SYLLABI FOR FOUR-YEAR UNDERGRADUATE PROGRAMME

IN

ANTHROPOLOGY

AS PER NATIONAL EDUCATION POLICY (NEP), 2020

Recommended by the 1st meeting of the Board of Studies (BoS), Department of Anthropology, and approved by the 1st meeting of the Academic Council of Lakhimpur Girls' College (A), held on 28 June 2026, vide Resolution No. AC/1/2026/05.

LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

NORTH LAKHIMPUR, LAKHIMPUR -787031, ASSAM

The syllabus is prepared considering syllabus of Dibrugarh University as model syllabus for the Department of Anthropology, Lakhimpur Girls' College (A) with necessary Modifications/ additions keeping in view the contexts and academic requirements.

FYUGP SYLLABI

DEPARTMENT OF ANTHROPOLOGY

LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

(a) Preamble

The purpose of the **NEP FYUGP** Curriculum Framework for Anthropology which is the holistic study of humankind, bridges the natural sciences, social sciences, and humanities to provide a comprehensive understanding of human diversity and unity of the world that is to changethe paradigm of higher education from teacher-centric to learner-centric.This syllabus is designed to provide students with foundational concepts, theoretical perspectives, research methods, and applied aspects of anthropology. It is hoped that this will bring about a significant improvement in the quality of higher education andmake the learners both competent and confident to face the challenges of the moderncompetitive world. The philosophy of this new curriculum framework is pragmatism, torealize that it is not enough for institutions/departments of higher learning to producegood and responsible citizens of the country but also to produce employable graduatesand postgraduates. The NEP FYUGP Curriculum Framework for Anthropology ismandated to maintain quality in higher education and better employability of the learners.

(b) Introduction

Anthropology thrives itself on its insatiable curiosity about humans and populationgroups. The study of anthropology aims to draw reliable generalizations about populationgroups and their behaviour in order to gain the most complete understanding of humanvariation and evolution. Among the many issues that anthropologists attempt to address isa wide range of issues related to human concern in the contemporary world. Anthropologists desire toknow when and where people first appeared on the planet, how and why they evolvedover time and place, and how and why current human populations differ in some physicalcharacteristics in respect to others. They are also interested in how and why cultures fromthe past and present differ or resemble in terms of norms, values, rituals, beliefs, andbehaviours. Anthropologists are interested in all human populations, not just tribes,peasants, but also contemporary to popular belief. Antropologists also interested in physical aspects of human anatomy as well as human genetics and its application in various fields.Anthropologists study

all aspects of the humanpopulation. When describing a group of people, an anthropologist may discuss the historyof the region in which they currently reside, the physical environment, the socialorganization, the general characteristics of their language, the group's settlement patterns,political and economic systems, religion, styles of art, and clothing. Some are moreinterested in biological or physical aspects of human groups, whereas others are moreinterested in cultural or linguistic characteristics.Studying prehistory helps to betterunderstand the culture and society contemporary human cultural groups.

(c) Learning Outcomes (LOs)

The learners will be able to

- Develop procedural knowledge that enables the formation of various professional rolesrelated to the area of Anthropology.
- Utilize Anthropological knowledge in addressing and resolving various anthropogenicissues biological and cultural as well as prehistoric past using appropriate principles andmethodologies.
- Analyze the biological diversity and the growing pathological conditions among thepopulations in India and North-east India and the causes for such diversity and publichealth conditions.
- Become aware of the approaches towards studying social life and cultural diversity inIndia that will enable the learners to contribute to nation building and social harmony.

(d) Programme Outcomes (POs)

- PO1: A skillful group of students will be available to contribute in the human recoursedevelopment of the country with expertise in diverse specialized areas of Anthropology.
- PO2: The learners will be employable in various research and educational institutionsand work as independent researcher in solving various anthropogenic issues includingethnic conflicts and public health concerns.
- PO3: The learners will be a part of various population studies institutes for policymaking relating to disaster management, environmental issues, and sustainabledevelopment.
- PO4: The learners will be able to employ the anthropometric parameters and standardtechniques to carry out population-based surveys.

(e) Programme Specific Outcomes (PSOs)

- The learners will be able to develop a holistic understanding of social, cultural, and biological dimensions of past and present.
- The learners by then will be aware of different tools to analyze data and their presentation, which would help them to be employed in various micro and macro surveys and research.
- The learners will be equipped with skills to appear in various competitive examinations.

(f) Assessment Methods

The Department of Anthropology after assessing the learning levels of the studentsthrough extempore questions, group discussions during the class hour and also byassessing the semester results of the students, identifies the slow and advanced learners.The slow learners are taken care of by conducting remedial classes. Assessment ofprogress towards the course/program Course Outcomes is done using a number ofassessment methods that are suitable for the teaching-learning process. Formativeevaluation is given priority. Assessment methods include time-constrained exams,closed-book and open-book tests (whenever required), problem-based assignments,laboratory reports, observations of practical skills, individual project reports(dissertation), team project reports, oral presentations, including seminar presentations,viva voce interviews as well as any other methods that may be used.

(g) Attainment Strategy

In attainment strategy, the process will start from defining course outcomes fordifferent courses, then establishing co-relation between CO-PO and finally calculatingthe attained LOs and POs, the direct and indirect tools will be involved in calculating LOand PO attainments. In the direct tools various theory and practical courses, projects andplacement will be included. The indirect tools will be consisted of survey and exitinterviews of the learners and employers.

Year	Semester	Core	Minor	GEC	AEC	SEC	Internship /community engagement /project	VAC	Research / Dissertation	Total
1	**I**	Fundamentals of Anthropology I 4	Understanding Anthropology I 4	General Anthropology I 3	**4**	**3**		**2**		**20**
	II	Fundamentals of Anthropology II 4	Understanding Anthropology II 4	General Anthropology I 3	**4**	**3**		**2**		**20**
										40

FYUGP Course Structure for I and II semester in Anthropology

FIRST SEMESTER

Course Title : **Fundamentals of Anthropology I**

Course Code : **ANTH-MAJ-4-101**

Nature of Course : **Major**

Total Credits : **4 credits (3+1=4)**

Distribution of Marks : **60 (End –Sem) + 40(In-Sem.)**

Course Objectives:

- To give a basic understanding about scope and development of Anthropology and its relation to otherallied disciplines with special emphasis on socio-cultural Anthropology and fundamental concepts.
- To explain the aim, scope and emergence of Physical Anthropology with basic classification and anatomical comparison of primates in the line of evolution and to explain the basic concept of genetics
- To provide a prelude to the basic concepts in relation to Archaeological Anthropology along with its aims, scope and development
- To have a preliminary knowledge on Osteology.

UNITS	COURSE CONTENTS	L	T	P	LTP(75HRS)
Unit-1 **15 Marks**	**INTRODUCTION TO ANTHROPOLOGY** Definition, aim and Scope, meaning of Anthropology and its branches 1.2. Relations with other disciplines 1.3. Socio-Cultural Anthropology: Aim, Scope and definition, Development ❖ IKS ❖ Culture: Definition and Attributes of Culture, ❖ Civilization, Culture Trait, Culture focus, cultural area, culture Complex • Ethnology and Ethnography	12	03		15
Unit-2 **15 Marks**	**INTRODUCTION TO PHYSICAL ANTHROPOLOGY** 2.1. Definition, aim, scope and development 2.2.Anatomy of Human skeleton 2.3. Simpsons Classification, salient features and distribution of living primates, • Types of locomotion among primates • Significance of non human primate study in Anthropology • Comparative anatomy of man and apes	12	03		15

	2.4. Basic Concepts of Genetics and Terminologies				
Unit-3 **15 Marks**	**INTRODUCTION TO ARCHAEOLOGICAL ANTHROPOLOGY** 3.1. Basic concepts and meaning of Prehistory, Protohistory, History, Palaeo-anthropology 3.2 Branches of archaeological (classical environment, ethno-archaeology) 3.3. Aim, Scope and Development • Relationship with other disciplines Basic concept of artifact, fundamentals of tools and pottery and its classification	12	03		15
Unit-4 **15 Marks**	**PRACTICAL** 4.1 Introduction to Osteology: Students have to identify, draw, label and describe the following bones of human skeleton: • Frontal • Parietal • Occipital • Temporal • Mandible • Scapula • Clavicle • Humerus • Radius • Ulna • Pelvis • Femur • Tibia • Fibula		02	28	30
Total:		36	11	28	75

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester assessment:

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10 marks
    a. Group Discussion
    b. Seminar presentation on any of the relevant topics
    c. Home Assignment

4. Any one of the following activities listed below : 5 marks
    a. Fieldwork/ project/
    b. practical (viva)

Course Outcomes:

After the completion of this course, the learner will be able to:

- CO1: Summarize the emergence and development of Anthropology and the basic Concepts integral to Socio-cultural Anthropology
- CO2: Show the anatomical differences between humans and other primates and the Salient features and distribution of living primates
- CO3: Conceptualize the basics in Archaeological Anthropology with regard to some key terms, artifacts, tools, pottery alongside the goal, extent and growth of the Archaeological Anthropology
- CO4: Illustrate, drawing, labeling and describing the bones of human skeleton

Suggested Readings:

1. Alexander Alland (Jr). 1980. To be human: An Introduction to Anthropology. New York
2. Bhattacharyya, D. K. 1997. Prehistoric Archaeology. Hindustan Publishing Corporation.
3. Chester, S. Chard 1975. Man in Prehistory. McGrow Hill, New York.
4. Daniel, Glyn.1962. The origin and growth of Archaeology, Penguin Book.
5. Das, B.M & Ranjan Deka. 1992. Physical Anthropology Practical, Allahabad: Kitab Mahal.
6. Das, B.M. 1997. Outlines of Physical Anthropology, Allahabad: Kitab Mahal.
7. Herskovits, M. J. 1969. Cultural Anthropology, New Delhi: Oxford.
8. Hole and Heizer 1966. An Introduction to Prehistoric Archaeology. Holt, Rinehart & Winston.
9. Sarmah Mrina2020. Fundamentals of Human Origin and Evolution.Global Net Publication (An Imprint of Asian Humanities Press) New Delhi.
10. Hole and Heizer 1966. An Introduction to Prehistoric Archaeology. Holt, Rinehart & Winston,
11. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical
12. Anthropology. Wadsworth Publ., USA.

Course Title: UNDERSTANDING ANTHROPOLOGY I

Course Code: ANTH-MIN-4-101

Nature of Course: Minor

Total Credits: 4 credits (3+1 = 4)

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

- To define Anthropology in general and Physical Anthropology in particular, the basic terms and classification of mammals in animal kingdom
- To outline the different sub-fields of Social and Cultural Anthropology as a holistic endeavor
- To explain the meaning, aim, scope, development and relationship of Archaeological Anthropology with other cognate sciences
- To provide a basic knowledge on Osteology

UNITS	Course contents	L	T	P	LTP(75hrs)
Unit-1 15 Marks	**UNDERSTANDING PHYSICAL ANTHROPOLOGY** 1.1 Definition and branches of Anthropology 1.2 Aim and scope of Physical Anthropology • Man's place in animal kingdom, • Characteristics of mammal and its classification.	12	03		15
Unit-2 15 Marks	**UNERSTANDING SOCIAL AND CULTURALANTHROPOLOGY** 2.1 Definition, aim and scope of socio-cultural Anthropology 2.2 Subfields of socio-cultural anthropology ❖ IKS ❖ Anthropology of religion • Political anthropology ❖ Economic anthropology ❖ Ecological anthropology • Urban anthropology • Linguistic anthropology • Visual anthropology	12	03		15
Unit-3 15 Marks	**INTRODUCING ARCHAEOLOGICAL ANTHROPOLOGY** 3.1Meaning, aim, Scope and development 3.2 Relationship with other discipline (Natural, physical , social sciences)	12	03		15

Unit-4 **15** **Marks**	**PRACTICAL** 4.1 Introduction to Osteology, drawing and labeling of the following bones: • Frontal • Occipital • Parietal • Temporal • Mandible • Clavicle • Scapula • Humerus • Radius • Ulna • Pelvis • Femur • Tibia • Fibula		02	28	30
Total:		36	11	28	75

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester assessment:

1.Two Unit test : 10 x 2 = 20 marks

2.Attendance : 5 marks

3. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment

4. Any one of the following activities listed below : 5 marks
   a. Fieldwork/ project/
   b. practical (viva)

Course Outcomes:

After the completion of this course, the learner will be able to:

- CO1: Analyze the objectives of Physical Anthropology and man's place in animal kingdom
- CO2: Compare the different sub-fields of Social and Cultural Anthropology, and the significance towards the enrichment of the discipline
- CO3: Demonstrate Archaeological Anthropology, emphasizing its domain of interest, growth and relationship with other disciplines
- CO4: Illustrate the bones of human skeleton

Suggested Readings:

1. Ahuja, Ram. 2001. Research Methods. Jaipur: Rawat Publications.
2. Alexander Alland (Jr). 1980. To be human: An Introduction to Anthropology. New York.
3. Ashley-Montagu, M.E. 1961. An Introduction to Physical Anthropology. Illinois : Charles C.
4. Thomas.

5. Barnard, Alan and Jonathan Spencer (eds.) 1996. Encyclopedia of Social and Cultural
6. Anthropology. London: Routledge.
7. Beattie, John. 2004. Other Cultures: Aims, Methods and Achievements in Social Anthropology.
8. London: Routledge.
9. Bernard, Russel H. 1995. Research Methods in Anthropology: Qualitative and Quantitative
10. Approaches. California: Sage Publications.
11. Bhattacharyya, D. K. 1997. Prehistoric Archaeology. Hindustan Publishing Corporation, New
12. Delhi.
13. Bordes, F. 1968. The Old Stone Age. Weidenfeld and Nicolson, London.
14. Braidwood, R. J. 1967. Prehistoric Man. Scott Foresman & Co. Chicago.

Course Title : **GENERAL ANTHROPOLOGY - I**

Course Code : **ANTH-GEC-3-101**

Nature of Course : **Generic Elective**

Total Credits : **3 credits**

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

After the completion of this course, the learner will be able to:

- To give a basic understanding of Anthropology and its cognate sciences with special emphasis on Physical Anthropology, basic knowledge on mammals and organic evolution
- To provide an understanding to key concepts of society and culture in social and cultural anthropology
- To provide a fundamental understanding on Archaeological Anthropology, Prehistoric culture and chronology

UNITS	COURSE CONTENT	L	T	P	LTP(45hrs)
Unit-1 15 Marks	EMERGENCE OF ANTHROPOLOGY 1.1 Definition and its branches 1.2 Aim, scope and relationship with allied disciplines 1.3 Its history and development	09	02		11
Unit-2 15 Marks	INTRODUCTION TO PHYSICAL ANTHROPOLOGY 2.1 Definition, aim and scope of Physical Anthropology 2.2 Relationship with allied disciplines 2.3 Man's place in animal kingdom. 2.4 origin of life and theories of organic evolution	10	02		12
Unit-3 15 Marks	SOCIO-CULTURAL ANTHROPOLOGY 3.1 Definition, aim and scope of socio – cultural anthropology ❖ IKS 3.2 Concept of Society and Culture 3.3 Social institutions and group 3.4 Magic and religion	09	02		11
Unit-4 15 Marks	BASICS OF ARCHAEOLOGICAL ANTHROPOLOGY 4.1 Definition, Aim and scope 4.2 Relationship of archaeological anthropology with other branches of anthropology and other discipline 4.3 Understanding Prehistoric Culture • Tools and Artifacts • Tool Typology	09	02		11
Total:		37	08		45

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester assessment:

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment

4. Any one of the following activities listed below : 5 marks

a. Fieldwork/ project/
b. practical (viva)

Course Outcomes:

After the completion of this course, the learner will be able to:

- CO1: Interpret the branches of Anthropology, its aim and scope and man's place in
- animal kingdom along with the theories of organic evolution
- CO2: Analyze the fundamental terms and their application in the thoughts of social and
- cultural anthropology
- CO3: Develop a clear understanding of the fundamental issues relating to Archaeological
- Anthropology; Prehistoric tool typology, cultural period and basics to chronology

Suggested Readings:

1. Beattie, John. 1976. Other Culture, London: Routledge & Kegan Paul.
2. Bhattacharyya, D. K. 1997. Prehistoric Archaeology. Hindustan Publishing Corporation.
3. Birdsell, J.B., 1975. Human Evolution: An Introduction to the New Physical Anthropology (2nd
4. Edn.). Rand Mc.Naly College Publishing Co., Chicago, 29, 37.
5. Brace, C.L. and Montagu, M.F.A.1969. Man's Evolution: An Introduction to Physical
6. Anthropology,Macmilan Buettner- Janusch, J. 1966. Origins of Man. New York: John Wiley
7. Das, B.M. 1997. Outlines of Physical Anthropology, Allahabad: Kitab Mahal.
8. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.
9. Ember, C. R. & M. Ember. 1981. Cultural Anthropology, New Delhi: Oxford Univ. Press.
10. Evans-Pritchard, E.E. 1972. Social Anthropology (Chapter-II & IV). London: Routledge &
11. Kegan Paul Ltd.
12. Haviland, William A. 1999. Cultural Anthropology. Harcourt Brace College Publishers.
13. Herskovits, M. J. 1969. Cultural Anthropology, New Delhi: Oxford
14. Keesing, F. M. 1958. Cultural Anthropology, Rinchart, New York.
15. Kroeber, A. L. 1952. The Nature of Culture. University of Chicago Press, Chocago.
16. Mair, Lucy, 1972. An Introduction to Social Anthropology. Oxford: Clerendon Press. New York.
17. New york.
18. Zeuner, F. E. 1946.Dating the Past: An introduction to geochronology, Methuen & Co. London.

TITLE OF THE COURSE : COMMUNITY DEVELOPMENT

COURSE CODE : ANTH-SEC-3-101

NATURE OF THE COURSE : SKILL ENHANCEMENT COURSE (SEC)

TOTAL CREDITS : 3 CREDITS (2+1=3)

DISTRIBUTION OF MARKS : 60 (End Sem) + 40 (In Sem)

Course Objectives:

- To familiarize students with the concepts of community development with special emphasis on rural and tribal communities.
- To introduce students to rural and tribal development programmes in India.
- To develop awareness regarding health, sanitation, education and social welfare programmes.
- To understand the role of Panchayati Raj Institutions, NGOs and self-help groups in development activities.
- To engage students to participate in field-based practical activities, surveys and community-oriented programmes.

UNITS	CONTENTS	L	T	P	LTP(75hrs)
Unit 1 (10 Marks)	**Introduction to Community Development:** Meaning, nature and scope of community development; characteristics of community; rural and tribal communities; role of community development in social and cultural change.	09	01		10
Unit 2 (10 Marks)	❖ IKS **Rural and Tribal Development Programme:** rural development programmes in India; tribal welfare and tribal development programmes; self-help groups, Panchayati Raj Institutions and local self-governance; community participation in development activities.	09	01		10
Unit 3 (10 Marks)	**Community Health, Education and Awareness Programmes:** Concept of community health, nutrition and sanitation; immunization and public health programmes; role of government and NGOs in health and education awareness programmmes.	09	01		10
Unit 4 (30 Marks)	**Practical:** ❖ Project based on health and hygiene awareness campaigns conducted by NGOs or government agencies.		02	43	45
Total:		27	05	43	75

Where, L: Lectures T: Tutorials P: Practicals

- IKS: Indian Knowledge System

MODES OF IN-SEMESTER ASSESSMENT:

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment
4. Any one of the following activities listed below : 5 marks
   a. Fieldwork/ project/
   b. practical (viva)

Course Outcomes:

After the completion of this course, the learner will be able to:

- CO1: Evaluate the conceptual framework of community development, including the nature of rural and tribal communities and the dynamics of social and cultural change.
- CO2: Appraise the various rural and tribal development programmes in India, emphasizing the functional role of self-help groups and Panchayati Raj Institutions in local self-governance.
- CO3: Apply knowledge of community health, nutrition, and sanitation to design effective awareness campaigns and education programmes in collaboration with government and non-government agencies.

Suggested Readings:

1. Bhattacharyya, J. 2004. Community development: Addressing the gap between theory and practice, Community Development Society.
2. Dube, S.C. 1958. India's Changing Villages: Human Factors in Community Development, London: Routledge and Kegan Paul.
3. Mukherji, B. 1961. Community Development in India, New Delhi: Orient Longmans.
4. Vidyarthi, L.P. & B.K. Rai. 1977. The Tribal Culture of India, New Delhi: Concept Publishing Company.
5. Maheswari, S.R. 1985. Rural Development in India: A Public Approach, New Delhi: Sage Publications.
6. Gupta, K.R. 2005. Rural Development in India: (Vol.2) Health, Education and Gender Issues, New Delhi: Atlantic Publishers.

SECOND SEMESTER

COURSE TITLE : FUNDAMENTALS OF ANTHROPOLOGY II

COURSE CODE : ANTH-MAJ-4-201

NATURE OF COURSE : Major

TOTAL CREDITS : 4 CREDITS (3+1 = 4)

DISTRIBUTION OF MARKS: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives:

- To introduce the basic concepts of organic evolution in Physical Anthropology and the functional relevance of Evolutionary changes in human skeleton
- To introduce the different sub-fields of Social and cultural Anthropology as a holistic endeavor
- To acquaint with the various methods of studying archaeological Anthropology in addition to key concepts of glaciations, pluviation, tool making technique, typology and cultural periods
- To make familiar with the different types of tools belonging to divers cultural periods along with its major identifying characteristics by drawing some of the specimens.

UNITS	COURSE CONTENTS	L	T	P	LTP(75hrs)
Unit1 15 Marks	BASIC THEORY OF CULTURE CHANGE 1.1 Evolutionism 1.2 Neo-Evolutionism 1.3 Diffusionism 1.4 Functionalism 1.5 Structuralism	12	03		15

Unit2
15 Marks
	EVOLUTION: CONCEPT AND THEORIES
	2.1Traditional theories of origin of Life
	• Eternity
	  • Theory of Special Creation
	  • Theory of Spontaneous Generation
	  • Catastrophism
	  • Biochemical Origin
	2.2 Theories of organic evolution
	  • Lamarckism
	  • Darwinism
	  • Modern Synthetic Theory
	  • Mutation Theory
	2.3 Evolutionary changes of primates emphasizing skull, dentition and limbs.
	2.4 Functional relevance of Evolutionary changes in human skeleton.
		12	03		15

Unit3
15 Marks
	STUDIES ON ARCHAEOLOGICAL ANTHROPOLOGY
	3.1 Methods of studying Archaeological Anthropology
	3.2 Prehistoric culture
	  • Paleolithic
	  • Mesolithic
	  • Neolithic
	3.3 Geological time scale & Geochronology of Pleistocene epoch
	• Glacial and inter glacial
	• Pluvial and inter pluvial
	3.4 Techniques of tool manufacture
	3.5 Tool typology and cultural nomenclature
		12	03		15

Unit4 15 Marks	Practical: 4.1 Tool typo-technology Students have to identify, draw and describe the following tools : • Lower palaeolithic tool (hand axe chopper and chopping, cleaver) (2) • Middle palaeolithic (Scraper and point) (2) • Upper palaoelithic (Blade tools, Bone tools) (2) • Mesolithic tools (Microliths) (3) • Neolithic tools (Ground and polished celts) (2)		02	28	30
Total:		36	11	28	75

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester assessment

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment

4. Any one of the following activities listed below : 5 marks
    a. Fieldwork/ project/
    b. practical (viva)

Course outcome:

After the completion of this course, the learner will be able to:

- CO1: Demonstrate the different sub-fields of Social and Cultural Anthropology and significance towards the enrichment of the discipline.
- CO2: Summarize the concepts and theories of organic evolution and to analyzethe functional relevance of evolutionary changes in human skeleton.
- CO3: Interpret different methods relating to the study of Archaeological Anthropology, thegeological time and climate of prehistoric age along with the tool technology and typologyof prehistoric cultural periods.
- CO4: Categorize different prehistoric tools and their significant characteristics.

Suggested Readings:

1. Annemarie De Waal Malefijt. 1974. Images of Man: A History of Anthropological Thought.
2. Ashley-Montagu, M.E. 1961. An Introduction to Physical Anthropology. Illinois
3. Barnard, A. 2000. History and Theory in Anthropology. Cambridge: University Press.
4. Bhattacharya D.K. (1979). Old Stone Age Tools and Techniques. Calcutta, K.P. Bagchi
5. Company.
6. Bhattacharyya, D. K. 1997. Prehistoric Archaeology. Hindustan Publishing.
7. Birdsell, J.B., 1975. Human Evolution: An Introduction to the New Physical Anthropology (2nd Edn.). Rand Mc.Naly College Publishing Co., Chicago, 29, 37.
8. Das, B.M. 1997. Outlines of Physical Anthropology, Allahabad: Kitab Mahal.
9. Ember, C.R and M. Ember. 1981. Anthropology. IIIrd ed. NJ: Prentice-hall.
10. Harris, Marvin. 1968. Rise of Anthropological Theory. London: Routledge and Kegan Paul.
11. Harrison G.A., Tanner, J.M., Pilbeam, D.R., Baker, P.T. (1988) Human Biology. Oxford
12. Jha, Makhan. 1994. An Introduction to Anthropological Thought.Vikas Publishing House.
13. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology. Wadsworth Publ., USA.
14. Osman Hill, W. C. 1953-1957 Primates. Edinburg, Edinburgh University Press.
15. Rastogi, V.B., 1994. Organic Evolution. Kedernath Ramnath, India, 81-86.
16. Sankalia, H. D. Stone Age Tools, their Techniques and Probable functions, Deccan College.
17. Sarkar, R.M. 1994. Fundamentals of Physical Anthropology, Vidyodaya Library Private Limited.
18. Simpson, G.G. 1945. The Principles of Classification and a Classification of Mammals. Bulletein of American Museum of Natural History, New York. Vol. 85.
19. Stanford C., Allen J.S. and Anton S.C. (2010). Exploring Biological Anthropology. The Essentials. Prentice Hall Publ, USA.
20. Vijay S. Upadhyay& . 1993. History of Anthropological Thought. Concept Publishing Company.

COURSE TITLE : UNDERSTANDING ANTHROPOLOGY II

COURSE CODE : ANTH-MIN-4-201

NATURE OF COURSE : Minor

TOTAL CREDITS : 4 credits (3+1 = 4)

DISTRIBUTION OF MARKS : 60 (End-Sem.) + 40 (In-Sem.)

Course Objective:

- To describe the distinguishing features and classification of primates the classical and Modern theories of evolution.
- To explain the basic terms and concepts integral to the study of human society in Social and cultural Anthropology
- To identify the various scientific methods of dating the past
- To outline the students with the use of Anthropological tools and Methods

UNITS	COURSE CONTENTS	L	T	P	LTP(75hrs)
Unit 1 15 Marks	MAN AS A PRODUCT OF EVOLUTION 1.1 Man as a primate • Distinguishing features of primates • Classification of living primates according to Simpson 1.2 Definition and meaning of organic evolution • A brief introduction to classical and modern theories of evolution	12	03		15
Unit2 15 Marks	SOCIETY AND SOCIAL ORGANIZATION ❖ IKS • Concept of Society • Social organization • Values and Taboos • Belief • Status and role • Social behavior • Social conventions • Social mores and controls • Customs and traditions	12	03		15
Unit3 15 Marks	CHRONOLOGICAL CONTROLS 3.1 Concept of chronology in prehistory 3.2Relative Chronology • Stratigraphy • Associated finds • Seriation • Fluorine analysis 3.3Absolute Chronology • Radio Carbon • Potassium Argon • Dendrochronology • Thermoluminescence	12	03		15

Unit 4 15 Marks	PRACTICAL ON FIELD METHODS AND TECHNIQUES 4.1 Tools and techniques of data collection • Primary data collection method *Students are to collect at least 5 household data using above mentioned tools and methods.		02	28	30
		36	11	28	75

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester assessment:

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment

4. Any one of the following activities listed below : 5 marks
   a. Fieldwork/ project/
   b. practical (viva)

Course Outcomes:

On completion of this Course, a student will be able to:

- CO1: Analyze the distinguishing features, classification of primates and also the classical
  and modern theories of evolution
- CO2: Illustrate human societies, its concepts and the fundamentals of Social and Cultural
  Anthropology
- CO3: Justify the importance of chronological systems along with some key methods use
  in Archaeological Anthropology
- CO4: Design relevant research questions scientifically with genealogical charts

Suggested Readings:

1. Ahuja, Ram. 2001. Research Methods. Jaipur: Rawat Publications.
2. Ashley-Montagu, M.E. 1961. An Introduction to Physical Anthropology. Illinois : Charles C.
3. Thomas.
4. Barnard, Alan and Jonathan Spencer (eds.) 1996. Encyclopedia of Social and Cultural
5. Anthropology. London: Routledge.
6. Bernard, Russel H. 1995. Research Methods in Anthropology: Qualitative and Quantitative
7. Approaches. California: Sage Publications.
8. Bhattacharyya, D. K. 1997. Prehistoric Archaeology. Hindustan Publishing Corporation, New
9. Delhi.
10. Bordes, F. 1968. The Old Stone Age. Weidenfeld and Nicolson, London.
11. Braidwood, R. J. 1967. Prehistoric Man. Scott Foresman & Co. Chicago.
12. Chakrabarti, B.K.1999. India, An Archeological History: Palaeolithic Beginnings to Early

13. Historic Foundations. New Delhi: Oxford University Press.
14. Chester, S. Chard 1975. Man in Prehistory. McGrow Hill, New York.
15. Clark, L. G. 1961. The fossil evidence for human evolution. Chicago : University of Chicago
16. Press.
17. Daniel, Glyn.1962. The origin and growth of Archaeology, Penguin Book
18. Das, B.M. and R. Deka. Physical Anthropology Practical, Kitap Mahal, New Delhi.
19. Das, B.M.2013 (26th Edition). Outlines of Physical Anthropology. Kitab Mahal, New Delhi.
20. Dhavalikar, M.K.(Ed.) 2013. A Comprehensive History of India, Vol.1, Part1. Prehistory of
21. India. New India: Manohar Publishers and Distributors.
22. Ember, Carol R. and Melvin R. Ember. 2014. Cultural Anthropology. New Delhi: Pearson.
23. Eriksen, Thomas Hylland. 1995. Small Places, Large Issues: An Introduction to Social and
24. Cultural Anthropology. London: Pluto Press.
25. Greene Kevin 1996. Archaeology:An Introduction. University of Pensylvania Press, USA
26. Hootan, E.A. 1965. Up from the ape. New York : The Macmillan Co.
27. Howells, W.W. 1967. Mankind in the Making. New York : Doubleday.
28. Hulse, F.S. 1971. The Human Species. New York : Random House.
29. Ingold, Tim (ed.) 1996. Key Debates in Anthropology. London: Berg.
30. Kothari, C.R. 2004 Research Methodology: Methods and Techniques. New Age International.
31. Larsen, C. S. (Ed.). (2010). A Companion to Biological Anthropology (Vol. 20). John Wiley &
32. Sons.
33. Laskar, G.W. 1976. Physical Anthropology. Holt, Rinehart and Wiston.

COURSE TITLE : GENERAL ANTHROPOLOGY II

COURSE CODE : ANTH-GEC-3-201

NATURE OF COURSE : GENERIC ELECTIVE

TOTAL CREDITS : 3 Credits

DISTRIBUTION OF MARKS : 60 (End-Sem.) + 40 (In-Sem.)

Course Objective:

The instructional objectives of this Course are:

- To describe the basic concepts, characteristics and classification of Indian Society
- focusing on tribe, caste, class and village
- To recognize evolutionary changes in human skeleton in comparison to ape
- To explain an idea about theories of organic evolution.
- To outline Palaeolithic cultures and their industries in time and space.

UNITS	COURSE CONTENTS	L	T	P	LTP(45hrs)
Unit1 15 marks	INDIAN SOCIETY ❖ IKS 1.1 concepts of society; characteristics of indian society 1.2 concept, definition and characteristics of tribes 1.3 concept of indian village and its characteristics 1.4 social stratification • caste and class	10	02		12
Unit2 15 marks	ANATOMY AND BEHAVIOUR OF APE AND HUMAN 2.1 Comparative anatomy of apes and human 2.2 Evolutionary changes in human skeleton 2.3 Patterns of locomotion 2.4 Non- human primate behavior	09	02		11
Unit3 15 marks	THEORIES OF ORGANIC EVOLUTION 3.1 Concepts of organic evolution • Lamarckism • Darwinism and Neo-Darwinism • Mutation Theory • Modem Synthetic Theory of Evolution	09	02		11

Unit4 15 marks	PALAEOLITHIC CULTURE 4.1 Prehistoric Cultural chronology • Lower palaeolithic • Middle palaeolithic • Upper palaeolithic 4.2 Lower Palaeolithic Culture of • Europe (Abbevilian and Acheulian) • Africa (Oldowan) ❖ India (Soanian and Madrasian)	09	02		11
Total:		37	08		45

Where, L: Lectures T: Tutorials P: Practicals

❖ IKS: Indian Knowledge System

Modes of In-Semester assessment:

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment
4. Any one of the following activities listed below : 5 marks
   a. Fieldwork/ project/
   b. practical (viva)

Course Outcomes:

On completion of this Course, a student will be able to:

- CO1: Interpret the social stratification that exists in the Indian society and the diversity within.
- CO2: Compare the anatomy of man and apes and the evolutionary changes in human and non-human primate behaviour.
- CO3: Develop an idea about theories of organic evolution.
- CO4: Analyze the different Palaeolithic cultures emerged in prehistoric time along with the corresponding industries.

Suggested Readings:

1. Behera, Deepak Kumar & Georg Pfeffer. 2008. Contemporary Society: Tribal Studies Volume-4
2. (Social Realities. Concept Publishing Company Pvt. Ltd.
3. Dube S.C. (1955). Indian Village. London: Routledge and Kegan Paul Ltd.
4. Dube SC. (1992). Indian Society. National Book Trust, India : New Delhi.
5. Gupta, Dipankar. 1992. Social Stratification. OUP India.
6. Majumdar D. N. (1950). Affairs of tribes. Lucknow: Universal Publishers Ltd.
7. Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay
8. Nystrom P. and Ashmore P. (2011). The Life of Primates. PHI Learning Private Limited, New
9. Delhi.
10. Seth P. K. and Seth S. (1986). The Primates. Northern Book Centre, New Delhi, Allahabad.

11. Singh I. P. and Bhasin M.K. (1989). Anthropometry: A Laboratory Manual on Biological
12. Anthropology. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
13. Swindler D. R. (2009). Introduction to the Primates. Overseas Press India Pvt. Ltd., New Delhi.
14. Vidyarthi L.P. and Rai B.K. (1985) Tribal Culture in India, New Delhi, Concept Publishing Co.

SKILLL ENHANCEMENT COURSE

SECOND SEMESTER (FYUGP)

TITLE OF THE COURSE : COMMUNITY BASED DISASTER MANAGEMENT

COURSE CODE : ANTH-SEC-3-201

NATURE OF THE COURSE : SKILL ENHANCEMENT COURSE (SEC)

TOTAL CREDITS : 3 CREDITS (2+1=3)

DISTRIBUTION OF MARKS : 60 (End Sem) + 40 (In Sem)

Course Objectives:

- To understand the basic concepts of hazard, disaster, risk and vulnerability.
- To familiarize students with natural and man-made disasters and their impacts on communities.
- To provide knowledge regarding community participation and indigenous coping mechanisms in disaster management.
- To develop awareness regarding disaster preparedness, response and rehabilitation measures.
- To understand the role of local institutions, NGOs and government agencies in disaster management.
- To encourage students to participate in practical and field-based disaster management activities.

Unit	Contents	L	T	P	LTP(75hrs)
UNIT 1 (10 Marks)	**Introduction to Disaster Management:** Meaning and concepts of hazard, disaster, risk and vulnerability; types of disasters—natural and man-made; causes and impacts of disasters; ❖ **IKS** ❖ disaster-prone areas in India; role of community in disaster management.	09	01		10
UNIT 2 (10 Marks)	**Community Participation in Disaster Management:** Meaning and importance of community-based disaster management; community preparedness and awareness;local knowledge and indigenous coping mechanisms.	09	01		10

UNIT 3 (10 Marks)	**Institutional and Legal Framework:** ❖ Disaster Management Act (2005); Role of **NDMA**, **SDMA**, and **DDMA**; Role of PRIs and local self-governance in disaster preparedness; Indigenous vs. modern technology in disseminating warnings.	09	01		10
UNIT 4 (30 Marks)	**Practical:** ❖ Students are to prepare a report on a local disaster and management.		02	43	45
Total:		27	05	43	75

Where, L= Lecture T=Tutorials P= Practicals

❖ IKS: Indian Knowledge System

Modes of In-Semester assessment:

1. Two Unit test : 10 x 2 = 20 marks
2. Attendance : 5 marks
3. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment

4. Any one of the following activities listed below : 5 marks
   a. Fieldwork/ project/
   b. practical (viva)

Course Outcomes:

CO1: Interpret the fundamental concepts of hazards, disasters, risk, and vulnerability, evaluating the causes, impacts, and geographic distribution of disaster-prone areas in India.

CO2: Analyze the significance of community-based disaster management (CBDM), assessing community preparedness and the role of local indigenous knowledge and coping mechanisms.

CO3: Evaluate the institutional and legal frameworks of the Disaster Management Act (2005), distinguishing the functional roles of NDMA, SDMA, DDMA, and PRIs in disseminating warnings and disaster preparedness.

CO4: Conduct field-based ethnographic research to analyze local flood vulnerabilities, evaluating community-driven adaptation strategies and institutional management frameworks.

Reference Books:

1. Ariyabandu, M. & P. Sahni. 2003. Disaster Risk Reduction in South Asia, New Delhi: Prentice-Hall (India).
2. Goel, S.L. 2007. Disaster Administration and Management: Text and Case Studies, New Delhi: Deep & Deep Publications.
3. NIDM. 2026. Training Manual on Community Based Disaster Management, New Delhi: National Institute of Disaster Management.
4. Sahni, Pardeep. 2004. Disaster Managment: Himalayan Case Studies, New Delhi: Deep & Deep Publications.
5. Sharma, R.K. & G. Sharma. 2005. Natural Disaster, New Delhi: APH Publishing Corporation.

SKILLL ENHANCEMENT COURSE

THIRD SEMESTER (FYUGP)

TITLE OF THE COURSE : COMMUNITY HEALTH AND WELFARE

COURSE CODE : ANTH-SEC-3-301

NATURE OF THE COURSE : SKILL ENHANCEMENT COURSE (SEC)

TOTAL CREDITS : 3 CREDITS (2+1=3)

DISTRIBUTION OF MARKS : 60 (End Sem) + 40 (In Sem)

Course Objectives:

- to understand the meaning, nature and scope of community health and welfare.
- to provide knowledge regarding nutrition, hygiene, sanitation and preventive healthcare.
- to develop awareness regarding public health services and social welfare schemes.
- to understand the role of government agencies, NGOs and community participation in welfare activities.
- to encourage students to participate in field-based health and welfare programmes.

Unit	Contents	L	T	P	LTP(75hrs)
UNIT 1 (10 Marks)	**Introduction to Community Health and Welfare:** Meaning, nature and scope of community health and welfare; determinants of health; public health and community healthcare system; concept of welfare and social wellbeing; role of family and community in healthcare and welfare activities.	09	01		10
UNIT 2 (10 Marks)	**Nutrition, Health, Hygiene and Sanitation:** Nutrition and balanced diet; food habits and nutritional deficiency diseases; hygiene and personal cleanliness; safe drinking water; environmental sanitation and waste management; communicable and non-communicable diseases.	09	01		10
UNIT 3 (10 Marks)	**Community Welfare and Awareness Programmes:** Women and child welfare	09	01		10

	programmes; welfare schemes for elderly and marginalized groups; role of government and NGOs in community welfare; health education and awareness campaigns; community participation in welfare activities; challenges of community health and welfare in rural and tribal communities.				
UNIT 4 (30 Marks)	.**Practical:** ❖ IKS Preparation of field based report on food and nutrition in a Anganwadi centre or destitute home.		02	43	45
Total:		27	05	43	75

Where, L= Lecture T=Tutorials P= Practicals

- ❖ IKS: Indian Knowledge System

Modes of In-Semester assessment:

5. Two Unit test : 10 x 2 = 20 marks
6. Attendance : 5 marks
7. Any one of the following activities listed below : 10 marks
   a. Group Discussion
   b. Seminar presentation on any of the relevant topics
   c. Home Assignment

8. Any one of the following activities listed below : 5 marks
   a. Fieldwork/ project/
   b. practical (viva)

Course Outcomes:

CO1: Interpret the fundamental concepts, scope, and determinants of community health and welfare, evaluating the role of public health infrastructure, family structures, and community systems in promoting social well-being.

CO2: Analyze the principles of a balanced diet, dietary habits, and nutritional deficiency diseases while evaluating grassroot strategies for waste management, environmental sanitation, safe drinking water, and disease prevention.

CO3: Appraise national welfare schemes and awareness programs targeting women, children, the elderly, and marginalized groups, critiquing the collaborative roles and challenges faced by government bodies and NGOs in rural and tribal sectors.

CO4: Execute field-based data collection to document and prepare a comprehensive nutritional and food habits report on preschool children and mothers attending a local Anganwadi center.

Reference Books:

1. Gopalan, C., B.V. Rama Sastri & S.C. Balasubramanian. 2004. Nutritive Value of Indian Foods, Hyderabad: National Institute of Nutrition (ICMR).
2. Gupta, K.R. 2005. Rural Development in India: (Vol. 2) Health, Education and Gender Issues, New Delhi: Atlantic Publishers.
3. Sachdeva, D.R. 2006. Social Welfare Administration in India, Allahabad: Kitab Mahal.
4. Swaminathan, M. 2014. Essentials of Food and Nutrition, Bangalore: Bappco.
5. Bhowmick, P.K. 1990. Applied-Action-Development Anthropology, Medinipur: Institute of Social Research and Applied Anthropology.
6. Chaudhuri, Buddhadeb. 1986. Tribal Health: Socio-Cultural Dimensions, New Delhi: Inter-India Publications.
7. Dutt, P.R. 1965. Rural Health Services in India, New Delhi: Central Health Education Bureau.
8. Ghosh, Shanti. 1997. Concepts of Child Health and Pediatrics in Community Development, New Delhi: Public Health Association of India.
9. Madan, G.R. 2002. India's Developing Villages, New Delhi: Allied Publishers.
10. Siddhu, C.M.S. 1971. Report on Nutrition and Dietary Habits in Rural Areas, Allahabad: Kitab Mahal.