

**DEPARTMENT OF ANTHROPOLOGY, HNB GARHWAL UNIVERSITY**  
**BACHELOR'S DEGREE PROGRAMME**  
**(4 YEARS PROGRAMME)**  
**WITH HONOURS/HONOURS WITH RESEARCH**

**FIRST YEAR**

Semester	Course Code	Credits	Name of the Course	Remarks
<b>I</b>	ANTH-DSM-01	4+2	<b>Introduction to Biological Anthropology</b> (Theory+Practical)	Core Course ( <b>Major Paper-I</b> )
	ANTH-MDM-01	2+2	<b>Fundamentals of Biological Anthropology</b> (Theory+Practical)	Additional- <b>Multi/Inter-disciplinary Course-I</b> (For students with Core Subjects other than Anthropology)
	ANTH-SEC-01	2	Genetic Counseling	Skill Enhancement Course-I
	AEC	2	Understanding & Connecting with Environment	Compulsory Course (Common University Syllabus)
	<b>TOTAL</b>	<b>14</b>		

Semester	Course Code	Credits	Name of the Course	Remarks
<b>II</b>	ANTH-DSM-02	4+2	<b>Introduction to Social-cultural Anthropology</b> (Theory+Practical)	Core Course ( <b>Major Paper-II</b> )
	ANTH-MDM-02	2+2	<b>Fundamentals of Social-cultural Anthropology</b> (Theory+Practical)	Additional- <b>Multi/Inter-disciplinary Course-II</b> (For students with Core Subjects other than Anthropology)
	ANTH-SEC-02	2	Museum & Cultural Resource Management	Skill Enhancement Course-II
	VAC	2	Life Skills & Personality Development	Compulsory Course (Common University Syllabus)
	<b>TOTAL</b>	<b>14</b>		

**SECOND YEAR**

Semester	Course Code	Credits	Name of the Course	Remarks
<b>III</b>	ANTH-DSM-03	4+2	<b>Introduction to Archaeological Anthropology</b> (Theory+Practical)	Core Course ( <b>Major Paper-III</b> )
	ANTH-MDM-03	2+2	<b>Fundamentals of Archaeological Anthropology</b> (Theory+Practical)	Additional- <b>Multi/Inter-disciplinary Course-III</b> (For students with Core Subjects other than Anthropology)
	ANTH-SEC-03	2	Techniques in Paleoanthropology	Skill Enhancement Course-III
	VAC	2	<b>*Additional Multidisciplinary Skill Course (AMSC)</b>	Compulsory Course (Common University Syllabus)
	<b>TOTAL</b>	<b>14</b>		

Semester	Course Code	Credits	Name of the Course	Remarks
<b>IV</b>	ANTH-DSM-04	4+2	<b>Introduction to Human Origin &amp; Evolution</b> (Theory+Practical)	Core Course ( <b>Major Paper-IV</b> )
	ANTH-MDM-04	2+2	<b>Fundamentals of Human Origin &amp; Evolution</b> (Theory+Practical)	Additional- <b>Multi/Inter-disciplinary Course-IV</b> (For students with Core Subjects other than Anthropology)
	ANTH-SEC-04	2	Nutritional Anthropology	Skill Enhancement Course-IV
	VAC	2	<b>*Indian Knowledge System</b>	Compulsory Course (Common University Syllabus)
	<b>TOTAL</b>	<b>14</b>		

### THIRD YEAR

Semester	Course Code	Credits	Name of the Course	Remarks
V	ANTH-DSM-05	4+2	<b>Theories of Culture &amp; Society</b> (Theory+Practical)	Core Course
	ANTH-FV	4	<b>Field Visit</b>	
	AEC	2	Communication Skills	Compulsory Course (Common University Syllabus)
	Language Based Course	2	<b>Indian, Modern, Regional Language -I</b>	Compulsory Course (Common University Syllabus)
	<b>TOTAL</b>	<b>14</b>		

Semester	Course Code	Credits	Name of the Course	Remarks
VI	ANTH-DSE-1A	4+2	<b>Fundamentals of Human Genetics</b> (Theory+Practical)	Core Course
	ANTH-DSE-2A	4+2	<b>Fundamentals of Palaeoanthropology</b> (Theory+Practical)	Core Course
	ANTH-DSE-1B	4+2	<b>Anthropology of Religion, Politics and Economy</b> (Theory+Practical)	Core Course
	ANTH-DSE-2B	4+2	<b>Anthropology of India</b> (Theory+Practical)	Core Course
	ANTH-FV	4	<b>Field Visit</b>	
	VAC	2	Culture, Traditions & Moral Values	Compulsory Course (Common University Syllabus)
	Language Based Course	2	<b>Indian, Modern, Regional Language-II</b>	Compulsory Course (Common University Syllabus)
	<b>TOTAL</b>	<b>14</b>		

**FOUR YEAR BACHELOR'S DEGREE PROGRAMME  
WITH HONOURS/RESEARCH  
(B.Sc./ B.A. Anthropology)**

**B.Sc./B.A. First Year (I Semester)**

**SHSS/ANTH-DSM-01: Introduction to Biological Anthropology  
4 Credits (60 Hours)]**

**Unit I:** Introduction: Anthropology and its subfields; History of physical Anthropology and development of modern biological Anthropology; Aim, scope and its relationship with other disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

**Unit II:** Founders of evolutionary theories, Lamarck and his works, Darwin and his works, Neo Lamarckism, Synthetic Theory.

**Unit III:** The biological basis of life: The cell; DNA, Genes and chromosome; Cell division.

**Unit IV:** Introduction to genetics, Human genetics, Branches of human genetics, Mendelian principles, Component of inheritance, Pattern of inheritance, Methods of studying human genetics.

**Learning Outcomes**

1. Students will learn about history of Physical Anthropology and how is it related to other disciplines.
2. They will learn about various theories related to human evolution and variation.
3. They will learn about human genetics, its branches and methods of studying human genetics.
4. From the practical component they will learn the somatoscopic techniques.

**SHSS/ANTH-MDM-01: Fundamentals of Physical/Biological Anthropology  
[2 Credits (30 Hours)]**

**Unit I:** Introduction: Anthropology and its subfields; History of physical Anthropology and development of modern biological Anthropology; Aim, scope and its relationship with other disciplines; Difference in the approaches of modern and traditional Biological Anthropology.

**Unit II:** Founders of evolutionary theories, Lamarck and his works, Darwin and his works, Neo Lamarckism, Synthetic Theory.

**Learning Outcomes**

1. Students will learn about history of Physical Anthropology and how it is related to other disciplines.
2. They will learn about various theories related to human evolution and variation.

**Suggested Readings**

- Craig Stanford, John S. Allen, Susan C. Anton. Exploring Biological Anthropology: The Essentials. Pearson.
- Robert Jurmain, Lynn Kilgore, Wenda Trevathan, Eric J. Bartelink. Essentials of Physical Anthropology. Cengage Learning.
- Roger Lewin. Human Evolution: An Illustrated Introduction. Blackwell Publishing.
- Carol R. Ember, Melvin Ember and Jean Stein. Anthropology. Pearson

**SHSS/ANTH-DSM-01: Introduction to Biological Anthropology (Practical)  
SHSS/ANTH-MDM-01: Fundamentals of Biological Anthropology (Practical)  
[2 Credits (30 Hours)]**

Somatometric Techniques: 1. Maximum head length, 2. Maximum head breadth, 3. Minimum frontal breadth, 4. Maximum bizygomatic breadth, 5. Bigonial breadth, 6. Nasal height, 7. Nasal length, 8. Nasal breadth, 9. Physiognomic facial height, 10. Morphological facial height, 11. Physiognomic upper facial height, 12. Morphological upper facial height, 13. Head circumference, 14. Stature, 15. Sitting height, 16. Body weight.

**Learning Outcomes**

1. From the practical component, students will learn the measurement techniques used in physical anthropology. They will be able to measure different physical dimensions of a person.

**SHSS/ANTH-SEC-01: Genetic Counseling  
[2 Credits (30 Hours)]**

**Unit I:** Introduction to genetic counseling; Goals of the genetic counseling process; Genetic counseling providers

**Unit II:** Genetic counseling process: Basic components of genetic counseling; The context of genetic counseling; Need for a more genetically literate public

**Learning Outcomes**

1. Students will be able to get practical understanding of genetic counselling.
2. Students will learn the actual process of counseling, how it is carried out and what the components are involved therein.

**Suggested Readings**

- Wendy R. Uhlmann, Jane L. Schuette, Beverly M. Yashar. A Guide to Genetic Counseling, 2<sup>nd</sup> ed., Wiley Blackwell.
- R.J. McKinlay Gardner, David J. Amor. Chromosome Abnormalities and Genetic Counseling, 5<sup>th</sup> ed., Oxford University Press.
- Barbara Biesecker. Genetic Counseling and the Central Tenets of Practice. Cold Spring Harb Perspect Med 2020.
- Harold Chen. Atlas of Genetic Diagnosis and Counseling, 2<sup>nd</sup> ed., Springer

**SHSS/ANTH-DSM-02: Introduction to Social-Cultural Anthropology  
4 Credits (60 Hours)]**

**Unit I:** Anthropological perspective and orientation, scope and relevance of social anthropology, relationship of social anthropology with other disciplines.

**Unit II:** Social-cultural institutions: family, marriage, kinship;  
The natural history and universality of family, its function, types of family, joint family system in India. Definition, types and forms of marriage, marriage payments: dowry and bride wealth, rules and regulations (prohibition, preferential, exogamy, endogamy, levirate and sororate).  
Kinship terms and usages, descriptive and classificatory systems, Morgan's and Murdock's view, Avoidance and joking relationship, patterns of residence and descent, Kin groups- lineage, clan, phratry, moiety.

**Unit III:** Concepts of society and culture, social institutions and organisations, community and social groups, social stratification, ethnicity, diaspora, civil society, social exclusion, caste and class, status and role.

**Unit IV:** Concept of culture; attributes of culture-culture trait, culture complex, culture pattern, cultural integration, cultural universals, acculturation and transculturation.

**Learning Outcomes**

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about concepts of society, culture, caste, class, social stratification, etc.
3. They will learn about important institutions like family, marriage, and kinship.
4. They will also learn about the concept of culture and its different attributes and characteristics.

**SHSS/ANTH-MDM-02: Fundamentals of Social-Cultural Anthropology  
[2 Credits (30 Hours)]**

**Unit I:** Anthropological perspective and orientation, scope and relevance of Social Anthropology, relationship of Social Anthropology with other disciplines.

**Unit II:** Social-cultural institutions: family, marriage, kinship;  
The natural history and universality of family, its function, types of family, joint family system in India. Definition, types and forms of marriage, marriage payments: dowry and bride wealth, rules and regulations (prohibition, preferential, exogamy, endogamy, levirate and sororate).  
Kinship terms and usages, descriptive and classificatory systems, Morgan's and Murdock's view, Avoidance and joking relationship, patterns of residence and descent, Kin groups- lineage, clan, phratry, moiety.

**Learning Outcomes**

1. The students will learn about the scope and relevance of Social-Cultural Anthropology and its relationship with other branches of anthropology.
2. They will learn about important institutions like family, marriage, and kinship.

**Suggested Readings**

- Beattie, J. 1964. *Other Cultures*. London: Cohen & West Limited.
- Bernard, H.R. 1940. *Research Methods in Cultural Anthropology*. Newbury Park: Sage.
- Davis, K. 1981. *Human Society*. New Delhi: Surjeet Publications.
- Delaney, C. 2004. Orientation and disorientation. In *Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
- Ember, C. R. et al. 2011. *Anthropology*. New Delhi: Dorling Kindersley.
- Ferraro, G. and Andreatta S. 2008. In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
- Haviland, W.A. 1990. *Cultural Anthropology*. Thomson Learning.
- Lang, G. 1956. Concept of Status and Role in Anthropology: Their Definitions and Use. *The American Catholic Sociological Review*, 17(3): 206-218.
- O'reilly, K. 2012. *Ethnographic Methods*. Abingdon: Routledge.

- Parsons, T. 1968. *The Structure of Social Action*. New York: Free Press.
- Rapport, N. and Overing J. 2004. *Key Concepts in Social and Cultural Anthropology*. London: Routledge.
- Royal Anthropological Institute of Great Britain and Ireland. 1971. Methods. In *Notes and Queries on Anthropology*. London: Routledge & Kegan Paul Ltd.
- Scupin, R.R. 2013. *Cultural Anthropology: A Global Perspective*. Pearson New International.

**SHSS/ANTH-DSM-02: Introduction to Social-Cultural Anthropology (Practical)**  
**SHSS/ANTH-MDM-02: Fundamentals of Social-Cultural Anthropology (Practical)**  
**[2 Credits (30 Hours)]**

The practical will include the following techniques and methods in collection of data in Social Anthropology:  
 1. Observation, 2. Interview, 3. Questionnaire and Schedule, 4. Case study, 5. Genealogy

**Learning Outcomes**

From the practical component they will learn how to follow up some of the commonly used techniques of data collection in Social-Cultural Anthropology.

**SHSS/ANTH-SEC-02: Museum & Cultural Resource Management**  
**[2 Credits (30 Hours)]**

**Unit I:** Museum: Definition, Aim, Scope, History and its type; Its relationship with Anthropology; The Origins of the Museum; Historical development of Anthropological museums; Digital Museums.

**Unit II:** Management of the cultural resources in anthropological museums; Techniques of conservation; Preservation and Restoration of tangible and intangible elements in Museum.

**Learning Outcomes**

1. The students will learn about history of museums and the relationship between museums and anthropology.
2. They will learn about museum collection, documentation, and display.
3. They will also learn about how to document, conserve, and prepare a profile of a museum.

**Suggested Readings**

- Ambrose, T., & Paine, C. 2006. *Museum Basics*. Routledge.
- Carbonell, B. M. (Ed.). 2003. *Museum Studies: An Anthology of Contexts*. Wiley-Blackwell.
- Anderson, G. (Ed.). 2012. *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift*. AltaMira Press.
- Simon, N. 2010. *The Participatory Museum*. Museum 2.0.
- International Council of Museums (ICOM). (n.d.). ICOM Website
- MuseumNext. (n.d.). MuseumNext Website
- Smithsonian Learning Lab. (n.d.). Smithsonian Learning Lab
- Ambrose, Timothy and Crispin Paine. 2012. *Museum Basics*. Third Edition. New York: Routledge.
- Basa, Kishor K. (ed). 2010. *Multiple Heritage: Role of Specialised Museums in India*. Bhopal & Delhi: IGRMS & Serials Publications.
- Basu, Paul and Wayne Modest (ed). 2015. *Museum, Heritage and International Development*. New York: Routledge.
- Behera, B. K. and S.K. Mohanty. 2007. *Museology and Museum Management in India*. Bhubaneswar: Mayur Publications.
- Dudley, Sandra H. (ed). 2010. *Museum Materialities: Objects, Engagements, Interpretations*. London: Routledge.
- Dudley, Sandra H. (ed.). 2012. *Museum Objects: Experiencing the Properties of Things*. New York: Routledge.
- Dutta, Sangeeta. 2010. *Ecomuseum: Perspectives in India*. Delhi: Agam Kala Prakashan.
- French, Ylva and Sue Runyard. 2011. *Marketing and Public Relations for Museums, Galleries, Cultural and Heritage Attractions*. London: Routledge.

## B.Sc./B.A. Second Year (III Semester)

### SHSS/ANTH-DSM-03: Introduction to Archaeological Anthropology [4 Credits (60 Hours)]

**Unit I:** Introduction to archaeological anthropology, aims, scope and relationship with other disciplines. Geological Time-Scale and Quaternary Framework. Evidences and Causes of Great Ice Age.

**Unit II:** Dating methods: Relative and Chronometric dating. Archaeological Sites-River terraces, lacustrine, Aeolian. Cave and Rock Shelters, slopes.

**Unit III:** Principles of Archaeology-Stratigraphy, typology and technology, associated finds and state of preservation. Tool typology and salient features of Lower, Middle and Upper Palaeolithic culture of India and Europe.

**Unit IV:** Tool typology and salient features of Neolithic Culture of Europe and India. Salient features of Indus Valley civilization.

#### Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
2. Students shall get a basic understanding of the nature of the archaeological record and the role of archaeology in understanding cultural development.
3. Get an overview of the changing environments of the Quaternary and its impact on humans.
4. They will also learn about geological timescale and cultural expressions of each epoch.
5. Students shall be familiarized with the basic framework of European and Indian Palaeolithic, Meolithic, Neolithic Culture.

#### Suggested Readings

- Agrawal, D.P. 1982. The Archaeology of India. New Delhi: Select Books Syndicate
- Allchin, B and R. Allchin. 1983. The Rise of Civilization in India and Pakistan. New Delhi: SBS.
- Bhattacharya D.K. 1972. Prehistoric Archaeology. New Delhi: Hindustan Publishing Corporation.
- Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Karir, B. S. 1985: Geomorphology and Stone Age Culture of North West India, Sandeep Prakashan, Delhi.
- Rajan, K. 2002. Archaeology: Principles and Methods. Thanjavur: Pathippakam
- Rami Reddy, V. 2014. Elements of Prehistory. Tirupati: V. Indira.
- Sankalia, H. D. 1964. Stone Age Tools: Their Techniques, Names and Probable functions. Poona: Deccan College.

### SHSS/ANTH-MDM-03: Fundamentals of Archaeological Anthropology [2 Credits (30 Hours)]

**Unit I:** Introduction to archaeological anthropology, aims, scope and relationship with other disciplines. Dating methods: Relative and Chronometric dating.

**Unit II:** Tool typology and salient features of Lower, Middle, Upper Palaeolithic and Neolithic culture of India and Europe.

#### Learning Outcomes

1. The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
2. Students shall get a basic understanding of the nature of the archaeological record and the role of archaeology in understanding cultural development.

#### Suggested Readings

- Agrawal, D.P. 1982. The Archaeology of India. New Delhi: Select Books Syndicate
- Bhattacharya D.K. 1972. Prehistoric Archaeology. New Delhi: Hindustan Publishing Corporation.

- Bhattacharya D.K. 1979. Old Stone Age Tools and Techniques. Calcutta: K.P. Bagchi Company.
- Burkitt, M. C. 1985. The Old Stone Age: A Study of Palaeolithic Times. New Delhi: Rupa & Co.
- Sankalia, H. D. 1964. Stone Age Tools: Their Techniques, Names and Probable functions. Poona: Deccan College.
- Rajan, K. 2002. Archaeology: Principles and Methods. Thanjavur: Pathippakam

**SHSS/ANTH-DSM-03: Introduction to Archaeological Anthropology (Practical)**  
**SHSS/ANTH-MDM-03: Fundamentals of Archaeological Anthropology (Practical)**  
**[2 Credits (30 Hours)]**

The practical training is imparted to the students in various techniques used in the collection, identification, illustration of tools in Archaeological anthropology.

1. Identification and techniques of Stone Age technology.
2. Detailed Study and Understanding of tool types of:
  - i. Lower Palaeolithic Culture
  - ii. Middle Palaeolithic Culture
  - iii. Upper Palaeolithic Culture
  - iv. Neolithic Culture

**Note:** Students will be taken for Museum visit for better Understanding of stone tools.

**Learning Outcomes**

1. The practical training is imparted to the students in various techniques used in the collection, identification, illustration of tools in Archaeological anthropology.
2. From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

**Suggested Reading**

- Sankalia, H.D. 1982. Stone Age Tools: Their techniques, Names and Probable Functions. Poona: Deccan College.
- Bhattacharya, D.K. 1979. Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis. Calcutta: K. P. Bagchi and Company.

**SHSS/ANTH-SEC-03: Techniques in Palaeoanthropology**  
**[2 Credits (30 Hours)]**

**Unit I:** Introduction of Palaeoanthropology. Fossil collection techniques. Fieldwork tools and Field Catalogue Register.

**Unit II:** Preparation of fossils, Photography, washing and screening, identification of fossil specimen.

**Learning Outcomes**

1. The students will learn about the fundamental concepts and techniques of palaeoanthropology and the advanced concepts of human evolution.
2. They will also equip themselves with skill in undertaking fieldwork and various collection techniques required for fossil collection.

**Suggested Readings**

- Kummel, B. and Raup, D. 1970: Handbook of Paleontological Techniques. San Francisco. Freeman.
- Kennedy, G.E. 1980: Palaeoanthropology. New York: McGraw-Hill.
- Vasishat, R.N. 1985: Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987: Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.
- Hooton, E. A. 1965. Up from the Ape. New York: Macmillan.

## B.Sc./B.A. Second Year (IV Semester)

### SHSS/ANTH-DSM-04: Introduction to Human Origin & Evolution [4 Credits (60 Hours)]

**Unit I:** Classification, distribution and salient features of primates. Man's place among animal kingdom. Comparative anatomy of man and apes; hominid evolution (bipedalism and erect posture).

**Unit II:** Distribution, classification and diagnosis of pre-hominids- *Sahelanthropus tchadensis*, *Orrorin tugenensis*, and *Ardipithecus ramidus*.

**Unit III:** Emergence of Australopithecinae through time and space. Early hominids- *Homo habilis*, *Homo erectus* distribution, classification general characteristics.

**Unit IV:** Emergence of *Homo neanderthalensis* (Classical and Progressive) distribution and phylogenetic status. Evolution of Archaic *Homo sapiens* distribution and general features.

#### Learning Outcomes

1. Students will learn about the fundamental concepts of Human Origin and evolution.
2. They will understand the various trends in primate evolution and early hominids in time and space.
3. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.

### SHSS/ANTH-MDM-04: Fundamentals of Human Origin & Evolution [2 Credits (30 Hours)]

**Unit I:** Classification, Distribution and salient features of primates. Man's place among animal kingdom. Comparative anatomy of man and apes; hominid evolution (bipedalism and erect posture).

**Unit II:** Distribution and classification of Australopithecinae in time and space. Evolution of *Homo erectus*, *Homo habilis*, *Homo neanderthalensis*. Evolution of Archaic *Homo sapiens* distribution and general features.

#### Learning Outcomes

1. Students will learn about the fundamental concepts of Human Origin and evolution.
2. They will learn about the origin, distribution and characteristics of extinct hominids and the process of hominization.

#### Suggested Readings

- Brace, C. L. and Montagu 1969. Man's Evolution: An Introduction to Physical Anthropology, Macmillan.
- Simpson, G.G. 1953. The Major Features of Evolution. New York: Columbia University Press
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Craig Stanford, John S. Allen and Susan C. Anton. Biological Anthropology (4<sup>th</sup> Edition)
- Poirier, F.E. and McKee, J.K. 1999. Understanding Human Evolution 4th ed. New Jersey: Prentice Hall.
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates. New York: Academic Press.
- Fleagle, J. G. 1998. Primate Adaptation and Evolution. London: Academic Press.
- Das Sharma .P. 1987. Human Evolution, Ranchi: Chalcolithic Press.
- Shukla, B.R.K. and S. Rastogi, 1998 - Physical Anthropology and Human Genetics, Delhi: Palaka Prakashan.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.

### SHSS/ANTH-DSM-04: Introduction to Human Origin & Evolution (Practical) SHSS/ANTH-MDM-04: Fundamentals of Human Origin & Evolution (Practical) [2 Credits (30 Hours)]

**Craniology:** Norma Verticalis, Norma Frontalis, Norma Lateralis, Norma Basialis, Norma Occipitalis.

**Study of Bones:** Humerus, Radius, Ulna, Femur, Tibia and Fibula.

**Craniometry:** Maximum cranial length, Maximum cranial breadth, Length of the Foramen Magnum, Nasal Height, Nasal Breadth, Length of the Nasal Bone, Cranial index and Nasal index.

### Learning Outcomes

1. From the practical component they will learn about identification about the skeleton and bones.
2. They will also learn about craniology and craniometry.

### Suggested Readings

- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
- Chaurasia, B.D. 1983. Handbook of General Anatomy. Delhi: CBS.
- Das, B. M. and R. Deka. 2001. Physical Anthropology: Practical. Allahabad: Kitab Mahal.
- Singh, I. P. and M. K. Bhasin. 2004. A Manual of Biological Anthropology. Delhi: Kamla Raj Enterprises
- Mukherji, D., D. P. Mukherjee and P. Bharati. 2009. Laboratory manual for Biological Anthropology. Kolkata: Asian Books Pvt. Ltd.

### SHSS/ANTH-SEC-04: Nutritional Anthropology [2 Credits (30 Hours)]

**Unit I:** Introduction to Nutritional Anthropology- Growth and Nutrition. Concept of balanced diet. Impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus.

**Unit II:** Role of Hereditary and Environment in growth and nutrition. Nutritional status and methods of Nutritional assessment. Role of Anthropology in Nutrition and Health studies.

### Learning Outcomes

1. Understand basic concepts and applications of Nutrition, growth and development.
2. To understand the tools of research in human growth and nutrition.
3. They will learn about factors responsible for growth.
4. Identify factors that affect patterns of human growth based on knowledge of balanced diet and malnutrition.

### Suggested Readings

- ICMR 2003. Dietary guidelines for Indians- A Manual. National Institute of Nutrition, Hyderabad, India.
- National Institute of Nutrition (NIN), ICMR. 2010. Dietary Guidelines for Indians: A Manual. NIN, Hyderabad.
- Tanner, J.M. 1972. Growth at Adolescence, 2nd edition, Oxford: Black Well Scientific Publication.
- Gopala das, T. and Seshadri, S. 1984. Nutrition Monitoring and Assessment, New Delhi, Oxford University Press.
- Joshi, S.A. 1992. Nutrition and Dietetics. New Delhi, Tata McGraw Hill Publishing Company Limited.
- Bamji M.S., Krishnaswamy K and Brahman, G.N.V. 2009. Text Book of Human Nutrition. New Delhi; Oxford & IBH Publishing Co. Pvt. Ltd.
- Harrison, G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. 1988. Human biology: An introduction to human evolution, variation, growth & adaptability. Oxford University Press.
- Frisancho A.R. 1990. Anthropometric Standards for Assessment of Growth and Nutritional Status. Michigan; The University of Michigan Press.

## B.Sc./B.A. Third Year (V Semester)

### SHSS/ANTH-DSM-05: Theories of Culture and Society [4 Credits (60 Hours)]

**Unit I:** Evolutionary theory and colonialism, changing perspectives on evolutionism, diffusionism and culture area theories.

**Unit II:** Historical Particularism, Neo-evolutionism.

**Unit III:** Functionalism and Structural-functionalism.

**Unit IV:** Structuralism, symbolic interactionism, and interpretative anthropology.

#### Learning Outcomes

1. The students will learn about the classical theories of culture like evolutionism, diffusionism and culture area.
2. They will learn about historical particularism and neo-evolutionism.
3. They will also learn about functionalism, structuralism and other more recent theories.
4. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.

#### Suggested Readings

- Applebaum, H.A. 1987. *Perspectives in Cultural Anthropology*. Albany: State University of New York.
- Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University.
- Marvin, H. 2001. *The Rise of Anthropological Theory: A History of Theories of Culture*. AltaMira Press.
- McGee, R.J. and Warms R.L. 1996. *Anthropological Theories: An Introductory History*.
- Moore, M. and Sanders T. 2006. *Anthropology in Theory: Issues in Epistemology*, Malden, MA: Blackwell Publishing.

### SHSS/ANTH-DSM-05: Theories of Culture and Society (Practical) [2 Credits (30 Hours)]

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

1. Identify a topic relating to contemporary issues and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identify variables of a study.
3. Formulate a hypothesis.
5. Test the hypothesis.
6. Identify the universe and unit of study with justifications.
7. Choose an appropriate research technique and method in the context of theoretical framework.

#### Learning Outcomes

1. From the practical component they will learn about formulation of research questions and hypotheses, testing of hypotheses, etc.

#### Suggested Readings

- Bernard, H.R. 2006. *Research Methods in Anthropology, Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications.
- Emerson, R.M., Fretz, R.I. and Shaw, L. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Garrard, E. and Dawson, A. 2005. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. *Journal of Medical Ethics*, 31: 419-23.
- Lawrence, N.W. 2000. *Social Research Methods, Qualitative and Quantitative Approaches*.
- Boston: Allyn and Bacon. Madrigal, L. 2012. *Statistics for Anthropology*. Cambridge: Cambridge University Press.
- Michael, A. 1996. *The Professional Stranger*. Emerald Publishing.

- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, PJ and Pelto GH. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press. Zar, J.H. 2010. *Biostatistical Analysis*. Prentice-Hall.

**SHSS/ANTH-FV: Field Visit  
[4 Credits (60 Hours)]**

- Students are required to visit for Anthropological Fieldwork in any tribal or rural area as decided by the Department.
- Fieldwork duration shall be of maximum 7 days with the population to be studied.
- Students shall submit day-wise activity report to the Teacher in-charge of the Fieldwork.
- Teacher in-charge shall coordinate with Institutes/Colleges/Universities/Research institutes etc in location where fieldwork is being planned for academic interaction.
- One teacher with one non-teaching staff shall accompany the students during fieldwork.

**Learning Outcomes**

1. The students will learn about how to do fieldwork.
2. They will learn about use of various techniques of data collection.
3. They will learn about classification, interpretation and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

**Suggested Readings**

- Bernard, H.R. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications
- Srivastava, V.K. 2005. *Methodology and Fieldwork*. OUP, India.
- Sahay, Vijay S. 2020. *Experiencing Anthropology in the Nicobar Archipelago*. Routledge India.
- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, P.J. and Pelto, G.H. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press.

**Web References:**

<https://ocw.mit.edu>  
<https://vidyamitra.inflibnet.ac.in/>  
<http://egyankosh.ac.in/>  
<https://swayam.gov.in/>

## B.Sc./B.A. Third Year (VI Semester)

### SHSS/ANTH-DSE-1A: Fundamentals of Human Genetics [4 Credits (60 Hours)]

**Unit I:** Human Genetics: Definition and Scope.

**Unit II:** Basic Principle of Heredity: Mendelism, Monohybrid and Dihybrid Cross, Universality of Mendelian Principles in Man, Dominant Inheritance, Recessive Inheritance

**Unit III:** Non-Mendelian Inheritance, Sex-linked, Sex-influenced Inheritance.

**Unit IV:** Cell Structure and Cell Division, Mitosis, Meiosis, Significance and Distinction between Mitosis and Meiosis, DNA Structure and Function

#### Learning Outcomes

1. Students will learn the concept of genetics and its scope.
2. They will understand the basic principles behind heredity, mendelian principles of inheritance and how these principles apply to human population.
3. Students will get exposure of how non-mendelian inheritance works in human population.
4. Students will learn the cellular structure, its function and how cell division occurs.

#### Suggested Readings

- Hema Purandarey. Essentials of Human Genetics, 2<sup>nd</sup> ed, Jaypee.
- Ricki Lewis. Human Genetics: Concepts and Applications, 12<sup>th</sup> ed., McGrawHill.
- B. Taneri, E. Asilmaz, T. Delikurt, P. Savas, S. Targen and Y. Esemen. Human Genetics and Genomics: A Practical Guide, Wiley-VCH.

### SHSS/ANTH-DSE-1A: Fundamentals of Human Genetics (Practical) [2 Credits (30 Hours)]

Four Experiment to be Carried Out from the Following:

Probability and Chi-Square Testing for Mendel's First and Second Laws from Dihybrid Crosses; Human Chromosome Karyotyping; Observing Cell Division; Studying Multiple Allelism using Blood Group; Population Genetics

#### Learning Outcomes

1. Students will get hands-on understanding of how genetic principles operates in the population.

#### Suggested Readings

- Worku Mhired. Laboratory Manual for Principals of Genetics.
- K.E. Soluri and S.C. Agarwal. Laboratory Manual and Workbook for Biological Anthropology, W.W. Norton and Company.

### SHSS/ANTH-DSE-2A: Fundamentals of Palaeoanthropology [4 Credits (60 Hours)]

**Unit I:** Introduction to Palaeoanthropology – definition, scope, objectives and affinities with other disciplines. Rules of Taxonomy and nomenclature.

**Unit II:** Geological Time Scale with stress on Cenozoic era. Dating methods-Relative and Chronometric dating.

**Unit III:** Siwalik Group- Nomenclature, Stratigraphy, fauna and flora and Palaeoanthropological Significance of Siwaliks. Diagnosis, Distribution, description in time and space of *Ramapithecus*, *Sivapithecus*, *Gigantopithecus*.

**Unit IV:** Various trends in primate evolution-Continental drift, food habits and alternative hypothesis. Diagnosis, distribution, description of fossil primates- *Dryopithecus* and *Proconsul*.

### Learning Outcomes

1. The student will understand the fundamental concepts of palaeoanthropology.
2. They will learn about conceptual palaeontological, geological and anthropological knowledge necessary to understand the subject of Palaeoanthropology.
3. The students will learn about the Siwaliks and the fossil primates which are known from Indian Siwaliks.
4. They will learn about various trends in Primate evolution in time and space.

### Suggested Readings

- Kennedy, G.E. 1980: Palaeoanthropology. New York: McGraw-Hill.
- Comas, J. 1960. Manual of Physical Anthropology.
- Vashisht, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers.
- Henke, W. and Tattersall 2007. Handbook of Palaeoanthropology. Springer I (Eds.).
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates New York: Academic Press.
- Fleagle, J. G. 1998. Primate Adaptation and Evolution. London: Academic Press
- Oakley, K. P. 1964. Frameworks for Dating Fossil Man. Transaction Publishers.
- Boyd, R. and Silk, J.B. 2009. How Humans Evolved. London: WW Norton
- Shukla, B.R.K. and S. Rastogi. 2002. Physical Anthropology and Human Genetics - An Introduction. Delhi: Palaka Prakashan.
- Seth, P. K. and Seth, S. 1986. The Primates. New Delhi: Northern Book Centre.

### SHSS/ANTH-DSE-2A: Fundamentals of Palaeoanthropology (Practical) [2Credits (30 Hours)]

The course includes practical training is imparted to the students in various techniques used in the collection, preparation, identification, illustration, moulding and casting and photography of fossil material.

1. How and where to look for fossils. Equipment and techniques for collection. Field cataloguing, transportation, etc. of fossils. Structure and use of Clinometer compass (Dip and strike).
2. Preparation of fossils: Chemical and Mechanical techniques (Dental Engine, Dental probes, Dental scalars) for the preparation of fossils with particular reference to primates.
3. Moulding and Casting of fossils. Dental morphology and taxonomy of selected fossil groups and their illustration.

**Note:** Students will be taken for the Palaeoanthropological field work where possible.

### Learning Outcomes

1. The course includes practical training is imparted to the students in various techniques used in the collection, preparation, identification, illustration, moulding and casting and photography of fossil material.
2. They will learn about how to conduct field work in Palaeoanthropology and how to search fossils.

### Suggested Readings

- Kummel, B. and Raup, D.1970. Handbook of Paleontological Techniques. San Francisco: (Eds.) Freeman.
- Gaur, R. 1987. Environment and Ecology of Early Man in Northwest India. Delhi: Renaissance Publishers
- Green, O.R. 2001. A Manual of Practical Laboratory and Field Techniques in Palaeobiology. Dordrecht: Kluwer Academic Publishers.
- Vasishat, R.N. 1985. Antecedents of Early Man in Northwest India. Delhi: Inter-India Publications.
- Szalay, F.S. and Delson, E. 1979. Evolutionary History of the Primates. New York: Academic Press.
- Srivastava, R.P. 2011. Morphology of the Primates and Human Evolution. New Delhi: PHI Learning Pvt. Ltd.
- Das, B.M. 1997. Outline of Physical Anthropology. Allahabad: Kitab Mahal.
- Chaurasia, B.D. 1983. Handbook of General Anatomy. Delhi: CBS.
- Das, B. M. and R. Deka. 2001. Physical Anthropology: Practical. Allahabad: Kitab Mahal.

**SHSS/ANTH-DSE-1B: Anthropology of Religion, Politics & Economy**  
**[4 Credits (60 Hours)]**

**Unit I:** Anthropological approaches to understanding religion: magic, animism, animatism, totemism, naturism; witchcraft and sorcery; Religious specialists: shaman, priests, mystics; overview of anthropological theories of religion, religion as the sacrality of ecological adaptation and socialness.

**Unit II:** Economic institutions: principles of production, distribution, and consumption in simple and complex societies; critical examination of relationship between economy and society through neo-classical, substantivist, and neo-marxist approaches, various forms of exchange: barter, trade and market; forms of currencies, reciprocities: generalized, balanced and negative.

**Unit III:** Political institutions: concepts of power and authority, types of authority, state and stateless societies, law and justice in simple and complex societies, prospects for democracy and tolerance among and within the world's diverse civilizations, meaning and sources of identity in complex contemporary societies, origins of modern politics, its institutions, and cultures, both Western and non-Western.

**Unit IV:** Interrelationship between religion, politics and economy, religious conversion and movements, emergence of new religious sects in the global order.

**Learning Outcomes**

1. The students will learn about anthropological approach to understanding religion, economy and politics of simple societies.
2. They will also learn about how religion, economy and politics interface with each other.

**Suggested Readings**

- Balandier, G. 1972. *Political Anthropology*. Middlesex: Penguin.
- Barbara, M. 2011. *Cultural Anthropology*. New Jersey: Pearson Education.
- Benedict, A. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
- Durkheim, E. 1986. *The elementary forms of the religious life, a study in religious sociology*. New York: Macmillan.
- Ellis, F. 2000. A framework for livelihood analysis. In *Rural Livelihoods and Diversity in Developing Countries*. Oxford: Oxford University Press.
- Eller, J.D. 2007. *Introducing Anthropology of Religion*. New York: Routledge.
- Ember, C.R. 2011. *Anthropology*. New Delhi: Dorling Kinderslay.
- Evans-Pritchard, E.E. 1937. *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press.
- Frazer, J.G. 1978. *The Illustrated Golden Bough*. London: Macmillan.
- Gledhill, J. 2000. *Power and Its Disguises: Anthropological Perspectives on Politics*. 2nd ed. London: Pluto Press.
- Glazier, S.D. 1997. *Anthropology of Religion: A Handbook*. Westport, CT: Greenwood Press.
- Henrich, J., Boyd, R., Bowles, S., Camerer, C., Fehr, E., Gintis, H., McElreath, R., Alvard, M. et al. 2005. 'Economic Man' in cross-cultural perspective: Behavioral experiments in 15 small-scale societies. *Behavior and Brain Science*, 28(6):795-815.
- Henrich, J. 2002. Decision-making, cultural transmission, and adaptation in economic anthropology. In: J. Ensminger (Ed.), *Theory in Economic Anthropology*. Walnut Creek, CA: AltaMira Press.
- Herskovits, M.J. 1952. *Economic Anthropology: A Study in Comparative Economics*. New York: Alfred A Knopf Inc.
- Lambek, M. 2008. *A Reader in the Anthropology of Religion*.
- Malinowski, B. 1922. *Argonauts of the Western Pacific*. London: Routledge.
- Polyani, K. et al. 1957. *Trade and Market in the Early Empires*. Chicago: Henry Regnery Company.

**SHSS/ANTH-DSE-1B: Anthropology of Religion, Politics & Economy (Practical)**  
**[2 Credits (30 Hours)]**

Case study of any one of the social institutions (religious, economic, or political).

**Learning Outcomes**

1. From the practical component they will learn how to conduct a case study of one of the religious, economic or political institutions of a given society.

**SHSS/ANTH-DSE-2B: Anthropology of India**  
**[4 Credits (60 Hours)]**

**Unit I:** Origin, history and development of Anthropology in India, Ethnographic profiles of Indian tribes: Racial, linguistic and socio-economic characteristics.

**Unit II:** Understanding the diversity of Indian society: varna, jati, caste, tribe, ashrama, purushartha.

**Unit III:** Basic concepts for understanding Indian society and culture: great tradition and little tradition, universalization and parochialization, sanskritization and westernization, dominant caste, folk-urban continuum, tribe-caste continuum, nature-man-spirit complex.

**Unit IV:** The different approaches to tribal problems, problems of tribal people- land alienation, bonded labour, indebtedness, shifting cultivation, forest and tribals, unemployment, health, education. Problems of culture-contact: Impact of urbanization and industrialization, depopulation, displacement, tribal movements.

**Learning Outcomes**

1. The students will learn about how anthropology originated and evolved in India and ethnographic profile of Indian tribes.
2. They will learn about Indian society and culture on the basis of some key concepts developed by various anthropologists and sociologists.
3. They will also learn about the various problems faced by the Indian tribal communities and impact on their life due to development and other processes.

**Suggested Readings**

- Bernard, C.S. 2000. *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
- Bhasin, M.K., Watter, H. and Danker-Hopfe, H. 1994. *People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups*. Delhi: Kamla-Raj Enterprises.
- Danda, A.K. and Dipali Danda (eds). 2010. *Anthropology in India: Current Epistemology and Future Challenges*. Jhargram: INCAA.
- Dube, S.C. 1992. *Indian Society*. New Delhi: National Book Trust.
- Dumont, L. 1980. *Homo Hierarchicus*. University of Chicago Press.
- Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol I, Part III.
- Guha, B.S. 1931. The racial attributes of people of India. In: *Census of India 1931*, vol I, Part III.
- Haddon, A.C. 1929. *Races of Man*. London: Cambridge University.
- Hasnain, Nadeem. 1991. *Readings in Indian Anthropology*. New Delhi: Harnam Publications.
- Kapoor, A.K. 1992. *Genetic Diversity among Himalayan Human Populations*. Jammu: Vinod Publishers.
- Karve, I. 1961. *Hindu Society: An Interpretation*. Poona: Deccan College.
- Lopez, D.S. 1995. *Religions of India in Practice*. Princeton University Press.
- Majumdar, DN. 1901. *Races and Culture of India*. Bombay: Asia Publishing House.
- Malhotra, K.C. 1978. Morphological Composition of people of India. *J. Human Evolution*.
- Nicholas, D. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press.
- Trautmann, T.R. 2011. *India: Brief history of Civilization*. Delhi: Oxford University Press.
- Vidyarthi, L.P and Rai, B.K. 1976. *The tribal culture of India*. Delhi: Concept Publishing Co.

**SHSS/ANTH-DSE-2B: Anthropology of India (Practical)**  
**[2 Credits (30 Hours)]**

1. Identify various traits/variables which can be used in racial classification and comment on their relevance.
2. Review a book on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
3. Explore the biological diversity of any population group considering a minimum of five genetic traits from secondary sources.
4. Highlight the contributions of any one Indian anthropologist.

**Learning Outcomes**

1. From the practical component they will learn about diversities in Indian society on the basis of biological and cultural traits.

**SHSS/ANTH-FV: Field Visit**  
**[4 Credits (60 Hours)]**

- Students are required to visit for Anthropological Fieldwork in any tribal or rural area as decided by the Department.
- Fieldwork duration shall be of maximum 7 days with the population to be studied.
- Students shall submit day-wise activity report to the Teacher in-charge of the Fieldwork.
- Teacher in-charge shall coordinate with Institutes/Colleges/Universities/Research institutes etc in location where fieldwork is being planned for academic interaction.
- One teacher with one non-teaching staff shall accompany the students during fieldwork.

**Learning Outcomes**

1. The students will learn about how to do fieldwork.
2. They will learn about use of various techniques of data collection.
3. They will learn about classification, interpretation, and presentation of data.
4. They will also learn about writing a dissertation, selecting chapter headings and subheadings, writing references, footnotes, endnotes, etc.

**Suggested Readings**

- Bernard, H.R. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Jaipur: Rawat Publications
- Srivastava, V.K. 2005. *Methodology and Fieldwork*. OUP, India.
- Sahay, Vijay S. 2020. *Experiencing Anthropology in the Nicobar Archipelago*. Routledge India.
- O'reilly, K. 2005. *Ethnographic Methods*. London and New York: Routledge.
- Patnaik, S.M. 2011. *Culture, Identity and Development: An Account of Team Ethnography among the Bhil of Jhabua*. Jaipur: Rawat Publications.
- Pelto, P.J. and Pelto, G.H. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Sarantakos, S. 1998. *Social Research*. London: Macmillan Press.

**Web References:**

<https://ocw.mit.edu>  
<https://vidyamitra.inflibnet.ac.in/>  
<http://egyankosh.ac.in/>  
<https://swayam.gov.in/>