse these negative impacts. Therefore, there has been a growing need to create awareness amongst all the stakeholders. Keeping this in view, Environmental Study is being introduced as a compulsory course for all the learners at under-Graduate level.

#### **Course Structure for 4 Credits**

##### **Block 1      An Introduction to Environment and Environmental Issues**

Unit 1 Our Environment

Unit 2 Ecosystems

Unit 3 Major Ecosystems

**Block 2        Natural Resources**

Unit 4 Land and Water

Unit 5 Forest Resources

Unit 6 Biodiversity: Value and Services

Unit 7 Energy Resources

**Block 3        Environmental Issues and Concerns**

Unit 8 Biodiversity: Threats and Conservation

Unit 9 Environmental Pollution and Hazard

Unit 10        Waste Management

**Block 4        Protecting our Environment: Policies and Practices**

Unit 12        Environmental Legislation

Unit 13        Human Communities and Environment

Unit 14        Environmental Ethics

**SEMESTER- I**

**Generic /Interdisciplinary**

**BPAG 171 DISASTER MANAGMEMENT**

Human vulnerability to disasters is an age-old phenomenon. Disasters play havoc with the lives of people. They cause excessive losses to the humanity and infrastructure. Disaster management as an area of study is of recent origin. Disaster management education seeks to provide understanding of different techniques and impediments in the way of disaster mitigation. IGNOU was the first University in India to launch a Certificate Programme in Disaster Management through ODL in 1999.

The Course aims to familiarise the learners with the: meaning and classification of disasters; institutional framework of disaster management in India; importance of preparedness, prevention and mitigation; major steps in disaster response; dimensions of damage assessment; relevance of rehabilitation, reconstruction and recovery; climate change; relationship between disasters and development; relevance of indigenous knowledge, and disaster management strategies.

This introductory and multi-disciplinary course has no prerequisites and students from science/social science/ commerce background can take it up.

### **Course Structure for 6 Credit course**

#### **Block 1 Introduction**

Unit 1 Meaning and Classification of Disasters

Unit 2 Hazard, Risk and Vulnerability

Unit 3 Natural and Man-made Disasters

Unit 4 Disaster Profile of India

#### **Block 2 Disaster Management: Concepts and Institutional Framework**

Unit 5 Disaster Management: Act, Policy and Institutional Framework

Unit 6 Disaster Management Cycle with focus on Preparedness, Prevention and Mitigation

Unit 7 Disaster Relief and Response

Unit 8 Damage Assessment

Unit 9 Rehabilitation, Reconstruction and Recovery

**Block 3      Inter-relationship between Disasters and Development**

Unit 10      Climate Change

Unit 11              Disasters and Development

**Block 4      Disaster Management: Cross-Cutting Issues**

Unit 12              Relevance of Indigenous Knowledge

Unit 13              Community Based Disaster Management

Unit 14              Disaster Management Strategies

**SEMESTER- II CORE COURSE****BANC 103 ARCHAEOLOGICAL ANTHROPOLOGY**

Archaeological anthropology is one of the main branches of Anthropology that deals with the origins and development of humankind prior to the invention of script. This branch reconstructs, describes and interprets the past human behaviour and cultural patterns through material remains such as food, tools, weapons, dresses, ornaments and houses by applying scientific methodology.

**Course details:** This course consists of three blocks of theory (4 credits) and a practical component (2 credits). Block - I deals with the definitions and scope of archaeological anthropology and will discuss the different methods of studying archaeological anthropology. Block-II mainly focuses on various dating methods including the importance of Cenozoic era in prehistory. Block – III exposes the learners to different prehistoric cultural periods and will help them to understand the tools and techniques which were used by the prehistoric man. Further the evidences of cultures across the world are discussed. The practical component deals with tools and techniques of various prehistoric cultural periods. Evaluation process will include marking of assignments and term end examination.

**Learning Outcome**

After reading the course the learner should be able to:

- i). discuss the origin, history and scope of Archaeological Anthropology;
- ii). describe different methods of Archaeological Anthropology and also various dating methods engaged in reconstructing the past; and

- iii). explain different prehistoric cultures i.e., Palaeolithic, Mesolithic and Neolithic with their stone tools and techniques.

## **COURSE STRUCTURE**

### **THEORY**

**Credits 4**

#### **Block 1: Introduction to Archaeological Anthropology**

1. Origin and scope of archaeological Anthropology
2. Relationship of archaeological anthropology with other disciplines
3. Methods of studying archaeological anthropology

#### **Block 2: Dating Methods and Reconstruction of the Past**

4. Dating methods
5. Methods of climatic reconstruction
6. Cenozoic Era with special reference to Quaternary Period

#### **Block 3: Understanding Prehistoric Cultures**

7. Prehistoric Technology
8. Prehistoric Typology
9. Cultural Chronology
10. Earliest Evidences of Culture in the World

### **PRACTICAL**

**Credits 2**

Manual will be provided to the learners on the following topics:

Typo-technological Analysis of Prehistoric Tools: Identification, interpretation and Drawing of the following tool types: Core tool types, Flake tool types, Blade tool types, Microlithic tool types, Neolithic tool types

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER- II CORE COURSE**

### **BANC 104 FUNDAMENTALS OF HUMAN ORIGIN AND EVOLUTION**

The modern humans are products of a very long evolutionary history. Our rich evolutionary past begins with the origin of primates, divergence of human from apes, evolution of genus homo and finally leading to the emergence of modern humans. Palaeoanthropologists use different methodological approaches to trace and reconstruct the major evolutionary events in the origin and development of archaic and modern human species.

**Course details:** The present course on Fundamentals of Human Origin and Evolution gives an overview of human evolutionary history by introducing learners to the branch of palaeoanthropology. In the beginning section, the course gives an account of dating methods and provides an exploration of life through previous ages. This course explores the evolution of human from earliest times to the emergence of modern man. The course addresses the origin of primates, differentiation of human lineage from apes, the rise and fall of Australopithecines and *Homo habilis*, the origin and dispersal of *Homo erectus* and Neanderthals, and eventually the origin of modern human through hominization process.

Throughout the course, learners would be learning major events in evolutionary history. The knowledge of dating methods will facilitate the learners to reconstruct the timeline of evolutionary period. Additionally, this course will assist in analysing the morphological, physiological and behavioural transformation of hominids and radical evolutionary changes

associated with the process of hominization. Evaluation process will include marking of assignments and term end examination.

### **Learning Outcome**

After reading the course you should be able to:

- (i) discuss and describe the major events in evolutionary history;
- (ii) reconstruct the timeline of evolutionary period with the knowledge of dating methods; and
- (iii) analyse the morphological, physiological and behavioural transformation of hominids and radical evolutionary changes associated with the process of hominization.

## **COURSE STRUCTURE**

### **THEORY:**

**Credit-04**

### **BLOCK I – Palaeoanthropology and Primate Evolution**

Unit 1 Introducing Palaeoanthropology,

Unit 2 Life through ages and dating methods;

Unit 3 Primate Origin and Miocene hominoids

### **BLOCK 2 – Early Hominids Human Evolution**

Unit 4 History of Human Evolution;

Unit 5 Australopithecines;

Unit 6 *Homo habilis*

### **BLOCK 3 - *Homo erectus* to Modern *Homo Sapiens***

Unit 7 *Homo erectus* from Asia, Europe, Africa;

Unit 8 Neanderthals;

Unit 9 Origin of modern humans;

Unit 10 Hominisation process

**Practical:**

**Credit-02**

Manual will be provided to the learners on the following topics.

**Craniometry**

Maximum cranial length; Maximum cranial breadth; Maximum bizygomatic breadth; Maximum frontal breadth; Minimum frontal breadth; Nasal height; Nasal breadth; Bi-mastoid breadth; Greatest occipital breadth; Upper facial height; Cranial index; Nasal index

**Osteometry**

Measurements of long bones: lengths, minimum/least circumference and caliber index

Identification of casts of fossils of family hominidae: Drawing and comparison of characteristics.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER- II**

**Ability Enhancement Courses**

**English Communication Skills (BEGAE 182)**

**4 credits**

English Communication Skills is of 4 credits and has 3 Blocks and 11 Units. Communication involves both verbal and non-verbal communication. In this Course we give you an understanding of the communication process, the barriers to it, the skills involved in

communication i.e. listening, speaking, reading and writing in both formal and informal contexts. We discuss the differences between spoken and written forms of the language and make you sensitive to conversational skills which include to a large extent, body language.

## **fganh**

### **fganh Hkk'kk vkSj laizs'k.k (BHDAE 182)**

#### **4 credits**

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## **SEMESTER- II**

### **Generic /Interdisciplinary**

#### **Gender Sensitization: Society and Culture (BGDG 172)**

**6 credits**

The discipline/ field/areas of Women's and Gender Studies and Gender and Development Studies are the most debated in the contemporary world. It has inter-linkages with society and culture that determines gender discourse from historical to contemporary time. However, feminists offer a critical inquiry of the intersections of culture and society with gender. Further, they sharply pointed out that how patriarchy regulates through culture and society and retains its multifaceted forms via gendered roles, socialization and so on. They also argue that the constructed notions of gender, gender binaries based on sex/gender/public/private dichotomy and soon need to be critically engaged. The society and culture changes as the civilized society move on to progress. This progress can be measured through indicators and goals. The State formulates and implements number policies to achieve progress in the socio-economic areas. While, State deals with its complexities of its institutions, a number of categories play important roles. For

instance, laws, media, labor, education, health sectors, etc. Still today, we witness huge violence, discrimination and subjugation against women, other gendered categories and all oppressed and marginal people.

### **Learning Outcome**

After reading this Course, you should be able to:

- build understanding of women's status and condition in our society;
- raise the fundamental question that evolves around the core debates between each of the categories (laws, media, work and health etc.), and gender;
- interrogates its role with society and culture; and
- focus ways and means to sensitize society on gender issues.

## **SYLLABUS**

### **Block 1      Conceptualizing Gender**

Unit 1 Understanding Gender and Related Concepts

Unit 2 Gender and Sexualities

Unit 3 Masculinities

Unit 4 Gender in Everyday Life

### **Block 2      Gender and Family**

Unit 5 Family and Marriage

Unit 6 Motherhood

**Block 3      Gender and Work**

Unit 7 Gendering Work

Unit 8 Gender Issues in Work and Labour Market

**Block 4      Health and Gender**

Unit 9 Reproductive Health and Rights

Unit 10      Gender and Disability

**Block 5      Gender, Law and Society**

Unit 11      Gendered Based Violence

Unit 12      Sexual Harassment at Workplace

**Block 6      Gender, Representation and Media**

Unit 13      Language and Gender

Unit 14      Gender and Media

Unit 15      Reading and Visualizing Gender

## **SEMESTER III CORE COURSE**

### **BANC 105 TRIBES AND PEASANTS IN INDIA**

Tribes and peasants are an integral part of the Indian society. This course is intended to acquaint the students of anthropology with the basic attributes of the tribes and peasants who constitute the Indian population. The main objective of the course is to familiarize the learners with the basic concept of the tribe and peasant; to analyse changes among the communities, identify the tribal problems and know about the development and welfare measures, recognise the characteristics of peasant societies, and current issues of both the communities which will help the learner to develop a comprehensive knowledge of the tribal and peasant societies in India.

This course with six credits is offered in the third semester four credits for theory and two credits for practical. In theory the course has been divided into four blocks: Tribes in India, Tribal Welfare and Development Administration, Peasants and Peasantry, and Contemporary Issues. The practical component of the course has two credits and the learner will be provided with a manual to understand the nuances of studying tribes and peasants. Evaluation process will include marking of assignments and term end examination.

### **Learning Outcome**

After successful completion of this course the learner should be able to:

- define and discuss the concept of tribe, their classification and distribution;
- identify the tribal organisation and their relationship with the nature;
- assess the tribal problems and able to the analyze the issues of tribal development;
- define and discuss peasantry and their characteristics in Indian village; and
- analyze and assess the contemporary issues of tribes and peasants.

## **COURSE STRUCTURE**

## **THEORY**

**Credit- 4**

### **Block I: Tribes in India**

Unit I: Concept of Tribe

Unit 2: Geographical Distributions and Ecological Relations

Unit 3: Tribal Organisation

### **Block II: Tribal Welfare and Development Administration.**

Unit I: The History of Tribal Administration

Unit 2: Tribal Problems

Unit 3: Tribal Welfare: Constitutional Provisions and Development Measures

### **Block III: Peasants and Peasantry**

Unit 1: The Concept of Peasantry

Unit 2: Characteristics of Indian Village

Unit 3: Approaches to the Study of Peasants

### **Block IV: Contemporary Issues**

Unit 1: Market Economy, Agrarian Crises and Migration

Unit 2: Development: Impact, Response and Consequences

Unit 3: Protest, Resistance and Ethno-political Movements

## **PRACTICAL**

**Credit -2**

Manual will be provided to the learners for an understanding of how to conduct research in a tribal or peasant community.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER III CORE COURSE**

### **BANC 106 HUMAN ECOLOGY: BIOLOGICAL AND CULTURAL DIMENSIONS**

The anthropological perspective of human ecology deals with the question of “how human beings cope with the environment”. Since human relations are not mainly biological therefore the development of the cultural context is necessary. Human ecology also examines contemporary ecological concerns with the issues related to the exploitation of the environment, utilisation of resources and energy transformation in a cultural setting. The main objective of the course is to emphasize basic concepts of ecology and human ecology, human environment relationship human adaptation to various ecological zones, and dynamics of biological and cultural dimensions of human ecology which help the learner to develop a comprehensive knowledge of human ecology from anthropological perspective.

**Course details:** This core course consists of three blocks of theory (4 credits) and a practical component (2 credits). The theory component deals with the fundamentals of human ecology; biological and cultural dimensions. For the practical component the learner would be provided with a manual. Evaluation process will include marking of assignments and term end examination.

### **Learning Outcome**

After successful completion of this course the learner should be able to:

- identify and connect the basic concepts, terminology and ideas found in the study of human ecology and anthropology;
- describe different models and theories of human-environment relationship through time;
- outline biological aspects of adaptation to various ecological zones;
- develop a familiarity with relationships of human societies (pre and post-industrial societies) and environments through understanding of human ecology, culture and adaptation;
- express the effective knowledge of ecology as it relates to human and environmental interaction; and
- assess the impact of humans upon the environment caused by different subsistence strategies.

## **COURSE STRUCTURE**

### **THEORY**

**Credit-4**

#### **Block I: Fundamentals of Human Ecology**

Unit I: Basic Concepts of Ecology  
Unit 2: Understanding Human Ecology  
Unit 3: Anthropology and Human Ecology  
Unit 4: Methods of Studying Human Ecology

**Block II: Human Ecology: Biological Dimensions**

Unit1: Adaptation to Various Ecological Zones  
Unit2: Influence of Environmental Factors  
Unit3: Ecological Adaptation to Various Diseases  
Unit4: Application of Ecological Rules

**Block III: Human Ecology: Cultural Dimensions**

Unit 1: Understanding Theories of Human-environment Relationship  
Unit2: Various Modes of Human Adaptation in Pre-industrial Societies  
Unit 4: Dynamics in Cultural Dimensions of Human Ecology

**PRATICAL**

**Credit- 2**

**Manual will be provided for the practical**

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER- III, CORE COURSE**

**BANC-107 BIOLOGICAL DIVERSITY IN HUMAN POPULATIONS**

Physical or biological anthropology is one of the four main branches of Anthropology that encompasses the pattern of variation at population level by understanding the physical and genetic traits. Thus the course mainly focuses on the populations in total from micro to macro level including genetic traits to races. This course will allow the learners to equip themselves to find out the variations that precipitate in terms of abnormalities.

**Course details:** This course consists of three blocks of theory (4 credits) and a practical component (2 credits). Block-I provides a general introduction to biological anthropology in understanding variation from culture to genetics. Block- II explains the major races of the world.

It also provides a detailed description on the classification of the people of the world with emphasis on India. Block-III covers in detail the demography particularly emphasising Indian scenario and inbreeding effects on demography. The practical manual describes craniometry, serology and dermatoglyphics, along with demographic data.

### **Learning Outcome**

After reading the course the learner would be able to:

- i). discuss the importance of Biological Anthropology and various concepts in understanding human biological variation;
- ii). explain how human variation is studied based on genetic polymorphisms;
- iii). examine Demography with Indian examples and the importance inbreeding; and
- iv). demonstrate the Craniometry, Serology and Dermatoglyphics from the practical manual.

## **COURSE STRUCTURE**

### **THEORY**

**Credits-4**

#### **Block 1: Introduction to Biological Diversity**

Unit 1: Importance and implications of Biological variation

Unit 2: Sources of Genetic Variation

Unit 3: Genetic Polymorphism

Unit 4: Role of Bio-cultural Factors

#### **Block 2: Classification of Human Populations**

Unit 5: Ethnic Elements in Indian population

Unit 6: Classification of racial elements in India

Unit 7: Major races of mankind

**Block 3: Demographic studies**

Unit 8: Demographic Anthropology

Unit 9: Indian Demography

Unit 10: Inbreeding and Consanguinity

**PRACTICAL**

**Credits-2**

Manual will be provided to the learners on the following topics:

1. Craniometric Measurements (Skull & Mandible).
2. Determination of A1, A2, B, O; M N; and Rh blood groups.
3. Analysis and interpretation of finger ball pattern types, palmar main lines and pattern index; and Finger print classification and development of chance prints.
4. Collection of demographic data from secondary sources.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER- III**

**Ability Enhancement Courses**

## **BPCS 185: Developing Emotional Competence**

**4 Credits**

The course is a skill enhancement course and is offered in the *third semester*. The course will introduce the concept of emotion and highlight the relationship between emotional intelligence and emotional competence. Further, it will help the learners know and acquire different strategies to develop emotional competencies.

### **Learning Outcome**

At the end of this course, the learner will:

- gain knowledge about the concept of emotional intelligence and emotional competence;
- be able to explain the components of emotional competencies; and
- learn how to manage emotions and acquire different strategies to develop emotional competence.

### **Syllabus**

#### **Block 1: Introduction to Emotional Intelligence (EI) and Emotional Competence (EC)**

Unit 1: Concept of Emotion

Unit 2: Concept, Historical Development and Components of EI

#### **Block 2: Emotional Competencies**

Unit 3: Components of Emotional Competencies

#### **Block 3: Strategies to Develop Emotional Competence**

Unit 4: Emotions, Self Control and Assertiveness

Unit 5: Emotions, Self Regard and Self Actualization

Unit 6: Strategies to Develop Emotional Competence

**Generic /Interdisciplinary  
SEMESTER- II**

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**BPCG 173 PSYCHOLOGY FOR HEALTH AND WELL BEING**

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**Course Outcome:**

**After completing the course the learners would be able to:**

- acquaint themselves with the spectrum of health and illness;
- identify and manage stress;
- discuss the approaches to enhance well being; and
- comprehend strategies to prevent illness, promote and manage health and well being.

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**BLOCK 1: INTRODUCTION**

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Unit 1: Introduction to Health and Well being

Unit 2: Models of Health and Illness

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**BLOCK 2: INTRODUCTION TO STRESS**

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Unit 3: Stress: An Introduction

Unit 4: Factors Contributing to Stress Proneness

Unit 5: Effect of Stress

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**BLOCK 3: STRESS MANAGEMENT**

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Unit 6: Coping with Stress

Unit 7: Stress Management Techniques I

Unit 8: Stress Management Techniques II

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**BLOCK 4 PROMOTION OF PHYSICAL AND MENTAL HEALTH**

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Unit 9: Physical Illness Experiences I

Unit 10: Physical Illness Experiences II

Unit 11: Mental Illness Experiences

Unit 12: Prevention, Management and Intervention

## SEMESTER IV, CORE COURSE

### **BANC 108: THEORIES OF CULTURE AND SOCIETY**

Theories of Culture and Society takes into account the theoretical perspectives that have helped in the study of society and culture. The course looks into the classical theories and delineates the contributions of the thinkers that had dealt with the evolution of society and culture and how it might have moved on to other spaces through diffusion. It reflects on historical particularism as an approach that underlines the importance of studying a society or a culture for its own self rather than comparing with others and moves on to the contemporary anthropological theories of cultural evolution and relativity. Within the ambit of contemporary theories; interpretive anthropology, post-modernism, post-feminism and post-colonialism has been taken up. Theoretical paradigms and debates; forms of anthropological explanation; the role of theory in the practice of anthropology is the essence of this course.

**Course Requirement:** Learners opting for B.Sc. in Anthropology programme will have to complete this core course Theories in Social and Cultural Anthropology in the fourth semester which comprises of four credit theory and two credit of practical. Evaluation process will include marking of assignment and term end examination based on the theory and practical component.

### **Learning Outcome**

After reading this course, you should be able to:

- i) discuss and explain the classical theories;
- ii) deliberate on the theory of historical particularism and cultural relativism;
- iii) debate on the contemporary theories; and
- iv) analyse the role of theories in the study of social and cultural anthropology.

## **COURSE STRUCTURE**

### **THEORY**

**Credit -4**

### **THEME 1: Emergence of Anthropology**

Unit 1: Evolutionism

Unit 2: Diffusionism

Unit 3: Culture area theories

## **THEME 2: Emergence of Fieldwork tradition**

Unit- 4: Historical Particularism and Critique of Comparative Method

Unit- 5: American Cultural Tradition

Unit-6: Cultural Materialism

## **THEME 3: Theories of Social Structure and Function**

Unit- 7: Social integration

Unit-8: Functionalism and Structural-functionalism

Unit 9: Structuralism

Unit 10- Conflict Theories

## **THEME 4: Contemporary Theories**

Unit 11- Symbolic and Interpretative Approach

Unit 11- Feminism and Anthropology

Unit-12: New Ethnography and Contemporary Changes

## **PRACTICAL**

**Credit -2**

As a part of practical following exercises will be undertaken by the learners so as to enable them to connect the theories they learn with things of everyday life. A practical manual would be provided to help them with the following:

1. Identify three topics relating to contemporary issue and formulate research questions around these topics.
2. Clearly identify the theoretical perspectives from which these objectives are derived or can be tested.

No practical sessions would be organised. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER- IV CORE COURSE

### **BANC 109 HUMAN GROWTH AND DEVELOPMENT**

The field of Human Growth and Development has been embodied an integral part of anthropology since the beginning of the discipline. The study of human growth and development is characterized by the understanding of change in size, shape and maturity of humans with reference to time. Human growth and development is a holistic study that incorporates biological, social and cognitive growth of the human body along with the progressive development of human behaviour.

**Course details:** This course gives an overview of different stages of human growth and development, including the methods and techniques to study human growth. The module in the first theme of the course discusses the evolutionary perspective on human growth to understand the special evolved features of human growth. The course explores various bio-cultural factors that influence patterns of human growth during each stage of development. This course is also designed to acquaint students with the ecological rules that determine interaction between humans and their surrounding environment. The course also places emphasis on nutritional aspects of humans by offering the knowledge of balanced diet, impact of malnutrition and methods to assess nutritional status.

The course would facilitate the learner in grasping and analysing the physical changes that occur throughout the lifespan of an individual. They will develop a broad understanding of bio-cultural factors and environmental stresses that affect patterns of human growth by developing the knowledge of balanced diet and malnutrition. Evaluation process will include marking of assignments and term end examination.

### **Learning Outcome**

After reading the course you should be able to:

- (i) analyse the physical changes that occur throughout the lifespan of an individual; and
- (ii) identify and debate on the bio-cultural factors and environmental stresses that affect patterns of human growth based on knowledge of balanced diet and malnutrition.

## **COURSE STRUCTURE**

### **THEORY**

**Credit-04**

#### **BLOCK 1: Fundamentals in Human Growth**

Unit 1 Basic Concepts and Concept of Evolutionary Perspective on Human Growth;

Unit 2 Stages of Growth and Growth Pattern;

Unit 3 Methods and Techniques to Study Growth

#### **BLOCK 2: Human Growth and Ecological Factors**

Unit 4 Bio-Cultural Factors Influencing Patterns of Growth and Variation;

Unit 5 Adaptation to Environmental Stress;

Unit 6 Ecological Rules

#### **BLOCK 3: Nutritional Anthropology**

Unit 7 Assessment of Nutritional Status;

Unit 8 Concept of Balanced Diet;

Unit 9 Impact of Malnutrition

#### **BLOCK 4: Body Composition, Human Physique and Somatotyping**

Unit 10 Body composition;

Unit 11 Somatotyping and Human Physique;

## Unit 12 Human physique

### **PRACTICAL**

**Credit-02**

Manual will be provided to the learners on the following topics.

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc),  
Assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR, WHtR)
3. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance
4. Nutritional assessment through dietary pattern and anthropometric indices

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER IV CORE COURSE**

### **BANC 110 RESEARCH METHODS**

The course on Research Methods provides a graduate level introduction to different anthropological research methods of enquiry and investigation. This course plans to train the learner to become fundamentally equipped to conduct anthropological research and garner and disseminate anthropological knowledge in the process.

**Course details:** The course on Research Methods provides a graduate level introduction to different anthropological research methods of enquiry and investigation Block I of the course,

begins with a discussion on the validity of scientific research in anthropology and also takes into account the history of how research got incorporated to the study of anthropology with examples from works of eminent anthropologists through the years. Block II highlights the importance of the fieldwork tradition in anthropology, the essentials of a good research design and the various steps followed in creating it. The course familiarises the learners with the building blocks like qualitative and quantitative methods, laboratory methods and field methods, ethnographic method, observation method, case-study, life-history, genealogical method, pedigree analysis etc. and the actual tools and techniques involving both primary and secondary sources like questionnaire, interview schedule, interview guide, unstructured interview, structured interview, focus group discussion, books, articles, newspapers, gazettes, internet, etc., employed to collect meaningful data. The last block (Block III) acquaints the learners about the ethical debates to be aware of while conducting research, the analysis of data, both statistical and otherwise and the points to be taken care of in the final creation of the research report.

In the practical component (2 credits) the learner will be guided about research methods with the help of a manual. Evaluation process will include marking of assignments and term end examination.

### **Learning Outcome:**

After reading this course the learner should be able to:

- describe the importance of scientific research in anthropology;
- identify the various methods of research, both primary and secondary; and
- demonstrate how research can be conducted with the help of associated means.

## **COURSE STRUCTURE**

**THEORY**

**Credit-4**

### **BLOCK I: SCIENTIFIC RESEARCH IN ANTHROPOLOGY**

Unit 1: Fundamentals of Scientific Research

Unit 2: Anthropology as a Science  
Unit 3: History of Research in Anthropology

## **BLOCK II: INVESTIGATION OF DATA**

Unit 4: Fieldwork Tradition in Anthropology

Unit 5: Research Design

Unit 5: Methods and Methodologies

Unit 6: Tools and Techniques

## **BLOCK III: SPECIFIC ESSENTIAL ASPECTS IN RESEARCH**

Unit 8: Ethics in Research

Unit 9: Statistical Analysis

Unit 10: Analysis of Data and Writing of the Research Report

## **PRACTICAL**

**Credit- 2**

**A manual will be provided for the following aspects:**

- 1: How to make a three generational genealogical chart/ family tree.
2. How to apply a method on any social event and give interpretation/observation of the same.
3. How to collect life-history to see the different kinds of medical system a person has followed for an ailment through his/her lifetime.
4. How to collect case-studies of individuals of any gender working in any organisation to understand how their jobs are adversely or positively affecting their lifestyles. How to present interpretation of the same.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER- IV**

### **Ability Enhancement Courses**

#### **DATA ANALYSIS (BECS 184)**

**Credits- 4**

Many students who have mathematical, statistical and/or Economics background are pursuing Honours Program. They need to equip themselves with skills on applying statistical and mathematical knowledge in analysing real life situations. Such application oriented skill will enable them to find jobs in various social and cultural organisations, NGOs, etc. at lower and middle level. The course on Data Analysis aims at catering to this need.

### **SYLLABUS**

#### **Block 1      Review of Mathematical and Statistical Concepts**

Unit 1 Mathematical Concepts

Unit 2 Statistical Concepts

Unit 3 Introduction to Statistical Software

#### **Block 2      Data Collection and Presentation of Data**

Unit 4 Data Collection: Methods and Sources

Unit 5 Tools of Data Collection

Unit 6 Data Presentation

#### **Block 3      Analysis of Quantitative Data**

Unit 7 Univariate Data Analysis

Unit 8 Bivariate Data Analysis

Unit 9 Multivariate Data Analysis

Unit 10 Composite Index Numbers

**Block 4 Analysis of Qualitative Data**

Unit 11 Participatory Method

Unit 12 Content Analysis

**SEMESTER- IV**

**Generic /Interdisciplinary**

**SUSTAINABLE DEVELOPMENT (BPAG 174)**

**6 Credits**

The Course attempts to examine the challenges of balancing development and environment. The objective of the Course is to explain the major components of Sustainable Development by underlining its meaning, nature and scope. It brings home the point that it is not possible to develop, if we are disregarding of what is left behind for our future progeny. The Course examines the goals of Sustainable Development and discusses the role of Global Commons and Climate Change. The specific feature of the Course is its focus on the relationship between Sustainable Development and Developmental Goals as well as alternative ways of Resource Generation and Capacity Enhancement.

**SYLLABUS**

**Block 1 Concept of Sustainable Development**

Unit 1 Meaning, Nature and Scope of Sustainable Development

Unit 2 Major Components of Sustainable Development

Unit 3 Approaches to Sustainable Development

Unit 4 Goals of Sustainable Development

**Block 2 Development, Sustainability and Climate Change**

Unit 5 Concept of Global Commons and Climate Change

Unit 6 International Conventions on Sustainable Development

Unit 7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities

**Block 3      Health, Education and Food Security**

Unit 8 Relationship between Sustainable Development and Food Security

Unit 9 Role of Green and Converging Technologies toward Health, Sanitation and Food Security

Unit 10      Role of Education in Sustainable Development

**Block 4      Sustainable Development: A Way Forward**

Unit 11      Role of Policy Innovations in Sustainable Development

Unit 12      Recognition of Ecological limits of Equity and Justice

Unit 13      Alternative ways of Resource Generation and Capacity Enhancement

## SEMESTER-V, CORE COURSE

### BANC 111 - HUMAN POPULATION GENETICS

Anthropology understands the significance of learning the similarities and differences within and between the population groups in context of their cultural and genetic backgrounds. Understanding the biological attributes of human populations; and their interaction with culture is the principal component of Biological anthropology. Population genetics is an integral part of biological anthropology in understanding human evolution. In view of the depletion in single nucleotide polymorphisms and increase in multigenetic disorders, population geneticists are challenged to understand the pattern of allele distribution in the presence of evolutionary forces.

**Course details:** This course consists of three blocks of theory and a practical manual. This course highlights the concept and scope of population genetics including complex genetic disorders under Block I. Genetic equilibrium of the populations through Hardy-Weinberg principle and the predisposition of various diseases will be learned under Block-II. Under Block - III the learners will be exposed to mating patterns and effect on precipitation of lethal alleles in effective population size in contemporary populations. The practical manual will discuss some of the genetical traits.

#### Learning Outcome

After reading the course the learner would be able to:

- i). describe the concepts of Population Genetics;
- ii). explain Hardy-Weinberg law and different Genetic polymorphisms in human populations;
- iii). examine various mating patterns and their consequences; and
- iv). demonstrate ABO, Rh (D) blood grouping, colour blindness, G6PD deficiency and PTC taste sensitivity test from the project manual.

#### COURSE STRUCTURE

## **THEORY**

**Credits- 4**

### **Block 1 Introduction to Human Population Genetics**

- Unit 1 Essentials of Population Genetics
- Unit 2 Haemoglobin polymorphism and Thalassaemia
- Unit 3 Genetics of complex diseases

### **Block 2 Genetic structures of Human populations**

- Unit 4 Hardy-Weinberg principle
- Unit 5 Mechanisms of Evolution
- Unit 6 Genotypic polymorphisms

### **Block 3 Human Population structure and Disease pattern**

- Unit 7 Mating Patterns
- Unit 8 Biological consequences of mating systems
- Unit 9 Population and disease association studies
- Unit 10 Comparative Biology

## **PRACTICAL**

**Credits- 2**

Manual will be provided to the learners on the following topics.

1. Blood group typing-ABO and Rh (D) blood groups
2. Colour Blindness
3. Glucose-6-phosphate dehydrogenase deficiency (G6PD)
4. PTC tasting ability

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### **SEMESTER-V CORE COURSE**

#### **BANC 112: ANTHROPOLOGY IN PRACTICE**

Practising anthropology is the use of ideas, values, theories, skills etc. for practical purposes in real life. This course would take the learners through the anthropological perspectives in government, policy making, creation of new laws, corporate world, economic development, different forms of communication, cyber world, areas of health, environment, hazards, disasters, media, new media, sports and much more. It would also focus on the methods applicable in practicing anthropology. As part of the course the learners will be provided with a detailed, in depth and critical evaluation of the pragmatic applications of anthropology. It would also include discussions on how anthropology can be chosen as a career, keeping in mind these practical arenas where participation of anthropologists is viable.

**Course Requirement:** Learners opting for B.Sc. in Anthropology programme will have to complete this core course Anthropology in Practice in the fifth semester which comprises of four credit theory and two credit of practical. Evaluation process will include marking of assignment and term end examination based on theory and practical component.

#### **Learning Outcome**

After reading this course, you should be able to:

- i) explain how the use of anthropological knowledge can help in the betterment of human lives;

- ii) translate anthropological knowledge into practice;
- iii) recognize arenas for anthropologists to work as professionals; and
- iv) discuss and define the methods used in practicing anthropology

## **Theory**

**Credit- 4**

### **Block 1: Introducing Anthropology in Practice**

Unit I: Academic Anthropology  
Unit-2: History of Anthropology in Practice  
Unit-3: Challenges and Dilemmas

### **Block 2: Anthropologists in the Field**

Unit- 4: Anthropology and Development  
Unit-5: Business and Corporate Anthropology  
Unit-6: Anthropology in Advocacy, Policy Research  
Unit 7: Constitutional Perspective and Human Rights

### **Block 3: Biosocial Anthropology in Practice**

Unit- 8: Contributions of Biosocial Anthropologists in India  
Unit-9 Role of Practicing Anthropology/Epidemiology / Public Health/ Community Health  
Unit- 10: Forensic Anthropology  
Unit-11: Demographic anthropology  
Unit-12: Trends in Anthropology in Practice

## **PRACTICAL**

**Credit- 2**

**The learners would be provided with a manual that would focus on how to:**

1. visit a NGO or corporate office or census office and collect information on the same.
2. write a project on constitutional provisions or evaluation of any development project/report.

3. draw a scene of crime and identify the various evidences in a portrayed crime scene.
4. write a project on religious tourism / tribal tourism / health tourism / fashion / human rights / ecotourism.
5. write a project on the demographic profile from secondary data/ make a schedule on demographic profile.
6. collect data on bio-social problem/ genetic disorders and design counselling and give the analysis and interpretation.

No practical sessions would be conducted. Questions would be based from the practical manual in the Assignment and Term End Examinations.

### **SEMSTER-V OPTIONAL COURSE (Any Two:)**

#### **DISIPLINE SPECIFIC ELECTIVVES**

#### **BANE 141 PHYSIOLOGICAL ANTHROPOLOGY**

Physiological anthropology aims to elucidate the physiological functions of humans in different environmental settings. The discipline of physiological anthropology explores human adaptability in terms of technology, functional potentiality, whole body coordination, and physiological polytypism. The subject matter of physiological anthropology investigates human adaptability from extreme to moderate environmental stresses present in daily life.

**Course details:** This course covers a range of topics including work physiology, chronic physiological adaptations, endurance of cardio-vascular and respiratory functions and their association with demographic variables such as ethnicity and sex. This course provides a brief introduction of exercise physiology, with an emphasis on various factors that affect the physique and physical performance of an individual. The course on Physiological Anthropology also offers an introduction to human metabolism along with the fundamental knowledge of haemodynamics. Additionally, the practical aspect of this course provides an understanding of physical working capacity and physical fitness using anthropometric, cardiovascular and respiratory functions.

The present course helps to comprehend human adaptability in relation to different living environmental conditions. Furthermore, this course assists to understand the manner in which human body performs various physical functions, and how these functions are influenced by environmental factors. Evaluation process will include marking of assignments and term end examination.

## **Learning Outcome**

After reading the course you should be able to:

- (i) comprehend human adaptability in relation to different living environmental conditions;
- (ii) relate the manner in which human body performs various physical functions; and
- (iii) discuss how these functions are influenced by environmental factors.

## **COURSE STRUCTURE**

### **THEORY**

**Credit-04**

#### **BLOCK 1: Fundamentals of Work Physiology**

Unit 1 Energy Intake, Metabolism and Homeostasis;

Unit 2 Exercise Physiology;

Unit 3 Haemodynamics

#### **BLOCK II: Cardio-vascular and Respiratory Endurance**

Unit 4 Physical Working Capacity and Physical Fitness;

Unit 5 Chronic Physiological Adaptations to Exercise Training;

Unit 6 Exercises and Age;

Unit 7 Anthropometry and CVD and Respiratory Functions;

Unit 8 Gender and Ethnicity

#### **BLOCK III: Factors Affecting Physical Performance**

Unit 9 Principles of Physical Conditioning Techniques;

Unit 10 Effect of Lifestyle Dynamics;

## Unit 11 Physique, Nutrition and Performance

### **PRACTICAL**

**Credit-02**

Manual will be provided to the learners on the following topics:

1. Cardiovascular function (Blood pressure, heart rate, pulse rate)
2. Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
3. Haemoglobin estimation
4. Step-test 5. Treadmill test

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER- V OPTIONAL PAPER**

### **BANE 143 TRIBAL CULTURES IN INDIA**

For long the tribes has been perceived as a socially homogenous, non-hierarchical and non-differentiated or un-stratified unit; having its own unique dialect, political and cultural institutions and living in relative isolation. However, in contemporary India, the tribes are in relation to non-tribals and there is direct interaction with modern economy and market forces. This course would acquaint the learners with the tribal cultures of India and how as a result of contact with the outsiders changes are taking place in the so called 'homogenous' tribal society, leading to various tribal problems.

Course details: This discipline specific optional course consists of four blocks of theory (4 credits) and a practical component (2 credits). The theory aspect will deal with the anthropology of Indian tribes, social and cultural changes among the tribes, contemporary challenges of tribes,

tribal problems, development programmes and constitutional safeguards. The practical component of the course has two credits and a manual would be provided for the same. Evaluation process will include marking of assignments and term end examinations.

Course requirement: Learners enrolled in the CBCS B.Sc. /B.A Programme either in Anthropology or Sociology may opt for this course in the fifth semester. The course requires a learner to have a keen interest in the Tribes of India to understand their cultures and the impact of globalisation on the tribes in the contemporary times.

### **Learning Outcome**

After successful completion of this course the learner should be able to:

- define and discuss various concepts of tribes in India and their distribution and culture.
- explain social and cultural change among the tribes in India.
- identify tribal problems and evaluate development programme and Constitutional safeguards of tribes.
- explain the unrest in the tribal areas and study contemporary issues for the tribal development.

## **COURSE STRUCTURE**

THEORY

Credit-4

### **Block I: Anthropology of Indian Tribes**

Unit I: Concept of Tribe in India

Unit t2: Idea of Indigenous Communities

Unit 3: Characteristics and Geographical Distribution of Tribes

Unit 3: Anthropology and Tribes of India

Unit 4: Tribal Organisation

### **Block II Social and Cultural Changes among the Tribes**

Unit 1 Tribe-Caste Continuum in India

Unit 2 Tribal Monographs on Social Change

Unit 3 Globalisation among Indian Tribes

**Block III Contemporary Challenges**

Unit1: Tribal Displacement and Rehabilitation

Unit2: Development of Forest Policy and Tribes

Unit3: Tribal Movements

**Block IV: Problems, Development Programme and Constitutional Safeguards**

Unit I: Problems of Tribes

Unit 2: Problems of Tribal Women

Unit 3: Constitutional provision and Safeguards

**PRACTICAL**

**Credit-2**

Manual will be provided for the practical that would focus on:

Distribution of Indian Tribes: PVTG, ST

Location of different tribes on the map of India

How to write an annotated bibliography on any one tribe

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

**SEMESTER V OPTIONAL COURSE**

**BANE 147 URBAN ANTHROPOLOGY**

Cities are an extension of the rural. Anthropology conventionally has always dealt with simpler societies, however with time it extended its lenses to more inclusive areas considering the fact that its main agenda has always been to understand humans better. Hence the study of cities or the urban space is equally a critical and crucial subject of study for anthropologists. Keeping this in mind the bachelor's programme offers this course on Urban Anthropology which provides the learner with the important aspects of what the urban space entails.

**Course details:** The course has both theoretical and practical components. The theory course has four blocks consisting of 4 credits and the practical part has a manual consisting of 2 credits. The first block of the course deals classically with the historical and theoretical perspectives with an explanation of how the rural and the urban are linked and how it plays as a continuum. The second block of the course covers fundamentals of how urban structures are created and managed, the diversities that enter due to the apparent movement from the rural to the urban which leads to the creation of the urban leading to processes like acculturation, adaptation, marginalisation, etc. The third block of the course discusses the elementary social structures of society like family, marriage, kinship, caste, class, religion, ethnicities, etc., and how they survive, influence and shape each other and build newer structures due to the connectedness that ensues. The fourth and last block of the course touches upon the contemporary concerns that are evident in a global urban world and the methodologies by which urban ethnography can be visited ethically to investigate these concerns. Evaluation process will include marking of assignments and term end examination.

**Course requirement:** Learners enrolled in the CBCS B.Sc. /B.A Programme either in Anthropology or Sociology may opt for this course in the fifth semester. The course requires a learner to have a keen interest in urban spaces as the hub of human activities.

### **Learning Outcome**

After reading this course, the learners should be able to:

- explain the historical and theoretical nuances of urban anthropology;
- identify the processes that lead to the creation and arise due to inhabitation of urban spaces;
- examine how social institutions and structures change overtime due to changes in urban living; and
- investigate the urban world and its concerns with the use of valid ethnographic methods.

## **COURSE STRUCTURE**

**THEORY**

**Credit-4**

### **BLOCK I: FUNDAMENTALS OF URBAN ANTHROPOLOGY**

Unit 1: Foundation of Urban Anthropology

Unit 2: Theoretical Perspectives

Unit 3: Folk-Urban Continuum

### **BLOCK II: URBAN ANTHROPOLOGY: STRUCTURE AND PROCESSES**

Unit 4: Urban Processes

Unit 5: Diversity and Differences in Urban Spaces

Unit 6: Movement from Rural to Urban

### **BLOCK III: URBAN SOCIAL STRUCTURE**

Unit 7: Family, Marriage and Kinship

Unit 8: Caste and Class

Unit 9: Religion, Faith and Tolerance

Unit 10: Multi-ethnicity and Multiculturalism

### **BLOCK IV: GLOBAL CONCERNS IN URBAN GROWTH**

Unit 11: Contemporary Urban Concerns

Unit 12: World Cities and the Production of Space

Unit 13: Urban Ethnography

**PRACTICAL**

**Credit -2**

A manual would be provided that would deal with:

1. How to make an anthropological analysis of 10 nuclear households in an urban space and to find out the reasons for being structurally isolated in terms of kinship, networks and joint family.
2. How to make an anthropological analysis of gradual change of any urban locality since 10 years.
3. How to create a photo project on images depicting concerns from urban anthropology.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER- VI CORE COURSE

### BANC 113 FORENSIC ANTHROPOLOGY

Forensic anthropology is best described as the scientific study of human remains in medico-legal settings. It is a specialized sub-field of physical anthropology that involves anatomical and osteological applications of anthropology to establish the identity of living and deceased persons. The subject matter of forensic anthropology is mainly focused on the assessment of biological profile of an unknown and deceased individual i.e. sex, age and ethnicity. Forensic anthropologists work in close association with pathologists, anatomists, archaeologists and dentists to solve the criminal cases.

**Course details:** This course on Forensic Anthropology will cover an array of topics that pertain to basic human skeletal biology, techniques for recovering skeletonized human remains, means of personal identification and recent advances in forensic anthropology. The course provides in-depth knowledge of human skeleton as the identification of deceased individuals is heavily dependent on skeletonized remains. This course also lays focus on serological techniques to provide a wide understanding of examination of blood serum and other bodily fluids. Furthermore, the course on Forensic Anthropology is also intended to give an introduction of forensic odontology and its significance in personal identification.

The present course will help the students to gain a set of theoretical and practical skills for analysing human skeletal remains within the legal framework. The knowledge of human skeletal biology will assist the students to reconstruct a basic biological profile of an unknown individual. Learners would also develop a practical understanding of individual identification through various physical and behavioural traits. Additionally, this course will equip the learners in medico-legal contexts with the knowledge of recovering forensic evidences. Evaluation process will include marking of assignments and term end examination.

### Learning Outcome

## **COURSE STRUCTURE**

### **THEORY**

**Credit- 04**

#### **BLOCK 1: Introduction to Forensic Anthropology**

Unit 1 Introducing Forensic Anthropology;

Unit 2 Basic Human Skeletal Biology;

Unit 3 Discovery and Techniques for Recovering Skeletonized Human Remains

#### **BLOCK 2: Human Identification: Establishing Identity I**

Unit 4 Establishment of Identity of Individual;

Unit 5 Establishment of Complete and Partial Identification;

Unit 6 Personal Identification of living persons I;

Unit 7 Personal Identification of living persons II

#### **BLOCK 3: Human Identification: Establishing Identity II**

Unit 8 Serology;

Unit 9 Personal Identification from Teeth;

Unit 10 Recent Trends in Forensic Anthropology

### **PRACTICAL**

**Credit 02**

Manual will be prepared along with audio video on the following topics:

1. Study of Human Long Bones. Estimation of age, sex and stature from bones.
2. Somatometric and Somatoscopic Observation on living persons.
3. Identification of bloodstain, urine, semen and saliva.
4. Examination of Fingerprints and Handwriting.

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER VI CORE COURSE**

### **BANC 114 ANTHROPOLOGY OF INDIA**

During the colonial era anthropology ascribed to the study of cultures that was seen as ‘exotic’ and the emphasis was to know such cultures for the administrative purposes. India became a hub for such studies during the colonial era. However, anthropology of India today attributes to the study of Indian society and culture by Indian anthropologists with the perspectives of the ‘self’ rather than the ‘other’. The main objective of the course is to understand Indian society, culture and civilisation. It also elaborately discusses about Indian social system, social change in India, tribal problems and constitutional provisions and safeguards, and various anthropological concepts of Indian population, which help the learner to develop a comprehensive knowledge of Indian anthropology.

**Course details:** This course consists of both theory and practical component. In theory (four credits) the course has been divided into four blocks: structural basis of Indian society; Indian society, culture and civilization; problems of development and change; contributions of Indian anthropologists. In the practical component the learners will be provided with a manual. Evaluation process will include marking of assignments and term end examination.

### **Learning Outcome**

After successful completion of this course the learner should be able to:

- examine the rise of anthropology in India.
- analyze key concepts about Indian society, culture and civilization developed by anthropologists and sociologists.
- explain structural basis of Indian Society and also learn about the difficulties of differentiating between tribe and caste in India.
- evaluate the problems of tribal development and change
- analyze and apply the contributions of anthropologists to understand the Indian society and culture.

## **COURSE STRUCTURE**

### **THEORY**

**Credit-4**

#### **Block I: Structural Basis of Indian Society**

- Unit I: Understanding Indian Society
- Unit 2: Diversity of Indian Population
- Unit 3: Structure and Nature of Indian Social System
- Unit 4: Basic Concepts to Understand Indian Society

#### **Block II: Indian Society, Culture and Civilization**

- Unit1: Characteristics of Indian Village
- Unit2: Tribal Ethnography
- Unit3: Dalits of India
- Unit4: Gender and Society in India
- Unit 5: Urban Spaces in India

#### **Block III: Problems of Development and Change**

- Unit1: Tribal Problems
- Unit3: Development Projects, Response and Consequences
- Unit3: Constitutional Provisions and Safeguards for Indian Population

#### **Block IV: Contributions of Indian Anthropologists**

- Unit 1: Ethnic Distinctiveness among Indian Population
- Unit2: Dynamics of Culture Change
- Unit3: Contributions of Pioneering Anthropologists

### **PRACTICAL**

**Credit-2**

**Manual will be provided for the practical.**

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## SEMESTER VI OPTIONAL COURSE (Any Two):

### BANE144 VISUAL ANTHROPOLOGY

The Visual Anthropology bachelor's course introduces the learner to understand the importance of visuals in anthropology. The focus of the course is the interpretation of culture through the medium of visuals like, ethnographic images, films, old and new media etc. with special emphasis on photography and film.

**Course details:** The course other than acquainting the learner with visual anthropology's history, intends to familiarise one with the validity of this medium in ethnographic investigation and the assessment of society and culture. In all this, the course will also cover areas which deal with representation of visual medium by anthropologists as the creator or producer and the reader as the receiver and interpreter of various visual symbols and metaphors. The application of visual anthropology is vital for the learner to know and utilise its basics and nuances in the real and virtual world. Hence a discussion on the how different forms of media ranging from mass media to social media and their connections to concerns like ethics, tourism, advertising, market, gender, politics, etc., are also a part of this course. Arts and aesthetics as viewed from the context of visuals and what cultures consider as "art" along with interpretation of images, objects and persons and their relationships are central aspects that the course examines. Finally keeping the main agenda of the course in mind, the course at the end offers a description on the essentials of ethnographic photography and film, including associated theories, critical thoughts, ethical concerns and processes of creation with examples from famous visual anthropological works.

**Course requirement:** Course requirement: Learners enrolled in the CBCS B.Sc. /B.A Programme either in Anthropology or Sociology may opt for this course in the sixth semester. This course requires a learner to have a keen interest in investigating human society through the medium of photography, films, images, objects, symbols etc. seen or experienced in various cultural contexts.

### Learning Outcome

After reading this course the learners should be able to:

- identify visual anthropology as an important part of anthropology;

- explain the different ways of using visuals to study society and culture;
- examine a means of mixed medium to authenticate visuals in studying anthropology; and
- apply the utility of this course to enhance skills to practice visual anthropology

## **COURSE STRUCTURE**

### **THEORY**

**Credit-4**

#### **BLOCK I: INTRODUCTION TO VISUAL ANTHROPOLOGY**

Unit 1: What is visual anthropology?

Unit 2: History of visual anthropology

Unit 3: Situating visual anthropology

#### **BLOCK II: THEORY AND REPRESENTATION**

Unit 4: Anthropology and images: A theoretical analysis

Unit 5: Representation: Politics and Aesthetics

Unit 6: Visual anthropology and its applications

Unit 7: Anthropology of Arts and Aesthetics

#### **BLOCK III: ETHNOGRAPHIC PHOTOGRAPHY AND FILMS**

Unit 8: Essentials of Ethnographic Photography

Unit 9: Ethnographic Photography

Unit 10: Ethnographic Film

Unit 11: Deciphering of an ethnographic film: Case Study

## **PRACTICAL**

**Credits- 2**

A manual would be provided for an understanding wing with the help of anthropological research tools:

1. An anthropological depiction of any event through use of images
2. An anthropological depiction of any event through use or creation of a film
3. Use of already available images, objects or films (from books, social media, places of display) to analytically provide an anthropological interpretation

No practical sessions would be organised. Audio-Video would facilitate the learner in understanding the practical component of the course. Questions would be based from the practical manual in the Assignment and Term End Examinations.

## **SEMESTER VI OPTIONAL COURSE**

### **DISCIPLINE SPECIFIC ELECTIVE**

#### **BANE 154 DISSERTATION**

Anthropology as a field science will provide the learners opting for this course with an opportunity to conduct systematic field study of human subjects to generate new information, verify the existing knowledge and reach a new understanding. The learners would be able to practically implement the research methods, tools and techniques in the field situation. This course would be based on fieldwork.

Learners opting for dissertation as elective discipline course in 6<sup>th</sup> Semester will have to be attached with one supervisor or guide or mentor from the study centre. In consultation with the supervisor or guide or mentor the learner would first prepare a synopsis which would be evaluated by the Course Coordinator and once the title of the study and synopsis is approved the learner would undertake the field study.

A learner can opt to work for a topic related to either social/cultural or biological/physical anthropology.

A manual would be prepared to assist the students to undertake the fieldwork, data analysis, report writing and presentation of the dissertation.

### **Learning Outcome**

After completing the course that involves going to the field, you should be able to:

- i. discuss the nuances of fieldwork;
- ii. identify the different tools and techniques used in anthropological fieldwork;
- iii. delineate how fieldwork is conducted in anthropology; and
- iv. analyse and interpret field data.

## **SEMESTER VI OPTIONAL COURSE**

### **DISCIPLINE SPECIFIC ELECTIVE**

#### **READING ETHNOGRAPHIES (BSOE 144)**

**Credits- 6**

This course encourages the student to read ethnographic texts in their entirety. It provides the students the fundamental understanding of ethnography and its varied usages through the colonial, classical, global and Indian ethnographies. It has simultaneously provided ethnographic cases to highlight the socio-cultural, political, economic, feminist, conflict and urban dimensions of ethnographic writings citing examples from India and abroad. The last section of this course delineates ethnographic practices and styles, by basing it on the debates in doing ethnography by highlighting the scientific, feminist, interpretative and ethical dimension of ethnography.

### **SYLLABUS**

#### **Block 1 Themes in Ethnographies**

Unit 1 Understanding Ethnography

Unit 2 Colonial Ethnography

Unit 3 Classical Ethnography

Unit 4 Indian Ethnography

Unit 5 Global Ethnography

**Block 2 Ethnographic Cases**

Unit 6 Argonauts of the Western Pacific - B. Malinowski

Unit 7 Coming of Age in Samoa- M.Mead

Unit 8 Religion and Society among the Coorgs- M. N. Srinivas

Unit 9 Mukkuvar Women: Gender, Hegemony, and Capitalist Transformation in a South Indian Fishing Community– Kalpana Ram

Unit 10 Stratagems and Spoils: Social Anthropology of Politics- F. G. Bailey

Unit 11 Street Corner Society- W.F. Whyte

**Block 3 Ethnographic Practices and Styles**

Unit 12 Debates on Doing Ethnography

Unit 13 Scientific Ethnography

Unit 14 Feminist Critique to Ethnography

Unit 15 Interpretative Ethnography

Unit 16 Ethics and Ethnography